Financing Graduate and Professional Education Breakout Session:
1. Explore idea of central University support for things such as grant-writing support and other infrastructure to assist faculty and programs in seeking external funding.
2. Explore the idea of providing web-based resources (e.g., some sort of database or networking application) that would help faculty connect with each other and with resources.

Best Practices in Ph.D. Advising and Completion
1. The top priority is the training of advisors (both initial orientation and ongoing training).
   - This needs to be an institutional priority accompanied by a statement (and perhaps a small amount of funding) from top administrators about how crucial advisor training is to the institution.
   - Faculty need incentives for advising (e.g., counting 1:1 faculty/student interactions as part of the faculty workload). Explore models from other universities. How do they address this issue?
   - We also need to have evaluation of advising and how it’s working.
2. The #2 priority was student financing.
   - One issue that was raised was the inflexibility of training grants and the requirement that students be enrolled full-time. In some fields many of the best students are working in industry while pursuing their degree on a part-time basis. This issue needs to be communicated to the NIH.
3. The #3 priority was student preparation, and particularly issues with students’ ability to write at the level expected. Some groups also pointed to deficits in math skills.
   - We need to require writing workshops, especially at the dissertation stage.
   - We need to get students engaged in research earlier.

Internationalizing Graduate and Professional Education
1. All students should have an international experience and international/multicultural skills and competencies.
   - All students should have a multicultural experience, but they don’t necessarily need to go abroad in order to do this. At the graduate level, students could work with the many multicultural communities here in the Twin Cities.
   - These skills and competencies are ones that all students should have, regardless of whether they are graduate/undergraduate etc., so this should be a U-wide effort and priority.
   - At the graduate education level, we should encourage and perhaps even require 2nd and 3rd language skills.
   - We need to engage in faculty development in this area. Many faculty have never been abroad, so how can they understand what it means to internationalize the University?
2. We need to know how to recruit the right international students and prepare them for their programs.
3. We need to find systematic ways to share information about the University’s international partnerships – where are they, who is involved, etc. This is also true of our many large,
interdisciplinary, international grants. How do we coordinate these? How do we communicate about opportunities in this area?

4. We need to replace the current ad hoc, department-by-department approach to internationalization with a coordinated University-wide strategy.
   - There should be much more central coordination on MOUs with international partners, recruiting, etc.
   - The issue is less about centralization and more about coordination. OIP and the Graduate School should partner and take a leadership role in providing a more coordinated strategy and approach to these international partnerships, especially in regard to dual/joint degrees.

Recruiting the Best Domestic Graduate Students
1. The top priority was funding for students and finding innovative ways to support students.
   - Students raised the issue of enrolment management. They want us to be more strategic about the number of students admitted based on the level of funding available to support them.

2. We need to continue discussions about what functions should be centralized versus decentralized.
   - People had widely differing opinions about what the appropriate central role should be regarding recruitment and recruitment infrastructure. They also wanted better, more professional recruitment.

3. We should explore different approaches to “constituent management,” including the use of available technologies to maintain and/or renew relationships with people who have had contact with the University in some way (e.g., pathway/pipeline programs, former students) to increase the likelihood that they will enroll or reenroll to complete a degree.

Professional Master’s Education
1. We need to be selective about which markets we enter and use a strong business model in making decisions.
   - Carefully analyze a market before entering it and only enter if we clearly have something of unique value to offer.
   - One challenge is that the deans don’t have the ability to set tuition in line with the business plan under the current model.

Next Steps: What do we do next and how do we communicate plans to the participants from the breakout session who offered their input?

- Summarize all the info from people’s feedback then identify the priorities we will work on over the next 6-12 months. Senior leadership needs to have buy-in on priorities.
- Put together recommendations, pick actionable items, decide who are the people who need to be around the table to achieve the goal at hand. Once a goal is achieved, groups can be reformed to meet the next objective.
- Pick priorities, frame the problems, provide the needed background information on the issue
- We need to keep reiterating with administration the phrase “the faculty has asked for…” because these are the expressed priorities of the assembly participants who were by and large faculty.