

Minutes\*

**Senate Committee on Educational Policy**  
**Wednesday, October 10, 2001**  
**1:30 – 3:30**  
**N202 Morrill Hall**  
**(Part I)**

- Present: Wilbert Ahern (chair), Patricia Cavanaugh, Shawn Curley, Christina Frazier, Frank Kulacki, Geri Malandra, Christine Maziar, Kathleen Newell, Marsha Odom (by teleconference), Martin Sampson, Karen Seashore, Mary Sue Simmons, Craig Swan
- Absent: Scott Ferguson, Steve Fitzgerald, Gretchen Haas, Gordon Hirsch, Carol Miller, Mary Ellen Shaw
- Guests: Provost David Carl, Mr. Jay Hesley (University Center at Rochester); Associate Dean Gerald Rinehart (Carlson School of Management)

[In these minutes: (1) University Center at Rochester]

**1. University Center at Rochester**

Professor Ahern convened the meeting at 1:30 and welcomed Provost David Carl from the University of Minnesota Rochester to speak with the Committee about the UM programs being offered at Rochester.

Provost Carl explained that the University Center Rochester (UCR) is a distinctive model for offering higher education opportunities. UCR encompasses the strengths and traditions from the two public higher education systems, the Minnesota State Colleges and Universities (MnSCU) and University of Minnesota (U of M), and is home to three public institutions including Rochester Community and Technical College, Winona State University – Rochester Center, and University of Minnesota Rochester (UMR). The three institutions jointly manage UCR. UM Rochester leases space at UCR, contracts for services with MnSCU, and, where appropriate, all three institutional partners jointly employ staff in specialized areas of need.

The mission of UCR "for the new millennium is a unified and comprehensive University Center positioned to deliver lifelong learning. Our commitment is to student access, quality education and sharing the resources of a diverse, growing community dedicated to higher education. Our mission is to provide access to quality higher education in an environment of integrated academic partnerships."

Currently at the University Center Rochester, there are 18 diploma and 29 certificate programs (One-Year) and 52 associate degrees (Two Year) offered through Rochester Community and Technical College; 10 bachelor's, 3 minors, and 13 graduate degrees offered through Winona State; and 10 bachelor's, 19 graduate, and 10 doctoral programs offered through the University of Minnesota

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Rochester. There is no overlap between the degrees offered by the University and Winona State--except in Nursing, where the shortage is so severe that Mayo asked that both programs offer Nursing. Of the University courses offered, the majority come from the Twin Cities campus; the intent is to serve Rochester, the region, the nation, and even international students.

UM Rochester has several advisory groups; three were highlighted. The first was the Greater Rochester Area University Center Advisory Board (GRAUC) which is politically active and supports higher education in Rochester and southeastern Minnesota; the second was the UCR Advisory Council which focuses on the three institutions, their programs, and fund-raising. The third group mentioned was the University of Minnesota Rochester Advisory Committee. UMR-AC is very helpful and holds the distinction of being the only advisory group appointed by the Board of Regents. The University of Minnesota Rochester mission is to offer world-class education (the staff at Mayo, Dr. Carl said, expect high-level programming, as do the high-technology firms in Rochester--they all want the quality of the University of Minnesota).

The UM Rochester has the same three-part mission as the rest of the University: teaching, research, outreach and public service. UM Rochester does not confer degrees; they come from the Twin Cities or one of the coordinate campuses. Courses in these programs are taught primarily by faculty from other University campuses.

A brief overview of higher education offerings in Rochester includes: the University of Minnesota has provided courses in Rochester since 1966 through the College of Continuing Education; UM Rochester, as it is current organized, was established in 1999 and works directly with the Southeastern Minnesota communities, MnSCU partners, and UM coordinate campuses; UMR concentrates on upper division professional baccalaureate and graduate work and its programming is in direct response to community needs. They rely on their advisory groups, as well as surveys to determine what educational programs should be developed. One question asked frequently is whether UMR offers courses at the community college; it does not, Provost Carl said. UM Rochester offers bachelor's and advanced degrees at the University Center Rochester campus. The degrees offered are:

- Ed.D./Ph.D. Programs
- Master of Arts Degrees
- Master of Education Degrees
- Master of Science Degrees
- Master's Degrees
- Baccalaureate Degrees

Non-degree programs are:

- Professional Certificate Programs
- Administrative Licensure Programs
- State Licensure Programs
- Continuing Education Programs

It was UMR's intention to expand the number of degree options and increase enrollment. The first year results included establishing two new doctoral programs, three new masters programs, four new baccalaureate programs, and also increased credit enrollment by 34%, and noncredit enrollment by 60%. Programs under consideration in the near term

include Bachelor of Applied Science in Manufacturing Technology, Bachelor of Applied Science in Network Administration, Certificate in Translation and Interpretation, Certificate in Technology Enhanced Teaching, Master of Education in Applied Kinesiology, Master of Education & Licensure in Family Education, Master of Education & Licensure in Special Education, Master of Education in Instructional Systems and Technology, and Master of Public Health. Programs being considered for the longer term include Bachelor of Medical Technology, Bachelor of Science in Nursing, Bachelor of Respiratory Care, Bachelor of Radiation Therapy, Master of Science in Management of Technology, Master of Social Work, and Master of Business Administration. A major emphasis at UM Rochester is to enhance the scope of academic programming to serve the Southeastern region of the state.

The organizational goals for UM Rochester are to increase student numbers in academic and noncredit programs, increase student scholarship funding, increase funding for foundation activities, and organize the institution to quickly respond to demonstrated community needs. Student numbers are being increased by advertising, on-site recruiting, and with help from the advisory groups.

Is Mayo thinking about offering bachelor's degrees, Dr. Swan asked? Or does it offer others not offered at UMR? Mayo does not currently offer bachelors degrees, Dr. Carl said; it does offer MA, MD, and PhD degrees and is exploring whether it should offer baccalaureate degrees. Mayo has a report coming in the near future that will address this issue.

Dr. Simmons noted that the College of Continuing Education has a degree program currently at Rochester, the Program for Individualized Learning. She said that there needed to be more coordination between Rochester and CCE regarding that particular degree program. Dr. Carl concurred and said the UM Rochester Advisory Committee was especially interested in this degree as a means to attract former UM students, who had not completed their degrees, back to the University for degree completion. Dr. Carl further indicated that he would include the topic of enhancing communications among interested parties in his meetings related to CCE's role in Rochester.

Professor Sampson made two observations with respect to community needs. First, companies want to move expenses to train people into the public sector; he suggested that Dr. Carl and his staff think about how much of the training should be covered by the private and how much by the public sector. Second, there is the problem of obsolescence; UM Rochester is set up to change programs quickly.

Dr. Carl said UM Rochester has a business model that is somewhat different from the traditional approach to higher education. As UM Rochester is approached by a company that needs a program, the company will be asked if it can guarantee a minimum number of students to justify pursuing the creation of the new programming; if this first issue is addressed then further steps are taken to develop the curriculum. Sometimes, however, companies realize that there is not a strong enough market for new programming and no further work is done. One strategy for satisfying community needs is to take advantage of short-term programming. After a cycle for a particular program has been completed, a reassessment is conducted to determine if a program should continue. Regarding finances Dr. Carl said that given IMG at the University, the UM Rochester programs cannot lose money--or the deans will eliminate them. As a consequence, UM Rochester is aware of the financial impact of current and proposed programming.

Are the degree programs approved by the faculty and college that delivers them through UMR, Professor Ahern asked? Dr. Carl said that UM Rochester does not own the courses or programs; the faculty, by and large, are Twin Cities or coordinate campus faculty. There can be adjunct faculty but that is controlled by the parent department. All courses and programs are subject to the regular approval process used by the UMTC or coordinate campus that offers the programming.

Dr. Swan asked about enrollment. In 1999 there were 200 students, Dr. Carl reported; in 2001 there are about 323. Over time, the ultimate goal is to serve 2000-2500 students, primarily at the upper division and graduate/doctoral levels. One of the problems of graduate education in the southeastern area is recruiting, Professor Seashore said; do they have an effective tool? UM Rochester actively markets the programs, Dr. Carl said; Mr. Hesley said the program directors promote graduate education in personal presentations to companies and schools. The marketing approach is very personalized with UM Rochester staff interacting directly with individual business leaders as well as students.

Dr. Maziar complimented Dr. Carl on getting the UMR program up and running. She suggested that the Committee might be interested in the profile of students attending UMR (e.g., ACT, high school rank, GRE scores, and how the UMR students compare with the same kind of students on the other campuses). Dr. Carl said UM Rochester students have the same entry requirements as on the Twin Cities campus: the departments do the admitting, not UMR.

Professor Ahern thanked Dr. Carl and Mr. Hesley for the presentation.

END OF PART I

-- Gary Engstrand

University of Minnesota