COMPACT FOR UNIVERSITY OF MINNESOTA ROCHESTER FY 2002-03

A. Introduction

The mission of the University of Minnesota Rochester is to provide high-quality baccalaureate, professional, and graduate education programs; offer continuing and professional development educational program opportunities; and respond to the economic, cultural, and research needs of Rochester, southeastern Minnesota, and, when appropriate, regions beyond the Minnesota border.

Rochester and the Southeastern Minnesota region of the state are distinctive and recognized for world-class health care 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 over the past four years 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, and Winona State University.

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 all future upper division and post-baccalaureate graduate/professional degree programs in Rochester will be developed and implemented by the UM or through contract with the UM. The provost at UMR is also charged with leading a review of University Center Rochester student services and a review focusing on curricular development. These studies will be conducted in cooperation with Winona State University, and Rochester Community and Technical College.

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 University of Minnesota Rochester for 2002-03 includes the following:

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

Last year, 2001-02, marked the first opportunity for the University of Minnesota Rochester to participate directly in the compact process. Seven major goals were presented that encompassed growth in student numbers, academic programs, revenue generation, and community awareness. Ambitious success criteria were specified with most being met. Achievement of these goals is discussed below.

Goals 2001-02

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

   During the Fall of 2000, 323 students attended courses at the UMR campus. The Fall 2001 enrollment was 346; this represents a 7% increase in student head count.

   The credit hour production increased 34% from Fall/Spring 1999-2000 to Fall/Spring 2000-2001. Fall 2001/Spring 2002 credit hour production was essentially unchanged.

2. Goal: Refine student tracking management procedures to assure accurate data collection and attribution.

   UMR draws upon the other campuses in the UM system to provide academic degree programming. For this reason accurate identification and tracking of Rochester-based students through the PeopleSoft system was difficult.

   A team comprised of representatives from the Executive Vice President & Provost’s Office, Rochester Provost’s Office, UM Registrar’s Office, the Office of Information Technology, and others worked together to identify the sources and scope of this problem. The team proposed and implemented solutions for the majority of
3. Goal: Develop and initiate additional degree programs.

During the 2001-02 academic year, a number of degree programs were currently under development and at various stages of readiness for approval and implementation. Several degree programs were identified for implementation over the next several years. The status of each projected program is given in the chart that follows.

<table>
<thead>
<tr>
<th>Degree</th>
<th>Implementation Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD/EdD – Adult Education</td>
<td>Implemented Spring 2001</td>
</tr>
<tr>
<td>PhD/EdD – Human Resources Dev</td>
<td>Implemented Spring 2001</td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>Implemented Spring 2002</td>
</tr>
<tr>
<td>Master of Ed – Family Education</td>
<td>Pending</td>
</tr>
<tr>
<td>Master of Ed – Special Education</td>
<td>Pending</td>
</tr>
<tr>
<td>Master of Public Health – MD/MPH</td>
<td>Implemented Spring 2002</td>
</tr>
<tr>
<td>BAS – Manufacturing Technology</td>
<td>Implemented Fall 2001</td>
</tr>
<tr>
<td>BAS – Network Admin. Replaced Info Technology Infrastructure</td>
<td>Degree Replaced</td>
</tr>
<tr>
<td>Licensure in Emotional &amp; Behavioral Disorders</td>
<td>Pending</td>
</tr>
<tr>
<td>Licensure in Parent Education</td>
<td>Pending</td>
</tr>
<tr>
<td>Certificate in Technology Enhanced Learning</td>
<td>Pending</td>
</tr>
<tr>
<td>Certificate in Translation</td>
<td>Implemented Fall 2001</td>
</tr>
</tbody>
</table>

A FY02 and FY03 compact commitment of $30,000 was allocated to Duluth to expand interactive courseware and academic offerings through the UMD MBA program, including UMR. An additional $20,000 was allocated to UMR in both FY02 and FY03 on a nonrecurring basis to underwrite the expansion of the MBA in the greater Rochester community.

4. Goal: Develop plans for generating revenue beyond the University allocation.

Plans are in the process of being finalized for UMR to become a full participant in the IMG model for tuition attribution as a means of revenue generation. Prior to the summer of 2002, UMR did not receive revenue from tuition. All tuition revenue was credited to the college that offered the courses. This approach to funding was not consistent with the tuition revenue sharing model practiced among other instructional units in the University, whereby funds were divided between the unit that offered the course and the unit in which the student resided. The previous base allocation to UMR did not provide adequate funding for enhancing UM’s response to constituents in Southeastern Minnesota and did not provide a means for UMR to be accountable for the generation of student credit hour production.

An additional source for generating revenue was developed through the designation of student service and technology fees for UMR. This initiative allows greater local discretion and flexibility in designating the use of funds for enhancement of student services.

5. Goal: Develop a strategy for establishing student scholarships, graduate assistantships, gifts, foundation and endowment funds.

Prior to Fall 2001 there was only one scholarship designated solely for UMR students. While two foundation accounts had been established, the holdings were minimal and no plan was in place to advance development of these resources. Significant progress has been achieved in pursuing charitable contributions.

Working closely with the UM Rochester Advisory Committee (UMR-AC), a group of community leaders appointed by the UM Regents, significant progress has been achieved in pursuing charitable gifts. Activities have included: creating and revising case statements, conducting a series of community focus group sessions, making presentations to community groups, consulting with the Rochester Area Foundation (a local development organization), and working with the UM Foundation staff.
Immediate results have been the creation of three additional Rochester-based scholarships and a modest increase in the strategic initiative fund.


UMR is a relatively new organization and predictably was not well known to residents in Southeastern Minnesota. During the summer of 2002, the SNG Research Corporation completed its “2002 Awareness, Attitude, and Usage Study” for the University Center Rochester. Among its findings was that in 2001 the “unaided recognition” of higher education institutions in Rochester rated UM Rochester at a 25% recognition level. The 2002 results indicated a UM Rochester unaided recognition level of 40%. Among the population who were aware of the University Center Rochester, 93% of the respondents identified UM Rochester as a partner institution.

Growth from 25% to 40% recognition represents a significant increase. This increase is directly related to a major media campaign that was launched by UMR during a two month summer period prior to the Fall 2002 semester. The campaign included: television, radio, magazine, and newspaper advertisements; billboards; updated web page; and over 20 presentations to community groups. During the fund raising focus group sessions, participants indicated that making people aware of UM’s presence in Rochester should be at the top of the list of critical activities both for promotion of academic programming and fund development.

7. Goal: Monitor agreements between UMR and UMTC colleges with regard to “seed” funding for Rochester-based faculty appointments and determine the need for additional faculty in selected academic programs.

As a means to attract additional academic programming to the Rochester campus, UMR entered into separate agreements with the Colleges of Education and Human Development and the College of Social Work. An update of these agreements is given below.

a. Faculty - Human Resources/Adult Education
   (100%, non-tenure track, term faculty appointment)
   The appointment began Spring 2001.


b. Coordinator - Center for Applied Research and Education Improvement (50%, staff position)
   Due to budget constraints, both the College of Education and Human Development and UMR agreed to eliminate the position after the current coordinator moved out of state.

c. Faculty – Special Education
   (100%, non-tenure track, term faculty appointment)
   This position has not yet been filled.

d. Faculty - Educational Program Evaluation
   (50%, non-tenure track, term appointment)
   This position was filled Spring 2002 as a tenure track position.

   Positions (a) through (d) 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.

e. Assistant Education Specialist – Social Work
   (50%, staff position)
   This position was filled Fall 2001.

   This specialist position was created with the understanding that UMR will fully fund the position the first year. No provision was made for subsequent years.

C. New Long-Term Goals/Priorities

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.

   The long-term goal remains the same – to increase the student headcount each year through the 2004-05 academic year. The state of the economy has dramatically impacted attendance at UMR. The projection of student enrollment growth is 5% per year. This rate of growth suggests student enrollment projections would be: Fall
2002 – 363 students, Fall 2003 – 381 students, and Fall 2004 – 400 students.

The goal for credit hour production will be 10% per year through the 2004 – 05 academic year. A 10% increase projection would suggest a growth in credit hour production to be: Fall 2002 – 1403, Fall 2003 – 1543, and Fall 2004 – 1697.

Maintaining and growing current programs, as well as developing and implementing new degree and certificate programs will increase student headcount and credit hour production. 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.

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

This task is completed with the exception of a few students taking online courses remaining to be identified in the PeopleSoft tracking system. The final details of the process will be completed during the upcoming year.

3. Goal: Develop and initiate additional degree programs.

Factors Impacting Development of Programs and Student Enrollments

The success of the University of Minnesota Rochester 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 meet the needs 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.

Additional programmatic offerings are currently under development and will build upon the new degree programs that were implemented over the past year. The chart that follows summarizes projected implementation dates for future programs.

<table>
<thead>
<tr>
<th>Degree</th>
<th>Implementation Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Ed – Family Education</td>
<td>Pending</td>
</tr>
<tr>
<td>Master of Ed – Special Education</td>
<td>Pending</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Master of Ed – Applied Kinesiology</td>
<td>Under Revision</td>
</tr>
<tr>
<td>Master of Science – Management of Technology</td>
<td>Under Consideration</td>
</tr>
<tr>
<td>BAS – Respiratory Care</td>
<td>Fall 2004</td>
</tr>
<tr>
<td>BAS – Radiation Therapy</td>
<td>Fall 2004</td>
</tr>
<tr>
<td>BS – Medical Technology</td>
<td>Under Consideration</td>
</tr>
<tr>
<td>Licensure in Emotional &amp; Behavioral Disorders</td>
<td>Pending</td>
</tr>
<tr>
<td>Licensure in Parent Education</td>
<td>Pending</td>
</tr>
<tr>
<td>Certificate in Technology Enhanced Learning</td>
<td>Pending</td>
</tr>
<tr>
<td>Certificate in Translation – Advanced Study</td>
<td>Fall 2002</td>
</tr>
<tr>
<td>Master of Public Health</td>
<td>Fall 2002</td>
</tr>
<tr>
<td>-- Executive</td>
<td>Fall 2002</td>
</tr>
<tr>
<td>-- Certificate</td>
<td>Fall 2002</td>
</tr>
<tr>
<td>Bachelor of Science in Nursing</td>
<td>Fall 2002</td>
</tr>
</tbody>
</table>

Discussions regarding the degree programs are progressing. Each initiative involves UMR participation with non-UM Rochester groups. Degrees will be awarded by colleges at the 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.

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 will be conducted in which UMR Advisory Committee members will further refine planning activities for development of scholarship and strategic initiative funds. UMR Rochester will maintain its close ties with the UM Foundation, develop donor lists, recruit volunteers to assist in soliciting/securing 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 among 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 will be 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.

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.

The Executive Vice President and Provost committed to a $15,000 nonrecurring allocation to assist in funding a market study and focus groups, with the rest of the funds to be raised locally.

6. Goal: Monitor agreements between UMR and UMTC colleges with regard to “seed” funding for Rochester-based faculty appointments and determine the need for additional faculty in selected academic programs.

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)

Outreach

UM Rochester 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 respond to community needs are underway. Among these initiatives is the planning of the “Forty Years After Silent Spring: Lessons Learned, Lessons Ignored” workshop and a political debate series produced through joint efforts among UMTC, UMR, League of Women Voters, and the Assisi Community Center. UMR is also working with GRAUC to plan and co-sponsor the “Learning Network Initiative Conference.” The immediate result of this effort will be the creation of community study groups, and possibly a research institute to be housed at the University Center Rochester, that will examine the effectiveness of a variety of distributed learning technology initiatives, both locally and nationally.

Diversity

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 Translation and Interpreting and will be adding 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, and others.

UMR continues its membership on the Rochester Diversity Council and the Coordinator of Student Services is a member of the Diversity Council Board. 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 activities.

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 1999</th>
<th>Fall 2000</th>
<th>Fall 2001</th>
<th>% Change Fall 2000 to Fall 2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcount</td>
<td>Data not available</td>
<td>323</td>
<td>346</td>
<td>7%</td>
</tr>
<tr>
<td>Credits Generated</td>
<td>1,065</td>
<td>1,289</td>
<td>1,276</td>
<td>(1%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credit</th>
<th>Spring</th>
<th>Spring</th>
<th>Spring</th>
<th>% Change</th>
</tr>
</thead>
</table>
Not included in the above numbers are 9 students during Fall 2001 and 22 students during Spring 2002 on the UMTC campus that received instruction via courses originating from Rochester through the ITV and UNITE systems.

Non-Credit Offerings

UM Rochester serves the city of Rochester and the Southeastern Minnesota region of the state. 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 was 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 offered a series of seminars in the Life Sciences to engineers and programmers at IBM – Rochester. In collaboration with Assisi Community Center, UMR brought P.M. Forni to speak on his most recent book Choosing Civility.

Additional noncredit workshops focused on serving the needs of lawyers, nurses, dentists, pharmacists, architects, journalists, and veterinarians. The chart that follows indicates a 32% enrollment increase.

<table>
<thead>
<tr>
<th>Courses</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>Spring 2001 to Spring 2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcount</td>
<td>Data not available</td>
<td>285</td>
<td>326</td>
<td>14%</td>
</tr>
<tr>
<td>Credits Generated</td>
<td>805</td>
<td>1,218</td>
<td>1,239</td>
<td>2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credit Courses</th>
<th>Fall 1999 &amp; Spring 2000</th>
<th>Fall 2000 &amp; Spring 2001</th>
<th>Fall 2001 &amp; Spring 2002</th>
<th>% Change 2000/01 to 2001/02</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Credits Generated</td>
<td>1,870</td>
<td>2,507</td>
<td>2,515</td>
<td>.3%</td>
</tr>
</tbody>
</table>

E. Facilities Issues

Perhaps the most important facilities issue is to define the relationship between the University of Minnesota and the MnSCU system regarding tenant status for UMR. Confusion exists regarding this arrangement and the tenant/landlord relationship needs to be resolved between the two systems. As an example of this confusion, UMR will need space for a nursing skills lab for the Bachelor of Science in Nursing program to begin Fall 2002. Currently space and facilities are not available for this purpose. Accommodation must be provided in order to properly educate nursing students. This agreement is expected to receive final approval prior to the Fall 2002 semester.

Space usage decisions (i.e., office space, classrooms, and laboratories) 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 fully 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

Currently, all revenues from credit hour production by students at UMR go to the main campus. This is the case even though in some instances UMR pays the faculty salary. This arrangement needs to be revisited. It will be necessary to either provide a substantially higher level of allocation to UMR or develop a means for tuition recovery that will benefit both the UMTC colleges and UMR. An important element in the growth of funding will be determining an appropriate compensation schedule for face-to-face courses and web-based courses, and assuring that UMR has authority to hire adjunct faculty to teach courses if UMTC professors are not available.

Due to funding constraints at the University, UMR reorganized and consolidated duties among the program directors and support staff. These efforts resulted in budget savings by the reduction of program director, graduate assistant, and coordinator positions.

Scholarship

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 are a limited number of scholarships available that specifically meet the needs of UMR students. These scholarships are listed below.

The Tuition Assistance Grant Program (TAP) is available from the Twin Cities and provides an excellent opportunity for students. TAP is an $800 scholarship awarded by the College of Continuing Education. These funds are to assist adult students enrolled in either undergraduate or graduate certificate programs, or CCE post-baccalaureate certificate programs. CCE has several of these scholarships available.

Steve and George Kereakos have provided a $1,500 scholarship that is intended for students who graduate from Rochester Community and Technical College (RCTC) and then continue their education with the University of Minnesota Rochester. This is a new scholarship that was initiated Spring 2001.

Three new scholarships were created during 2001-2002: Women Supporting Success Through Education scholarships, Nursing scholarships, and Education scholarships.

The opportunities for UMR students to receive scholarships need to be expanded. Action plans to achieve this purpose include working with the University of Minnesota Rochester Advisory Committee and RAAFUM to establish new scholarship opportunities that are tailored for part-time, non-traditional students at both the undergraduate and graduate levels of study.

Research

Selected areas of research, grants, and contracts will be pursued during the upcoming year. The immediate focus of activities will be to identify specific areas of research that will provide the greatest potential for outside funding and service to Southeastern Minnesota.

Development

UMR has two small foundation accounts with holdings of less than $11,500 combined. One account supports strategic initiatives, and the other supports student scholarships. These financial holdings need to be enhanced. Support from the University of Minnesota Rochester Advisory Committee will be instrumental in this endeavor and counsel will be sought from the University of Minnesota Foundation as initiatives are formulated.

Technology and Library Issues

Sixty-five percent of courses offered during Fall 2001 and sixty-eight percent of Spring 2002 courses were taught via ITV, Internet, and UNITE. These figures indicate the strong interest and experience UM Rochester students and staff have with distance delivery of instruction. The majority of courses are transmitted to UMR rather than UMR serving as the origination site. The completion of the TelePro project will position UM Rochester to become more actively involved in exporting courses to other campuses. The University Center Rochester will have a state-of-the-art physical facility and
the proposed programming may be handled by adjunct faculty located in Rochester.

Beginning in Fall 2002 the Bachelor of Science in Nursing and Master of Social Work degree programs will be initiated. The proposed format will be for the didactic portion of the instruction to be delivered via two-way instructional television. The clinical facets of the programs will be delivered in Rochester and be 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. Another potential venture is to offer selected engineering course work via streaming video.

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 accessing materials via electronic connections. The Goddard Library, located at the University Center Rochester, provides library services to UMR students by offering 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 funding 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

Reports Summary

- Fundraising Workplan – Due April 2003