



# Academic & Student Affairs Committee

October 2014

October 9, 2014

2:00 p.m.-4:00 p.m.

East Committee Room, McNamara Alumni Center

## ASA - OCT 2014

### 1. Buffer Entity for International Operations - Review/Action

Docket item summary - Page 3

Resolution - Page 5

### 2. Shifts to Legal Education Environment & Future Planning

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### 3. Alumni Association Plans for Engagement

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### 4. Consent Report - Review/Action

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Program additions, changes, and discontinuations - Page 45



# BOARD OF REGENTS DOCKET ITEM SUMMARY

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Academic & Student Affairs

October 9, 2014

**Agenda Item:** Buffer Entity for International Operations

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

**Presenters:** Meredith McQuaid, Associate Vice President and Dean, International Programs  
Greg Brown, Director of Transactional Law, Office of General Counsel  
Kelly Farmer, University Tax Director  
Stacey Tsantir, Director, International Health, Safety and Compliance

## Purpose & Key Points

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.



# BOARD OF REGENTS DOCKET ITEM SUMMARY

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**Academic & Student Affairs**

**October 9, 2014**

**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

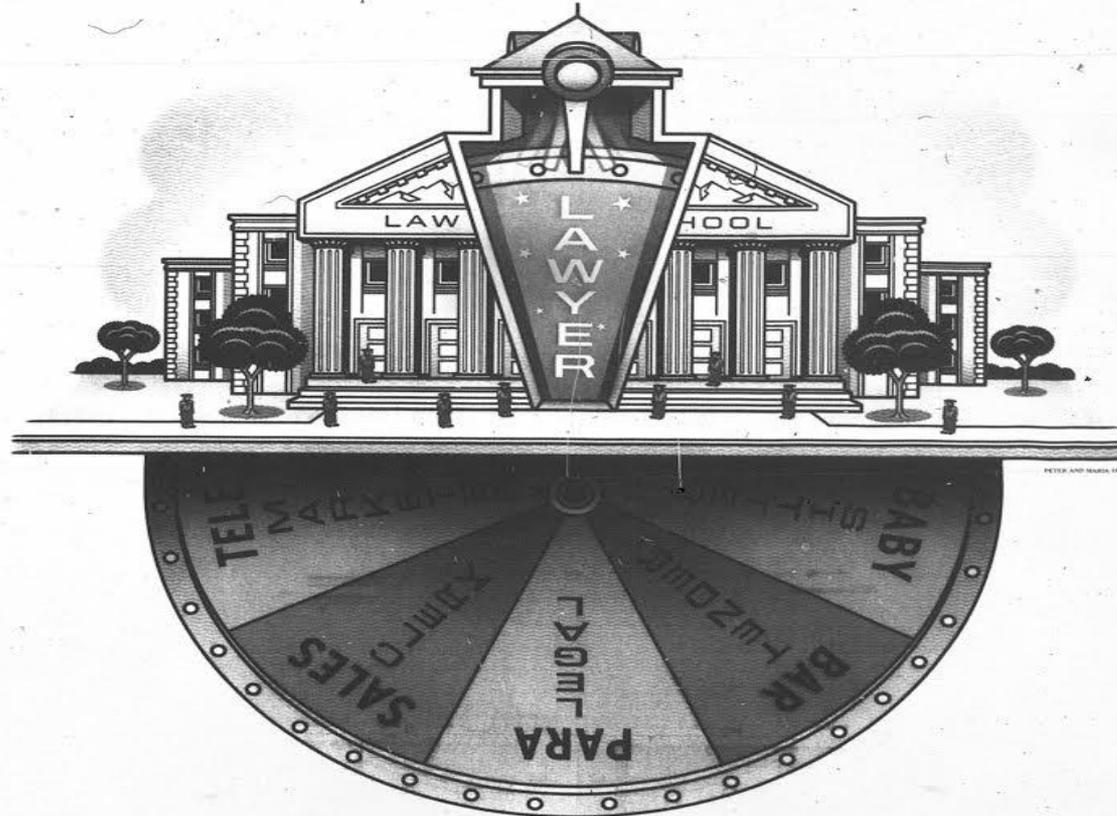
## **Purpose & Key Points**

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





Is Law School a Losing Game?

# Changes in the Legal Economy

- > Cost pressures & commodity work
- > Outsourcing
- > Global competition
- > Technology shifts
  - E-discovery
  - Rocket Lawyer, LegalZoom



# BUREAU OF LABOR STATISTICS

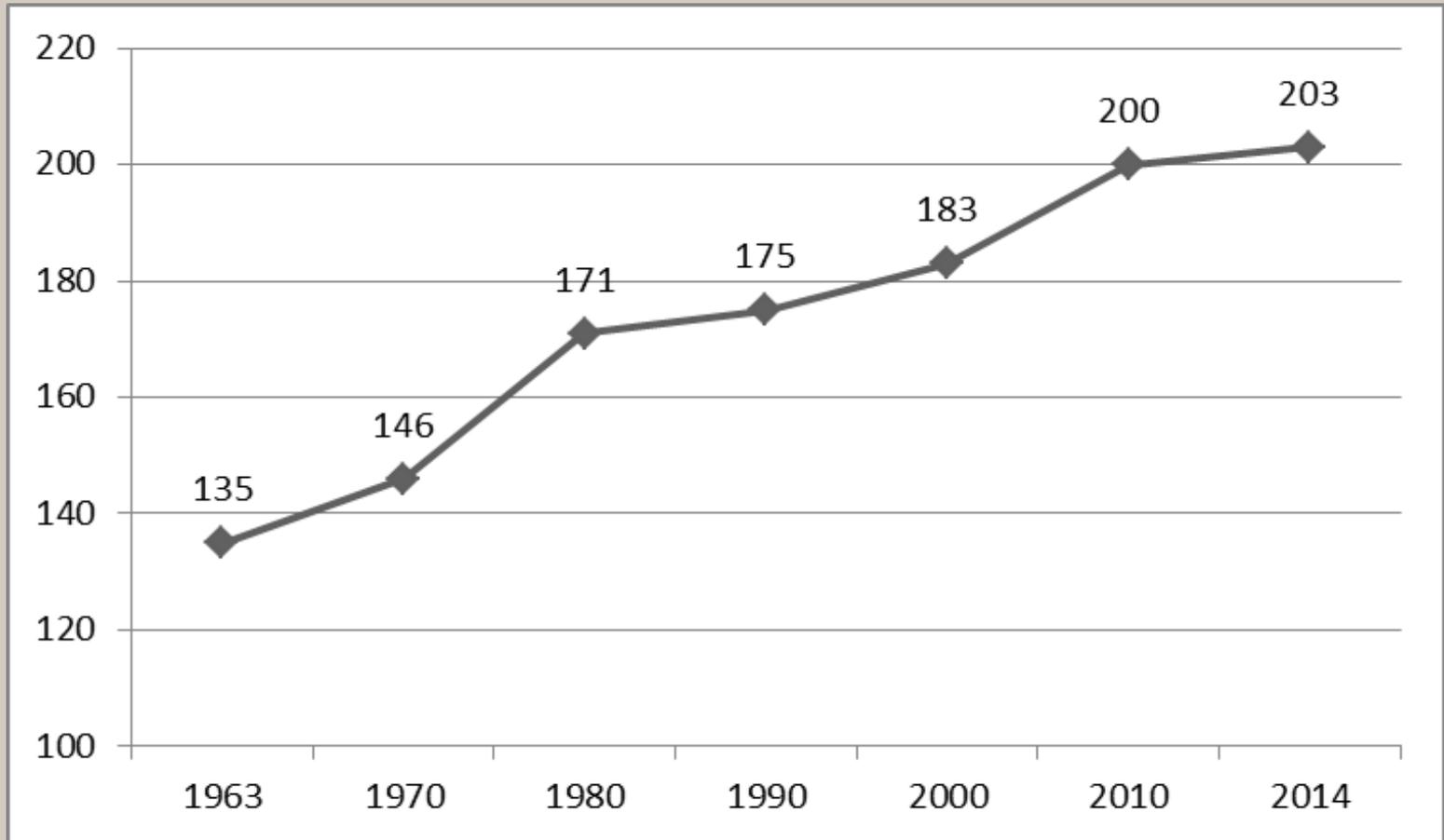
From 2012 through 2022: 20,000 openings a year for new lawyers, judges, and judicial law clerks

- > Includes new jobs and replacements
- > Accounts for boomer retirements
- > Assumes return to full employment



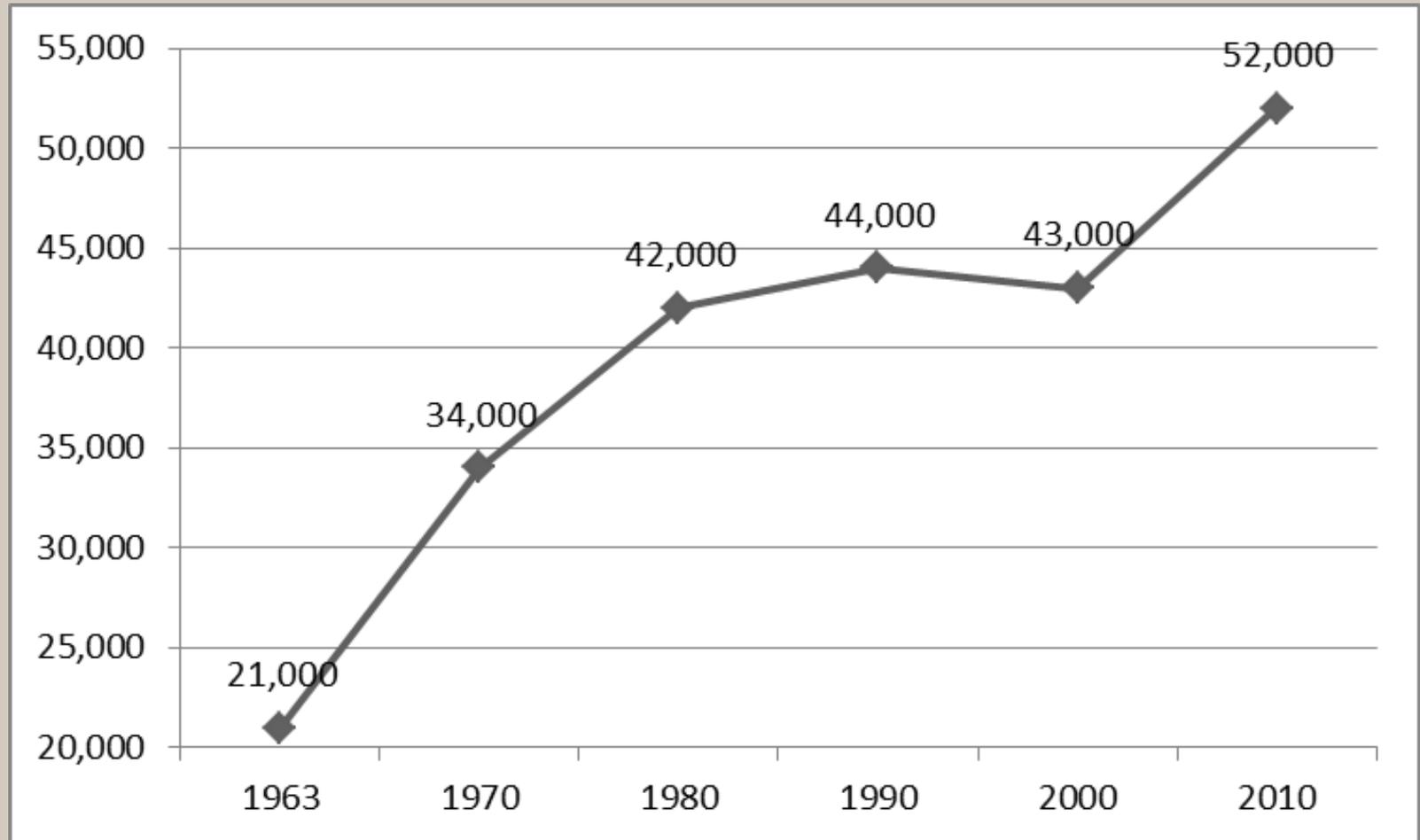
UNITED STATES DEPARTMENT OF LABOR

# Number of ABA Approved Schools



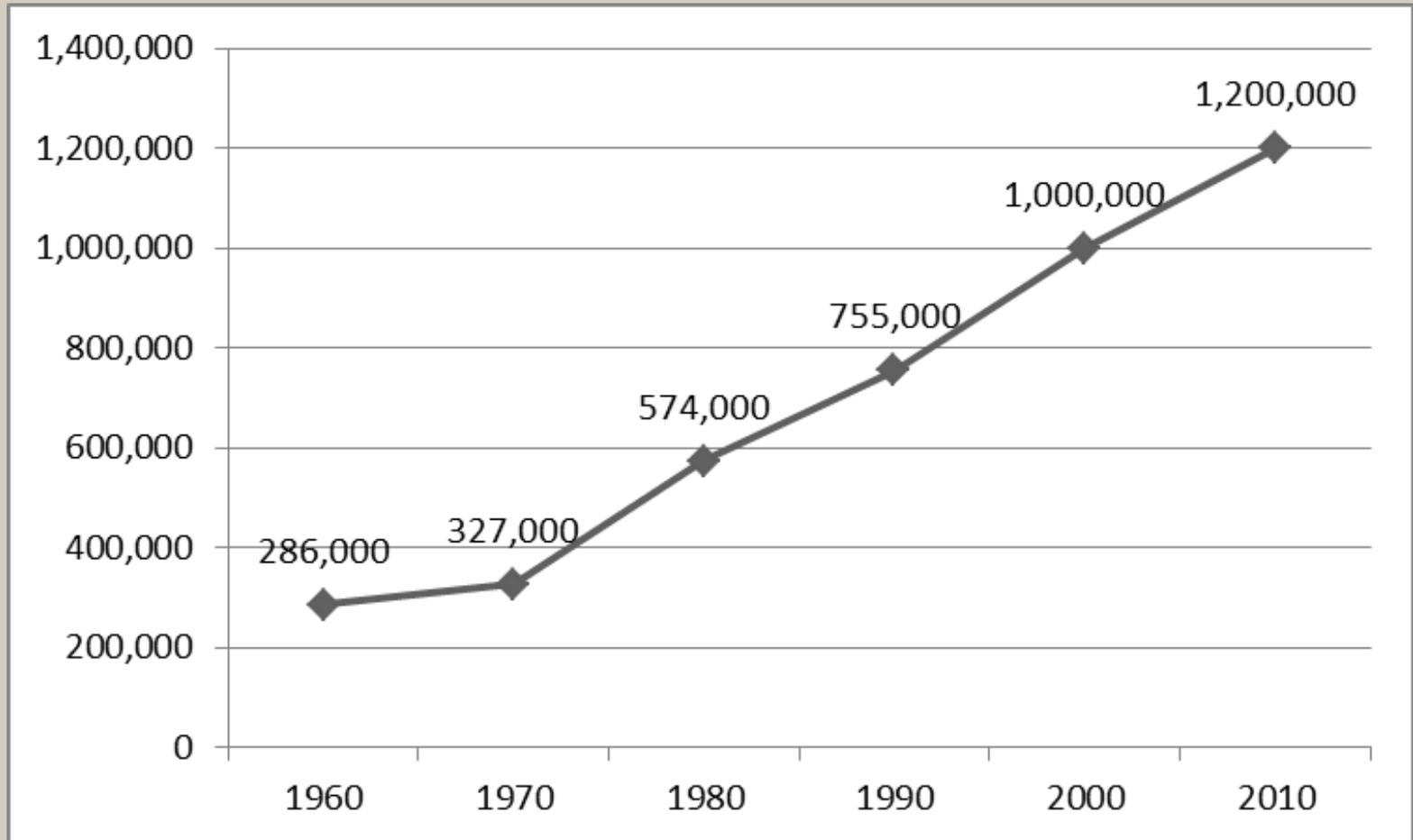
Source: ABA Section of Legal Education

# Number of Degrees Awarded



Source: ABA Section of Legal Education

# Total Licensed Lawyers



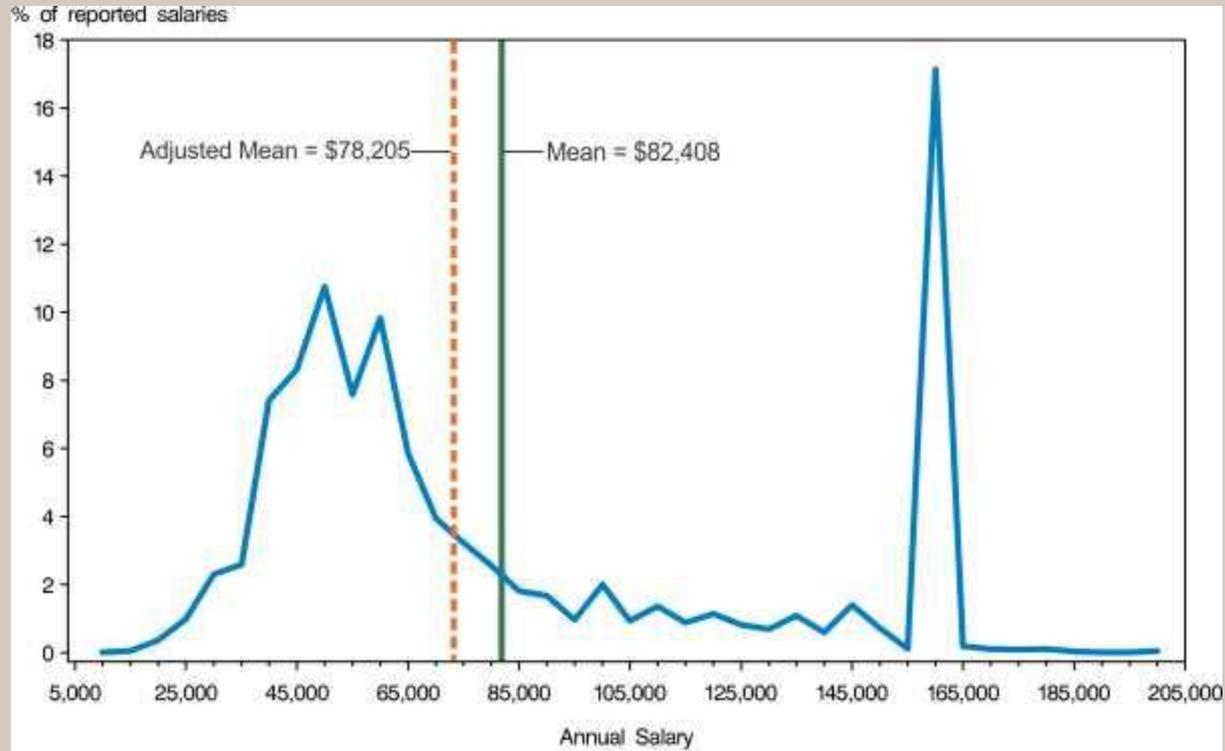
Source: ABA Market Research 2013

# 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

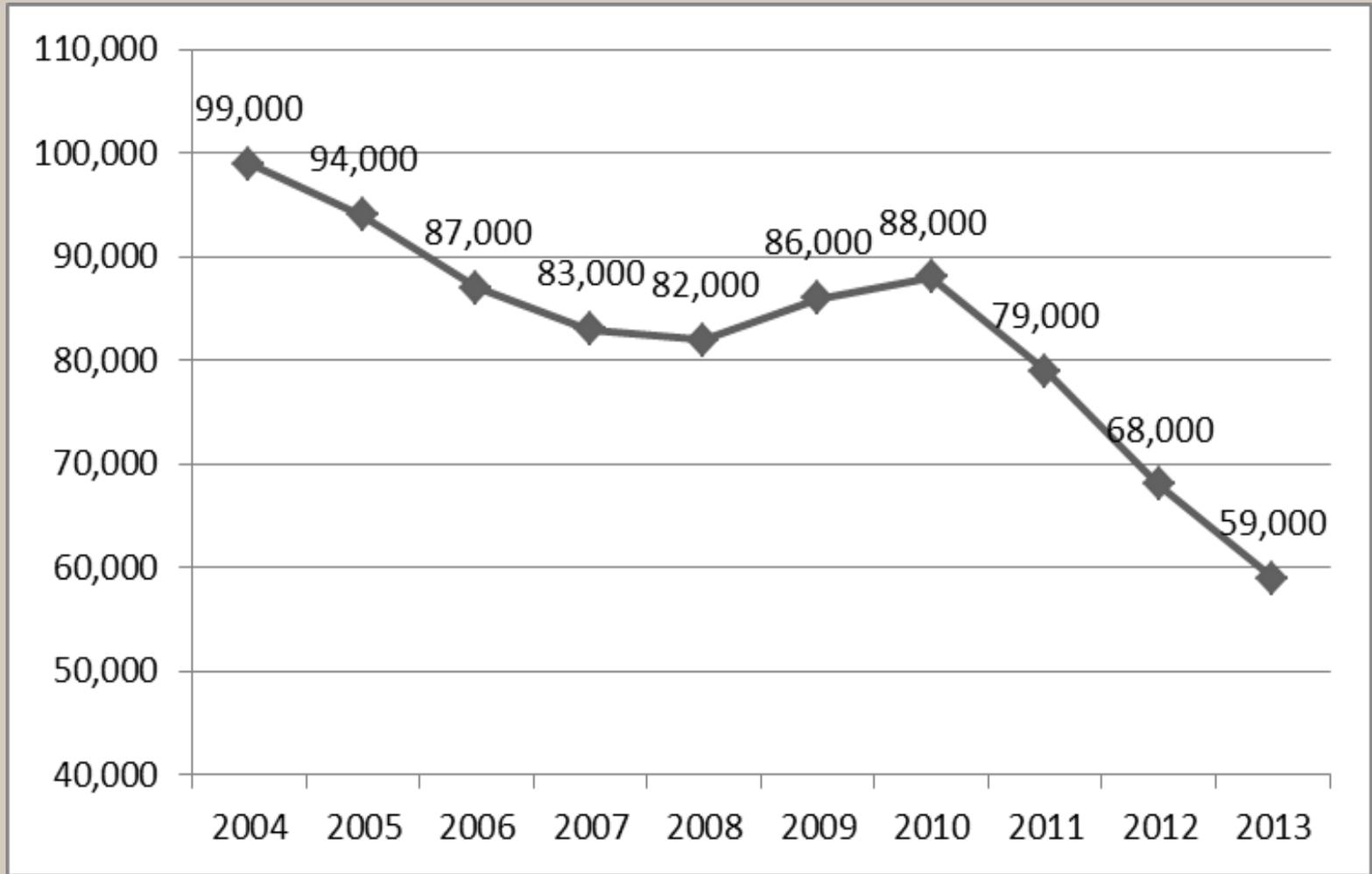
Source: NALP 2014

Distribution of Reported Full-Time Salaries — Class of 2013



© NALP, 2014  
www.nalp.org

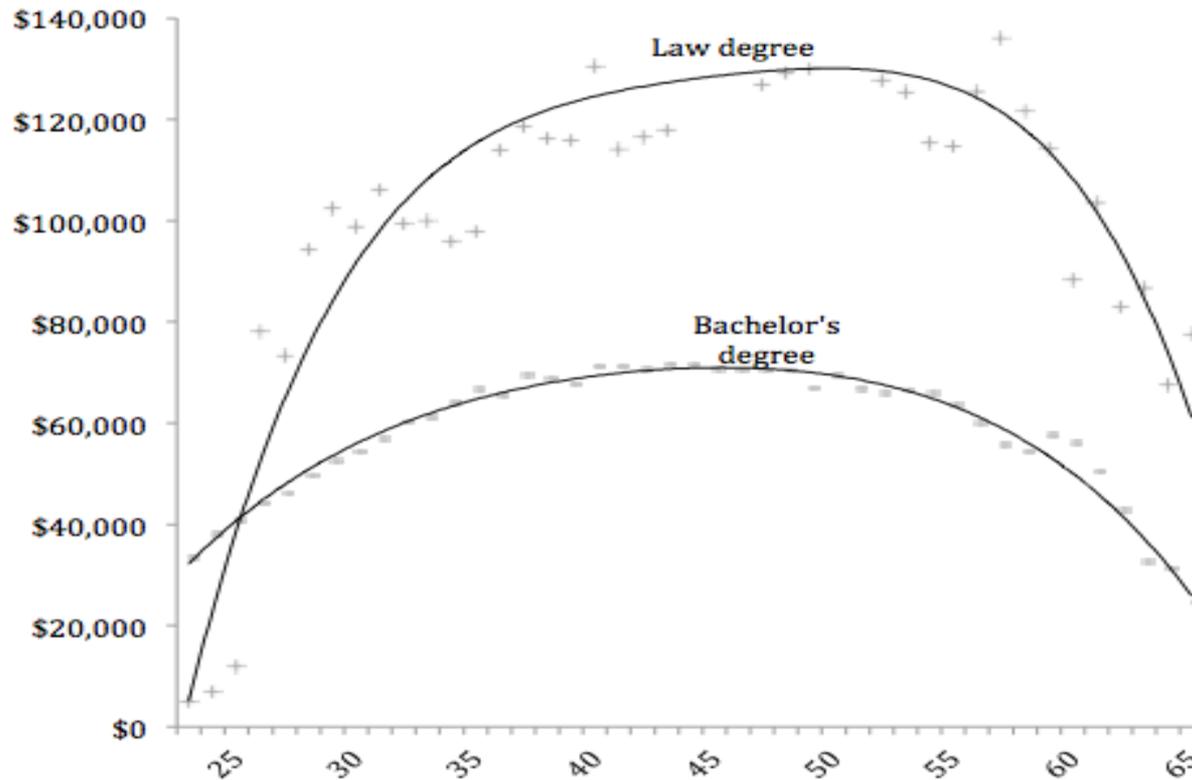
# ABA Applicants



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*



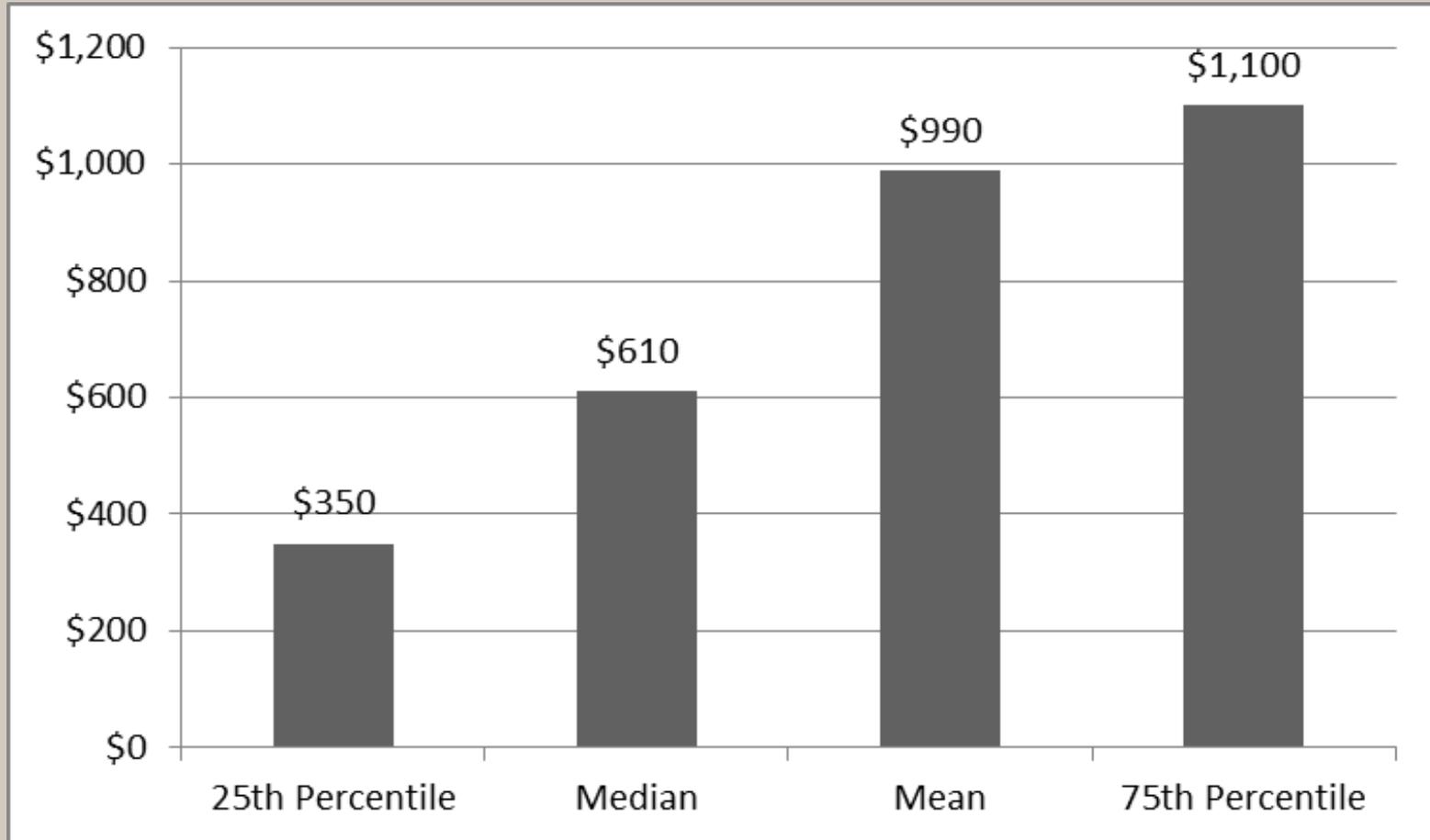
Source: Survey of Income Program and Participation; Authors' calculations.  
Note: Includes degree holders who are working, unemployed, or disabled.

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



# Class of 2017



# Law in Practice



# Center for New Americans Partners

FAEGRE BAKER  
DANIELS

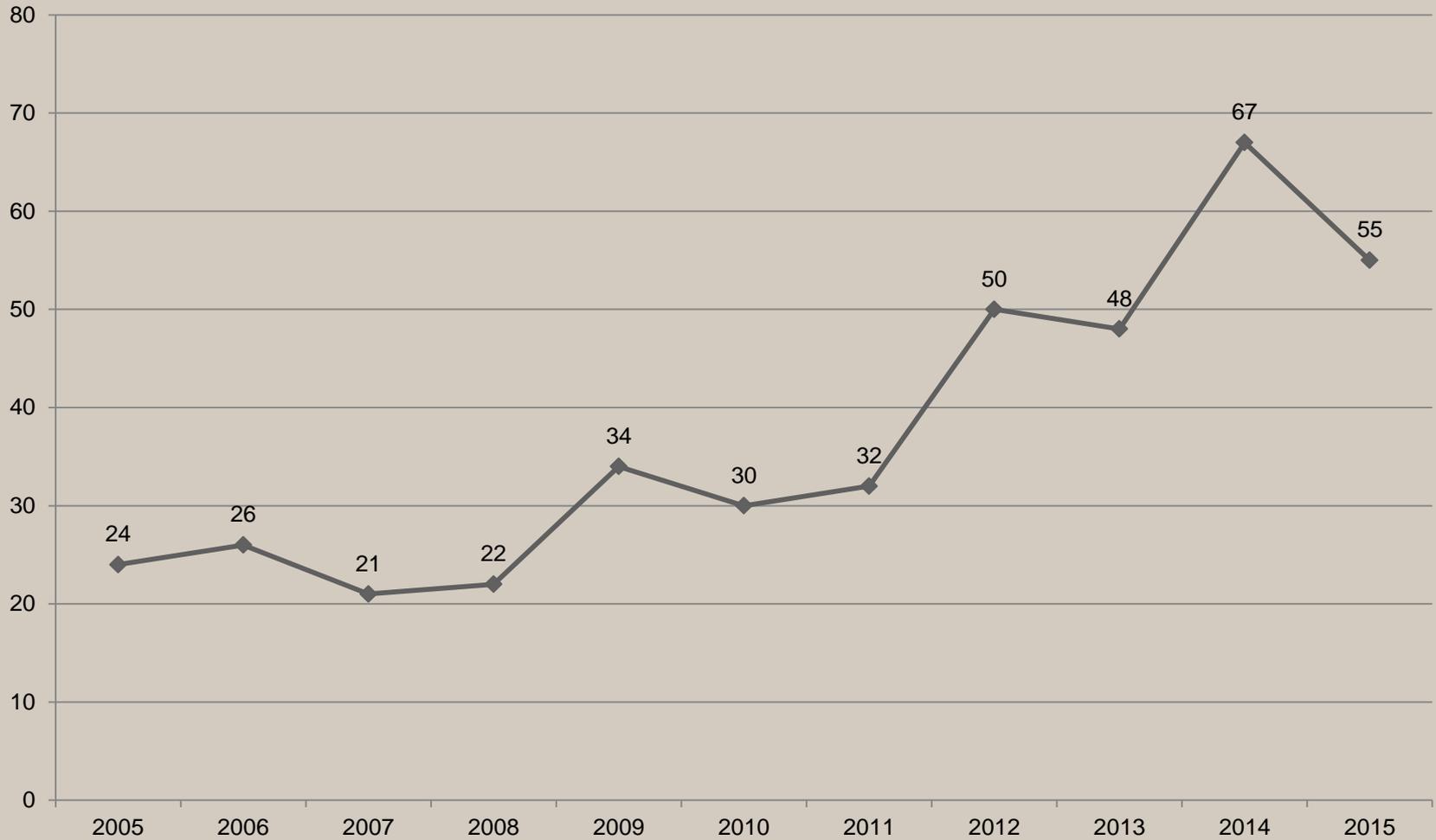


**DORSEY™**  
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# LLM Enrollment



# MS Patent Law





# BOARD OF REGENTS DOCKET ITEM SUMMARY

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**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.

## University of Minnesota Alumni Association Background

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**

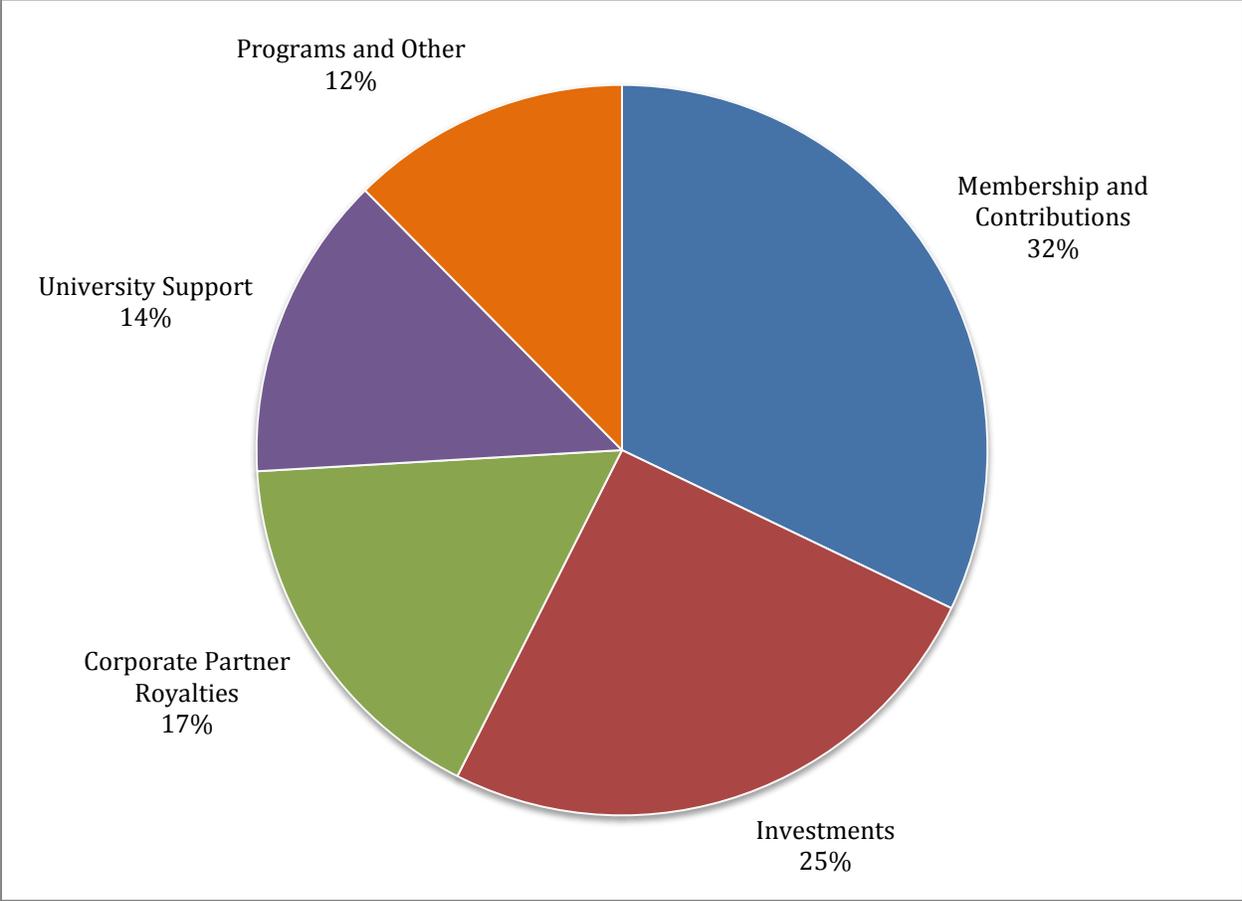
Nationally, the average ratio of alumni association central staff to alumni for large public research universities is approximately 1:10,000. With 445,000 alumni, the Association should have 44 alumni staff members. The UMAA has 24 staff members and is short 20 positions just to reach the national “average”. 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.

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

\* 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





# UNIVERSITY OF MINNESOTA ALUMNI ASSOCIATION<sup>®</sup>

**Report to the  
Board of Regents Academic and Student  
Affairs Committee**

Thursday, October 9, 2014

# 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



# Career Services and Networking

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

The screenshot shows a blog post from the University of Illinois Alumni Association ACC Blog. The header includes the UIAA logo and the text 'UNIVERSITY OF ILLINOIS ALUMNI ASSOCIATION' and 'ALUMNI CAREER CENTER'. The post is dated 'THURSDAY, SEPTEMBER 25, 2014' and is titled 'Alumni Expert Talks About Entrepreneurial Careers'. The main content features a question: 'Q: How do you know if an entrepreneurial career is a good fit?' followed by an answer: 'A: An entrepreneurial career means betting on yourself. It is not something that happens overnight. It is a mindset you've nurtured throughout your life. It's demonstrated by your curiosity, strong sense of adventure, ability to identify new growth and learning opportunities, and desire to take risk and to try new things.' Below this, there is a photograph of Lema Khorshid, a woman with long dark hair, wearing a dark top. To the right of the photo is a caption: 'Lema Khorshid '00 BUS (UI), Founding Partner and Attorney with Fuksa Khorshid, LLC'. The text continues: 'These are integral traits of many entrepreneurs. As you continue along the entrepreneurial journey, you will constantly seek new opportunities to satiate that mindset. Consider two factors before becoming an entrepreneur: your passion and your interests. You have to be really moved by what you do in order to want to do it every day and to be great at it. ALSO, don't forget to ask for help. Budding entrepreneurs should seek out mentorship, and rely on their networks to uncover resources and build bridges that will help them to move along the journey.' At the bottom, a partial sentence reads: 'Building your entrepreneurial career is a long journey, but exhilarating in every way. Following your...'. On the right side of the screenshot, there are social media sharing options for 'Share' and 'Posts', and a 'Web sites' section with links for 'Alumni Career' and 'UIAA Home'. Below that is a 'Blog Archi' section with a list of dates from 2014, including '2014 (7)', 'Sep', 'Aug', 'Jul', 'Jun', 'May', 'Apr', 'Mar', and 'Feb'.

# Lifelong Learning

- Bring the best of the University to the alumni – in person and online.



The screenshot shows the Stanford+Connects website interface. At the top, a dark red header contains the text "STANFORD+CONNECTS" on the left and "SIGN UP / SIGN IN" on the right. Below this is a dark navigation bar with icons and text for "Events", "Think", "Volunteer", and "Stay Connected", along with social media icons for Facebook and Twitter. The main content area features a large, vibrant image of the Chicago skyline at night, with the text "Chicago, IL" and "MARCH 7, 2015" overlaid in large white font. Below the image is a dark bar with a location pin icon and the word "Location". At the bottom of the page, a white banner contains the text "Expand your mind—and your network".



# 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 like a reunion for UCLA Black Grads. This event must be developed into an annual event that members look forward to each 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 slotted into the program and has several members positioned to participate in the event on multiple levels up to and 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, informative 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 (L. A. Urban league, NAACP, UBAA) will host a application seminar aimed at reaching out and assisting prospective students 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 and compete for the best before they apply.

**UBAA Annual Family Picnic**

**UBAA Legacy Scholarship Dinner**



# 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





# BOARD OF REGENTS DOCKET ITEM SUMMARY

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Academic & Student Affairs

October 9, 2014

**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.

**University of Minnesota Board of Regents  
Academic and Student Affairs Committee  
October 9, 2014**

**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.