COMPACT FOR UNIVERSITY OF MINNESOTA ROCHESTER
FY 2003-04

A. Introduction

Over the past year the University of Minnesota Rochester (UMR) has been refining the vision and mission statements that form the basis for future growth of the unit. Input on the concepts has been provided by UMR program directors, the UM Rochester Advisory Committee (community advisory group appointed by the UM Regents), and the EVPP office. The vision and mission statements are presented below.

Vision Statement

The University of Minnesota Rochester will be a distinctive higher education institution serving Southeastern Minnesota through unique relationships with other universities and colleges to provide and facilitate academic programming, research, and service.

Distinctive Characteristics

UM Rochester will be distinguished by a set of unique characteristics:

- Significant dependence on private, contract, and research-based funding sources;
- Emphasis on academic programming in areas directly related to economic development of the region;
- Emphasis on upper-division and graduate levels of educational programming;
- Maintenance and forging of new collaborative relationships with UMTC, UM coordinate campuses, and MnSCU institutions in all aspects of educational service to the community;
- Capitalization on close geographic proximity to Mayo Clinic, IBM, and other health care service providers and high technology industries;
- Embracing of faculty and students with a wide array of life experiences; and
- Strong community support.

Mission Statement

The University of Minnesota Rochester will:

- Provide a strong higher education foundation in health professions, technology, business, education, and social services;
- Facilitate meeting the educational, economic, research, and cultural needs of Southeastern Minnesota; and
- Establish itself as the higher education institution of choice for students pursuing career preparation in selected health science and technology professions.

Rochester and the Southeastern Minnesota region of the state are distinctive and recognized for world-class health care services and research, high technology industries, and K-12 education. Residents of the greater Rochester area strongly believe that locally provided University of Minnesota (UM) higher education opportunities are critical to continued growth and economic development of Southeastern Minnesota.

The University of Minnesota Rochester has undergone significant changes that have positioned it to better respond to the needs of constituents in Southeastern Minnesota. In 1999 an innovative administrative and academic structure was proposed and implemented. The new configuration was outlined in the “University of Minnesota Partnerships for the 21st Century Academic Plan for Rochester, Minnesota” document prepared in January 2000. This plan identified the University Center Rochester as a location jointly managed by the University of Minnesota Rochester (UMR), Rochester Community and Technical College (RCTC), and Winona State University- Rochester Center (WSU-RC).

Each higher education institution was charged with specific responsibilities and all three institutions agreed to work collaboratively in serving the needs of Southeastern Minnesota. In June of 2002, the plan was revised to further specify responsibilities of each of the partner institutions. An important element in the revised agreement is that UMR will provide academic leadership for all future upper division and post-baccalaureate graduate/professional degree programs in Rochester; new academic programs will be developed and implemented by UMR or through contract with UMR. As UMR moves forward, it will continue to provide academic programming primarily in the disciplines of education/social services, business, and technology, and also place special emphasis on developing degrees in the health care professions.
The compact between the Executive Vice President and the Provost of UM Rochester for 2003-04 includes the following:

B. Update – Major Long-Term Goals/Priorities from Previous Compact

The most critical long-term priorities for UMR are to increase student enrollment and to develop means for establishing an increasing revenue stream. Each of the goals listed below relate to these overarching needs.

1. Goal: Increase student headcount and credit hour production.

   Enrollment trends from 1999 through 2002 suggest consistent enrollment growth pattern. The long-term goal is to increase the student headcount each year through the 2005-06 academic year. The projection of student enrollment growth is an average of 5% per year. This rate of growth suggests student enrollment projections would be: Fall 2002 – 363 students, Fall 2003 – 381 students, Fall 2004 – 400, and Fall 2005 – 420 students.

   The goal for credit hour production will be to increase an average of 10% per year through the 2005 – 06 academic year. A 10% increase projection would suggest a growth in credit hour production to be: Fall 2002 – 1403, Fall 2003 – 1543, Fall 2004 – 1697, and Fall 2005 - 1714.

   These goals will be achieved by maintaining and growing current programs and developing and implementing new degree, licensure, and certificate programs. All new degree and course offerings will continue to be provided in response to identified community, business, professional, cultural, and research needs. After an adequate number and variety of academic programs have been established, the emphasis will be shifted to increasing the number of students recruited into each program area or discipline.

   Achievement of goal: The state of the economy has dramatically impacted attendance at UMR. While the headcount has declined, the credit hour production has increased significantly. The goal for student headcount for Fall 2002 was 363, the actual number of enrolled students was 317. This headcount was less than the projected goal. The credit hour production goal for this same semester was 1403; the actual performance was 1543. This performance represents an increase of 21% from Fall 2001 and is 11% beyond the projected goal. The downturn in the economy skewed the final increases. Fewer jobs resulted in more students enrolling as full time students, but those workers who maintained their jobs were given additional responsibilities and had less time to devote to taking courses. During difficult economic times businesses begin to limit the scope of tuition support for programs; this trend, however, is cyclic.

   Even with these anomalies, the projected multiyear growth for UMR remains the same for the next three years. The goals of an average 5% increase in student headcount and an average 10% increase in credit hour production each year remain as unit targets. These goals will be supported through O&M funds, increases in tuition (greater numbers of students result in more funds), and tobacco endowment resources.

2. Goal: Complete the process of refining student tracking management procedures to assure accurate data collection and attribution.

   Achievement of goal: This task is completed with the exception of a few sections of online courses remaining to be identified in the PeopleSoft tracking system. The final details of the process will be completed during the upcoming year and close scrutiny of these data will continue as a matter of standard operating practice.

3. Goal: Develop and initiate additional degree programs.

   Factors Impacting Development of Programs and Student Enrollments

   The success of UMR in meeting the educational needs of its constituents is directly linked to effective working relationships with many other academic units within and outside of the University of Minnesota. UMR has no departments, courses, or programs directly under its control. Rather, all programming is tied to departments and colleges at UMTC and coordinate campuses. This approach requires that close working relationships be maintained among academic units to promote and facilitate the offering of academic credit programming to Rochester. Some units are extremely interested in serving the SE Minnesota region of the state while others are not inclined to attempt ventures off the UMTC campus. At times, the needs of the community may go unanswered if an
academic unit does not wish to extend its services and share its expertise in this region.

UMR is part of an academic consortial relationship that includes the University of Minnesota campuses, Mayo Clinic, Winona State University, and Rochester Community and Technical College. Each of these institutions has its own culture, tradition, priorities, and governance systems. As new programs are developed, initiatives must be consistent with the characteristics of the various higher education providers in the consortium. The complexities of consortial relationships inherently hold the potential to slow progress of the development and implementation of new programming. Relationships of this nature present challenges, but challenges have been met and the result has been the development of strong academic programs that effectively use resources and talents from a host of institutions.

UMR provides educational services to two major industries – health care and information technology. Each of these industries is subject to economic realities of the marketplace. During periods of prosperity it is expected that companies will hire new employees and encourage them to pursue educational opportunities offered by universities. During periods of economic down turn there may be employee layoffs and/or reduction in company-based educational benefits. Over the long term, the economic trend in Southeastern Minnesota is expected to be positive and supportive of higher education.

Discussions regarding additional degree programs are progressing. Each initiative involves UMR participation with non-UM Rochester groups. Degrees will be awarded by colleges at the UMTC, UM Crookston, or UM Duluth campuses and will involve collaboration with multiple entities – Mayo Clinic, Rochester Community and Technical College, and Winona State University.

Of UMR’s state special funding from the Academic Health Center, $287,500 is allocated to the expansion of the UM Bachelor of Science in Nursing Program in Rochester. The remainder of the state special funding ($212,500) supports all other health science programs.

Achievement of goal: The following programs were initiated Fall 2002: Master of Public Health (Executive and Certificate tracks), Bachelor of Science in Nursing, and Certificate in Translation (advanced study). The Bachelor of Applied Science in Respiratory Care remains on track for implementation Fall 2004. Due to a reduction in revenues from the “Tobacco Endowment,” the degree in Medical Technology has been placed on hold. The viability of additional degrees continues to be discussed and will be implemented only as adequate student interest and fiscal resources are available.

The continuing goal is to identify and begin development of two additional bachelor level degree programs that will match the needs of SE Minnesota; one of these programs will be the Bachelor of Applied Science in Radiation Therapy degree.

Additional initiatives will also be pursued to aid in the development of future degree, certificate, and licensure programs. One of the major provisions of the updated agreement between UM and MnSCU operation of the University Center Rochester (UCR) was that UMR provost would take the lead in curriculum development at the bachelor and graduate levels.

Led by UMR, an inter-institutional Curriculum Review Team was formed with Winona State University, and Rochester Community and Technical College and given the charge to identify procedures to improve the curricular offerings at UCR. A major activity of this team will be to develop a database that lists all UCR degree, licensure, and certificate programs. A similar database will be developed for non-credit programming with the intent to design the database such that it will be integrated with the credit database. Using these databases as a reference point, all UMR credit programming will be reviewed to determine which programs are viable and necessary. A determination will be made regarding which programs should be grown, maintained, added or deleted; appropriate actions will be taken based upon these decisions.

Funding sources for future credit program initiatives will come from a variety of sources. O&M funds will be used from the sponsoring department or college where the programs, certificates, or licenses reside, along with UMR O&M funds. Addressed later in this compact is a goal to strengthen the private donor giving to support strategic initiatives; these initiatives will include program development.
As a result of funding support from past compacts, the UM Duluth Master of Business Administration program was established and is rapidly expanding in Rochester through UMR. It has clearly been a major addition to the educational offerings in SE Minnesota as may be seen by strong enrollment in the courses. Beginning with 10 students in Spring 2002, the student enrollment grew to 23 students in 2002/03. For the past two years, UMR has received $20,000 and UMD $35,000 each year for support of this program. A third year of compact funding support at the same level for UMR is requested to provide resources for creating an online corporate finance course to provide students with prerequisite knowledge necessary for admission to and success in the MBA program.

4. Goal: Continue efforts toward establishing student scholarships, graduate assistantships, gifts, and foundation and endowment funds.

Building upon the past year’s activities (e.g., case statement preparation, focus group meetings), a strong base has been laid for moving forward with the “silent phase” of the development campaign. A follow up retreat was conducted in which UMR Advisory Committee members further refined planning activities for development of scholarship and strategic initiative funds. UMR will maintain its close ties with the UM Foundation, develop donor lists, recruit volunteers to assist in soliciting/private funding to support scholarships and strategic initiatives, and begin making specific requests for donations.

A work plan will be created that will provide the structure for integrated fund raising efforts by the UMR Advisory Committee, Greater Rochester Area University Center Advisory Board, and Rochester Area Alumni and Friends of the University of Minnesota. The UM Foundation has been asked to provide assistance in moving the campaign forward. The work plan will provide direction for actions to be pursued during the next 3 years. Initially a program director was given a 25% assignment to fill the role of Director of Development. Consideration is being given to increasing this to a 100% assignment.

Achievement of goal: A retreat was conducted for members of the UMR Advisory Committee (UMR-AC comprised of community leaders appointed by the UM Regents) to discuss past, current, and future fund raising activities. The results from previous focus groups, the UMR-AC retreat, and updated case statement were presented to individual community leaders who have a strong and successful history of fund raising for other community organizations. They critiqued the information, noted strong elements in the previous work, and offered recommendations for moving forward.

Aspirations for a second year of funding has been made to the Rochester Area University Center Advisory Board, and specific requests for donations. Based upon input from these groups, a summary was created and presented to the UM Foundation. A request to UMF was made to assist in developing a strategy for the campaign, training volunteers, and providing information relating to soliciting funding from major donors. UMF agreed to provide these resources.

The continuing goal is to formalize the overall campaign strategy, train volunteers, and begin solicitation for donations. As these efforts begin, the goal is to raise at least $30,000 during the next year. The UMR provost will be working with a volunteer campaign chairperson and UMR director of development to plan and implement these tasks. All other program directors and staff will be expected to participate in training sessions and visitation to potential donors. Support for these activities will come from O&M funds.

The UM Foundation will provide consultation and training through their resources. The community volunteers will donate their time and talent to pursuing the fund raising goal. Funds from the University of Minnesota Central Officers Expense account will be used to help finance dinners and recognition ceremonies related to outside giving.

5. Goal: Increase community awareness of the UM presence in the Rochester area.

Significant progress has been made in advancing awareness of UMR as well as promoting the academic programming. It is essential to continue these efforts.

One of the major findings from the development (fund raising) focus groups was that the programming, research, and outreach activities of UMR are impressive and moving in the right direction to satisfy community needs; however, the presence of UMR was not well known. A research study conducted by the Small Newspaper Group (SNG) reinforced this perception. As a result, a comprehensive public relations and marketing campaign was constructed and implemented to raise community awareness of UMR. These efforts included newspaper ads and news articles, radio & television advertising, a billboard, and numerous personal appearances and presentations by UMR staff. The campaign was very successful.
Prior to launching the campaign, unaided recognition of UMR was only 26%; following the campaign this rate was raised to 40%. The positive results were significant and will be continued.

Funding for future efforts will come from two primary sources. The first will be O&M funds for UMR. A second source, the Greater Rochester Area University Center Board, has agreed to contribute approximately $20,000 to help bolster these efforts and another $20,000 to help raise the awareness of the University Center Rochester. The goal for the next year is to achieve an unaided recognition level of 51%. This recognition level is consistent with the recognition of the community college that has been advertising in the community for a number of years.

6. Goal: Monitor agreements between UMR and UMTC colleges with regard to “seed” funding for Rochester-based faculty appointments.

Continuing agreements include:

a. Faculty – Human Resources/Adult Education
   (100%, non-tenure track, term faculty appointment)
   Beginning January 2003, 50% of this position will be funded by CEHD and 50% by UMR.

b. Faculty – Special Education
   (100%, non-tenure track, term faculty appointment)
   UMR and CEHD will explore the potential for a 50% program coordinator position and 50% for faculty.

c. Faculty – Educational Program Evaluation
   (50%, tenure track appointment)
   Beginning January 2003, 25% of this position will be funded by CEHD and 75% by UMR.

   These positions were created with the understanding that UMR will fully fund each position the first year, and the College of Education and Human Development will assume 25% of the cost the second year, 50% the third year, and fully fund the positions for the fourth year and thereafter.

d. Assistant Education Specialist – Social Work
   (50%, staff position)

Achievement of goal: See review of agreements below.

a. Faculty – Human Resources/Adult Education
   Effective January 2004 CEHD will assume 100% responsibility for funding this position. As indicated in previous compacts, this will be a continuing position.

b. Faculty – Special Education
   Due to budget considerations, this position will not be filled.

c. Faculty – Educational Program Evaluation
   Beginning January 2004, 50% of this position will be funded by CEHD and 50% by UMR. These percentages apply only to the half-time appointment of this position; the remainder of the UMTC position is fully funded by CEHD. January 2005, CEHD will assume full funding of the UMR half-time position and will continue to provide programming in the area of evaluation.

d. Assistant Education Specialist – Social Work
   The responsibilities of this position will continue, however, as budget reviews are conducted the structure of this position may be realigned. Since all requirements for this position have been satisfied, it will be removed from the monitoring list in the next compact.

The above agreements will continue to be monitored to assure that previous compact expectations for each position are satisfied. Monitoring will require no resources beyond normal administrative oversight.

Outreach

UMR is increasing its involvement in the community and responding to community needs. Several standing advisory groups provide regular input into credit and non-credit program activities. These groups include the Greater Rochester Area University Center Board (GRAUC), University Center Rochester Advisory Council, University of Minnesota Rochester Advisory Committee, and the Rochester Area Alumni and Friends of the University of Minnesota (RAAFUM).
Several projects that responded to community needs were held last year. Among these initiatives were: the “Forty Years After Silent Spring: Lessons Learned, Lessons Ignored” workshop; a political debate series where local political, state representative and senatorial, and US senatorial candidates debated issues relevant to SE Minnesota (this series was jointly sponsored by UMR and League of Women Voters where 1200 citizens attended the debates); a presentation by Pierre Forni “Choosing Civility”; and “The Genomics Revolution” presentation on microbiology and genomics for high school biology teachers. UMR also worked with GRAUC, Southern Minnesota Initiative Fund, and UCR to plan and co-sponsor the “Learning Network Initiative Conference.” The immediate result of this effort was the creation of community study groups that examined the effectiveness of a variety of distributed learning technology initiatives.

As part of its community responsibilities UMR personnel serve as members on the Olmsted County Safety Council, RAAFUM, Christmas Anonymous, Chamber of Commerce Agribusiness Committee, SE MN Academic Group, Rochester Area Math Science Partnership, Rochester Higher Education Providers Committee, Rochester Software Consortium, The Rochester Area Economic Development, Inc., and a variety of community service groups.

Diversity

Most of the academic programming and faculty for Rochester are provided by the UMTC and UM coordinate campuses. Faculty members from these campuses bring a rich diversity of race and ethnic background to UMR students. Of particular note are the programs from the Institute of Technology, the Evaluation Program from the College of Education and Human Development and the MBA from UM Duluth. Faculty and staff employed at UMR are also reflective of the institution’s commitment to diversity. The chart below summarizes the characteristics of these employees based on October 2002 data.

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Black</th>
<th>Minority Asian</th>
<th>American Indian</th>
<th>Hispanic</th>
<th>Total Minority</th>
</tr>
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<tbody>
<tr>
<td>Total</td>
<td>24</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Workforce</td>
<td>8.3%</td>
<td>4.2%</td>
<td>0%</td>
<td>4.2%</td>
<td></td>
<td>16.7%</td>
</tr>
</tbody>
</table>

Within the city of Rochester 57 different languages are spoken; this creates a number of challenges for health care providers, government agencies, businesses, and schools. In response to these challenges, UM Rochester is continuing to provide a certificate program in Interpreting and has added specialty courses in medical and legal interpreting. Planning for this venture has brought together representatives from Mayo Clinic, Olmsted Medical Center, local government, businesses, UMTC, Rochester Public Schools, and others.

Based on Fall 2002 enrollment, ethnicity data for the non-degree seeking students in our certificate program is not available. However, a cursory review of student enrollment in this program and our degree programs suggest that at least seven percent of the student population are people of color. Available data does indicate that there are slightly more women than men pursuing education in Rochester (159 women and 125 men).

UMR continues its membership on the Rochester Diversity Council. Membership includes an onsite diversity workshop that is provided to the UMR staff. UMR also co-sponsors and participates in the Rochester Martin Luther King Day, Boys and Girls Club, Habitat for Humanity and “Beat the Odds” activities.

C. New Long-Term Goals/Priorities

Goal 7: Student services will be enhanced at the University Center Rochester.

Another provision of the July 2002 agreement between UM and MnSCU is that the UMR provost is charged with the responsibility to lead a review of University Center Rochester student services. This study will be conducted in cooperation with Winona State University, and Rochester Community and Technical College. In response to this directive a UCR Student Services Review Team was formed. The team is chaired by a UMR staff member and includes representation from all three UCR partner institutions. An outside consultant has been retained to assist in guiding the team through its deliberations.

As the Student Services Review Team moves forward it is charged with the responsibility to study UCR student needs and make recommendations to the UCR Cabinet for enhancing student services. Among the issues to be addressed by the team are:
a. Determining the viability of designating a single area as the location for all initial student inquiries for baccalaureate and graduate programs;

b. Developing a plan for communication and sharing of student data among UCR partner institutions;

c. Developing and implementing an orientation for students for promoting the concept of and opportunities at UCR;

d. Increasing customer service for students by one-stop availability of program and institutional information, along with enhanced visibility of the student services area;

e. Determining the viability of inter-institutional academic advising to support students in career paths as students move among UCR partner institutions.

Given this broad charge, it is not possible to specify recommendations or actions that will be taken by the inter-institutional team, so the goal will be generally stated. The Student Services Review Team will study student needs and make recommendations, and the UCR Cabinet will review these recommendations for action.

The team study process cost includes regular staff time and services of an outside consultant. The outside consultant fees will be paid for by using O&M funds from both UM and MnSCU. If any of the team’s recommendations require additional resources, these costs will be covered by either UMR, WSU-RC, and RCTC O&M budgets or requests may be forwarded to the UM EVPP and MnSCU Vice Chancellor for Academic Affairs. This process will continue through the Spring 2004 semester with periodic reports to the UCR Cabinet and UCR Executive Council.

Goal 8: Implementation of the ClassMaker software for management of UCR student inquiries and information/marketing materials will be initiated.

An important capability missing at the University Center Rochester (UCR) has been the capability to jointly identify, track, and respond to initial student inquires. While each unit has done well in these tasks as separate institutions, there has been no mechanism available to pursue these from a university center perspective. UCR has recently purchased ClassMaker, a software package designed to provide a solution to this challenge. The next step is to begin implementation of the software.

Subgoals relating to the implementation include:

a. By Fall 2003, UMR will be using ClassMaker to track student inquiries;

b. By Spring 2004, the ClassMaker software will be configured for automated electronic response to inquiries and prospects based on institutional and program area of student interest;

c. By Spring 2004, there will be a coordinated UCR response to student inquiries where there are programmatic opportunities available through a single UCR partner or combination of UCR partners; and

d. By the end of Spring 2004, the prospecting function of ClassMaker will be fully implemented.

Goal 9: Outreach activities offered through non-credit initiatives will be refined.

All three UCR partner institutions offer a variety of civic engagement and outreach activities. In order to more effectively serve the constituents and build community recognition of UCR, a common theme will be selected by UCR partners. Emphasis will be given to developing non-credit activities centered on this common theme.

As cited earlier in this compact, UMR is providing leadership for academic programming at the university center. Creation of a database of noncredit offerings from each of the UCR partner institutions has begun and will be completed this academic year. The database will provide a systematic means for sharing information among the partner institutions. A detailed review of all UMR continuing and professional education/training activities will be conducted. Through this study, a determination will be made regarding which UMR noncredit programs are viable and necessary. Actions will then be taken to grow, modify, or delete offerings so they are consistent with mission and fiscal considerations. Staff time for the creation of the database and subsequent reviews of the data are provided by O&M funds from UMR and the UCR partner institutions.

D. Enrollment Management
Data Reporting Concerns

Institutional research data entry and reporting procedures need to be improved. Corrective actions initiated during the 2000 – 2001 academic year are continuing to be refined.

Enrollment Trends

Given that UM Rochester was reorganized in Fall 1999, enrollment data are presented in the context of the past three years and represent growth under the current administrative structure.

Credit Courses

The data that follow suggest positive trends in enrollment. This trend suggests a growing level of student participation and community satisfaction.

<table>
<thead>
<tr>
<th>Credit Courses</th>
<th>Fall 2000</th>
<th>Fall 2001</th>
<th>Fall 2002</th>
<th>% Change Fall 2001 to Fall 2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcount</td>
<td>323</td>
<td>346</td>
<td>317</td>
<td>-8%</td>
</tr>
<tr>
<td>Credits Generated</td>
<td>1,289</td>
<td>1,276</td>
<td>1,543</td>
<td>21%</td>
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<tr>
<th>Credit Courses</th>
<th>Spring 2001</th>
<th>Spring 2002</th>
<th>Spring 2003</th>
<th>% Change Spring 2002 to Spring 2003</th>
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<tbody>
<tr>
<td>Headcount</td>
<td>285</td>
<td>326</td>
<td>* 267</td>
<td>-18%</td>
</tr>
<tr>
<td>Credits Generated</td>
<td>1,218</td>
<td>1,239</td>
<td>* 1,386</td>
<td>12%</td>
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<tr>
<th>Credit Courses</th>
<th>Fall 2000 &amp; Spring 2001</th>
<th>Fall 2001 &amp; Spring 2002</th>
<th>Fall 2002 &amp; Spring 2003</th>
<th>% Change 2001/02 to 2002/03</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcount</td>
<td>195</td>
<td>223</td>
<td>* 605</td>
<td>* 171%</td>
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* These numbers represent 10th class day enrollment. Since several courses do not begin until later in the semester, full enrollment statistics are not currently available.

Not included in the above numbers are 22 students during Fall 2002 and 65 students during Spring 2003 on the UMTC campus that received instruction via courses originating from Rochester through the ITV and UNITE systems.

Non-Credit Offerings

UMR serves the city of Rochester and the Southeastern region of Minnesota. Special emphasis is placed on providing higher education opportunities that respond to business and professional needs. Often this involves providing noncredit workshops, courses, and seminars.

There is significant participation in all workshops with the “Best of the Management of Technology” seminars continuing to be among the most popular and highest rated offerings. UMR also continues to offer a series of seminars in the Life Sciences to engineers and programmers at IBM – Rochester. During Fall 2002 a health care conference for nurse practitioners was offered in conjunction with the American College of Nurse Practitioners Minnesota Affiliate. During Summer 2003 UMR will sponsor an interdisciplinary health care professional conference with Mayo Continuing Education and the American College of Nurse Practitioners Minnesota Affiliate.

Additional noncredit workshops focus on serving the needs of lawyers, nurses, dentists, pharmacists, architects, journalists, and veterinarians. The chart that follows indicates a 43% enrollment increase. Note that the actual headcount for the year was 1,092; however, the 1,165 people who attended the political debate series represent a special circumstance (election year) and were not included in the official count. Otherwise the increase for 2002-03 would have been 196%.

<table>
<thead>
<tr>
<th>Non-Credit Courses</th>
<th>Fall 2000</th>
<th>Fall 2001</th>
<th>Fall 2002</th>
<th>% Change Fall 2001 to Fall 2002</th>
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<tbody>
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<td>* 605</td>
<td>* 171%</td>
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at the University Center Rochester are administered collaboratively by Rochester Community and Technical College, Winona State University, and the University of Minnesota Rochester. UMR participates on University Center Rochester committees that review facilities-related issues. The Facilities, Safety and Grounds Committee is an AFSCME-mandated committee for Rochester Community and Technical College and the UMR Associate to the Provost is a member of this committee. The Program Director for Technology and Business and a program associate represent UMR on the Technology Committee. Support staff serve as representatives on the Bookstore and Food Service Committees. The Marketing Director serves on the UCR Marketing Committee, senior staff represent UMR on the UCR Council, and the provost serves as the chairperson for the UCR Cabinet.

F. Financial Issues

Revenue Generation

Transition phase

Prior to Summer 2002, all revenues from credit hour production by students at UM Rochester were returned to the main campus. This was the case even though in some instances UMR paid the faculty salary. This arrangement has been reviewed and modified. A means for tuition disbursement was developed that is benefitting both the UMTC colleges, coordinate campuses, and UMR. The newly modified system transferred a significant percentage of UMR’s funding allocation to UMTC colleges and then provided for 25% of the tuition to be directed to UMR. UMR is also receiving 100% of the tuition when it hires the faculty to teach the course. This arrangement is working well for standard face-to-face and ITV delivery of courses. Additional modifications will need to be made for accommodating Rochester-based students who are admitted to programs through UMR, receive student services from UMR, and are taking the coursework through the internet online.

Scholarships

Rochester-based students have the option of applying for scholarships available to Twin Cities students. However, most of these scholarships are designed for traditional, full-time students and as such are not appropriate for UM Rochester students. Currently, there is a limited number of

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<th>Spring 2002</th>
<th>Spring 2003</th>
<th>% Change Spring 2002 to Spring 2003</th>
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<tbody>
<tr>
<td>Headcount</td>
<td>381</td>
<td>539</td>
<td>487</td>
<td>-9%</td>
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<tr>
<th>Non-Credit Courses</th>
<th>Fall 2000 &amp; Spring 2001</th>
<th>Fall 2001 &amp; Spring 2002</th>
<th>Fall 2002 &amp; Spring 2003</th>
<th>% Change 2001/02 to 2002/03</th>
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<tbody>
<tr>
<td>Total Headcount</td>
<td>576</td>
<td>762</td>
<td>*1,092</td>
<td>* 43%</td>
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*An additional 1,165 people attended the political debate series offered at UMR during Fall 2002 but were not included in these counts.

E. Facilities Issues

As academic programming continues to grow at UMR, adequate space and facilities will increasingly be a concern. Future requirements for advanced chemistry and biology laboratories, faculty office space, staff space, and classroom availability may outpace the university center’s capability to meet these needs. MnSCU is responsible for the physical facility and has designated RCTC as the landlord. All new construction has been the responsibility of MnSCU and must primarily satisfy their needs; UMR needs are a secondary responsibility.

An example of how the challenge of specialized space has been solved in the past was the need for establishing a space for the UMR nursing skills laboratory. Following extended discussions, it was determined that since the RCTC program in chiropractic technology would be suspended for a period of time, UMR could lease that space for three years. If the program is reinstated after three years, the discussion process will need to be reestablished. This level of accommodation may not be possible for specialized science labs needs. As a result, UMR will need to examine other opportunities for providing adequate laboratory facilities or other dedicated space.

Some space usage decisions (i.e., office space, classrooms, and laboratories) at the University Center Rochester are administered collaboratively by

<table>
<thead>
<tr>
<th>Non-Credit Courses</th>
<th>Spring 2001</th>
<th>Spring 2002</th>
<th>Spring 2003</th>
<th>% Change Spring 2002 to Spring 2003</th>
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<tr>
<td>Headcount</td>
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<th>Non-Credit Courses</th>
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<tr>
<td>Total Headcount</td>
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<td>762</td>
<td>*1,092</td>
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Beginning in Fall 2002 the Bachelor of Science in Nursing and Master of Social Work degree programs were initiated. The instructional format provides for the didactic portion of the instruction to be delivered via two-way instructional television. The clinical facets of the programs are delivered in Rochester and supervised by local faculty members. The Master of Business Administration program, while delivered by UM Duluth faculty members on-site in Rochester, may also have a distance delivery component. The probability exists that occasionally it will be impossible for faculty to drive or fly from Duluth due weather. In those instances, the lectures may be taped or presented via ITV. In the next two years streaming video will used by Rochester-based faculty for delivery of courses.

All UMR students have access to the full range of library holdings of the University of Minnesota. They have the options of going to the libraries in person and/or accessing materials via electronic connections. The Goddard Library, located at the University Center Rochester, provides library services to UMR students and provides reference support, electronic access to resources from off campus locations, student information literacy skills training, interlibrary loan services, and connectivity to UM and MnSCU libraries. UMR provides O&M funding ($25,868) for operating and building the University’s collection at the Goddard Library. As the number of advanced programs is increased, additional funding will need to be directed toward building library holdings.

G. Compact Development

This compact was prepared by the UMR Provost and staff, then reviewed by program directors and representatives from several advisory groups, including the Greater Rochester Area University Center Board (GRAUC), University Center Rochester Advisory Council, and the UM Rochester Advisory Committee. Development of the mission, goals, and emphasis areas for UMR are a direct outcome of interactions among these consultative groups.

H. Data Profile

N/A

I. Reports Summary and Allocation Summary

Reports Summary – None required

<table>
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<tr>
<th>Historical Allocation Summary</th>
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### FY2001 through 2003 Compact Investments

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<tr>
<td>School of Public Health</td>
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<tr>
<td>AHC, Nursing</td>
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<td><strong>Total</strong></td>
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### Allocation Summary

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<td><strong>Total</strong></td>
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