

**UNIVERSITY OF MINNESOTA**

**BOARD OF REGENTS**

**Educational Planning & Policy Committee**

**Thursday, October 16, 2008**

**1:30 p.m. - 3:30 p.m.**

**Ballroom A, Kirby Student Center, Duluth Campus**

**Committee Members**

David Larson, Chair  
Anthony Baraga, Vice Chair  
Linda Cohen  
Steven Hunter  
Maureen Ramirez  
Patricia Simmons

**Student Representatives**

Jennifer McCabe  
Dustin Norman

**A G E N D A**

1. Coordinate Campus Reports & Strategic Positioning Update - R. Jones/C. Casey/J. Johnson/S. Lehmkuhle/K. Martin (pp. 2-18)
2. Consent Report - Review/Action - T. Sullivan (pp. 19-22)
3. Information Items - T. Sullivan (p. 23)



## UNIVERSITY OF MINNESOTA BOARD OF REGENTS

**Educational Planning and Policy Committee**

**October 16, 2008**

**Agenda Item:** Coordinate Campus Reports and Strategic Positioning Update

review       review/action       action       discussion

**Presenters:** Senior Vice President Robert Jones  
UMC Chancellor Charles Casey  
UMM Chancellor Jacqueline Johnson  
UMR Chancellor Stephen Lehmkuhle  
UMD Chancellor Kathryn A. Martin

### **Purpose:**

policy       background/context       oversight       strategic positioning

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

- 1) Provide an overview of the mission/vision, strengths, challenges and opportunities facing the coordinate campuses;
- 2) Provide an update on strategic goals and priorities on each campus; and
- 3) Gain insights from the Board on policy issues and opportunities to coordinate and align strategic transformational efforts throughout the University system.

### **Outline of Key Points/Policy Issues:**

Each of the University's campuses has a distinctive history, vision, and strategy for contributing to the University's excellence in the way that best serves its students, the region, and the state.

All Coordinate Campuses are implementing their transformative goals in areas such as new degree and program development, innovative public and private partnerships, and continuous improvement initiatives.

Each campus is anticipating and preparing for demographic changes that will continue to impact student enrollment, retention, and other critical factors.

### **Background Information:**

Coordinate Campus reports and strategic positioning updates were last presented to this committee in May 2007 (UMD & UMR) and October 2007 (UMC & UMM).

**University of Minnesota Board of Regents  
Educational Planning and Policy Committee  
October 16, 2008**

**Coordinate Campus Reports and Strategic Positioning Update**

Each of the University's campuses has a distinctive history, mission, vision, and strategy for contributing to the University's excellence in the way that best serves its students, the region, and the state. Together, the Crookston, Duluth, Morris, and Rochester campuses comprise a rich variety of academic departments and degree programs that are essential components of the University system. The strengths of each campus complement one another and contribute to meeting the educational and workforce needs of the state.

The coordinate campuses were asked in 2006 to create an aspirational vision and develop strategies to propel them toward their goals. They engaged in strategic positioning processes equivalent to the one completed on the Twin Cities campus a year earlier, but adapted to meet their unique needs. The following are brief summaries of these visions.

- The Crookston campus, which began as an agricultural high school and then as a two-year campus, has established a vision for its future as an innovative, competitive, and culturally transformed campus known for its exceptional undergraduate experience and for the unparalleled value it creates for the region. Its unique contribution to the University system is made through applied, career-oriented learning programs that combine theory, practice, and experimentation in a technologically rich environment.
- UMD has reaffirmed its mission to serve northern Minnesota, the state, and the nation as a medium-sized comprehensive university dedicated to excellence in all its programs and operations. Central to the mission of UMD is high quality teaching nurtured by the research and artistic efforts of its faculty.
- UMM has reaffirmed its mission to provide an uncompromisingly rigorous undergraduate liberal arts education on a small campus. Its goal is still to be the best public liberal arts college in the nation. Morris plans to address its demographic, competitive, and financial challenges by restructuring its academic programs, leveraging its strong green campus initiatives, and reorganizing the curriculum to reflect a richer international perspective.
- The strategic direction for UM Rochester is to become a distinctive campus of the University of Minnesota, providing quality academic programming, research, and public engagement with emphasis in health sciences, informatics, technology, and related fields. This direction focuses on southeastern Minnesota's education and workforce needs and places special emphasis on collaborations with the Mayo Clinic, IBM, and other key partners.

## UMC

### MISSION/ VISION

The University of Minnesota, Crookston (UMC) contributes to the University's statewide land grant mission through applied, career-oriented learning programs that combine theory, practice, and experimentation in a technologically rich environment. UMC connects its teaching, research and outreach to serve the public good. UMC is unique in northwest Minnesota, providing access to world-renowned teaching and research and serving as a regional hub for:

- undergraduate education leading to a University of Minnesota diploma
- technology applications in higher education
- innovation, entrepreneurship, and regional sustainability
- leadership development
- global and diverse cultural experiences.

UMC is committed to carrying out its mission with integrity, honesty, fairness, and respect, and values diversity and innovation. UMC promotes excellence through quality teaching, research, and service, and facilitates growth, discovery, and leadership development through a learner-centered focus.

Four words embody the strengths of UMC: Small Campus, Big Degree. The small size of the student body and availability of unique degree programs were by far the most important reasons given by new students for choosing UMC. Advantages include:

- small class sizes and a student-faculty ratio of 16:1
- personalized attention and mentorship from faculty
- numerous leadership opportunities through student organizations and activities
- enhanced internship and undergraduate research opportunities
- access to world-class teaching, learning and research resources
- an acclaimed, brand-name degree from the University of Minnesota
- exceptional technology immersion through the “Laptop University” computer initiative
- promotion of an understanding of diversity and global perspectives.

In addition to the advantages listed above, there are unique opportunities and synergies that result from co-location of the following entities on the UMC campus: University of Minnesota Extension Regional Center, University of Minnesota Northwest Research and Outreach Center, University of Minnesota Area Health Education Center (RiverView Health, Crookston), Northwest Regional Sustainable Development Partnership, U.S. Dept. of Commerce Economic Development Administration (EDA), University Center for the State of Minnesota, Northwest Educational Technology System (NETS), Minnesota Rural Health Association (MRHA), Agricultural Utilization Research Institute (AURI), and Retired Senior Volunteer Program (RSVP).

### STRATEGIC GOALS

*Increase Student Enrollment and Quality*

UMC has been successful in reversing the previous enrollment decline and attracting well-prepared students.

1. Increased enrollment since 2005; record enrollment of 1,207 undergraduates in 2008
2. Increased number of online-only students and online credit hours increased 36 percent from 2006 to 2007
3. Increased applications: 27 percent increase from 2007 to 2008 and nearly 75 percent higher than 2005
4. More selective admissions: accepted 89 percent in 2005; 83 percent in 2007; 77 percent in 2008
5. Improved standards of incoming freshmen: 2008 ACT scores up nearly one whole point; average high school rank up nearly 5 percent compared to 2007
6. Raised number of incoming students who report plans to pursue master's or professional degrees to 25 percent for 2008 from 12 percent in 2001.

Achieving this goal is challenging because of declining numbers of graduating high school students in Northwestern Minnesota and intense competition with regional colleges and universities, which have lower tuition/costs. UMC has taken the following actions to achieve success:

1. Developed comprehensive marketing plan based on tagline "Small Campus. Big Degree."
2. Rebranded marketing efforts to more closely align with the U of M brand
3. Targeted marketing efforts for specific degree programs with online pay-per-click search ads
4. Targeted marketing efforts for online degree programs through eLearners.com
5. Broadened program offerings, adding six new baccalaureate degree programs—biology, communication, computer software technology, criminal justice, health science pre-professional, organizational psychology—since 2004
6. Phased out associate degrees
7. Sought and gained approval for early childhood education B.S. program to administer teacher licensure from Minnesota Board of Teaching
8. Increased scholarship dollars, including Founders Free Scholarship program, to help offset higher tuition costs (also a retention strategy).

UMC is now planning these additional actions to build upon its recent success:

1. Expand international/multicultural recruitment opportunities
2. Further develop strength and breadth of traditional and online degree programs and explore new degrees, including a possible on-line B.S. degree in Nursing with the Academic Health Center
3. Develop goals and strategies for lower-enrolled academic programs
4. Increase and expand articulation agreements with two-year institutions.

### ***Improve Retention Rates***

More than 54 percent of new students identify themselves as first-generation college students, who may not be as well prepared and may not have the same level of family support, making the successful adjustment to higher education more difficult and increasing the risk of stopping-out or dropping-out. In addition, because UMC is a small campus and cannot offer a large number of

majors, there is an increased incidence of students transferring to other institutions to pursue majors not offered at UMC.

We have taken steps to address these challenges, including increasing our investments in retention efforts, with a focus on benchmarking and measuring retention to set goals and develop strategies. UMC has also launched an honors program this fall to both recruit and retain high-ability students, and established a Writing Center in the Academic Assistance Center last year to help students with their communication skills. Next steps include:

1. Assess and improve academic advising across campus
2. Implement, refine and expand a general education course for freshmen
3. Collaborate with Minnesota Campus Compact on a peer mentoring initiative
4. Construct the recently approved new 128-bed apartment-style residence hall.

### ***Provide a Global and Multicultural Educational Experience***

UMC has made progress in advancing diversity and providing students a more global experience. We launched an English as a Second Language program in 2005 and have developed relationships with the Korean Preparation Center and Kyungwon University in Seoul, Korea; and the Zhejiang Economic and Trade Polytechnic (ZETP) and Zhejiang Forestry University (ZFU) in Hangzhou, China. These new partnerships and our capacity to serve the language needs of non-native English speakers have allowed us to significantly increase our enrollment of international students and provide more opportunities for UMC students to study abroad, both of which enrich our campus culture. We will expand relationships with current international partners and are initiating relationships with the National Institute of Engineering in Mysore, India and the Infosys Technologies in Bangalore, India. We are also reestablishing our recruitment efforts in Canada.

Integrating groups of international students into the wider campus culture and increasing the understanding of and appreciation for other cultures remain challenges, but we have hired a new director of diversity programs this fall and consolidated the office locations of all staff working with international students and related programs to increase our effectiveness.

### ***Recruit, Retain, Develop, and Reward Exceptional Faculty***

UMC is committed to providing students the highest quality teaching and mentoring, and so we have focused on faculty excellence. To that end we have hired eight new tenure and tenure-track faculty and four new non-tenured faculty members. We have also provided support that allowed four current faculty members to complete professional degrees, and developed a peer mentoring program to aid new faculty and build interdisciplinary connections. We are currently exploring with the Vice President for Research ways for our faculty to access system resources to aid in their teaching and research. We will continue to expand opportunities for faculty development, address the shortage of research space and resources, and work with the City of Crookston to better integrate new faculty and staff into the larger community.

### ***Explore New Technology Applications in Higher Education***

UMC marks its 15<sup>th</sup> year this year as a “Laptop University,” and is committed to maintaining a leadership position in the use of instructional technology. We face ongoing challenges in

encouraging technological innovation and improvement of technology skills among faculty and staff, and developing electronic content for use in technology applications. To help address this challenge, we recently established an advantageous new partnership with Hewlett-Packard as a vendor/partner, and hope to send a faculty delegation to the quarterly Hewlett-Packard Higher Education Forums. UMC also played a lead role in the pilot program and expansion of the Moodle Learning Management System. We appointed a pilot group of faculty this fall to work/innovate with tablet-style laptops, and submitted three online degree programs to the U of M Digital Campus Initiative. We will submit another online degree program in 2009, and are exploring applications of pen-based computing and cloud computing. We also now allow graduating students to keep their laptops.

***Pursue Extraordinary Innovation, Entrepreneurism, and Regional Sustainability***

UMC is an economic engine for the Northwestern Minnesota economy, and we make it a priority to advance in this pursuit. Despite a lack of campus infrastructure to support grant pursuit and space for research initiatives, we have nonetheless made great strides just this year with innovative, entrepreneurial new endeavors. We hired new faculty with significant experience and credentials in rural economic development and sustainability, business entrepreneurship, grant writing, and external funding to enhance our capacity in this area. We plan to provide increased workshop and training opportunities, improved infrastructure, and new incentives for faculty and staff to pursue grant funding in support of innovation.

The University of Minnesota Area Health Education Center (AHEC), a UMC, Academic Health Center, and RiverView Health collaborative, was established in Crookston in 2007. UMC also received a U.S. Department of Commerce renewable grant and has been designated as an Economic Development Administration (EDA) University Center for the state of Minnesota in 2008. UMC also joined the Northwest Minnesota Regional Economic Alliance to help develop a regional strategic vision, and partnered with Ingenuity Frontier Group to launch IDEA (Ingenuity Drives Entrepreneur Acceleration), a competitive innovation-seeking entrepreneurship project ([www.ideacompetition.org](http://www.ideacompetition.org)). Next steps include implementing the EDA University Center and leveraging projects to gain additional resources for regional sustainability efforts.

## **UMD**

### **MISSION/VISION**

The University of Minnesota Duluth (UMD) serves northern Minnesota, the state, and the nation as a medium-sized comprehensive master's public university 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 teaching. 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.

At UMD, a firm liberal arts foundation anchors a variety of traditional degree programs, outreach offerings and selected professional and graduate studies. Active learning through internships, honors programs, research, and community service coupled with rigorous standards of

performance for students, faculty, and staff make UMD attractive to students with strong academic potential. UMD promotes an inclusive, diverse community with special emphasis on American Indian education.

The campus contributes to meeting the area's cultural needs, serves as a focal point for the economic development of the region, and contributes to the University's land-grant mission. One of UMD's unique attributes is its Sea Grant designation that capitalizes on its location at the head of Lake Superior.

## **STRATEGIC GOALS**

### ***Increasing Graduation & Retention Rates***

A major goal outlined in UMD's strategic plan is to increase four-, five-, and six-year graduation rates to the Regents' approved levels of 40 percent, 60 percent, and 65 percent by 2012. Current rates are 25.2 percent, 49.6 percent, and 55 percent respectively. A team analyzed previous studies and reports and scholarly work on student persistence, identified best practices, and gathered input from the UMD community to create a strategy for increasing UMD's graduation rates. The "UMD 30-60-90 Roadmap" will provide students a clearly marked route to timely graduation. While each student is the primary architect of his/her college experience, faculty and staff are responsible for engaging students in curricular and co-curricular activities and reinforcing the positive student behaviors that contribute to a successful educational experience. The 30-60-90 Roadmap is intended to communicate consistent expectations to students, guide student actions, facilitate discussions between academic advisors and students, and reinforce the important role each member of the UMD community plays in promoting student success and contributing to improved retention and graduation rates.

Two personalized online tools, ePortfolio and Graduation Planner, have been developed to help students plan their academic progress at UMD. ePortfolio is an online database housing student records, work samples, and planning documents. The Graduation Planner is an online tool that helps students individually map out their coursework per semester based on their major/minor, degree requirements, course availability, prerequisites, etc. These on-line tools are available for students to efficiently plan for their learning experiences, document their learning outcomes, and manage their learning artifacts. Specific retention and graduation benchmarks have also been established for each collegiate unit. Other information and resources related to the retention and graduation project are available at: <<https://wiki.umn.edu/view/UMDRetentionAndGraduation>.

### ***Strengthen Native American Education***

UMD has a number of programs and initiatives supporting its longstanding commitment to Native American education, including programs in the Departments of Education, Social Work, and American Indian Studies, and the American Indian Learning Resource Center.

The UMD College of Education and Human Service Professions (CEHSP) has become a leader in culturally responsive teacher education by developing alternative teacher education models to serve Native American populations, and currently operates a number of important initiatives under the umbrella of *Eni-gikendaasoyang* (Moving Toward Knowledge Together), in the Center for Indigenous Knowledge Revitalization.

To address a critical need for Native teachers and educators, four UMD Department of Education degree programs serve tribal populations, and a fifth is in planning:

- *Gekinoo'imaagejig Teacher Training Program* (enrollment of 12), a site-based K-6 teacher-training program, is offered on the White Earth Reservation in western Minnesota. To date, 24 teachers have graduated from two previous cohorts of the program offered in collaboration with Fond du Lac Tribal and Community College. Cohort IV of the program is scheduled to begin in Fall '09.
- *Maawanji'idiwag Unified Early Childhood Program* (17 students completed the program in Spring 2008) trains Native early childhood special education teachers. Cohort II of the program is scheduled to begin in Fall '09.
- M.Ed. Cohort IV (enrollment 21), with a focus on world language revitalization, began January 2008 at Mille Lacs Reservation. Fifty-five students have completed Cohorts I-III of the program.
- *Naadamaadiwin* Tribal Special Education cohort began in Fall '08 with 21 students enrolled. Students completing the program will be licensed in learning disabilities and emotional behavioral disorders.
- Indigenous Ed.D. – UMD is planning to launch a Native cohort of its education doctorate in Fall '10, focusing on teaching and learning from an Indigenous perspective.

The Institute of Indigenous Knowledge offers workshops and seminars on Native educational issues, and in spring 2008 launched *Bemaadizing: The Journal of Indigenous Life*, an interdisciplinary journal of education, social work, psychology, American Indian studies, history, medicine, and languages.

Several efforts are in place to revitalize the Ojibwe language, which is endangered as a result of past federal governmental policies and the effects of acculturation. *Enweyang* is a new Ojibwe immersion program serving ten children ages four and five that will begin in the spring of 2009. The program also serves as a training site for the teacher training programs. In addition, the Center hosts an annual Minnesota Indigenous Language Symposium, bringing over 100 educators and language experts to campus for a two-day symposium. An Ojibwe Movies grant (Department of Education) is being used to develop short movies in the Ojibwe language, which will be accessible online for teachers of the language, and eventually to serve as an online clearinghouse for Ojibwe language materials. The Center also sponsors Ojibwe language immersion camps for pre-service and practicing teachers.

The Department of American Indian Studies in the College of Liberal Arts offers coursework and a bachelors degree to promote understanding of tribal cultures. Its curriculum provides opportunities to study traditional cultural values, tribal language, tribal social structures, and social and intellectual relations. It also sponsors the Anishinaabe Student Organization.

The American Indian Learning Resource Center (AILRC) works to increase the recruitment and retention of American Indian and Alaskan Native students, while promoting a more culturally diverse campus environment. The AILRC provides activities and academic, financial, and individual support to help American Indian and Alaska Native students succeed at UMD.

The American Indian Project in UMD's Department of Social Work enhances the contemporary social work skills and the cultural knowledge of American Indian students, and helps them bridge two world views so they can successfully play leadership roles and serve American Indian children and families. Its goal is to create a network of American Indian social workers who can interpret social work practice using the unique world view and knowledge of Indian people.

## **INVESTING IN MINNESOTA'S FUTURE**

### **A. New programming**

UMD continually looks for opportunities to meet the needs of its constituencies through new programming across all collegiate units. Examples include environmental science, health care management, athletic training, Ojibwe elementary and middle school education, studio art, statistics, and deaf studies. Engineering has been an area of particularly strong growth, with new degree programs in chemical engineering, mechanical engineering, and most recently civil engineering being established. In addition, UMD is well positioned to increase its contribution to graduate education in Minnesota. UMD began offering its first doctoral program, the Ed.D. in Education in the fall of 2007. The new Integrated Biosciences (IBS) program is a multi-campus Graduate School M.S. and Ph.D. program designed to provide opportunities to train graduate students in new and exciting interdisciplinary approaches to solving biological problems. UMD faculty in biology and medicine were the primary developers of the program, which admitted its first students to the IBS Ph.D. program in the Fall of 2008.

### **B. Liberal Education Reform**

The UMD liberal education program is currently under campus review to ensure the highest quality programs. A task force is nearing completion of two years of study and significant consultation with the UMD community, including a recently presented revised structure and detailed criteria. The goal is for the revised Liberal Education program to be brought to the UMD Campus Assembly later this year.

### **C. Assessment**

UMD has made a committed effort to focus on improved student learning. To this end, an Associate Vice Chancellor for Academic Administration and Director of Assessment has been hired to develop a comprehensive plan for assessment and continuous improvement. UMD has also been chosen as a member of the Higher Learning Commission's Assessment Academy in order to develop an institutional culture and a plan to assess and improve student learning.

### **D. Tuition**

UMD has taken steps to lessen the burden of tuition increases during the past decade. First, the base financial aid budget at UMD has increased every year by at least the rate of the tuition increase. Second, UMD participates in the Founders Free Tuition Program, a needs-based award program that fully covers University tuition and required fees for qualified students. Lastly, effective Fall Semester 2007, UMD has restructured the undergraduate tuition policy in favor of a tuition-banding strategy. All credits above 13 per semester are

now tuition-free. The tuition band is a way to help students reduce the cost of their education while working toward graduating in four years.

### **E. Research & Outreach**

UMD is committed to producing scholarship and creating knowledge through research in all five collegiate units and across the campus. This is evidenced by the fact that sponsored research expenditures at UMD have increased approximately 40 percent over the past ten years, reaching more than \$15 million in 2006. Two examples of UMD's efforts in research and outreach are described briefly below.

*The Natural Resource and Research Institute (NRRI)* is composed of scientists, engineers, and business specialists whose activities include economic development, applied research and development, and active engagement in environmental studies. With base support from the State of Minnesota, NRRI employs 150 individuals on a full time equivalent basis and relies primarily on grants and contracts to accomplish its program objectives. These objectives focus on three prime areas: minerals, both ferrous and non-ferrous; forest products; and water and the environment. During its 25 years of operation, NRRI has become a prominent research and outreach arm of UMD, respected by industry and agency partners statewide and around the world.

*Minnesota Sea Grant* works to facilitate research and outreach programs about Lake Superior and Minnesota's inland waters. Minnesota Sea Grant's operating budget of about \$1.53 million is supported by the National Oceanic and Atmospheric Administration (NOAA), the University, and University Extension. Sea Grant's 13.5 full-time staff members are dedicated to seeking and communicating information designed to enhance Lake Superior and Minnesota's inland aquatic resources and economies. The focus on freshwater research continues to be a UMD priority through the work of Minnesota Sea Grant, NRRI's Center for Water and the Environment, and the Swenson College of Science & Engineering, including the Large Lakes Observatory.

The selected examples above serve to illustrate UMD's commitment to our students, to the University of Minnesota system, and to the future of Minnesota.

## **UMM**

### **MISSION/VISION**

The University of Minnesota, Morris strategic plan was developed in a collaborative and inclusive process, involving many members of the campus community. It was approved by the Campus Assembly in fall, 2007. UMM's distinctive legacy and history as an American Indian Boarding School and an agricultural boarding high school before becoming a public liberal arts college in 1960 has contributed to its commitment to providing access to a diverse group of

undergraduates in a residential setting, preparing students to lead lives as active, engaged, and knowledgeable citizens.

UMM's mission is as a unique campus of the University of Minnesota system, with Carnegie Classification as a Baccalaureate institution, and with NCAA status as a Division III school. UMM's mission is to provide a personalized educational experience that prepares graduates to be *global citizens who are inter-culturally competent, civically engaged, and effective stewards of their environments.*

## **STRATEGIC GOALS**

### ***Increase the number of degree-seeking residential students and maintain selective student profile***

A primary challenge for UMM is that of increasing our degree-seeking residential student population in the face of declining demographics in West Central Minnesota and the larger region, and in the face of increased competition from private liberal arts institutions and from the Twin Cities campus of the University of Minnesota. For fall 2008 our applications were up by a record 32 percent, our new high school enrollment is up 3 percent, but our transfer student enrollment is down 22 percent. The net result is a 2.3 percent decline in new students (high school and transfer) and a decline in total student headcount of 4.7 percent, in part due to high graduation numbers for spring and summer 2008 and the loss of our Global Student Teaching enrollees.

Our student body continues to be of high quality, with an average ACT score of 25, which has remained steady for the past 10 years. We have attracted more students from the top 5 percent (up 27 percent) and 10 percent (up 22 percent) of their high school graduating classes, in accord with our goal of having a strong cohort of honors-caliber students.

UMM has undertaken a number of initiatives to increase enrollment:

#### Recruiting

- Expand recruiting within the state, out of state, and internationally
- Reassign recruiting staff to emphasize web-based recruiting and recruiting students of color
- Focus attention on transfer student markets: develop programmatic articulation agreements with community college feeder schools; reassign resources in enrollment management areas to better support transfer student recruitment
- Coordinate recruiting efforts to include athletics (added JV soccer; added men's cross country and track)
- Continue our success in recruiting and retaining American Indian students: doubled the number of American Indian students at Morris in the past 10 years (from 99 in fall 1997 to 180 in fall 2007)
- Revamp the scholarship program to attract greater numbers of highly qualified students (especially because the "yield" for Morris and Prairie scholarship awardees is greater than the overall yield for new students) and continue participation in the Founders Scholarship program
- Implemented a "shared applicant" system in fall 2008 that produced 138 applications and an overall yield of 35 percent.

### Branding and Image Enhancement

- Enhance UMM's regional and national image around renewable energy strengths
- Use completed branding research and new brand platform and brand reward and benefit statements ("I am part of something important, and it's a model for my life" and "My education is renewable and sustainable") that were developed campus-wide
- Launch a marketing/branding campaign that includes new web pages and other tools
- Market the new majors and focus on the value of liberal arts and liberal learning
- Continue to promote exceptional student experience, including the very high rates of participation in undergraduate research, community service, study abroad, and campus clubs and organizations.

### Investing in Academic Programs to Attract Students:

- Established the Academic Center for Enrichment in January 2008
- Re-envision the first year seminar as a first year experience
- Added new major programs in Environmental Studies (fall 08), American Indian Studies (fall 07), and Environmental Science (review, fall 08)
- Established community college program-by-program articulation agreements to make the transfer process easier
- Explore the niche potential of GenED Web
- Partner with MNSCU on "Career ladder" concepts focused on Morris' niche in sustainability
- Explore 3+2 and preferred admissions slots in selected U of M graduate programs to leverage the system advantage.

### ***Increase Numbers of Non-degree Seeking Students***

As we continue our efforts to increase numbers of degree seeking students, we are also working to increase numbers of non-degree seeking students in an effort to secure new revenue sources and offer educational opportunities for non-traditional students. We are piloting our first College in the Schools courses this academic year, expanding summer certificate and outreach programs in 2009, and reviewing the mission, scope, and business model for our GenEd web program.

### ***Re-connect With and Re-anchor our Role in the West Central Minnesota Region***

Due to changing demographics we are moving outside our region to recruit students, which changes our "founding mission" in some important ways. We are challenged to find new ways to reconnect our mission to our region through the University's land grant commitment. UMM has the capacity and responsibility to enhance the quality of life and economic development in our region. Our most notable accomplishments in this area are our renewable energy initiatives, regional partnerships, and the work of our Center for Small Towns.

Our strategic plan calls on us to achieve energy independence and carbon neutrality by the year 2010 and we continue to make progress toward this goal, at the same time that we enhance the economic well being of this region and work with public and private partners to develop a "green energy zone" in West Central Minnesota. Related activities include:

- Completion of the biomass gasification facility, with the purchase of local biomass putting 400-500K back into our local economy
- Anticipated addition of second and third wind turbines, one in partnership with the Mille Lacs Band of Ojibwe Indians, as well as a proposed steam turbine and chiller seeking Regents' approval through Clean Renewable Energy Bonds issued by the Internal Revenue Service and an Energy Service Contract with McKinstry Engineering
- Curriculum partnerships with Minnesota West Community Colleges to grow a "green collar" workers summer certificate program and for-credit course work
- Participation in the WIRED grant and the proposed DEED grant in Willmar
- Participation in county-wide stewardship program, Stevens Forward.

### ***Increase Revenue Through Strategic Giving***

To increase philanthropy revenue we have established Chancellor's Advisory Council and are hosting more alumni events, which have resulted in overall giving up 24 percent this year at \$1,487,703 and cash gifts up 17.2 percent.

### ***Improve Facilities***

UMM seeks to offer students the best possible facilities for living and learning, and have attracted more students to live in residence halls this year. We have developed a Master Plan, are currently renovating the Community Services Building, and have developed preliminary designs for Green Prairie Living and Learning Residence Hall with widespread campus participation led by Student Affairs and Residence Life.

### ***Restructure in Key Areas***

UMM is committed to continuous improvement, as evidenced by review and restructuring in key business and student service areas, including Finance, Enrollment Management, and Multi-Ethnic Programs.

### ***Enhance Financial and Other Support for Faculty***

UMM has extraordinary teaching faculty, including the highest proportion of Horace T. Morse award winners in the system. To recruit and retain quality faculty we must offer competitive starting salaries and address salary compression issues. We received system investments last year that allowed a 4.7 percent increase overall in faculty salaries for FY 08, but still Morris faculty salaries lag behind peers institutions.

### ***Sustainable Campus***

Collectively UMM/WCROC have become the regional center and catalyst for rethinking the economic and energy initiatives in western Minnesota, in line with President Bruininks' goal of better leveraging University resources and accomplishments state-wide. The national recognition UMM is receiving for this work enhances the University's reputation. Initiatives in this area include a platform for research and demonstration related to distributed renewable energy systems, conservation, recycling, use of local foods, use of hybrid vehicles, and water filtration. This commitment also provides many opportunities for undergraduate research and service learning.

# UMR

## **MISSION/VISION**

The vision for the University of Minnesota Rochester (UMR) is to become a distinctive campus of the University system, providing quality academic programming, research, and public engagement with emphasis in health sciences, informatics, technology, and related fields. This future will be realized by focusing on the needs of southeastern Minnesota and the strengths of its resources, especially public-private partnerships and collaborations with the Mayo Clinic, IBM, and other health care and technology organizations.

## **STRATEGIC GOALS**

UMR's strategic goals support the University system's transformational objective by responding to regional and state constituent needs, developing strategic public-private research and education partnerships, effectively communicating the University's message, and accomplishing these outcomes in a financially responsible manner.

## **PARTNERSHIP PROGRAMS**

UMR is designed to meet the specific higher education needs of the major economic drivers of southeastern Minnesota. The educational quality and reputation necessary to fulfill these needs require exceptional resources and a commitment of time. Through partnership programs, UMR engages the University of Minnesota system and currently serves 400 students in the southeastern Minnesota region through the delivery of more than 30 educational programs.

Using creative program organization and a variety of delivery technologies, UMR provides the region with access to one of the oldest public nursing programs in the nation. Other programs include an MBA accredited by the Association to Advance Collegiate Schools of Business (International) and five programs from the highly ranked School of Public Health, including a new master's degree in Biostatistics. Currently, UMR works with the School of Public Health, Institute of Technology, College of Education and Human Development, School of Social Work, School of Nursing, Center for Allied Health Programs, College of Continuing Education, and the Labovitz School of Business and Economics and the School of Fine Arts at UMD to deliver partnership programs in Rochester.

Partnering to meet the needs of the region provides students, businesses, and institutions with access to established and recognized educational programs. UMR's growth strategy includes expanding access to University educational programming through Partnership Programs. UMR will continue to assess the marketplace, initiate conversations with potential University system partners, and conduct studies of need, demand, and program delivery. UMR will then work with the partners to initiate, promote, and operate programs in Rochester. Future partnership programs will seek to focus on health care or technology, with proposed programs in healthcare communications and healthcare entrepreneurship under consideration.

## ***Biomedical Informatics and Computational Biology***

The importance of bioinformatics, computational biology, and health informatics in life and health sciences has dramatically increased with the rise of genomics and proteomics and the need for informatics tools to manage health care. A strong representation of expertise in these fields

has therefore become essential for any research university or clinical enterprise. With the rapid growth of data in the life and health sciences, there is a mounting need to train scientists who are experts in these quantitative sciences and familiar with the language of the life and health sciences. This need is reflected in job opportunities in academia, industry, and clinics for scientists trained in this interdisciplinary environment.

Both the Twin Cities campus and Rochester have strong academic resources in this growing academic field. The University established the Biomedical Informatics and Computational Biology (BICB) program in spring 2007 with legislative funding and support driven by the recommendations of the Rochester Higher Education Development Committee. The mission of the BICB program is to conduct research and provide education through the establishment of academic and research programs. All BICB academic and research programs have been developed with collaboration from Mayo Clinic, IBM, and the Hormel Institute.

To catalyze the development of the BICB program, UMR has sponsored the Collaborative Traineeship Program, the Collaborative Seed Grant Program, and the Collaborative Postdoctoral Fellowship Program. Currently, fourteen graduate students from UMTC graduate programs and the Mayo Clinic Graduate School are funded for two-year traineeships to pursue interdisciplinary work in the areas of biomedical informatics and computational biology. In addition, UMR is sponsoring nine research seed grants and one postdoctoral fellow. All funded projects involve at least one collaborator from the University of Minnesota (UMR, UMTC, and Hormel Institute) and at least one from either the Mayo Clinic or IBM.

The Board of Regents approved the interdisciplinary, all-University graduate program in Biomedical Informatics and Computational Biology in 2008. UMR will be the administrative home of this graduate program, whose faculty includes 42 scientists from UMR, UMTC, the Hormel Institute, the Mayo Clinic, and IBM. Ph.D. and M.S degrees and a graduate minor are offered. Four students on the Rochester campus (2 Ph.D. and 2 M.S) and three on the Twin Cities campus (2 Ph.D. and 1 M.S.) comprise the first cohort. Start-up funding, including fellowships, was provided by UMR and the Graduate School through the University of Minnesota Interdisciplinary Informatics program.

The programmatic focus of the BICB graduate program is at the interface of quantitative sciences, medicine, and biology. The graduate program educates students in the development and applications of computational methods and to work in interdisciplinary teams of life scientists and computational scientists. The program offers industrial and clinical internships and training in business leadership, technology management, education, and ethics to prepare students for the workplace. The program aims to create a paradigm shift in the way interdisciplinary multi-institutional higher education is delivered through design and implementation of a flexible and technology-enhanced infrastructure to overcome challenges of geographically distributed education.

### ***Bachelor of Science in Health Sciences***

UMR has is developing a new degree program leading to a Bachelor of Science in the Health Sciences (B.S.H.S.). Students majoring in this degree program will receive an integrated education across the life and health sciences, the physical sciences, the quantitative sciences, and

the social sciences and humanities. A broad and intellectually rich and expansive liberal arts education encompassing literature, language, the arts, humanities, and the social sciences will be a cornerstone of the curriculum throughout the four years. The B.S. in the Health Sciences program will prepare students to enter a variety of career options, post-baccalaureate degree programs, and professional and graduate schools across in-demand, health-related fields.

The curriculum is built on broad learning outcomes addressing knowledge, intellectual and practical skills, and personal and social responsibility, with an emphasis on scientific rigor, analytical thinking, quantitative reasoning, critical reading, and effective communication skills. To foster student development, student services will be integrated into the curriculum. Students will enhance their educational experiences by completing a capstone experience which provides an interface between a common core curriculum and different career paths in health that can be pursued by students. Continuous assessment will be integrated to monitor and guide student learning, to improve the curriculum, and to serve as the basis for data-driven research on learning.

The Center for Learning Innovation (CLI) at UMR will be the academic home of the B.S.H.S. and will lead the development of this integrated curriculum. The mission of the CLI is *to advance learner-centered, technology-enhanced, competency-based, assessment-driven, and community-integrated education in the health sciences through cognitive, science-based, innovative learning approaches.*

The CLI will serve as a laboratory for learning to bring insights from the cognitive sciences to design a personalized educational experience that promotes learning with understanding. The goals of the Center are to:

- Develop the integrated curriculum for a B.S. in Health Sciences
- Develop learning informatics tools to support ongoing formative and summative assessment and to develop a database for ongoing research on learning
- Engage in and disseminate data-driven educational research on learning
- Advance technology-enabled learning to expand opportunities for learning and to support ongoing assessment
- Develop a postdoctoral and graduate student mentoring program to prepare future educators.

## **MASTER PLANNING**

The University of Minnesota has contracted with Sasaki Associates to support the planning for the new campus in Rochester. The initial phase of the process involved extensive interviewing of all constituencies, including the University, City of Rochester, Mayo Clinic, and IBM. Sasaki planners have worked closely with the Chancellor to evaluate the development of an educational approach, assess context, and examine the interplay among a learning and research strategy. Other considerations include the UMTC strategic plan, financial feasibility, partnership opportunities, economic impact, and the urban context and land requirements. Sasaki associates have also developed site selection criteria for a permanent campus. The Master Planning Document for UMR is scheduled to be reviewed by the Board of Regents at the December meeting.

## **ACCREDITATION**

To attain degree-granting authority, UMR will seek accreditation status awarded by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools. The eligibility process for gaining accreditation is a multi-phase, multi-year effort. Prior to accreditation of UMR, the Twin Cities campus will sponsor academic degrees so students pursuing the proposed Bachelor of Science in Health Sciences, for example, will enter an accredited program. UMTC has delegated responsibilities such as degree management, curriculum development, and faculty hiring to the Rochester campus to allow UMR to develop its case for accreditation. During the accreditation process, an oversight committee with representation from the Provost's Office, the Academic Health Center, and the College of Biological Sciences will oversee development and delivery of the degree program as well as the establishment of policies and practices relevant to the degree program. UMR anticipates achieving accreditation in 2013 when the first class of students in the Bachelor of Science in Health Sciences is expected to graduate.



**UNIVERSITY OF MINNESOTA  
BOARD OF REGENTS**

**Educational Planning and Policy Committee**

**October 16, 2008**

**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. New Academic Programs**

- Division of Science and Mathematics (Morris Campus) – Create B.A. Degree in Environmental Science
- Rochester Campus – Create B.S. Degree in Health Sciences

**II. Academic Program Changes**

- School of Public Health (Twin Cities Campus) – Add Coordinated Option in Public Health Nutrition within M.P.H. Degree
- College of Liberal Arts (Duluth Campus) – Change Name of Minor in Professional Writing and Communication to Minor Professional Writing.

**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 detailed in the Consent Report.

**University of Minnesota Board of Regents  
Educational Planning and Policy Committee  
October 16, 2008**

**Consent Report**

**I. Request for Approval of New Academic Programs**

- **Division of Science and Mathematics (Morris Campus)—Create B.A. degree in Environmental Science**

The Division of Science and Mathematics on the Morris campus requests approval to offer a Bachelor of Arts (B.A.) degree in Environmental Science, effective fall semester 2009. The proposed major will prepare students interested in interdisciplinary science education to deal with environmental challenges. Students in the major will study the basic natural resources of land, air, and water in the context of protecting and sustaining the environment.

- **Rochester Campus—Create B.S. degree in Health Sciences**

The Rochester campus requests provisional approval to offer a Bachelor of Science (B.S.) degree in Health Sciences, effective fall semester 2009. The proposed degree will be delivered exclusively at the Rochester campus but will be the responsibility of and offered by the Twin Cities campus until UMR reaches full accreditation by the Higher Learning Commission, the University's regional accrediting agency. This approval will permit recruitment and admission of students for fall 2009 with the appropriate statements concerning the provisional status of the program. The University's three senior vice presidents, in consultation with the UMR chancellor, have identified a set of critical outcomes to be achieved by April 15, 2009, at which point final approval by the Board of Regents will be sought.

**II. Request for Approval of Changed Academic Programs**

- **School of Public Health (Twin Cities Campus)—Add coordinated option in Public Health Nutrition within M.P.H. degree**

The School of Public Health on the Twin Cities campus requests approval to create a coordinated option in Public Health Nutrition within the Master of Public Health (M.P.H.) degree, effective fall semester 2008. The proposed program is a demonstration program in Dietetics with a Public Health Nutrition: Rural and Underserved Populations concentration. The program will prepare competent, entry-level public health dietitians with the knowledge and skills to address the current and emerging needs of underserved groups.

- **College of Liberal Arts (Duluth Campus)—Change Name of Minor in Professional Writing and Communication to Minor Professional Writing**

The College of Liberal Arts on the Duluth campus requests approval to change the name of the Minor in Professional Writing and Communication to Minor Professional Writing, effective fall semester 2009. The name change is proposed to reflect better the program curriculum.



**UNIVERSITY OF MINNESOTA  
BOARD OF REGENTS**

**Educational Planning and Policy Committee**

**October 16, 2008**

**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:**

Enrollment data for fall 2008 will be finalized and distributed at the October meeting.

**Background Information:**

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