



# Shaping the Next Generation of Healthcare Leaders:

Leveraging Public-Private Partnerships in Innovative Curricular Design and  
High-Impact Educational Practices

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# Overview

A Background of UMR

Designing a program from the ground up during a global pandemic

Successes and Challenges

Key Takeaways – what can you learn from our experience

Future Considerations





# Rochester, Minnesota

## Mayo Clinic

- Home of the Mayo Clinic, a world-class medical center and research institution, which significantly influences the city's economy and culture

## Education and Research

- The city has a strong emphasis on education and research, with numerous institutions and facilities dedicated to medical and scientific advancements

## Growing City

- Currently has a population of 150,000 is experiencing significant development in infrastructure, housing, and community services





# The University of Minnesota Rochester

- Small and new(er) branch of the UMN system
- Focused on Health Sciences - Patient care and non-patient care
- T/TT Faculty are tenured in educational research - which then informs instruction
- Single interdisciplinary department





# University of Minnesota Rochester Students

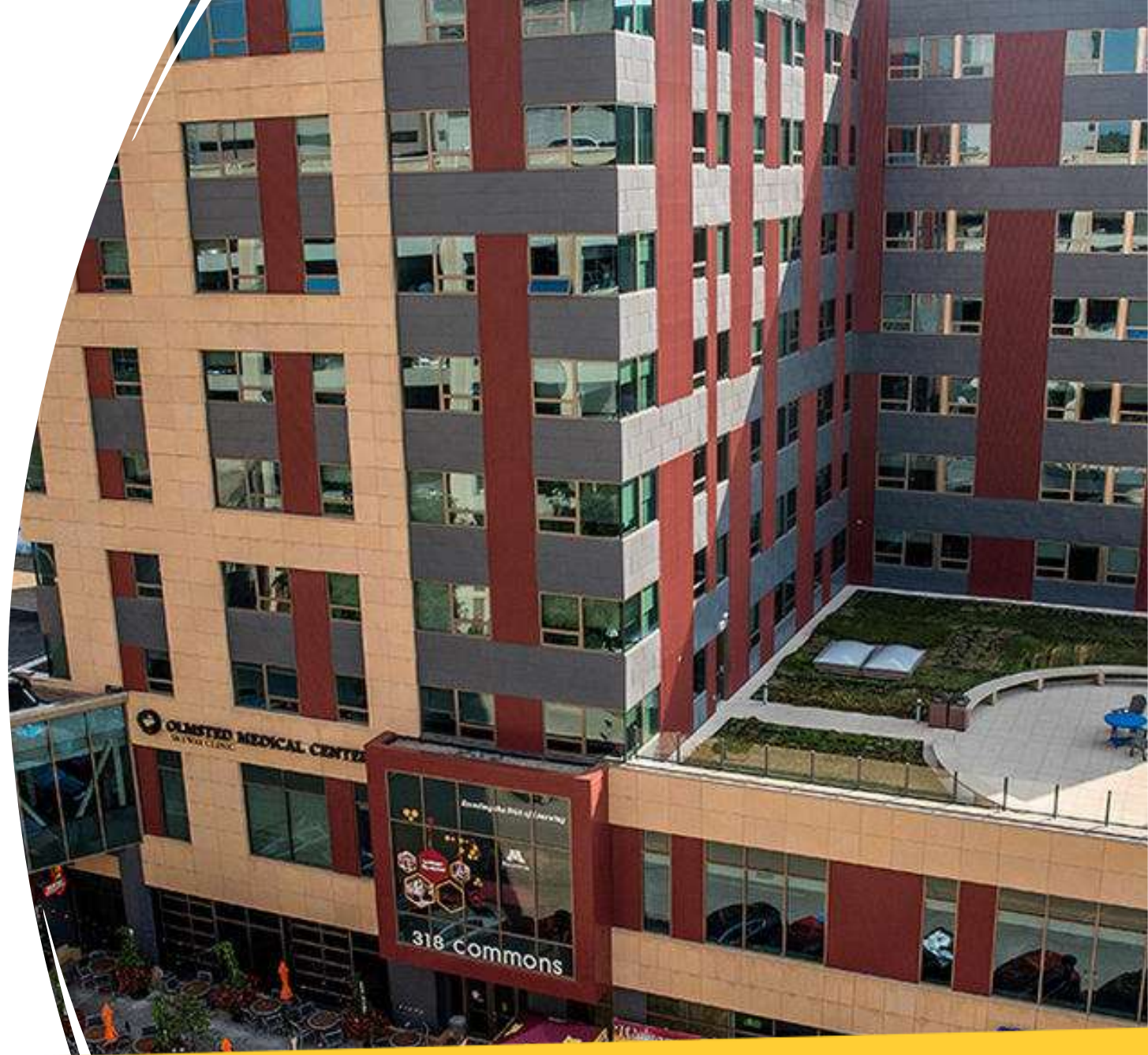
- Generally traditionally aged students
- 60% traditionally underserved students
- 1/3 come from within 50 miles of campus, 1/3 from Twin Cities Metro area, 1/3 from outstate Minnesota and beyond
- All have a focus on health science



# Public/Private Partnerships at the Center

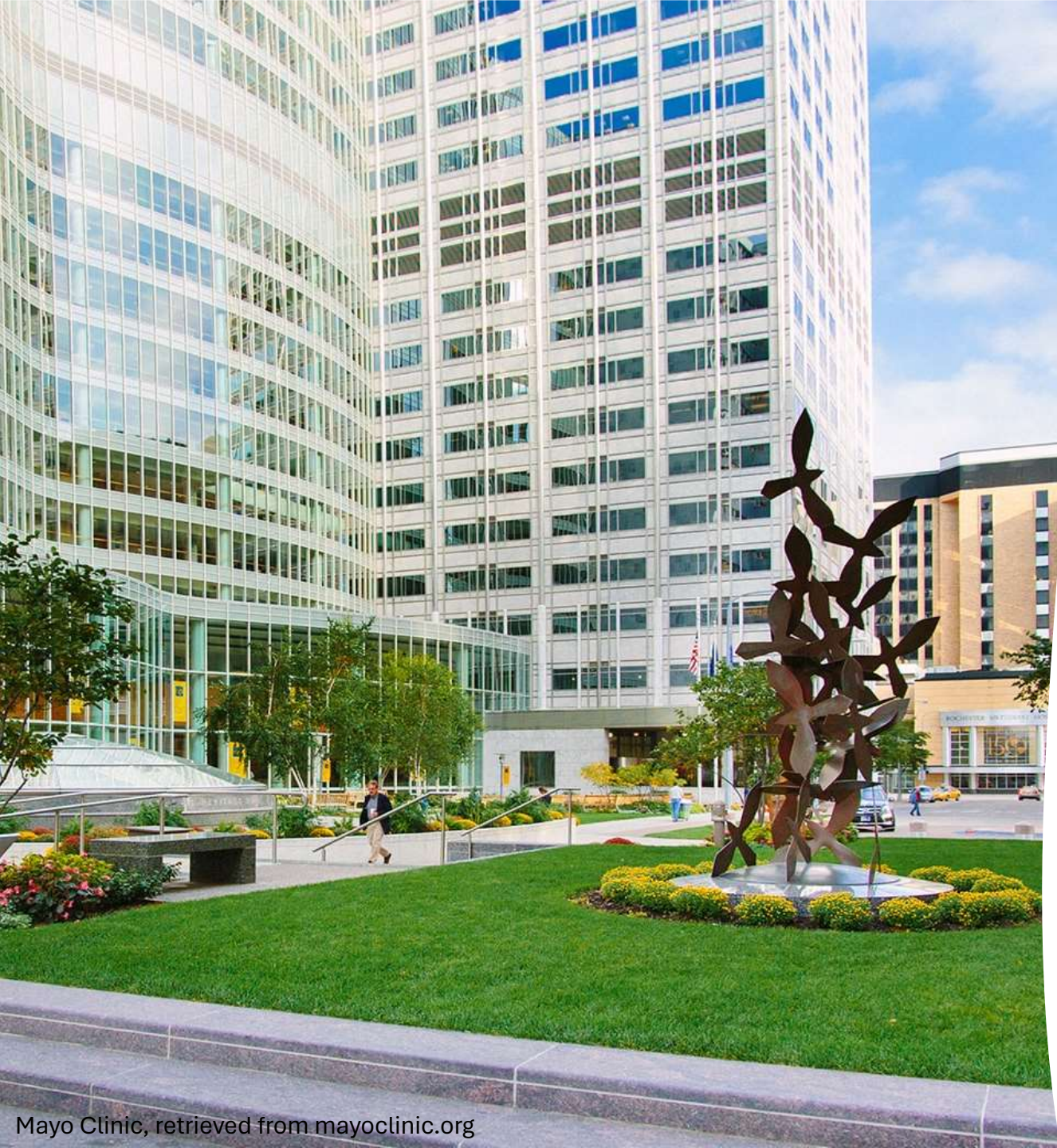
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- Using externally built and managed buildings with long-term leases to provide adaptability to fit current needs
- Working with local businesses for shared goals and resources



ROCHESTER





# Building partnership programs to fit workforce needs

- Mayo Clinic has a need for employment across all aspects of healthcare
- Currently looking to hire thousands of new employees enterprise wide
- Patient care positions have clear pathways – non-patient care positions are often left open





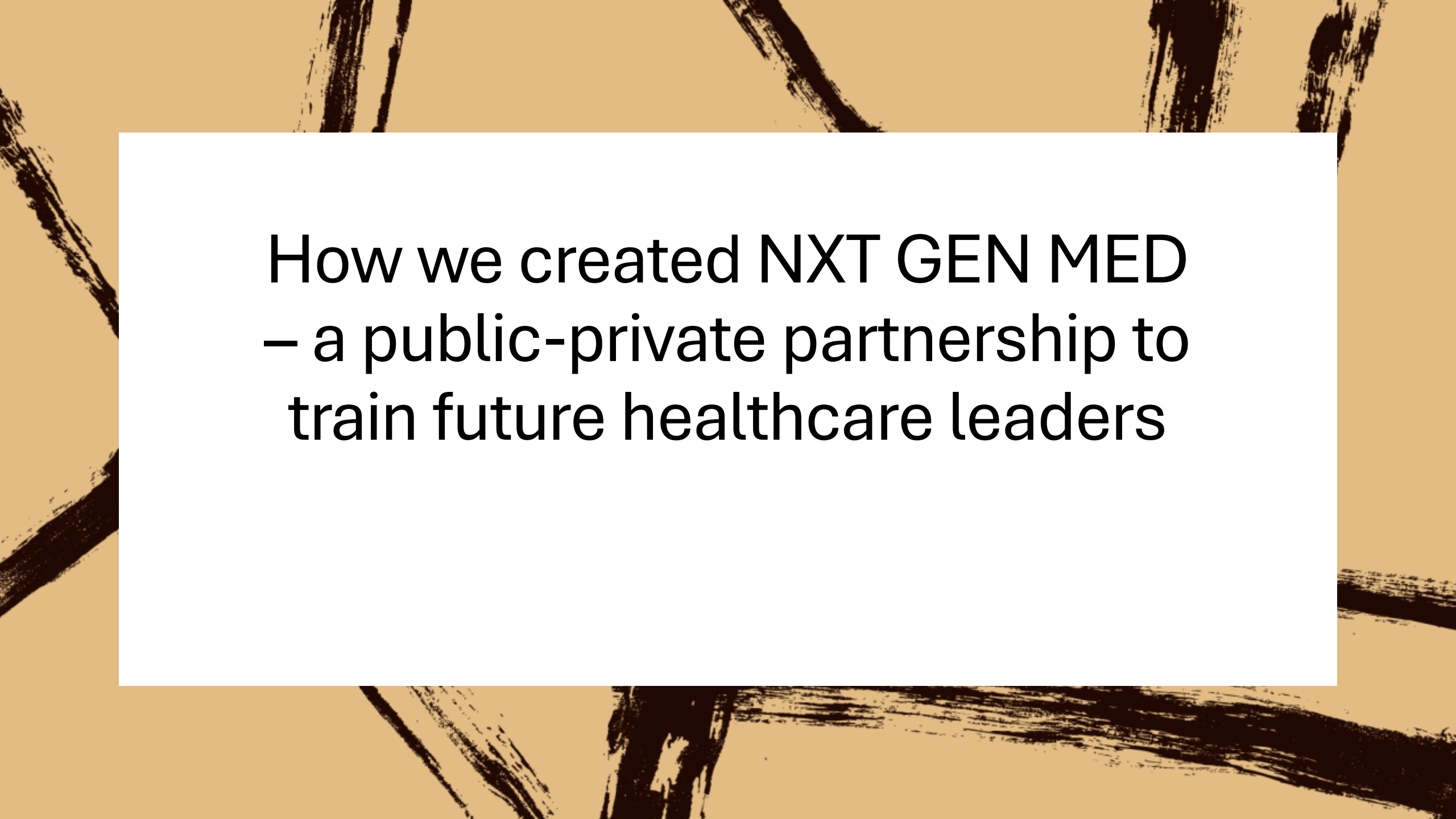
# NXT GEN MED – Pandemic Shaped

The COVID-19 global pandemic forced many to re-examine aspects of institutions that were considered as stalwart and unmoving

Preparedness of Graduates, Equity in Access and Success, Student Wellbeing

The question became – how can we leverage these changes to help prepare students for an even more uncertain future?



The background of the slide features a solid orange color with several thick, expressive black brushstrokes. These strokes are oriented diagonally, with some running from the top-left towards the bottom-right and others from the top-right towards the bottom-left, creating a dynamic, artistic feel.

How we created NXT GEN MED  
– a public-private partnership to  
train future healthcare leaders



# Academic Program Goals



Maintain High Impact Practices at the core



Help students realize accomplishments and be able to describe to hiring managers



Gain work-based experience that is directly applicable to jobs of the future



Reduce student financial load



The background of the slide is a dark, atmospheric painting of the Four Horsemen of the Apocalypse. From left to right, the figures are: a pale, skeletal figure on a pale horse (Death), a figure on a dark horse (War) holding a sword, a figure on a red horse (Famine) holding a sword, and a figure on a white horse (Conquest) holding a bow. The scene is chaotic, with fallen figures and a dark, stormy sky. An orange horizontal bar is located in the top left corner.

# The Four Horsemen of Curricular Innovation

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- Transfer/Accreditation
- Calendar/Scheduling
- Faculty Buy-In
- Student Want/Need



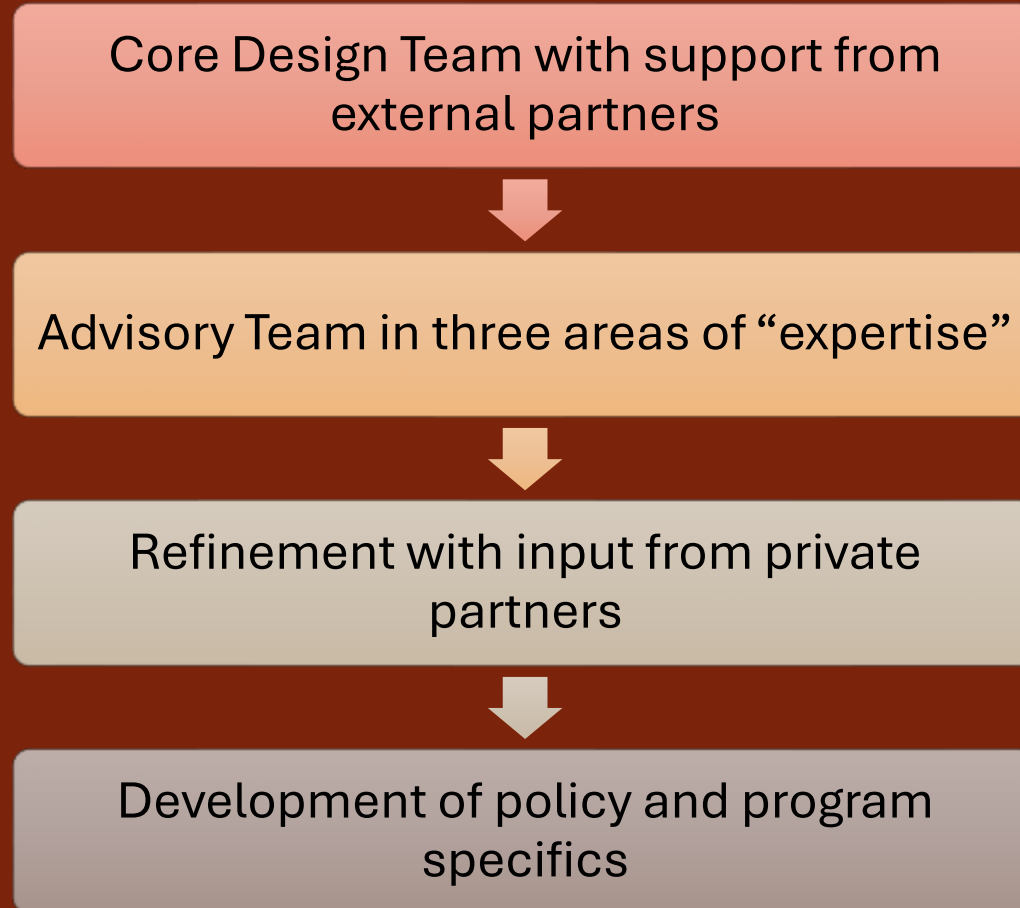
# Battling the Four Horsemen

- Maintain current curricular requirements but change deployment
- Shift credits into internship courses to allow for more work-based experience to be placed into the degree
- Place transfer-heavy courses to be able to be replaced with lighter loads or paired with internship
- Create faculty buy-in through creation of design team and advisory group



Woodcut By Albrecht Dürer

# NXT GEN MED – Design



Core Design Team Presents to “Curricular Advisors”





# NXT GEN MED - Bringing Theory into Practice

Committed to a 3-year pilot program

Admitted 10 students who shared similar academic and socioeconomic background to others in BSHS

Accelerated program that involves year long internships (paid) and focuses on “behind the scenes” of medicine allowing for workforce preparedness

# An internship that serves both parties

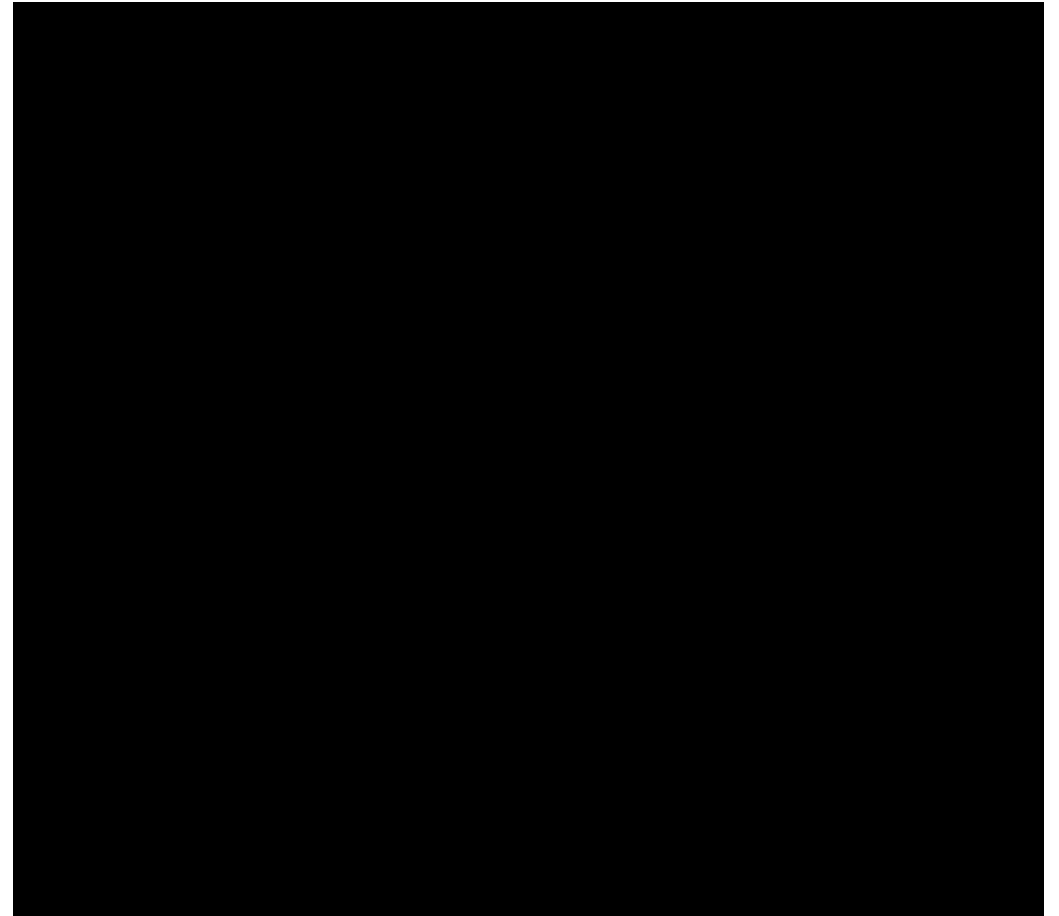
Courses leading up to internship provide academic background that is specific to area

Students gain workforce experience in area of interest, mentorship and academic credit

Internship areas gain insight into needs of current students/future employees

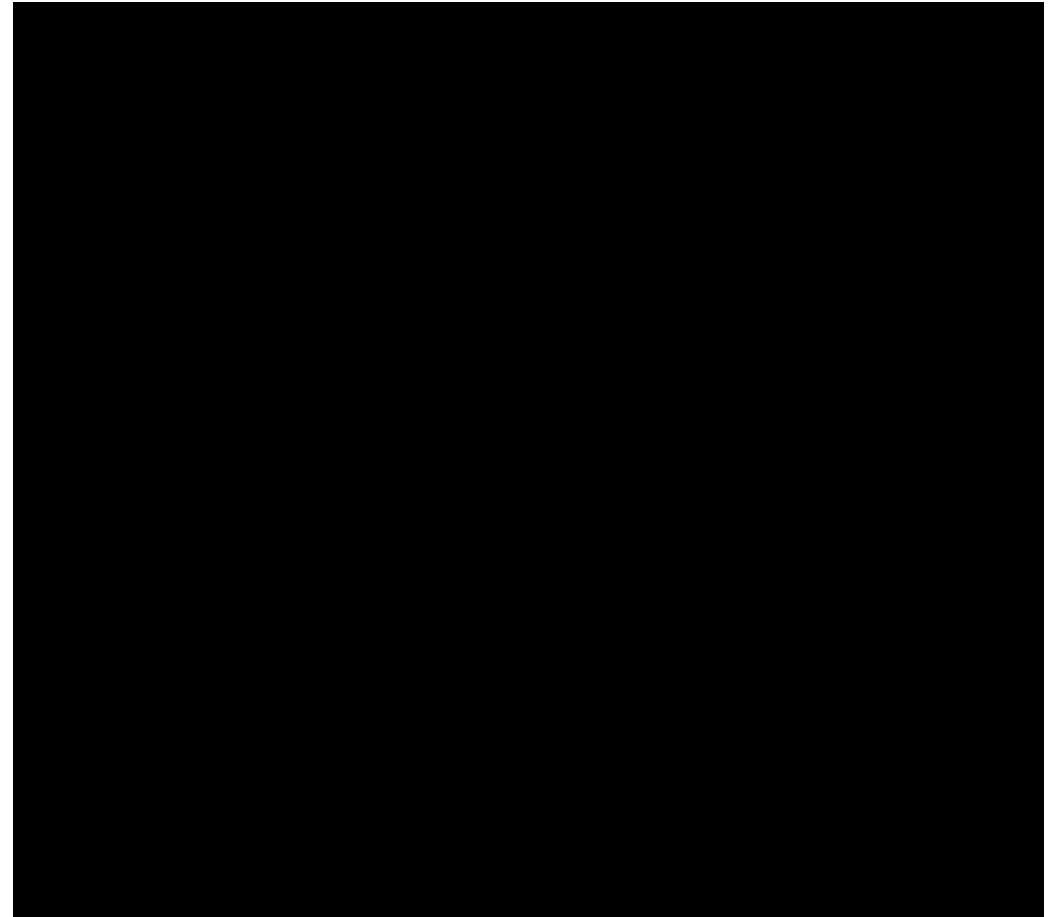


# Student and partner growth through experiential learning



Mark Brown MHA, MBA  
Operations Administrator  
Department of Lab Medicine and Pathology  
Mayo Clinic, Rochester, MN

# Serving and developing talent pathways



Jess Anderson  
Talent Pathways Manager / Senior Education Specialist  
Office for Academic Partnerships  
Mayo Clinic, Rochester, MN



# Successes and Challenges

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# Successes and Challenges in Deployment

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## Successes:

- Academically performed the same as peers
- Internship successful in both process and outcome
- 80% of students considered hireable by supervisors – 60% offered jobs in their internship area

## Challenges:

- Communication, Confusion, Crossed messages
- Initial Faculty buy-in
- Training partner to work with undergraduates





Key Takeaways

# Tips for Overcoming Faculty Buy-in

Using external partners for assurance and guidance

- Act as a conduit between administration and faculty
- Let them say "no" and be the "bearer of bad news"

Attract faculty to participate in developing the new pathway

- Provide snacks, caffeine and extras
- Faculty driven vs administration edict

Generate more buy-in by having consultative groups of faculty and staff

- Provide snacks, caffeine and extras
- Allows more individuals to feel personally invested



# Using Public/Private Partnerships

Embedded Internship that is credit bearing and paid

- Reduces equity gap and financial barriers
- Provides direct work preparedness

Public Private Partnerships allow for direct alignment between internship providers and curriculum development

- More direct application of course work
- Easier for onboarding students into prospective areas of employment

# Developing a new program with external partners needs tending and constant surveillance

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## Challenges and Considerations

- Students are going to student
- Private entities used to working with professionals and graduates have different expectations compared to universities

## Meeting with supervisors and partners helps

- Leveling expectations
- Reminding them about the age/preparedness of the student
- Using challenges as learning opportunities (for all parties)



# Workforce-Centered Program Development

Determine the needs of private partners

A light orange arrow pointing downwards from the first box to the second box.

Make sure the relationship is mutually beneficial

A light orange arrow pointing downwards from the second box to the third box.

Provide the structure and support that all entities need

A scenic view of a river flowing through a lush, green landscape. The river is wide and calm, reflecting the sky. The surrounding area is covered in dense green trees and vegetation. The sky is a clear, pale blue. The entire scene is framed by a white, hand-drawn style border.

# Where we're going from here

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# Thank you!

## Mayo Clinic

- Jessica Anderson
- Mark Brown
- Guy Finne

## Mayo Clinic Mentors and Supervisors

### UMR Faculty involved

- Xavier Prat Resina
- Kelsey Metzger
- Jessie Barnet
- Shannon Anderson
- Norm Clark
- Bridget Tetteh-Basta

## STRADA Foundation



Photo Taken by Petzold; Aquarium of the Pacific

# Questions?

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