

Search

Driven to Discover: Elements of Identity



Search Results

Roch·es·ter (rŏch'ĭ-stər, -ēs'tər)



- A city in southern Minnesota, southeast of St. Paul.
Third largest city in the state. Population: 95,000.
- Location of the University of Minnesota's newly designated coordinate campus.

Final report of the President's Emerging Leaders Rochester Identity Group

Respectfully submitted
June 13, 2007



UNIVERSITY OF MINNESOTA
ROCHESTER

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Authors

Tricia Conway
Ann Hagen
Andrew Hill
Caitrin Mullan
Jeremy Todd

The University of Minnesota, founded in the belief that all people are enriched by understanding, is dedicated to the advancement of learning and the search for truth; to the sharing of this knowledge through education for a diverse community; and to the application of this knowledge to benefit the people of the state, the nation and the world. The University's threefold mission of research and discovery, teaching and learning, and outreach and public service is carried out on multiple campuses and throughout the state.

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Executive Summary

As the most recent addition to the University of Minnesota system, the Rochester campus has an important role to play in achieving the University's goal of becoming a top three public research university.

Its location in southeast Minnesota and potential to collaborate with world-renowned partners make the University of Minnesota Rochester (UMR) a strategic affiliate within the University system. While great promise exists for UMR, the campus is in the process of defining its identity. Elevated to the status of a coordinate campus within the last eight months, UMR is ramping up for a significant expansion and grappling with many changes. To frame these pending changes and growth, UMR wanted to gain a clearer picture of its identity. It commissioned the President's Emerging Leaders Program to develop a project to discover the elements critical for building UMR's identity. Data was collected via a telephone survey, focus groups, and individual interviews.

Findings

Three key themes emerged from the focus groups and interviews:

- Invisibility, diverging opinions, and missing key elements create the sense UMR has no identity.
- Partnerships are important, both now and in the future.
- UMR's future success will require strong, visionary, and effective leadership as well as resource investment.

When asked to provide three words or phrases to describe UMR in spring 2007, focus group participants' most common responses were "small," "limited," and "unknown." Participants generally agree if people are aware of UMR, they do not know much about the offerings and assume its curriculum is limited to health-related courses and programs. A smaller subsection of common responses mentioned UMR's "opportunity" and "potential." Respondents feel UMR is poised to move on to new possibilities, including innovative methods for teaching, learning, and research.

When asked to describe UMR ten years from now, respondents envisioned an "innovative" and "ground-breaking"

institution with a unique educational delivery. Respondents believe UMR will take advantage of new technology and a diversifying world to offer courses in trendsetting ways to a wide variety of students.

Recommendations

Based on focus group and interview results, it is clear UMR currently lacks a cohesive identity. The essence and elements are present—a non-traditional institution with multifaceted partnerships, concentrated expertise in the biomedical and technology fields, targeted opportunities that will impact Minnesota and resonate with citizens, community engagement, and cutting-edge research—but UMR needs to crystallize these elements into a whole. The slate is relatively clean when this is coupled with ample room for building awareness and familiarity for UMR's existence, programs, and purpose. As a result, UMR is in a unique position to create the identity it envisions for its future.

Create the Identity: Recent changes and the current political atmosphere make this the ideal environment for UMR to define its identity. This identity should build on existing elements, including partnerships within the community and with local industry. Decision-makers should also brainstorm and consider new directions for the campus. A new identity will affect UMR's position within the University system and southeastern Minnesota.

1. Use existing elements as a basis for a new identity.
2. Let imagination be the only constraint for considering UMR's future.
3. Foster UMR's mission and vision as a guide for strategic planning and decision-making.
4. Create a campus-wide community.
5. Identify appropriate venues for community engagement.

Communicate the Identity: A strategic communication plan to promote and manage UMR's emerging identity is critical. UMR needs to invest resources for a major branding and communications effort:

6. Create and continually share consistent messages regarding UMR.
7. Frame UMR's identity so it resonates effectively with stakeholders and builds additional support.
8. Use the existing University of Minnesota brand as a springboard for UMR.

Reinforce the Identity: UMR will need to continue to maintain its new identity through changing political administrations, area demographics, and trends in academia.

9. Expand dialogue with partners.
10. Seek strategic new partnerships.
11. Commit to UMR and demonstrate support in action.
12. Empower UMR.

UMR is poised to make major contributions to its community and the larger arena of higher education. UMR has the chance to transform the face of higher education by taking advantage of new technology, resources, and industry partnerships. The first step in leveraging this opportunity is to establish a clear identity.



Introduction and Project Background

Philosophers have long struggled to answer complex questions, and many questions they have pondered revolve around the elusive concept of identity.

Descriptive in nature, identity captures the essence of an individual, place, or object. It not only reflects a sense of self, but also the perceptions and influences of outside forces. Identity encompasses a distinguishing mixture of both concrete and subjective qualities, which is perhaps one reason the concept is so hard to grasp. This unique mixture allows an identity to remain consistent yet still receptive to further molding and shaping; whether by design or through happenstance, identity is malleable and changes over time. For individuals and institutions, the challenge is to balance their existing identities with the powers of change and their envisioned futures.

The University of Minnesota has undertaken a deliberate examination of its current and future identity through the strategic planning process. This enterprise was largely sparked by the changing landscape of higher education and the realization that competitive universities of the future will require new ways of thinking and conducting business. The University of Minnesota's ambitious goal to become one of the top three public research universities in the world is in response to this realization. Not surprisingly, the top three goal has become the centerpiece of the University's envisioned future identity; it is the standard used to make decisions, identify priorities, and set direction on the Twin Cities and coordinate campuses.

As the most recent addition to the University of Minnesota system, the Rochester campus has an important role to play in achieving the top three goal. Its location in southeast Minnesota and potential to collaborate with world-renowned partners make the University of Minnesota Rochester (UMR) a strategic affiliate within the University system. While great promise exists for UMR, the campus is in the process of defining its identity. Elevated to the status of a coordinate campus within the last eight months, UMR is ramping up for a significant expansion and grappling with many changes. While there is a general sense of its essence, the UMR, Rochester, and University


communities have been trying to more explicitly capture the elements that will define UMR and create a cohesive identity for guiding future decisions.

Project Background

UMR has been evolving since 1966 when the University first offered courses and programs in Rochester. UMR moved into the University Center Rochester (UCR) in 1993, joining Winona State University-Rochester Center (WSU-RC) and Rochester Community and Technical College (RCTC) in a single physical location. By legislative mandate, UMR, RCTC, and WSU-RC coexisted and formed a unique higher education partnership in 1999 to “leverage resources, avoid duplication, and build the market to provide higher education programs that match the needs of the greater Rochester community.”¹ To this end RCTC was primarily responsible for lower-division undergraduate courses and programs, as well as specialized training for business and industry. WSU-RC was responsible for upper-division undergraduate courses and programs in addition to select professional baccalaureate and masters degrees. UMR had primary responsibility for graduate and professional programs and also offered opportunities for continuing education.

While sound in principle, the partnership experienced several logistical issues that prevented it from reaching its full potential. In addition, all three institutions continued to expand and change after the partnership was formally established. Southeastern Minnesota was also experiencing population growth, which had further implications for higher education. Given these changes, Minnesota Governor Tim Pawlenty and the Minnesota Legislature created the Rochester Higher Education Development Committee (RHEDC) in 2005 to assess the higher education needs and opportunities in Rochester. The 2005 Omnibus Higher Education Appropriations Act² charged RHEDC with exploring:

“the creation of mission-driven postsecondary educational programs or institutions in the Rochester area that meet the educational needs of the region and the state and that capitalize on the unique opportunities for educational partnerships presented in the Rochester area.”

Search Results **Current Perceptions of UMR** 

We [University of Minnesota Rochester] have an identity crisis.” - UMR staff member

“It’s been a series of compromises, not commitments.” - UMR student

“UMR is a mom-and-pop outpost now.” - University leader

¹ *Partnerships for the 21st Century: Academic Plan for Rochester, Minnesota* (2000).

² Minn. Stat. §107 (2005).

In the subsequent months RHEDC studied demographic and economic trends and heard presentations from many higher education institutions offering programs in southeastern Minnesota. In January 2006 the committee recommended establishing UMR as the lead higher education institution in Rochester. RHEDC also recommended UMR move to a separate location, as UCR “can no longer accommodate the growth needs of the University of Minnesota Rochester.”³

The University has acted upon these recommendations by designating UMR as a coordinate campus and making plans to move into University Square in downtown Rochester. A national search is underway to hire UMR’s first chancellor, and new academic programs are slated to begin within the next several years. To frame these pending changes and growth, UMR wanted to gain a clearer picture of its identity and requested assistance from the President’s Emerging Leaders (PEL) program.⁴

The focus of this project was on discovering the elements critical for building UMR’s identity, with identity referring to UMR’s character and personality. An ancillary aspect was position, which is UMR’s relative space, situation, or standing within the University of Minnesota system and the larger arena of higher education. Branding and marketing were not within the scope of this project (Appendices A and B).



“If we’re going to go down there, we should go down there for real and be successful... **let’s make a difference.**”

- University leader discussing his greatest hope for UMR

³ Rochester Higher Education Development Committee, *Report to Governor Tim Pawlenty and the Minnesota Legislature (2006)*.

⁴ The PEL program serves to identify, prepare, and support new leadership within the University of Minnesota. As part of the program, participants form project teams to work on issues of strategic importance to the University. PEL project teams bring an independent and neutral viewpoint to the topic of study, and are especially well equipped to address broader issues given their attention to learning the process behind project work. This neutrality and process-focused approach made exploration of UMR’s identity an ideal PEL project. The five members of the project team had no previous affiliation with UMR and came to the project with no pre-formed ideas about UMR’s identity.

Methodology

Given the subjective nature of identity, input was sought from a wide range of stakeholders to detect common themes and identify important elements influencing UMR’s identity.



The UMR executive team, while providing context and direction for this project, also identified key stakeholders and suggested possible focus group participants. Data was collected via three means: telephone survey, focus groups, and individual interviews.

Telephone Survey

Three UMR-specific questions were included in the University’s annual public opinion survey of Minnesota residents, which was conducted from December 4-11, 2006 (Appendix C). KRC Research, an independent marketing firm, was responsible for executing the survey and reporting results. Statewide, 850 adults age 25 and older were interviewed. The survey population included an over-sample of 100 opinion leaders, defined as news-attentive, affluent registered voters with college educations. It also included an over-sample of 150 people in the Rochester area; these individuals were the only ones who were asked the three UMR-specific questions.

The entire sample was drawn using the random digit dialing method to ensure each residential telephone had an equal probability of being reached. The margin of error was $\pm 3.7\%$ for the entire sample and $\pm 7.6\%$ for the Rochester over-sample. Data was weighted by age and education to ensure an accurate representation of the Minnesota adult population.

Focus Groups

Based on responses to the UMR-specific questions in the telephone survey, areas for further exploration were identified. A series of focus group questions were developed to elicit more detailed information regarding

individuals' current perceptions of UMR as well as what they envisioned for the future (Appendix E). The project sponsor and University of Minnesota Professor Richard Krueger, an expert in focus group techniques, reviewed the focus group protocol and questions. In addition, responses from the initial focus group further informed the questions; they were subsequently adapted to incorporate this feedback before being used for the remaining conversations. The focus group experience included opportunities for both oral and written responses, as well as quiet time for brief reflection and thought gathering.

Eleven focus groups (which included 47 total people) were held from February 28-March 29, 2007 at various locations throughout Rochester. As mentioned above, participants were identified and targeted in consultation with the project sponsor and UMR executive team. They included individuals from:

- Greater Rochester Advocates for Universities and Colleges (GRAUC)
- Rochester Area Alumni and Friends of the University of Minnesota (RAAFUM)
- Rochester Chamber of Commerce
- Rochester City Council
- Rochester Higher Education Development Committee (RHEDC)
- Rochester Public Schools' high school guidance counselors
- Rochester School Board
- State senators, representatives, and appointed officials
- UMR students (both undergraduate and graduate)
- UMR staff

Nearly all groups contacted had at least a few participants in the various focus groups. For analysis purposes, focus group respondents and interview participants were grouped into four categories: UMR staff, UMR students, University leaders, Rochester community opinion leaders.

Individual Interviews

Interviews were conducted with 21 senior University administrators, local and state elected officials, and members of the above-mentioned organizations who were unable to participate in the focus groups. Similar to the focus groups, interviewees were identified and contacted in cooperation with the project sponsor.

Interviews were conducted face-to-face and via telephone from February 15-April 4, 2007. For consistency, questions asked during these interviews included the focus group questions. However, additional lines of inquiry were also pursued to tap into the specialized knowledge and perspective of each interviewee.

Limitations

Two key limitations to the study may have influenced the final results. These limitations should be kept in mind when interpreting the findings and recommendations:

1. Responses to the telephone survey, group conversations, and individual interviews yielded useful information. However, gathering feedback from individuals and groups external to UMR and the University was unusual and presented a number of challenges. As a result, voices from two key groups were missed:

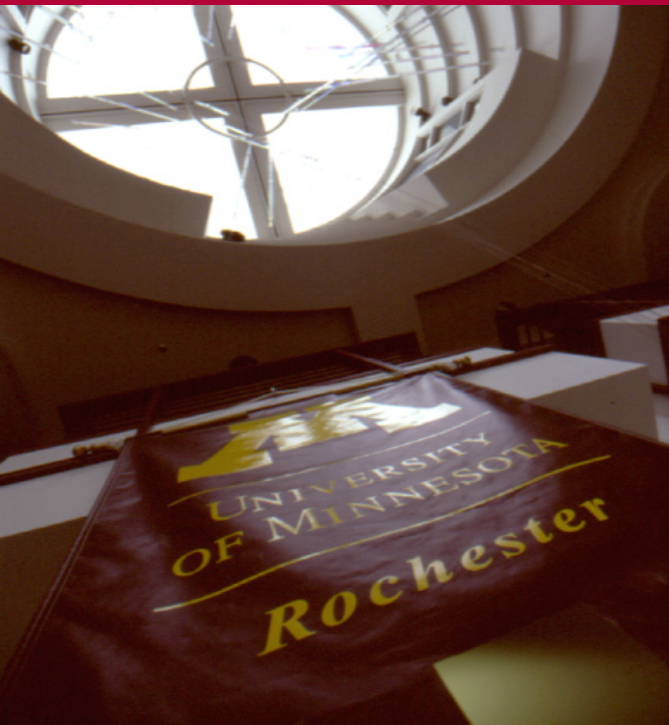
General public of Rochester and southeast Minnesota: Contacting the general public would best be done via an electronic, mail, or telephone survey. To ensure validity and provide useable results, a survey could not be developed until a baseline of information was established. These focus groups provide the baseline information; a survey would be the next step.

Prospective UMR students: Gaining feedback from prospective undergraduate students requires talking with high school students, most of whom are under 18 years of age. Working with minors necessitates approval from both the University's Institutional Review Board and parents. In addition, while prospective graduate students are easy to identify, securing their participation is difficult because the majority of UMR's prospective graduate students are likely working adults.

Had additional resources and time been available, participation barriers would have been removed and these two groups would have been targeted and included in the conversations.

2. UMR's status changed significantly throughout the course of the project. When the project began in September 2006, UMR was still a branch campus of the University of Minnesota Twin Cities. As the UMR-specific questions for the telephone survey were being developed in November 2006, University President Robert Bruininks designated UMR as an official coordinate campus within the University system. A second significant change came a few months later in January when the University announced UMR would move from UCR to a temporary location in downtown Rochester. The move was the first step in transitioning UMR to its own space while ideas for a permanent campus are explored. This news came at a pivotal point in the data gathering phase when focus group questions and protocols were under development.

Each of these announcements heralded major change and required a shift in the project focus, as several elements influencing UMR's identity had been modified. In many ways these decisions began crystallizing an identity for UMR and lessened the impact of this project. Fortunately, the timing of both announcements did allow for adjustments to the UMR-specific telephone survey and focus group questions. Yet even with such adjustments, reactions to the University's decisions are likely embedded in the participant responses.



Specific Findings and Common Themes

While the telephone survey, focus groups, and interviews demonstrated strong support for UMR and pointed to elements of its identity, it is clear UMR currently does not have a cohesive identity.

Telephone Survey

The results of the UMR-specific questions in the telephone survey showed strong support for expanding the University's presence in Rochester (Appendix D). Survey participants living in the Rochester area were asked about their familiarity with UMR, their level of support for the campus' expansion, and reasons for making the expansion. Key findings included:

- Of those surveyed, most were aware of the UMR campus (65%); however, only 10% of respondents said they were "very familiar." These results show there is ample room to continue building awareness for UMR within the Rochester community and deepening familiarity where knowledge already exists.
- Nearly all respondents (94%) favor the University expanding its presence in the area. Moreover, two-thirds "strongly favor" the expansion. These results are exceptional compared to the usual diversity found in public opinion and show a strong consensus that respondents see the expansion in a positive light. This creates opportunities to capitalize on the strong community buy-in as UMR moves forward.
- While there is a united voice affirming expansion plans, reasons for supporting the expansion show more variation. Survey respondents said the most important reasons for expanding the campus are increasing educational opportunities (44%) and supporting the area's medical and high-tech businesses (32%). These results are not entirely unexpected given the community's push for higher education over the last 40 years and the strong knowledge-based economy driven by employers such as Mayo Clinic and IBM. The results do, however, demonstrate that messages regarding UMR's identity will need to have broad reaching appeal to maintain community support.

Based on responses to the other, non-specific UMR questions included in the survey¹, there were several additional findings that may prove helpful in furthering UMR's identity. The additional findings include a pre-disposition to see the University in a positive light and regular media consumption on the part of respondents:

- Compared to statewide respondents, Rochester area respondents are more favorable toward the University (68% vs. 56% statewide) and more likely to see the University in their children's futures (43% vs. 24% statewide).
- Rochester respondents are more likely to see the University as offering a good value for the money than statewide respondents (63% vs. 51%). They are also more likely to blame market conditions over the University for tuition increases (30% vs. 21% statewide).
- Rochester respondents are more likely to have recently seen something about the University in the media (71% vs. 54% statewide)². Correspondingly, Rochester respondents are also more likely to read the newspaper everyday compared to their statewide counterparts (51% vs. 40%).
- In terms of media coverage, statewide survey respondents said they saw stories about University sports. In contrast, Rochester respondents said they saw coverage on the University's expansion plans for UMR. Further, Rochester respondents say what they heard in the news made them more favorable toward the University (56%) compared to respondents statewide (36%).

Results from the telephone survey influenced the creation and direction of the focus group and interview questions (Appendix E). Due to the overwhelming support for the

Search Results

Community excitement



"It makes me feel really proud to watch this process for so many years, and something is finally happening."
- Rochester opinion leader

"I hope we can live up to the views of the community. The bar is set very high for us." - UMR staff member

¹ Rochester respondents were similar to those statewide. Both groups were 52% female and the majority of respondents were white; non-white respondents comprised only 6% of the Rochester sample and accounted for only 4% of the statewide respondents. The random dialing parameters for establishing the Rochester sample ensured they were more likely to identify themselves as "urban" (77% vs. 20% statewide). Rochester residents were more affluent than the statewide sample, with 30% reporting an annual income over \$80,000 (vs. 21% statewide). Three-quarters of both groups' respondents had at least some college. Rochester respondents were also more likely to have completed graduate or terminal degrees (16% vs. 12% statewide).

² It is important to note the telephone survey was conducted shortly after University President Robert Bruininks visited Rochester and officially designated UMR as a coordinate campus. This was an important story in local media.

expansion in the phone survey, this line of questioning was omitted from the focus groups and interviews—although it arose in most conversations. Questions instead focused on probing for specific ideas regarding UMR’s current and future identity.

Focus Groups and Interviews

Given the complex nature of identity and flow of the conversations, most focus group and interview responses are best analyzed in terms of common themes. However, two questions merit individual analysis due to their direct correlation to UMR’s emerging identity.

Question 1: What three words or phrases describe the current UMR (as of spring 2007)?

A complete list of the words and phrases respondents used to describe UMR can be found in Appendix F. Several key words and ideas arose based on participants’ discussion of their word choices for describing UMR in its current state:

- The most common responses were “small,” “limited,” and “unknown.” UMR is often overlooked or considered invisible due to its current size and proximity to RCTC. Participants feel most Rochester residents are unaware the University has a presence on the UCR campus; they also feel the vast majority would be surprised to learn the University has been in Rochester since 1966. Participants generally agree if people are aware of UMR, they do not know much about the offerings and assume its curriculum is limited to health-related courses and programs.
- A smaller subsection of common responses mentioned UMR’s “opportunity” and “potential.” Respondents feel UMR is poised to move on to new possibilities, including innovative methods for teaching, learning, and research. Without the traditional organizational structures of a campus, UMR has the flexibility to explore new paths for educational discovery.

These responses demonstrate how respondents view UMR and understand its current identity. The words and ideas they encompass provide a starting point from which to move UMR’s identity forward.

Question 2: What three words or phrases describe UMR in the future (10 years from now)?

This question immediately followed the previous question regarding words and phrases to currently describe UMR. Again, a complete list of the words respondents used can be found in Appendix G. All respondents overwhelmingly had high goals and expectations for the future UMR:

- Respondents envision an “innovative” and “ground-breaking” institution with a unique educational delivery. UMR is not seen as home to the traditional lecture hall filled with typical university students. Respondents believe UMR will take advantage of new technology and a diversifying world to offer courses in trendsetting ways to a wide variety of students.
- Phrases like “world-recognized in health sciences,” “truly 21st century,” and “distinct specialties” show respondents anticipate UMR will have high quality educational programs related to the medical, allied health, and technology areas. In addition, collaborative partnerships with Mayo and IBM will lead to opportunities for hands-on learning experiences for students, as well as new discoveries in the biomedical and technological areas. The hope that UMR will help Rochester become the Silicon Valley of biomedical sciences was voiced more than once.
- Other common words, such as “independent” and “well-established,” relate to the hope UMR will have a stand-alone presence in Rochester. In ten years people also expect UMR to have an evident, articulated mission and unique programmatic offerings to set it apart from the other coordinate campuses and regional higher education institutions.
- To a lesser extent, responses also demonstrate an expectation UMR will become a “strong interactive

Search Results

Vision for UMR



“We have the opportunity to build something unique among higher education institutions. It’s not often in our academic careers that we have the opportunity to build something like this from the ground up.”

- University leader

“I honestly believe that if done right, UMR will contribute significantly to our goal of emerging as one of the Top Three.”

- University leader



presence” in southeastern Minnesota. UMR is seen as having potential to be an “economic incubator,” driving new industry and development through discoveries and entrepreneurial enterprises resulting from advanced research. There was an underlying expectation UMR will provide highly trained professionals for the current and future needs of Mayo Clinic, IBM, Pemstar, and other industries in the region.

These ideas demonstrate the hope respondents have for UMR’s future identity and indicate direction for UMR’s position within southeast Minnesota and the University of Minnesota system.

Common Themes

In addition to the three words and phrases exercise, several key themes emerged from the focus groups and interviews. The themes can be grouped into three over-arching categories:

- Invisibility, diverging opinions, and missing key elements create the sense UMR has no identity.
- Partnerships are important, both now and in the future.
- UMR’s future success will require strong, visionary, and effective leadership as well as resource investment.

Invisibility, diverging opinions, and missing key elements create the sense UMR has no identity.


As the participants’ word choices demonstrate, many feel UMR is invisible in the Rochester community, as well as the state and region. When awareness and knowledge exist, many express confusion on different aspects of UMR and its expansion plans:

- Multiple opinions have been publicly expressed for what UMR should become—ranging from a four-year campus with dorms and a football stadium to a non-traditional campus focused on graduate education. These divergent views have found their way into conversations in grocery store aisles and local media coverage. The public discussion has not been moderated well and lacks clear messages from the University, further increasing speculation and fostering confusion on UMR’s future. Even those reasonably knowledgeable about UMR, including opinion leaders and strong advocates for higher education in Rochester, express uncertainty for what the expansion plans entail and what those plans mean for UMR and the city.
- UMR staff know more about the institution than anyone else. They have an unparalleled commitment to the University and the students they serve, and they take a great deal of pride in their work. Similar to the general public, though, the staff see a need for a more cohesive direction and identity. They reported no clear consensus on UMR’s future direction or the elements that should be developed to foster a greater sense of identity.

- Students enrolled in UMR programs are unclear how the move to University Square (previously the Galleria) will affect them.

While opinions will inevitably vary during periods of significant change, focus group participants continually identified a number of missing elements contributing to UMR’s invisibility and the public confusion about its current and future status. These missing elements also act as barriers for establishing and maintaining an identity.

- All participants feel UMR needs to create a more observable presence in the Rochester community. Staff, students, University leadership, and Rochester opinion leaders are optimistic that creating a dedicated, stand-alone space will raise visibility and awareness of UMR.
- There is a general consensus that regular communication is needed from UMR and the entire University system, especially as the expansion moves forward. The community desires transparent decision-making, continual progress reports, and opportunities to participate.
- Responses indicated Rochester opinion leaders are unaware UMR has a mission and vision; the need to establish both arose in almost every focus group and interview. They believe success can only be achieved with a clearly articulated roadmap and direction, and a mission and vision would help establish both. Rochester opinion leaders and University leaders believe the mission and vision should aspire to lofty yet attainable goals to help build momentum for UMR.
- A major theme arising with UMR students, and to a lesser extent the staff, is the lack of a campus community. Students are not sure what it means to be part of UMR and have few opportunities to informally meet other UMR students. A number of issues contributing to the missing sense of community were raised, including shared space with two other colleges (one of which has an enrollment 10 times greater than UMR), too few on-campus faculty, and UMR’s status as a

Search Results **Lack of identity** 

“When I talk to other people they don’t realize what programs are here or what we’re talking about.”
- Rochester opinion leader

“It currently has a commuter campus feeling, culturally and socially.” – UMR student

“We have borrowed space, but no real identity.”
- UMR student

branch of the Twin Cities campus up until recently.

- Rochester opinion leaders and UMR staff also noted the importance of having faculty who live in the Rochester community. Locally-based faculty are seen as an informal public relations mechanism for building awareness and deepening knowledge regarding UMR as they become involved in community life.

Partnerships are important, both now and in the future. Many acknowledge that partnerships have played a key role in establishing UMR and that they will continue to make substantial contributions to its future success. As a result, partnerships are widely seen as an important element in UMR's identity. Four levels of partnership were discussed in all of the focus group and interview conversations: industry, University system, community, and education:

- Rochester opinion leaders, UMR students and staff, and University leaders largely view strategic industry partnerships—especially those with IBM and Mayo—as a defining element of UMR. Many believe such partnerships and the opportunities they foster will become the major draw for students, faculty, researchers, and other businesses. Rochester opinion leaders, University leaders, and UMR staff all believe building academic programs in collaboration with industry will set UMR apart from the competition and help it become a destination institution.
- While many of the comments surrounding UMR's potential for partnerships were positive, there was a sizeable contingent in all groups except University leadership who raised concerns about aligning too closely with

Mayo and IBM. These individuals are concerned that UMR will limit itself to only serving the workforce needs of these two institutions. While they recognize Mayo and IBM as the starting point for building partnerships, some respondents do not want them to be the only regional businesses and institutions connected to UMR.

- Within the University, many leaders believe UMR will be a strong contributor toward achieving the institution's goal of becoming one

of the top three public research universities in the world. Through partnerships with existing University ventures, such as the Hormel Institute and Academic Health Center, UMR provides an opportunity for the University system to continue building from within on its existing strengths.

- By many accounts the Rochester community is ready and waiting to partner. As one Rochester opinion leader said, "You don't have to do the heavy lifting; there are a lot of people [in the community] willing to help." With a long history advocating for higher education in southeast Minnesota, UMR's expansion is being met with widespread enthusiasm based on comments from UMR staff and Rochester opinion leaders. The city has even dedicated a significant portion of its sales tax revenue to help fund the expansion. Given their past advocacy role and contribution of the sales tax revenue, there is a strong sense that the community expects to maintain a high level of involvement with UMR. As one member of the University's leadership said, "Rochester is a force to be reckoned with."
- While minor compared to the other partnering themes, there was an emphasis on continuing, and in some cases expanding, educational partnerships. Whether with K-12 schools, RCTC and WSRC, or programs on other coordinate campuses in the University system, Rochester opinion leaders and University leaders view educational partnerships as adding value to UMR. UMR staff candidly acknowledge educational partnerships often have logistical implications that require special attention in order to maximize their potential.

UMR's future success will require strong, visionary, and effective leadership as well as resource investment. Rochester opinion leaders, UMR staff, and UMR students expressed appreciation for the leadership shown to date. However, each interview and focus group stressed the need for ongoing quality leadership. Based on participant responses, leadership is clearly divided into two categories—UMR campus leadership and state and University leadership. While not directly related to identity, leadership and resource allocation will play pivotal roles in positioning UMR and enabling it to advance its emerging identity:

- A large amount of hope has been placed in the chancellor position. Rochester opinion leaders believe the chancellor must display strong, bold leadership to help set direction for UMR and achieve success. It was noted multiple times that the chancellor will face numerous challenges, including (1) working within the state's political landscape and the extremely engaged Rochester community; (2) generating additional enthusiasm for UMR and effectively capturing its potential; (3) encouraging open discussions among involved partners; and (4) effectively advocating the interests of UMR when working with other chancellors, Regents, and members of University administration.
- Both UMR staff and Rochester opinion leaders expressed a keen desire for UMR to have autonomy comparable to the other coordinate campuses. They also hope University administration will empower the new chancellor

Search Results UMR's partnerships 

"UMR will not exist without partnerships within the community."
– Rochester opinion leader

"In 10 years, if this idea is worth anything, there will be two new names that come up and ought to be partners, those will spawn two more, and so on. We cannot write the charter so statically that it's only Mayo and IBM."
– Rochester opinion leader

"The partnerships have to be real, they have to be deep, and they have to be meaningful."
– University leader

to make decisions and set direction, especially since University leaders generally do not have the same level of local insight on the needs and political climate of UMR and the Rochester community.

- All groups, except University leaders, expressed some level of anxiety over short-lived support for UMR. As one opinion leader stated, “We’re [the community] more committed than those with decision-making power.” Concerns include placing political motivations above UMR’s best interest, how leadership changes at the state and University levels could affect UMR’s trajectory, squandering opportunities, unrealistic expectations and timeline for measuring progress, and insufficient resource allocation. There is a strong sense among respondents that seeing is believing; such commitment concerns will begin diminishing only when tangible progress on the expansion is made and UMR’s identity becomes more established.
- Funding was a theme that reverberated throughout all interviews and focus groups except for those with UMR students. Respondents unanimously said University and state leaders must allocate new funding for UMR; funding cannot come at the expense of other colleges and campuses within the University system.

Recommendations

UMR is in a unique position to create the identity it envisions for its future.



The goal of this project was to determine the elements influencing UMR’s identity (Appendices A and B). Based on focus group and interview results, it is clear UMR currently lacks a cohesive identity. The essence and elements are present—a non-traditional institution with multifaceted partnerships, concentrated expertise in the biomedical and technology fields, targeted opportunities that will impact Minnesota and resonate with citizens, community engagement, and cutting-edge research—but UMR needs to crystallize these elements into a whole.” The slate is relatively clean¹ when this is coupled with ample room for building awareness and familiarity for UMR’s existence, programs, and purpose. As a result, UMR is in a unique position to create the identity it envisions for its future.

To fully capitalize on UMR’s clean slate, recommendations for furthering UMR’s identity fall into three general categories:

- Create the Identity
- Communicate the Identity
- Reinforce the Identity


Some recommendations directly contribute to building UMR’s character and personality. Others contribute to positioning UMR within the University system and larger arena of higher education. Still others support furthering both UMR’s identity and position as the campus moves forward.

Create The Identity

1 Use existing elements as a basis for a new identity.

Recent changes and the current political atmosphere make this the ideal environment for UMR to define its identity. This identity should build on existing elements, including partnerships within the community and with

¹ This concept of “clean slate” was voiced in multiple focus group responses.

Search Results Need for continued leadership 

“Political parties and persons change at every election and we’re going to have to build ongoing alliances, both locally and regionally in the state.” – Rochester opinion leader

“Until President Bruininks we didn’t have anyone that understood or cared about it [UMR]. This is the first time that we’ve had institutional leadership that both understands and appreciates how this should work.”
– University leader

“The chancellor [position] is so important it’s scary.”
– Rochester opinion leader

local industry. Decision-makers should also brainstorm and consider new directions for the campus. A new identity will affect UMR's position within the University system and Southeastern Minnesota.

UMR has existed in unique space, literally and figuratively, for the last 15 years. Several aspects of this space lay the groundwork for a new identity:

- UMR has been built around partnerships—partnerships with MnSCU, the Rochester community, and other University of Minnesota campuses. Even with the move to University Square, the majority of these partnerships are expected to continue. This is a major element of UMR's identity.
- UMR offers select academic programs that fit closely with Southeastern Minnesota's demands. It will not offer something for everyone. University leaders have indicated UMR will continue to offer only specialized programs and likely never offer a traditional liberal arts education. This is another major aspect of UMR's identity.
- UMR enjoys tremendous community support. The KRC survey showed 94% of the community supports UMR's expansion efforts and focus group respondents consistently voiced support for UMR. As one opinion leader said, "I would hope the University of Minnesota will meet us more than half way because we [Rochester] will go more than 120%." Not all of the other higher education institutions in Minnesota receive similar public support and this support is key to UMR's identity.

2 Let imagination be the only constraint for considering UMR's future.


UMR is in position to create an innovative institution—one that could transform the very nature of higher education. Unconstrained by entrenched university structures and bureaucracy (e.g. tenured faculty, facilities, established public presence), UMR is, for all practical purposes, a clean slate. The University and new chancellor should seize this opportunity to embody current higher education best practices and pioneer those of the future. All avenues of innovation must be pursued without regard to implementation challenges, cost, or unpopularity. This is the opportunity to create a legacy that benefits not only the University, but the state of Minnesota as a whole. As one focus group participant stated, this is the opportunity for Minnesota to regain its position as the leader in education at the national and perhaps international levels.

3 Foster UMR's mission and vision as a guide for strategic planning and decision-making.

UMR's history and designation as the lead institution of higher education in southeast Minnesota is highly politicized. UMR must maintain a clear vision to guide its existence and decision-making processes—from program selection to funding priorities to hiring the right people. The vision cannot and should not be watered down to appease political pressures. The bar has been set high and none of the involved stakeholders are willing to settle for anything less than resounding success. This can only be achieved by adhering to a clear vision and purpose.

4 Create a campus-wide community.

A campus-wide identity will be internalized by students, staff, and faculty if there is physical space for gathering and community-building events. Students need opportunities to build relationships with UMR students outside of their programs. Nursing students need to meet BFA students who need to meet the MHA students. Students need on-campus study areas and places for small group discussions. Staff and faculty should be able to meet new hires and have regular opportunities to build a sense of connectivity among their work. The addition of full-time faculty that live in Southeastern Minnesota will further establish a campus community. These hires and the order in which they are made will make a bold statement regarding campus priorities and will be an element of identity. The upcoming move to a new space is an important first step in creating this community.

Search Results **Moving UMR forward** 

"Don't let the people who are pushing personal agendas for one reason or another subvert the vision of the people and the state." - University leader

"To make UMR look like Crookston or Morris... a potential for reinventing higher education will be lost." -University leader

"Its own space will present an image to all and the ability to market clearly." - University leader

"Let us be empowered to make our own decisions, give us the power to move forward as an institution and become a coordinate campus." - UMR staff member

5 Identify appropriate venues for community engagement.

Rochester has lobbied extensively and invested countless hours and resources to expand its higher education opportunities and add a University of Minnesota campus to the community. Given the active political role the community has played, it is unrealistic to think they can now be relegated to a more passive, spectator role as UMR moves forward. Rather, the energy and enthusiasm of the Rochester community is an asset that the University should capitalize upon. As one focus group participant stated, “I would hope the University of Minnesota will meet us more than halfway because we [Rochester] will go more than 120%.” The University should work with Rochester to identify new ways to keep the community engaged with UMR and strengthen this opportunity for continued partnership.

Communicate the Identity

A strategic communication plan to promote and manage UMR’s emerging identity is critical. UMR needs to invest resources for a major branding and communications effort:

6 Create and continually share consistent messages regarding UMR.

Repeated, consistent statements about UMR’s identity are the best method for dealing with low awareness, speculation, confusion, and diverging opinions. Building an identity will require regular contributions from UMR to the public forum to ensure messages accurately reflect UMR. Such messages need to be repeated until they become part of the community’s common vernacular. Once Rochester and southeast Minnesota understand UMR, the messages can be forwarded to the

Search Results

Untapped potential



“What the hell are we doing in China, India, and Africa if we can’t have a vibrant, mature relationship locally? Rochester is our first global opportunity.” – University leader

“We recognize the potential for innovations and start-ups. This [UMR] could have a big effect on economic development.” – University leader

rest of the world.

The community’s incredible support for the expansion is an asset to achieving this recommendation. When given a message, the community has proven to be an effective ambassador for UMR. As an example, Simon Tripp visited Rochester and spoke to RHEDC in February 2006. His talk referred to the need for “rock star” faculty and almost every person in our focus groups and interviews referred to UMR’s need for “rock star” faculty.

7 Frame UMR’s identity so it resonates effectively with stakeholders and builds additional support.

UMR cannot be all things to all people, but the same message can be framed in different ways so it resonates more effectively with the paradigms of various audiences. Reframing messages increases the potential for UMR to be viewed as a win-win endeavor.

An example where framing will be important is in addressing the diverging opinions for what UMR should become. It is doubtful UMR will build its identity around becoming a traditional four-year university, and this will likely disappoint a pool of stakeholders. Reframing UMR’s expansion to show why a different path has been chosen, demonstrating how the perceived benefits of a four-year school will be achieved, and highlighting new opportunities may alleviate negative feelings and create additional buy-in.

8 Use the existing University of Minnesota brand as a springboard for UMR.

There is no need to re-create the wheel; whatever branding UMR does should tie into the broader brand of the University. While UMR has the opportunity to create its own identity, it must capitalize on the established University of Minnesota identity. As heard repeatedly in focus groups and interviews, the University of Minnesota brand is synonymous with quality and innovation.

Reinforce the Identity

UMR will need to continue to maintain its new identity through changing political administrations, area demographics, and trends in academia.

9 Expand dialogue with partners.

The University of Minnesota system, Mayo, and IBM are all recognized as leaders in their respective fields. Combine these pioneers with a dynamic, highly educated, progressive community and great things are bound to happen. These collaborations will only realize their full potential if (1) principles are held in common, (2) open communication is maintained and expanded, and (3) appreciation for the positions of the other partners involved is fostered.

Each partner knows more about itself than those outside its organization; each partner needs to realize this fundamental truth about the others. Understanding this concept at the onset of the UMR expansion and actively continuing a dialogue will minimize unproductive power struggles and conflict. It will allow all collaborators to rise above politics and grasp the opportunities at hand. Establishing open dialogue within partnerships will reinforce the collaborative aspect of UMR's identity and confirm its unique position within the University system as the campus most closely connected with its local community and industry.

10 Seek strategic new partnerships.

While Mayo and IBM are the largest partners (and perhaps a key reason for expanding UMR), they should not be the only ones. For partnerships to continue to play a central role in its identity, UMR must actively seek additional collaborators who naturally fit with its mission—both internal and external to the University system. Such partnerships will not only propel UMR forward, but also help the University as a whole move closer to its goal of becoming a top three public research institution.

11 Commit to UMR and demonstrate support in action.


Through much of its tenuous history, UMR has often been viewed as a means of placating the Rochester community and its demand for additional higher education offerings. The governor's taskforce and

subsequent legislative funding were unexpected support after 40+ years of lobbying. As a result, many in Rochester believe the expansion is too good to be true and will lose momentum before it gets off the ground.

To ease such concerns, the University needs to declare its commitment to UMR through allocation of resources, transparent interactions with the community, and by visibly demonstrating its support through regular visits to Rochester by University leadership. However, resources allocated cannot be taken away from existing programs or campuses. Only through such actions will people begin to believe UMR will survive resource competition and changes in elected officials and University leadership.

12 Empower UMR.

Similar to the partnership issues addressed above, no one knows UMR better than those who work there on a daily basis. To move UMR forward, the University needs to work collaboratively with UMR's administration and recognize their knowledge and perspectives. UMR should not be micromanaged; it needs the autonomy and flexibility afforded the other coordinate campuses. The new chancellor should be empowered (both with resources and decision-making authority) to set the direction for UMR as the expansion moves forward.

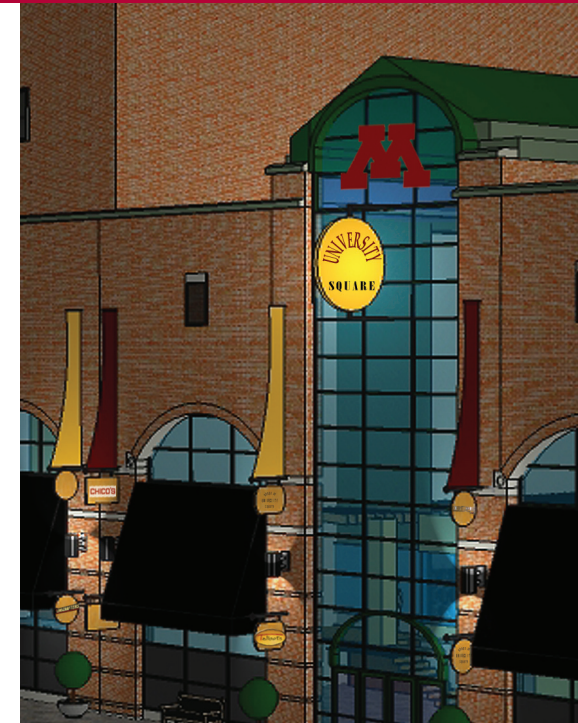
Search Results **Long-term Investment** 

“There has to be a die-hard commitment from the U to make this work. Rochester will step up and do whatever you ask of us, but we cannot do it alone.”
– Rochester opinion leader

“...[There is] loyalty to the U, I hope the U has loyalty to the community.”
– UMR staff member

“Setting up UMR must not happen at the expense of the other units or we will be condemned to mediocrity.”
– University leader

RECOMMENDATIONS	CONTRIBUTIONS TO IDENTITY		CONTRIBUTIONS TO POSITION	
	Low CONTRIBUTION	HIGH CONTRIBUTION	Low CONTRIBUTION	HIGH CONTRIBUTION
Create the Identity				
Use existing elements as the foundation for furthering UMR's identity.		✓		
Let imagination be the only constraint for determining UMR's future.		✓		✓
Foster UMR's mission and vision as a guide for strategic planning and decision-making.		✓		✓
Create a campus-wide community.		✓		
Identify appropriate venues for community engagement.	✓		✓	
Communicate the Identity				
Create and continually share a consistent message for UMR.		✓		✓
Frame UMR's identity so it resonates with stakeholders and builds additional support.		✓	✓	
Use the existing University of Minnesota brand as a springboard for UMR.		✓		✓
Reinforce the Identity				
Establish a sincere dialogue with current partners.	✓		✓	
Seek strategic new partnerships.		✓	✓	
Commit to UMR and demonstrate support through action.	✓			✓
Empower UMR.		✓		✓



Conclusion

Identity is subjective, often encompassing so many ideas people find it easier to use analogies for describing an entity or person's essence, such as depicting an elite organization as a Cadillac.

In its quest to become a top three public research institution, the University of Minnesota is examining many elements of its identity—excellence, access, diversity, community, service and stewardship, discovery, and commitment to continuous improvement. This self assessment has also included the coordinate campuses. When University of Minnesota President Robert Bruininks declared UMR an official coordinate campus, he launched UMR on a journey toward a new future:

“We see the University of Minnesota Rochester as an integral part of our ambitious aspirations and the drive to discover that make the University of Minnesota unique. UMR has great potential to benefit not only southeast Minnesota, but also the state—particularly its healthcare infrastructure and resources.”¹

President Bruininks' announcement was met with mixed reactions. One memorable opinion piece in the *Rochester Post Bulletin*² likened the President's vision for UMR to a Chevette and encouraged the community to hold out for the Corvette. While the Corvette is an inspirational vehicle, and was the first all-American sports car, its identity has not changed since inception in 1953. UMR now has the opportunity to be something different, and like the Corvette, UMR has the potential to be something previously unknown, to be the first of its kind in higher education. UMR has a clean slate and lots of support; it is poised to make major contributions to its community and the larger arena of higher education. UMR has the chance to transform the face of higher education by taking advantage of new technology, resources, and industry partnerships. The first step in leveraging this opportunity is to establish a clear identity.

1 University News Service, “University of Minnesota announces enhancements in Rochester,” *UMN News*, 16 November 2006, http://www1.umn.edu/umnnews/Feature_Stories/U_announces_enhancements_in_Rochester.html (accessed 24 May 2007).

2 Thein, Mark. “Rochester needs a true university, not a hybrid.” *Rochester Post Bulletin*, 29 November 2006.

This is the right place and right time. UMR needs to clearly articulate its mission, vision, and plan for growth. It needs to communicate its message to all stakeholders so they may see benefits and not just obstacles. UMR needs to continue partnering with the local community, industry, and coordinate campuses. By establishing an identity, elements of which are already in place, UMR will be a vehicle of the future and not just another Corvette. As a senior University leader said, “We’re not giving you a general Chevrolet. We’re giving you a hybrid vehicle. You need something that’s new and different to meet the true needs of the community.”

Appendices

A - Project charge

B - Project charter

C - KRC survey questions

D - KRC survey results

E - Focus group and interview questions

F - Comprehensive list of responses to question “What three words or phrases would you use to describe UMR as it is today?”

G - Comprehensive list of responses to question “What three words or phrases would you use to describe UMR in the future (~10 years from now)?”

Appendix A - Project Charge

Positioning Rochester: Identifying elements that will influence and impact the positioning of the University of Minnesota in Rochester and southeast Minnesota

Objective: To develop a brand position for the University of Minnesota Rochester that fits within the University of Minnesota system's overall brand identity. The UM Rochester brand position must support all elements of the University's regional presence in SE Minnesota and provide groundwork for the establishment of branding and marketing efforts among all University units operating in the region.

Objectives:

- Determine the current state of understanding by internal and external constituents of the multiple University elements operating in SE Minnesota.
- Determine the expectations for University growth in SE Minnesota and for the overall attitude towards growth of the University throughout the state by opinion leaders and internal constituents.
- Determine internal concerns about University expansion or the development of a SE Minnesota positioning effort for all University entities in the region.
- Determine local awareness of University presence and reach in SE Minnesota.
- Identify how SE Minnesota University entities relate to the overall University of Minnesota strategic position effort.
- Recommend a unique positioning statement that encompasses all University of Minnesota operations in SE Minnesota and fits within the University system's brand identity.

Methodology:

- Attain opinion leader information through an expansion of the annual University polling related to the strategic position effort.
- Interviews and focus groups with top University leadership, leadership from major units throughout the system, and with SE Minnesota internal constituents will provide additional information.

Specific PEL project tasks may include:

- Research and outline potential questions for quantitative and qualitative portions of the research.
- Organize and conduct interviews and focus groups with University leadership
- Compile and present results, identify current issues impacting SE Minnesota, determine the potential for a unique all encompassing positioning statement for SE Minnesota and recommend a positioning effort for SE Minnesota.

Sponsor: David Carl, Provost, University of Minnesota, Rochester

Team Leaders: Laura Johnson, Assistant Program Director, University Relations and Jessica Mooney, Assistant Program Director, University Relations

Appendix B

Project Charter

Project Name: President's Emerging Leaders Rochester Identity Group (PELRIG)

Project Sponsor: Provost David Carl

Benefits Case: The University of Minnesota presence in Rochester has been evolving since 1966. In January 2006, the Rochester Higher Education Development Committee designated University of Minnesota Rochester (UMR) as the lead higher education institution in Rochester and recommended creation of an identity separate from University Center Rochester (UCR). The PEL program was asked to discover the elements to be used in creating this new identity. The purpose of establishing an identity is to help set direction for future funding and expansion initiatives as we move toward the goal of becoming a top three institution.

Project Objective: Discover the elements that will influence and impact the identity of UMR. The primary focus of this project is identity, which refers to the character and personality of UMR. An ancillary focus is position (UMR's standing within the University of Minnesota system and larger area of higher education). UMR's brand is not within the scope of this project.

Project Goals

- Determine general attitudes/understandings of the University's presence in Rochester through responses to the KRC survey.
- Gauge stakeholders' attitudes (see scope) through focus groups conducted in February and March 2007.
- Synthesize and report focus group and KRC responses to sponsor and team leaders in May 2007.
- Understand UMR's potential role and contributions in positioning the U of M system to be one of the top 3 public research institutions in the world.
- Outline key next steps or considerations that will be necessary in order to act upon the recommendations made by the PELRIG group in its final report.

In Scope

- Stakeholders:
 - UMR staff, Administration, Faculty, Students, Alumni
 - Area businesses (e.g. Mayo, IBM)
 - Legislature
 - Community organizations (e.g. GRAUC, Mayor, City Council)
- Timeliness of PELRIG

- Understanding of current relationships between UMR and other UM campuses/programs

Out of Scope

- Marketing campaign for UMR
- UMR impact on coordinate campuses
- UMR impact on MnSCU and RCTC
- UMR infrastructure (e.g. buildings, space)
- UMR degree offerings and academic programs

Project Schedule

Schedule (tentative):

- Oct 30 – KRC Questions
- Nov – Project Charter
- Dec – Draft focus group questions
- Jan – review KRC survey results
- Feb-Mar – Focus Groups
- April – Draft report to Provost David Carl
- May 18th – Final report to Provost David Carl
- June 20th – PEL end of year poster session

Ongoing:

- Interviews with relevant University administrators

Appendix C

KRC Survey Questions

1. The University of Minnesota has a campus in Rochester. How familiar would you say you are with the University of Minnesota Rochester: very familiar, somewhat familiar, not very familiar, or not at all familiar?

Very familiar	10%
Somewhat familiar	55%
Not very familiar	21%
Not at all familiar	14%
Don't know/didn't respond	0

2. And do you favor or oppose the University of Minnesota expanding its presence in Rochester? If favor/oppose: is that strongly or somewhat?

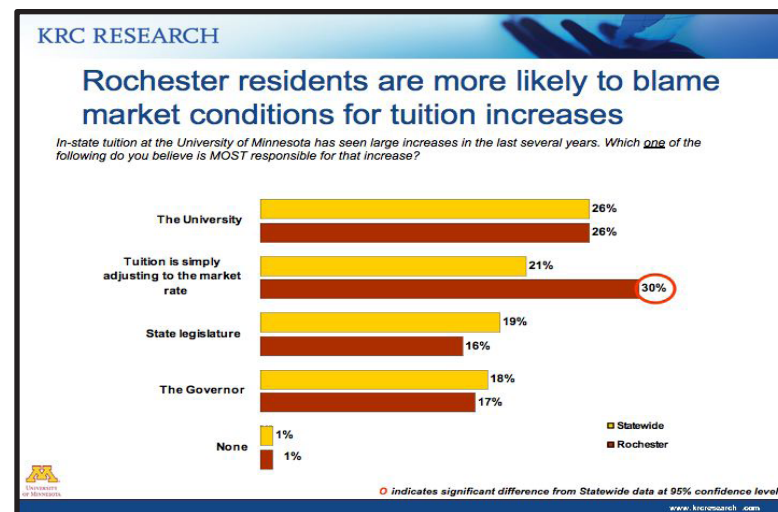
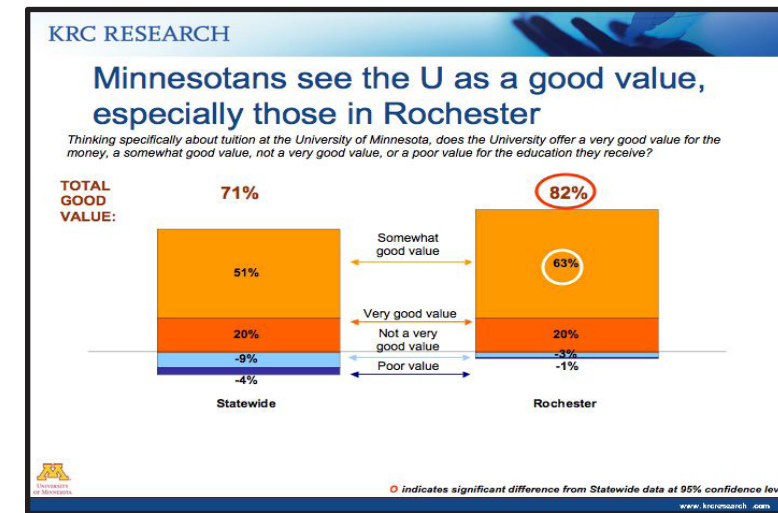
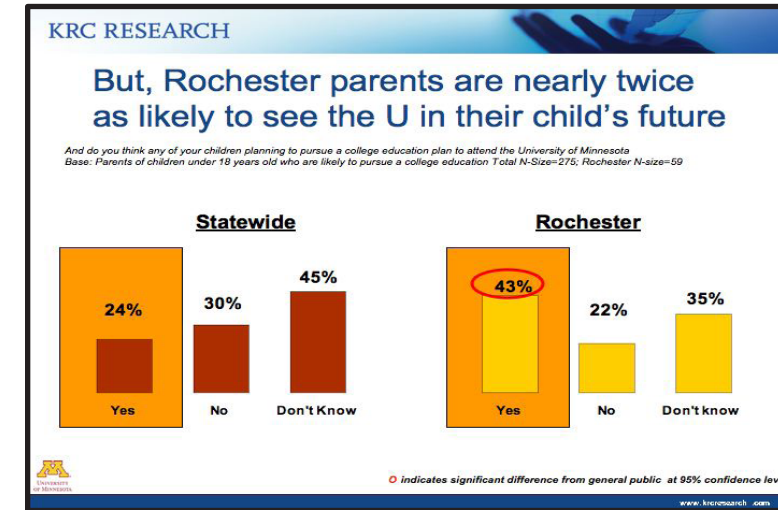
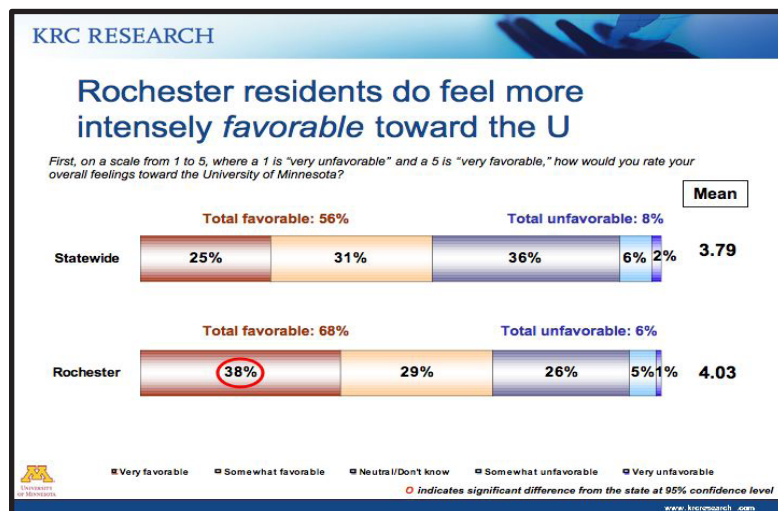
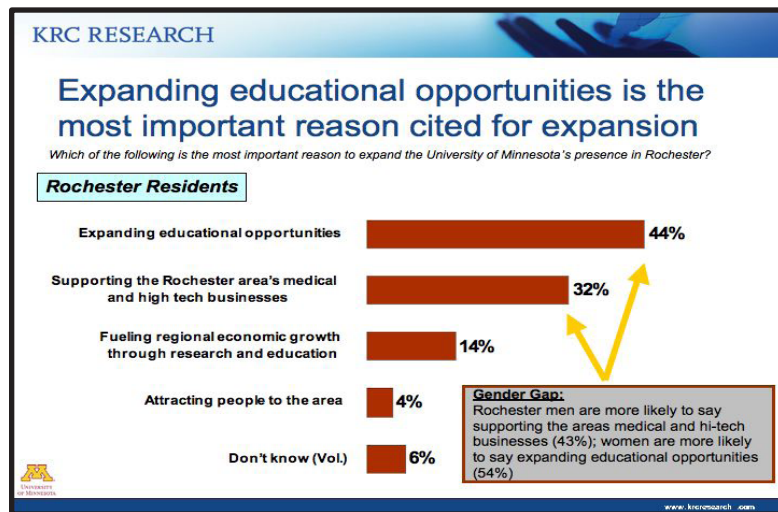
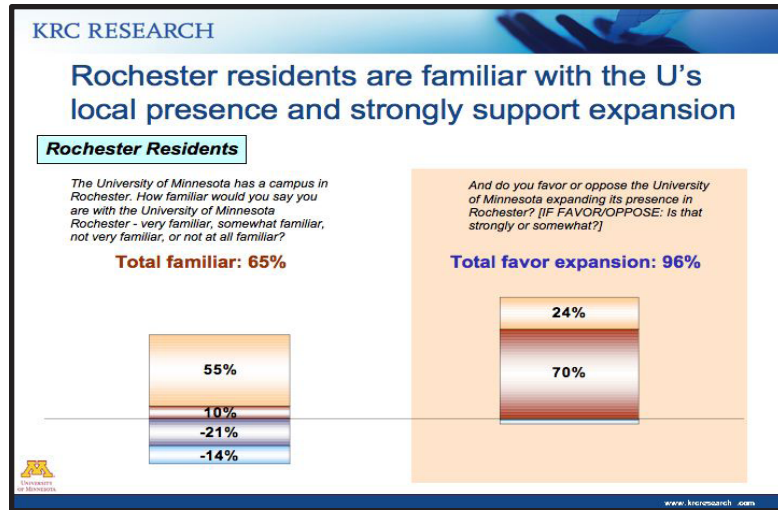
Strongly favor	70%
Somewhat favor	24%
Somewhat oppose	1%
Strongly oppose	3%
Don't know/didn't respond	1%

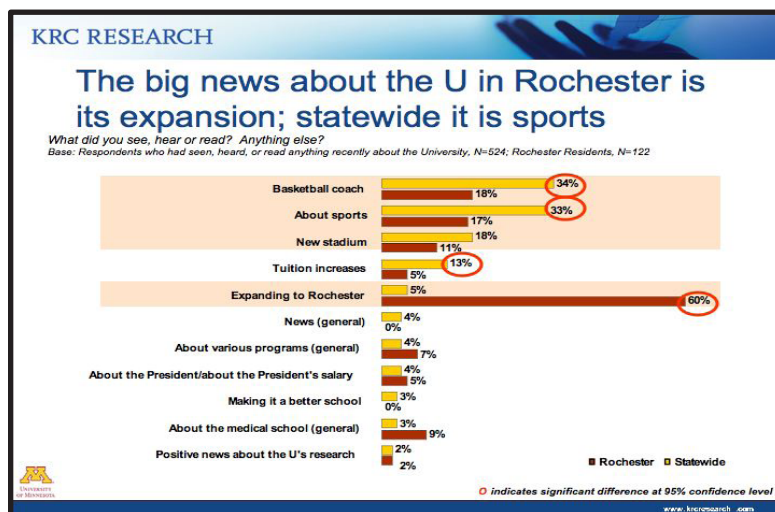
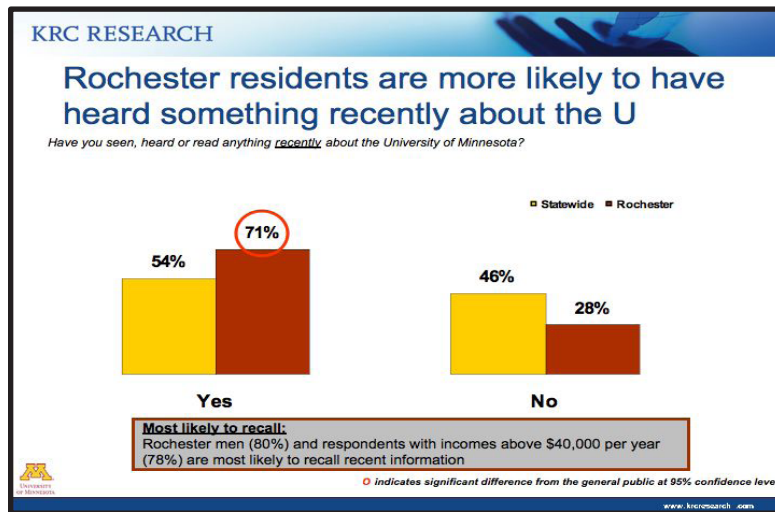
3. Which of the following is the most important reason to expand the University of Minnesota's presence in Rochester?

Expanding education opportunities	44%
Support the Rochester area's medical and high tech businesses	32%
Fueling regional economic growth through research and education	14%
Attracting people to the area	4%
Don't know/didn't answer	6%

Appendix D

KRC Survey Results





KRC RESEARCH

Demographic Profile of Respondents

	Statewide %	Rochester %
Gender		
Male	48	49
Female	52	52
Age		
<35 yrs old	20	21
35-49 yrs old	31	33
50-64 yrs old	29	26
65+ yrs old	20	21
Education		
HS Grad or less	26	25
Some College	16	17
Associates	16	12
Bachelors	31	29
Graduate	12	16
Income		
<\$40,000	23	22
\$40,000-60,000	24	20
\$60,000-80,000	15	14
>\$80,000	21	30

	Statewide %	Rochester %
Race		
White	94	93
Non-White	4	6
Read the newspaper		
7 days a week	40	51
5-6 days	12	22
0-4 days	47	27
Region		
Urban	20	77
Suburban	50	18
Rural	29	4
Children		
Yes	60	76
No	19	23
Children's ages		
<10 yrs old	28	34
10-17 yrs old	32	44
>18yrs old	81	75

Appendix E

Focus group and interview questions

1. Why did you choose to attend the University of Minnesota, Rochester (UMR)? What makes you proud to be a UMR student?
2. What differentiates UMR from other institutions of higher learning in Minnesota? (Specifically SE Minnesota)?
3. In your mind, what three words or phrases describe the current UMR? What about UMR brings these words and phrases to mind?
4. Now thinking about the future, what three words or phrases would you like to use to describe UMR in 10 years? Please explain why these words/phrases came to mind and their relation to the future UMR.
5. What do you think needs to happen in order to move UMR from its current three word/phrase description toward its future three word/phrase description?
6. What is your greatest hope regarding the UMR expansion? What is your greatest concern? How do these play a role in moving forward (opportunities to capitalize on or pitfalls to avoid)?
7. What advice would you give to President Bruininks regarding UMR's expansion and creating its identity?
8. Do you have any additional thoughts, comments, or opinions you would like to share regarding UMR's evolving identity and expansion plans?

Appendix F

Three words or phrases to describe the current UMR:

A good start
 Accessible
 Accessible—easy to come in and find the info you need for your degree program
 Affiliate
 Ambiguous but exciting
 An extension of Minneapolis-St. Paul campus with no authority or resources of its own
 Arrogant
 Attempting to be something unique
 Barebones
 Before expansion
 Biomedical
 Bold vision for the future
 Bone yard
 Builders
 Built on partnerships: both with MnSCU schools and area businesses like IBM and Mayo
 Burdened with uncertainty
 Challenging
 Challenging
 Collaboration and outreach needed

Collaborations
 Collaborative
 Community college feel
 Community's perceptions and demands – manage expectations
 Confused
 Confusing – don't know the mission
 Confusion
 Constrained
 Convenient
 Creative collaborations
 Current
 Dedicated
 Detached
 Developing
 Different course offerings
 Diffuse
 Disappointment
 Disconnected
 Disjointed
 Disorganized
 Disorganized
 Disorganized
 Disorganized
 Disparate
 Dynamic
 Economic driver with its research and reputation
 Emerging
 Emerging
 Ever changing
 Excellence
 Exciting
 Expanding
 Expansion

Expensive
 Focused
 Friendly
 Frustrating
 Great asset
 Great team
 Growing
 Growing
 Growing
 Growing
 Hidden
 High level
 High quality
 High quality programs
 Highly regarded by those who know
 Highly supportive
 High-tech
 How does it work?
 How long will it take to get common vision?
 Hybrid
 Identity crisis
 Important
 Incompatible or hectic
 Incomplete
 Informal
 Innovation/creativity
 Innovative
 Invisible
 Invisible
 Irrelevant
 Just a beginning developing new ideas that aren't in practice elsewhere
 Lack of community awareness
 Lack of visibility

Lacks identity
 Limited
 Limited number of degrees—needs more
 Little sense of community
 Long time coming
 Low profile
 Making an effort
 Multipurpose staff
 Nation-leading
 Neglected
 New
 New programs not present elsewhere
 No faculty
 No separate identity from University Center Rochester (building space it shares with RCTC and Winona)
 No vocal presence in the community
 Non-residential
 Non-traditional
 Non-traditional
 Not broad
 Not good interaction with other schools to get degree
 Not sure of offerings
 Not sure of what they want to accomplish
 Opportunity
 Opportunity
 Opportunity
 Partnerships
 Partnerships
 Patchwork

Personable—staff return calls
 Piecemeal
 Pleasing place to work
 Poised for success
 Poor me
 Possibilities (more degrees, more variety)
 Potential
 Potential
 Potential
 Potential
 Powerless
 Pre-mature
 Pride
 Professional
 Quality
 Quality
 Quality not consistent
 Quality of upper level education sets us apart
 Quiet
 RCTC does not equal UMR, but the public doesn't know that.
 Relatively unknown
 Remote
 Risk takers
 Scattered focus
 Scientifically orientated
 Searching for itself
 Seized
 Small
 Small
 Small
 Small
 Small with limited offerings and resources

Small, but part of the big
 Something along the lines of preparing for the scientific future
 Spinning wheels
 State of flux: no one is quite sure what it is and where it's going
 Stealth – under the radar
 Strategic focus
 Struggling
 Student Friendly-caring
 Subservient (to the main campus)
 Technologically advanced
 Technology dependent
 Thinking outside the box
 Transition
 Uncertainty – we go to others for help w/programs and resources
 Under appreciated
 Under utilized, yet has potential
 Unknown
 Unknown
 Unknown
 Upsetting
 Vague
 Vague and undefined
 Very limited [programs]
 Wants to grow, wants to thrive
 We go above and beyond to help students
 What is it?
 What U?
 Where is it?
 Where is it?
 Youngest child

Appendix G

Three words or phrases to describe UMR in the future:

2 or more world-renowned programs
 250+ researchers
 3000-5000 students
 A beautiful downtown campus
 A destination institution for students
 Accessible – population that needs to stay local
 Advanced degrees
 Autonomy
 Big
 Booming
 Broader/comprehensive
 Campus community services
 Clear
 Collaborations continue
 Collaborative, asset to the community
 Collegial
 Comprehensive
 Connected
 Connected (to U system)
 Contributing to the vitality of downtown
 Creative undergrad program structure
 Cutting edge
 Cutting edge institution
 Destination
 Destination

Distinct specialties (not offered at other campuses)
 Driven
 Dynamic
 Economic incubator
 Effective
 Emphasis on academics, sciences, the arts—not sports
 Enhanced relationship
 Exceeded expectations
 Exciting/Thriving
 First-class (and world-class) education
 First-class education
 Focused
 Fulfilled the dream
 Full programs [including freshman English]
 Full time staff/faculty/students, increase community
 Fully independent UMR
 Funded
 Ground-breaking—programs need to be different
 Happening
 In demand
 Independent
 Industry market leader
 Innovation
 Innovative education delivery
 Internationally recognized
 Leader
 Lean and mean
 Legitimate
 Magnet
 Meeting area needs educationally
 Model institution and programs

Modern
 More opportunities for students and staff
 Most innovative
 Much bigger
 Multiple educational opportunities
 National recognition, well established
 National standing
 New mold/pattern for higher education
 Non-controversial to the area
 Non-traditional
 Not a full-fledged “normal” campus
 Option for local high school graduates
 Organized
 Own campus
 Own entity
 Partnership
 Permanency as a campus
 Prestigious
 Quality
 Realized the vision
 Recognized
 Recognized and respected
 Renowned
 Residential
 Respected
 Scientific research facility renowned through USA
 Separate identity – coordinate campus
 Separate location
 Settled

Significant economic impact on Minnesota
 Specific programs, superior education, more program choices
 Stability
 State resource
 Still accessible
 Strong academic programs
 Strong interactive presence
 Students coming from around the world
 Successfully engaged
 Successful
 Superior
 Technology
 Top 3 Research
 Truly 21st century
 Unique (3)
 Very unique
 Vibrant
 1st class coordinate campus of U of MN
 Vision
 Vision and identity
 Well established, putting down roots in the community
 World class education for health care
 World recognized in health sciences
 World-class
 World-class university campus
 World-renowned bioinformatics educational institution
 World-renowned institution
 Wow
 You can go there



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