

III. Institutional Priorities: [Rochester](#)

The University of Minnesota Rochester was substantially restructured, beginning in July 1999. Its mission, based on academic partnerships that have grown with other institutions in southeastern Minnesota over several decades, is to provide high-quality baccalaureate, professional, and graduate education and noncredit educational opportunities to Rochester, southeastern Minnesota, and, when appropriate, beyond the Minnesota border. To achieve this goal, UMR intends to increase credit and noncredit course production, to increase revenues, to build its relationships with Rochester business and community groups, and to enhance its collaboration with its higher education partners in Rochester.

Academic Excellence

Investing to Strengthen Academic Programs

- **High-priority disciplines:** There is an emphasis on programming in the disciplines of education, information technology, business, and health care delivery.
- **New degree programs:** A number of degree programs are currently under development and are at various stages of readiness for approval and implementation. The programs will be implemented in Rochester over the next several years.

Investments to Strengthen Interdisciplinary Initiatives

- The Assistant Director for Industrial Liaison for the Digital Technology Center initiative is based in Rochester to identify industry research needs and make connections with University resources.

Students

Investments to Strengthen the Undergraduate Experience

- **Credit enrollments:** Upper-division and graduate academic enrollments will be increased by the addition of at least five new degree programs by fall 2002. The goal is to increase credit-hour production 10 percent by fall 2002.
- **Noncredit enrollments:** Noncredit enrollments will be increased 25 percent by fall 2002, through rigorous recruitment in target industries, cooperative relationships among UCR partners, and a rigorous advertising campaign.
- **Student recruitment:** Potential students will be recruited by UMR. Strategies include working directly with employers to define academic program needs for the community.
- **Student scholarships:** Student scholarships and foundation accounts will be developed through a fundraising campaign. The focus will be on the creation of scholarships for nontraditional students in undergraduate and graduate programs and creating an initiative fund to support development of new academic programming.
- **Technology – Telepro Project:** Currently, the majority of courses are transmitted to UM Rochester rather than UMR serving as the origination site. Completion of the Telepro project in spring 2002 will position UM Rochester to become more actively involved in exporting

courses to other campuses, developing and expanding a research agenda on issues connected with distance learning, and simultaneously taking advantage of Rochester's workforce as a resource for adjunct faculty to the UMTC and other regions of the state.

- **Student data:** Student tracking systems will be improved to assure accurate data collection and credit attribution.

Measuring Results

- Eighty-three percent of courses offered during fall 2000 and seventy-two percent of spring 2001 courses were taught via ITV, Internet, and UNITE.
- Selected student demographic data are provided below.

Student Status and Age (Spring 2001)

	Age 18 - 22	Age 23 – 28	Age 29 – 34	Age 35 - 40	Age 41 - 46	Age 47 - 52	Age 53+
Undergraduate Male	1	6	5	2	4	5	2
Undergraduate Female	2	5	6	3	15	16	3
Graduate Male	0	33	19	7	10	10	2
Graduate Female	0	22	13	10	35	35	7
TOTAL	3	66	43	22	64	66	14

Student Status and Ethnicity (Spring 2001)

	Caucasian	African American	Asian	Native American	Hispanic	Unknown
Undergraduate Male	5	0	0	0	0	3
Undergraduate Female	2	0	0	0	1	9
Graduate Male	65	2	4	1	0	12
Graduate Female	98	1	3	1	1	8
TOTAL	170	3	7	2	2	32

- **Enrollment Trends:** The data below suggest positive trends for enrollment in credit courses. Credit hour production increased 334 percent from the 1999 – 2000 school year to the 2000 – 2001 school year. This trend suggests a growing level of student and community satisfaction.

Credit Courses

Credit Courses	Fall 1999	Fall 2000	% Increase
Headcount	Data not available	323	N/A
Credits Generated	1,065	1289	21%

Credit Courses	Spring 2000	Spring 2001	% Increase
Headcount	Data not available	* 328	N/A
Credits Generated	805	* 1218	51 %

Credit Courses	Fall 1999 Spring 2000	Fall 2000 Spring 2001	% Increase
Total Credits Generated	1870	* 2507	34%

- **Noncredit courses:** The growth trend for noncredit offerings is significant. UM Rochester strives to serve Rochester and the southeastern region of Minnesota. Special emphasis is placed on providing higher education opportunities that respond to business needs, often through providing noncredit workshops, courses, and seminars. This academic service also experienced substantial (148 percent) growth during the past year.

Advanced Level Noncredit Courses, Workshops, Seminars

Non-Credit Courses	Fall 1999	Fall 2000	% Increase
Headcount	145	195	34%

Non-Credit Courses	Spring 2000	Spring 2001	% Increase
Headcount	87	*381	338%

Non-Credit Courses	Fall 1999 Spring 2000	Fall 2000 Spring 2001	% Increase
Total Headcount	232	576	148%

*These numbers include students on the UMTC campus who took courses originating from UM Rochester as well as UNITE students in Rochester at the IBM and Mayo Clinic sites. Also, five students in the University of Minnesota Talented Youth Math Program (UMTYMP) were taught by a Rochester faculty member but are not reflected in these data.

Engagement: Access and Outreach

Expanding Access: Educational Programs

- The University's investment in UM Rochester supports, in a highly significant way, the extension of regional access to the University's learning, research, and outreach programs.
- **Distance learning:** One of UMR's high priorities is to take advantage of distance delivery of instruction to create learning experiences that enhance convenience, quality, and productivity of courses and programs.
- Plans will be developed for implementing a research agenda focusing on effectiveness of distributed learning modalities.
- A strategic plan will be developed to build upon the integration of distributed learning delivery systems among the UCR partners.

Expanding Outreach: Regional and Statewide Service and Community Engagement

- **Community support:** UM Rochester has the benefit of several community groups that provide ideas relating to potential credit and noncredit programming opportunities, foundation support, and long-range planning. A partial list includes:
 - **University of Minnesota Rochester Advisory Committee:** This committee is appointed by the UM Regents to advise on short range plans for program development, faculty recruitment, availability and use of adjunct faculty, estimates of costs and timetables for providing programming in Rochester, and to provide other assistance as requested.
 - **Greater Rochester Area University Center Advisory Board (GRAUC):** This group is comprised of leaders including a broad cross-section of the Rochester community representing health care, technology, communications, government, and nonprofit agencies. GRAUC is committed to the enhancement and expansion of quality higher education that meets the needs of all students in a dynamic, diverse, and growing region.
 - **GRAUC Technology Advisory Committee:** Committee members focus their attention on providing recommendations for the expansion of technological delivery of instruction for K-12, business, and medical service agencies in the community.
 - **Rochester Software Technology Development Committee:** The committee has representation from 34 high technology firms in the Rochester area. It is currently formed as an ad hoc group with the charge to identify "just in time training needs" for high tech companies and to demonstrate that the need is sufficient to recover financial costs for delivery of the noncredit programming.
 - **University Center Rochester Advisory Board:** The board is comprised of a cross-section of community leaders representing health care delivery, technology, business, and education. The board focuses on assisting all three University Center Rochester institutions to find resources that satisfy UCR partner needs.
 - **Rochester Math and Science Partnership Board:** The board is comprised of members from ten southeastern Minnesota school districts, Mayo, IBM Corporation, and UM Rochester. The role of the board is to establish and provide strategic direction and cooperation with member districts and partners; support continuous improvement dedicated to students achieving world-class standards in math, science, and technology; provide evaluative assistance; allocate resources; and encourage new members to join in the partnership.

- **Fundraising:** The strategy for fundraising is multifaceted. First, the UM Rochester Advisory Committee will be asked to serve as a consultative body on developing plans for cultivating additional funding. Second, the Rochester Area Alumni and Friends of the University of Minnesota (RAAFUM) will be encouraged to establish scholarships specifically for UM Rochester students. Third, the UM Foundation Office will be asked for guidance in seeking funding. Finally, local community groups will be invited to participate in fundraising initiatives.

Strengthening the University Community: Human Resources

Recruiting and Retaining a Diverse Faculty and Staff

- **New staff:** UM Rochester is staffed by 22 employees. All but three of these positions have been created and filled in the past year and a half. These positions include academic, student support, and administrative functions.

Enhancing Leadership and Managerial Effectiveness

- **Staff development:** A significant advantage enjoyed by a new institution such as UM Rochester is that it has the opportunity to build, from the ground up, a culture of excellence in service. Through the UM Center for Human Resource Development, the workshop series on customer service is being brought to Rochester. The UM Office of Equal Opportunity & Affirmative Action has also provided workshops on sexual harassment and diversity for the UM Rochester staff.

Institutional Efficiency and Excellence

Service Improvements

- **Test-site for PeopleSoft off-campus applications:** UM Rochester was a test site for distributing PeopleSoft to off-campus operations.
- The implementation of PeopleSoft in Rochester and the addition of a Student Services Coordinator have greatly improved service to students and staff since they can be advised, enrolled, and have their questions addressed locally.
- **Financial FormsNirvana:** UM Rochester is also fully utilizing Financial FormsNirvana.
- **Community awareness:** UM Rochester will increase awareness of its presence and resources through an information marketing campaign and a revised Web page.

Implications for 2002-2003 Planning and Initiatives

The goal of UM Rochester is to provide educational opportunities for Rochester and southeastern Minnesota. The primary challenges for realizing this goal are to: a) increase credit and noncredit production, and b) increase revenues. Initiatives to meet these challenges include:

- Further strengthening UM Rochester relationships with stakeholders – Rochester and southeastern Minnesota communities, advisory groups, for-profit and nonprofit organizations, and government leaders.

- Continue to identify regional educational needs and provide programming to satisfy those needs.
- Continue to develop additional degree programs that match community needs and desires.
- Initiate a major marketing campaign to inform the region about UM Rochester and motivate residents to pursue formal education at UM Rochester.
- Develop scholarship opportunities for UM Rochester students.
- Develop foundation accounts such that funds can be directed toward curricular development, educational and technological innovation, and recruitment of students and faculty.
- Identify potential sources of revenue to include technology and student services fees, new program tuition attribution, and external grant opportunities.