



# National Governors Association

*Creating Centers of Higher Education Excellence in Minnesota*

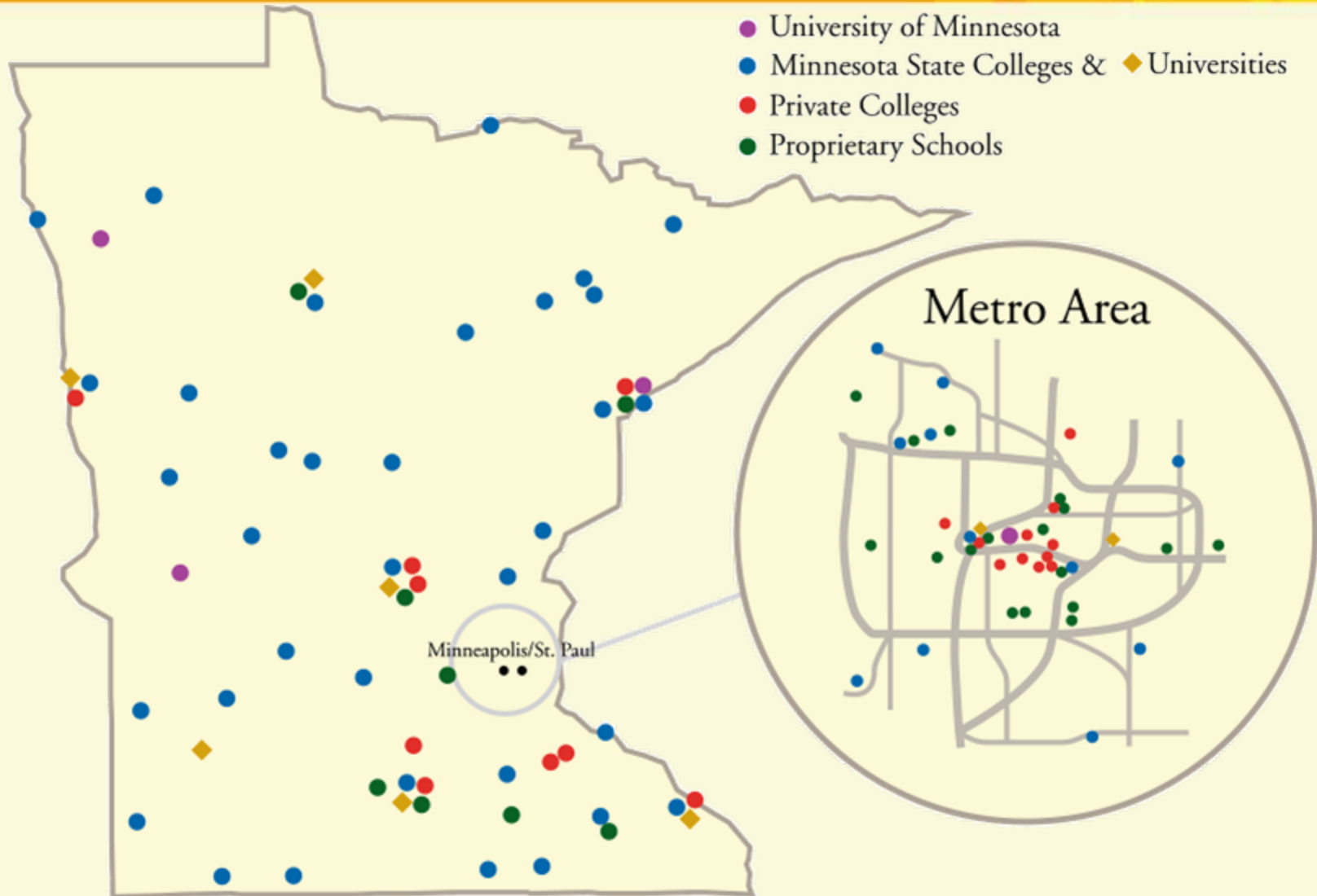
May 2007

MINNESOTA  
OFFICE OF  
HIGHER  
EDUCATION

*reach higher*



# Minnesota's Higher Education Sector



# About the Office of Higher Education

- Each state has a different governance framework
- Minnesota has two public systems each with governing boards.
- This agency is a cabinet-level state agency
- Director appointed by the Governor
- Director advises Governor on higher education policy



# The Environment Leading to Centers of Excellence

# Contextual Pressures

## State demographics and global competition

- The need to have world-competitive educational programs.
- The desire to target funding toward strategic improvement.
- Dramatic and steady population shift from rural Minnesota to the Minneapolis/St. Paul metropolitan area.
- Eight comprehensive regional university campuses located outside the state's large metropolitan area.
- Enrollment pressures on urban campuses
- The need to draw students from other states and urban areas to rural campuses.
- As a Midwestern state, Minnesota must work a little harder to compete. (Climate, land-locked)

# Process – Minnesota State Colleges and Universities

- Governor Tim Pawlenty proposed \$10 million per year to create up to 8 centers of excellence in 2005.
- System received \$5 million per year to create “up to 5”.
- Legislation requires the system’s Board of Trustees to select the centers based on a competitive proposal process.
- Legislation focused on ongoing reporting of results and system management.
- Four centers selected:
  - Information technology and security (Metropolitan State and 3 two-year colleges)
  - Allied health (Winona State University and 7 two-year colleges)
  - Manufacturing technology (MN State Mankato and 7 two-year colleges)
  - Manufacturing technology (Bemidji State and 7 two-year colleges)
- Fifth center in biotechnology funded in 2007

# Criteria for Success

## in statute

- **Advisory committee and reports required.** A center of excellence must create an advisory committee representing local, statewide, and national leaders in the field.
- **Legislation:** By January 15 of each odd-numbered year, each designated center must provide a report to the governor and the chairs of committees of the legislature with jurisdiction over higher education finance, that includes annual and integrated data on:
  - program enrollment
  - student demographics  
student admission data
  - endowment growth
  - graduation rates
  - graduation outcomes
  - employer involvement
  - indicators of student or graduate employment success, and
  - other outcomes as determined by the board.

After a center has been in existence for three years, the report must include measures of the program's impact on the local economy.

# University of Minnesota

## University of Minnesota (comprises one Big-10 flagship Research institution and three regional university campuses)

- A separate approach to centers of excellence
- Center of Excellence: A fifth University of Minnesota campus in Rochester, Minnesota, focused on biomedical and medical research related fields.
- New university in Rochester builds on existing research partnerships with the Mayo Clinic and IBM.

# Early Potential

Industry involvement has increased. Employers are involved earlier in program development.

Better collaboration between two- and four-year

Each center has created a vision and structure.

Better articulation and alignment, ease of transfer, has already occurred.

Collaboration between two- and four-year institutions has improved and best practices are being shared.

Some centers have identified value in developing the “generalized specialist” or people with good cross-training in many aspects of a particular industry.

# Potential Concerns

## **Are too many partners involved?**

Cumbersome designs have evolved

Three centers includes one university and 7 two-year colleges

One center identifies that it will “focus” on 107 programs

Two centers emerged – both in manufacturing technology

Large group decision-making processes have evolved

## **Will each center be able to sustain itself?**

Will centers focus externally – or will the partnership “maintenance” call for a predominately internal focus?

Will centers be marketed and clearly described to students?

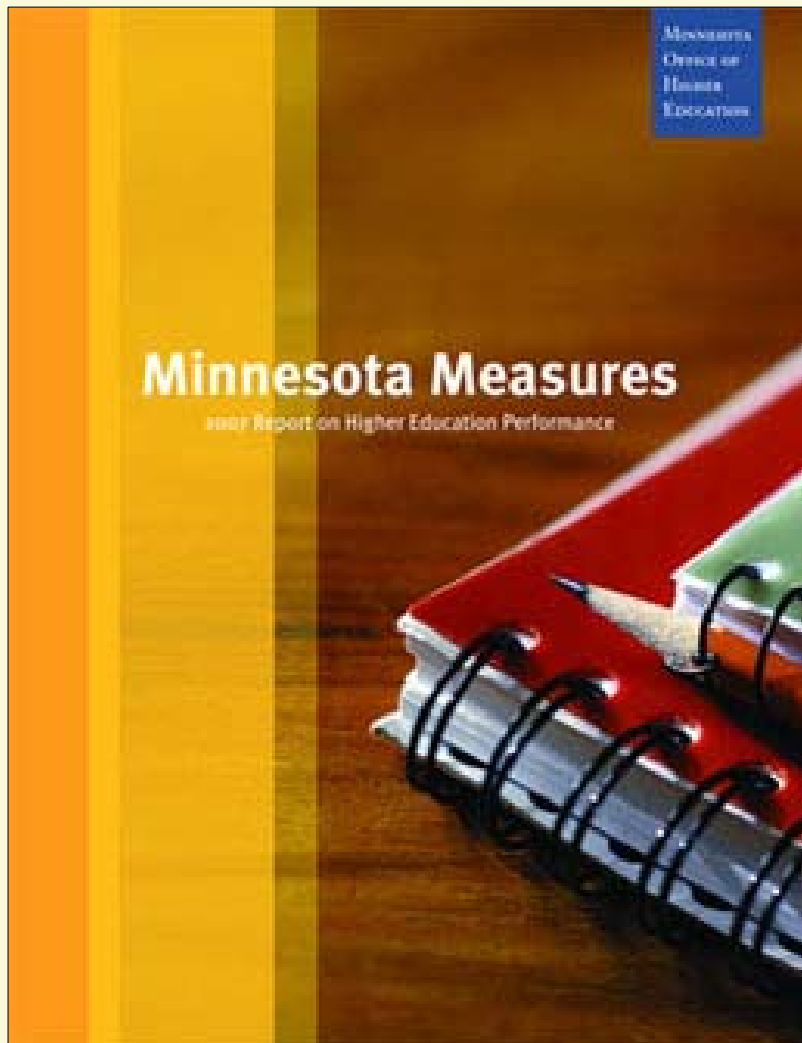
Will centers improve the student experience?

Will centers identify a few key strengths and build on them?

Will centers be able to gain external support?

# Minnesota Measures

## Five State Goals



1. Improve success of all students, particularly students from groups traditionally underrepresented in higher education;
2. Create a responsive system that produces graduates at all levels who meet the demands of the economy;
3. Increase student learning and improve skill levels of students so they can compete effectively in the global market place;
4. **Contribute to the development of a state economy that is competitive in the global market through research, workforce training and other appropriate means; and**
5. Provide access, affordability and choice for all students.



**Thank You**

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