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

UMR has expanded into a distinctive campus with its own facilities and faculty. Rochester is home to internationally recognized institutions including the Mayo Clinic, IBM, and more than 30 high technology businesses that contribute billions of dollars to Minnesota's economy in promising fields such as the biosciences and nanotechnology.

As the campus and academic programs continue to be developed, public-private partnerships with these organizations will be sought to enhance opportunities for shared facilities and faculty. Innovative relationships of this type will enhance the depth and breadth of efforts to develop collaborative academic programming and leading-edge instructional delivery systems.

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

Exceptional undergraduate and graduate education are offered in part by selecting undergraduate, graduate, and professional aca-

ademic degree programs that closely match strengths and resources of the region with the needs and resources of partners and students. Academic degree programs are in various stages of development and implementation.

The Master's in Healthcare Administration (MHA) Part-Time Option for Working Professionals held its first class in fall 2006. The purpose of the MHA program is to expand career growth opportunities for working health-care professionals in and around the Rochester area. As of spring 2008, eight students were formally admitted to the program with an additional 34 participating in classes as non-degree-seeking students. Additional program candidates are currently in the admissions review process by the School of Public Health Admissions Committee. At capacity, the program is expected to enroll 20 program candidates per academic year.

In fall 2008, the M.S. in Biostatistics program at the UMR campus will begin offering courses via interactive television, web-based courses, and adjunct faculty. The Biostatistics degree program is a collaboration with the School of Public Health and Mayo Clinic. The program was approved by the Board of Regents in June 2008. It is expected that students will be enrolled part-time and able to complete the curriculum within three to five years.

Also commencing at UMR in fall 2008 is a Rochester cohort of the Minnesota Principals' Academy. The Academy's curriculum for public school leaders focuses on instructional leadership and the role of the principal in creating and sustaining high-performing K-12 schools. Participants in the UMR cohort are expected to number 20.

A new University interdisciplinary graduate program, administered in Rochester, will train

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the leaders of tomorrow in Biomedical Informatics and Computation Biology (BICB). The BICB program, a UMR collaboration with the University of Minnesota Twin Cities, Mayo Clinic, IBM, and the Hormel Institute, will offer M.S. and Ph.D. programs in this vibrant and fast-paced field. These degree programs were approved by the Board of Regents in July with classes commencing fall 2008.

The BICB program was established as a way to harness the Rochester region's strong resources in education, medicine, and technology to create world-class graduate and research programs in two of bioscience's fastest-growing fields: biomedical informatics and computational biology. Currently more than 40 investigators have invested the resources to initiate new interdisciplinary and multi-institutional research projects.

As a result, new lines of research, new interactions, and even new resources in the form of federal competitive grant funding have developed. BICB has supported three broad research areas: data mining of clinical data, machine learning to predict disease state, and computational methods for rational drug design. UMR has funded nine collaborative research projects, 15 graduate traineeships, and one post-doctoral associate.

The University of Minnesota Rochester is developing a new baccalaureate degree program proposed to be instituted fall 2009. The Bachelor of Science in Health Sciences (BSHS) will provide education and training for students interested in health professions career programs, post-baccalaureate education, and professional degrees. Students will share a common curriculum during the first two to three years, with the remainder of the degree program targeted to the students' career aspirations and preparation for post-baccalaureate programs and professional schools in the health sciences.

The Center for Learning Innovation (CLI) is the organizational structure that will take a research-based approach to learning and assessment in the development and implementation of this curriculum. CLI will promote a learner-centered, technology-enhanced, competency-based, and community-integrated learning environment in which ongoing assessment will guide and monitor student achievement of measurable objectives and will be the basis for data-driven research on learning.

The Center will serve as a laboratory for learning and lead the development of the integrated curriculum for baccalaureate degrees in the health sciences and will work in collaboration with regional businesses and industry to provide unique educational opportunities for students.

Exceptional faculty, on-site and from the Twin Cities and Duluth campuses as well as joint resident faculty appointed from collaborating organizations, have been and will continue to provide teaching and research services for UMR. The number of on-site faculty in Rochester will be increasing with the implementation of the Center for Learning Innovation (CLI). The on-site program staff can be categorized into three areas: design faculty, student-based faculty, and post-doctoral fellows. Initially UMR expects to add eight faculty and four post-doctoral fellows to serve students in fall 2009.

As additional academic programs and research initiatives are established, the number of Rochester-based faculty will continue to grow. Policies related to faculty engagement at UMR are guided by a 7.12 document, currently under review.

Exceptional leadership at UMR has a new organizational structure in place. Reorganization of the leadership structure has been completed, resulting in leadership positions to include Student Services, Institutional Ad-

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vancement, Partnership Programs, Academic Affairs, and Operations and Finance.

UMR is developing its campus and policies and procedures working closely with expertise throughout the University. Guidance is provided through ad hoc committees with membership selected or appointed by leaders in the area.

It is also imperative to establish a financial model to support the growth of the campus. Thanks to collaborative initiatives, especially among the Greater Rochester Advocates for Universities and Colleges, community and political leaders, state legislative leaders, and the University, state funding has been secured to support initial growth in academic programs and facilities. UMR and University leaders will continue to review financial scenarios that reflect the direction of UMR growth, and develop comprehensive plans for obtaining additional short- and long-term funding.

The UMR Campus Master Plan Committee is nearing completion of the master plan and complying with University requirements for future changes and expansion. The committee's report is scheduled for review fall 2008. Discussions with community leaders representing the city, county, economic development board, Rochester Downtown Alliance, community action groups, and local businesses have been an integral part of this strategic effort.

The newly completed campus, located in the heart of downtown Rochester, maintains the capacity for up to 1,400 students. The campus includes 17 classrooms, seven of which have

interactive television (ITV) capabilities. Classes at the campus commenced in fall 2007 with approximately 400 students enrolled. Next steps toward campus completion include finalizing space for new educational programming slated to begin fall 2009.

Exceptional innovation occurs through research and partnerships. One of the most critical, powerful, and dramatic trends in southeastern Minnesota is the growth in investments in bioscience and technology collaborations. This growth represents a confluence of efforts, primarily among the University, Mayo Clinic, and IBM. Business leaders are working to define ways to capture and build upon state-of-the-art technologies in Rochester, and they envision the University having a major role to play in advancing the education, science, and application of these initiatives.

Through its own programs and partnership programs with other University campuses, UMR provides a strong higher education foundation in health professions, technology, business, education, and social services; responds to the educational, economic, research, and cultural needs of southeastern Minnesota; and is establishing itself as the regional higher education institution of choice for students pursuing career preparation in selected health science and technology professions.

Emphasis will continue to be given to development of programming in areas that relate directly to the region's economic vitality—health sciences and technology—including partnerships with the Mayo Clinic and IBM, and other area businesses and organizations.

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Current UMR Programs (cooperating U of M campus noted)	
<p>Undergraduate Programs Clinical Laboratory Science (B.S.)—Twin Cities Graphic Design (B.F.A.)—Duluth Information Technology Infrastructure (B.A.Sc.)—Twin Cities Manufacturing Technology, (B.A.Sc.)—Twin Cities Nursing (B.S.N.)—Twin Cities Respiratory Care (B.A.Sc.)—Twin Cities and Mayo School of Health Sciences Studio Art (B.F.A.)—Duluth</p> <p>Graduate Programs Adult Education (M.A., M.Ed., Ed.D., Ph.D.)—Twin Cities Biomedical Informatics and Computation Biology (M.S., Ph.D.)—Twin Cities Biostatistics (M.S.)—Twin Cities</p>	<p>Graduate Programs (continued) Business Administration (M.B.A.)—Duluth Computer Science (M.S., M.C.S.)—Twin Cities Curriculum and Instruction: Elementary Education; Learning Technologies; Interdisciplinary Focus/ Middle School Education (M.Ed.)—Twin Cities Educational Leadership (Ed.D.)—Twin Cities Electrical Engineering (M.S.)—Twin Cities Healthcare Administration (M.H.A.)—Twin Cities Higher Education (Ed.D.)—Twin Cities Human Resource Development (M.A., M.Ed., Ed.D., Ph.D.)—Twin Cities Occupational Therapy (M.O.T.)—Twin Cities Public Health (M.P.H.)—Twin Cities and Mayo Medical School Social Work (M.S.W.)—Twin Cities</p>