Committee Members
David Larson, Chair
Anthony Baraga, Vice Chair
Linda Cohen
Steven Hunter
Maureen Ramirez
Patricia Simmons

Student Representatives
Jennifer McCabe
Dustin Norman

AGENDA - REVISED

1. Update: Student Support Initiatives - T. Sullivan/R. McMaster (pp. 2-6)
3. Information Items - T. Sullivan (pp. 16-25) REVISED
Educational Planning and Policy Committee

Agenda Item:  Update: Student Support Initiatives

☐ review  ☐ review/action  ☐ action  ☑ discussion

Presenters: Senior Vice President/Provost Thomas Sullivan
Vice Provost/Dean of Undergraduate Education Robert McMaster

Purpose:

☐ policy  ☐ background/context  ☐ oversight  ☑ strategic positioning

To report on the status of strategic positioning undergraduate initiatives and ongoing efforts to improve graduation and retention rates and enhance student outcomes.

Outline of Key Points/Policy Issues:

The University of Minnesota’s strategic positioning action strategy calls for the University to recruit, educate, challenge, support, and graduate outstanding undergraduate students.

Undergraduate students need a variety of services to support their learning, both in and out of the classroom. The Office of the Vice Provost and Dean of Undergraduate Education (OUE) oversees the support of over 28,000 undergraduate students across the Twin Cities campus. Student support services are primarily housed in the colleges that enroll undergraduate students, supplemented with programs coordinated from the Office of Undergraduate Education, the Office of Student Affairs, the Academic Health Center and Health Careers Center, the Vice President for System Administration, and the Vice Provost for Equity and Diversity.

The University of Minnesota provides a range and variety of support services to undergraduate students. These services are developed, coordinated, and evaluated with the common goal of providing all students with the support they need to be successful at meeting their academic goals and graduating in a timely manner.

Background Information:

March 2007 report: Transforming the Undergraduate Experience: Strategic Positioning Initiatives
The University of Minnesota’s strategic positioning action strategy calls for the University to recruit, educate, support, challenge and graduate outstanding undergraduate students.

The most significant indicator of the success of our undergraduate initiatives is our graduation rates. If we admit students who are well prepared for a challenging education, support their education and development, and engage them in a high quality undergraduate learning experience, our graduation rates will reflect our success—and they have. Our four-year graduation rate has increased from 15.2% in 1996 to 45.3% in 2008. Our goal is to achieve a four-year graduation rate of 60% in 2012. Our student support initiatives are targeted toward reaching that goal, with a clear focus on initiatives that support students’ academic success.

Undergraduate students need a variety of services to support their learning, both in and out of the classroom. The Office of the Vice Provost and Dean of Undergraduate Education (OUE) oversees the support of over 28,000 undergraduate students across the Twin Cities campus. Student support services are primarily housed in the colleges that enroll undergraduate students, supplemented with programs coordinated from the Office of Undergraduate Education, the Office of Student Affairs, the Academic Health Center and Health Careers Center, the Vice President for System Administration, and the Vice Provost for Equity and Diversity.

<table>
<thead>
<tr>
<th>College</th>
<th>Fall 2008 undergraduate enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Liberal Arts</td>
<td>14,151</td>
</tr>
<tr>
<td>Institute of Technology</td>
<td>4,432</td>
</tr>
<tr>
<td>College of Education and Human Development</td>
<td>2,096</td>
</tr>
<tr>
<td>Carlson School of Management</td>
<td>1,964</td>
</tr>
<tr>
<td>College of Biological Sciences</td>
<td>1,875</td>
</tr>
<tr>
<td>College of Food, Agriculture and Natural Resource Sciences</td>
<td>1,761</td>
</tr>
<tr>
<td>College of Design</td>
<td>1,067</td>
</tr>
<tr>
<td>College of Continuing Education</td>
<td>569</td>
</tr>
<tr>
<td>School of Nursing</td>
<td>364</td>
</tr>
<tr>
<td>Center for Allied Health</td>
<td>97</td>
</tr>
<tr>
<td>Medical School (Mort Sci)</td>
<td>80</td>
</tr>
<tr>
<td>School of Dentistry (Dental Hygiene)</td>
<td>49</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>28,505</strong></td>
</tr>
</tbody>
</table>

(The shaded colleges are those to which freshman are admitted.)
For all students, both new freshman and transfer students new to the University of Minnesota, student support begins with their first contact with the University as a prospective student and continues throughout the admissions and enrollment process. Building upon those admissions contacts, students participate in on-campus orientation, including first-time registration and advising. New freshmen participate in Welcome Week and a variety of specially designed programs for first-year students. Our undergraduate students are admitted as freshmen to one of seven colleges. Their primary academic advising support is provided by their college. Transfer students are also admitted to a college. Most first-year students (freshmen) are advised by professional academic advisers. As students progress and declare a major within a specific degree program, their academic department within their college takes on a larger role in support activities. Then, as students progress further toward graduation, the college and the academic department play a major role in career services and other supporting activities. In addition to academic advising, students meet with career counselors who can help them determine a major, define a career path, and prepare for job interviews. Employers are brought to campus for interviews with students for internships and full-time career positions.

The college is the center of a student’s academic advising and support. However, in addition to being part of a collegiate student body, a student may be part of other special populations for which complementary support services and activities are provided. For example, a student may also be an international student, an athlete, a high-ability student in the University Honors Program, a student with a disability, a student who is not a native speaker of English, a veteran, a commuter student, a student who is studying abroad, or a student parent. These are just some of the special populations for which tailored programs have been developed to complement the departmental and collegiate support programs.

Special Academic Support Initiatives

The Office of Undergraduate Education coordinates a number of activities designed to enhance students’ abilities to succeed in our degree programs. In all of these activities, the critical value and importance of diversity is embedded in guiding policies and strategies. Our goal is to provide resources and learning opportunities that enable students to exercise responsibility for their own learning and success. Some of these opportunities and resources are summarized below.

This past August, about 5,000 new freshmen took advantage of an exciting new opportunity, spending Welcome Week learning about the campus, their specific colleges, and the range of educational opportunities available to them at a comprehensive research university within a vibrant metropolitan area.

The Freshman Seminar program, which started in 1999-2000, continues to be very successful, with about 1,500 freshmen enrolled each academic year. For the 2006 entering cohort, the first to second year retention rate for students who had taken freshman seminars was 91%, compared to 86.6% for those students who had not.

The Access to Success Program (ATS) is a one-year program for a limited number of incoming freshmen in three University of Minnesota colleges. The mission of ATS is to help ensure the academic success of its participants. The program is designed for students whose experiences
and high school records indicate strong potential for success through the ATS Program, but whose high school rank and test scores may not meet the typical profile of students admitted to the three colleges. The first ATS students enrolled in fall 2008.

The **Bridge to Academic Excellence program**, started in 2007, is designed to help prepare a group of recent high-school graduates for the academic rigors of the University. Students with promise but who need additional support receive “high-touch” academic support and programming. They begin their University coursework in the summer, as a “bridge” to becoming full-time students. Planning for summer 2009 is underway, with a goal of 80 student participants.

The **SMART Learning Commons** program now has four locations on campus. SMART supports and enhances student learning, writing, research, understanding of mathematics, and use of technology. Within SMART, the Peer-Assisted Learning (PAL) program provides structured weekly study sessions for students in specific courses. In the PAL model, experienced students serve as facilitators with “new” students.

The **McNamara Academic Center for Intercollegiate Athletics (MAC)** provides advising for approximately 750 student athletes and assists with admissions of athletes, certification, and tutoring. The MAC’s mission is to foster the development of student-athletes as they balance academics with athletics while pursuing a baccalaureate degree.

Starting in fall 2008, the University began a campus-wide **University Honors Program** that integrated the current collegiate-based honors program into an exciting, unified program. The University Honors Program is designed to attract the very best students, and strengthen, expand, and diversify the honors opportunities for all undergraduate students on the Twin Cities campus. In the fall of 2008, we brought in our first UHP cohort of 611 outstanding freshmen, with an average ACT composite score of 31, and 96% of whom were in the top 10% of their high school graduating class.

**Other Resources and Support**

Many students come to the University of Minnesota with complex issues and circumstances that can have a major impact on their lives as students. The stress typically associated with the college years may be compounded by social, health, financial, family, and work issues. As a result, some students may experience a decline in academic performance. Beyond the academic support directly tied their educational goals, students may receive a range of support in other areas, as listed in the examples below:

- Boynton Health Service
- Disability Services
- Financial Aid Office
- International Student and Scholar Services
- Learning Abroad Center
- Recreational Sports
- Student Parent Programs
Student Engagement and Leadership Disability Services  
Student and Community Relations  
Student Unions and Activities  
University Counseling Services  
University Student Legal Services  
Veterans’ Resources

“One Stop” Student Services and Technology Enhancements

Student questions related to registration, financial aid, billing, transcripts, deadlines, degree planning, diplomas, grades, policies, and university resources can all be addressed through One Stop. The One Stop www site has become “the” place for students to search first for answers to questions and for referrals to the appropriate resources. Innovative training and staffing, combined with forward-thinking uses of technology, has provided timely, efficient service to students, without losing the personal touch.

An example of student support improvements provided through technology is Graduation Planner, an online tool that helps students explore degree options, communicate with their advisers, and plan their academic careers. Over 30,000 degree plans have now been created by students using this new tool.

In summary, the University of Minnesota provides a range and variety of support services to undergraduate students. These services are developed, coordinated, and evaluated with the common goal of providing all students with the support they need to be successful at meeting their academic goals and graduating in a timely manner.
Agenda Item: Consent Report - REVISED

☐ review  ☒ review/action  ☐ action  ☐ discussion

Presenters: Senior Vice President/Provost Thomas Sullivan

Purpose:

☐ policy  ☐ background/context  ☒ oversight  ☐ strategic positioning

To seek Board approval of new academic programs and program additions, program deletions and discontinuations, and/or program changes, as outlined below.

Outline of Key Points/Policy Issues:

1. Request for Approval of New Academic Programs
   - Graduate School—Create new M.S. degree and minor in Stem Cell Biology
   - Graduate School—Create new M.A. degree and minor in Sport Management
   - Graduate School—Create new Master of Science in Security Technologies (M.S.S.T.) degree and minor in Security Technologies
   - School of Dentistry—Create new B.S. degree in Dental Therapy
   - School of Dentistry—Create new Master of Dental Therapy degree
   - Graduate School—Create new joint degree from the existing Master of Science in Industrial and Systems Engineering (M.S.I.Sy.E.) degree and M.S. in Civil Engineering degree
   - Graduate School—Offer co-directed Ph.D. degree programs between the University of Minnesota and Macquarie University (Australia)
   - Graduate School—Create new, free-standing interdisciplinary minor in Prevention Science
   - Institute of Technology (Twin Cities Campus)—Create new minor in Ecological Engineering
- Swenson College of Science and Engineering (Duluth Campus)—Create new minor in Natural History
- College of Continuing Education (Twin Cities Campus)—Create new certificate in Dakota Language Teaching
- College of Continuing Education (Twin Cities Campus)—Create new certificate in Ojibwe Language Teaching

II. Request for Discontinuation of Academic Programs
- Graduate School—Discontinue M.S. degree in Biology offered on Duluth Campus
- Graduate School—Discontinue Ph.D. degree in Education/Recreation, Park and Leisure Studies
- Graduate School—Discontinue M.A. degree in Recreation, Park and Leisure Studies
- Graduate School—Discontinue M.A. degree in Arabic

III. Request for Approval of Changed Academic Programs
- College of Design (Twin Cities Campus)—Change the B.S. degree in Graphic Design to a B.F.A. degree in Graphic Design
- College of Education and Human Development (Twin Cities Campus)—Create and change names of tracks in B.S. degree in Kinesiology to include Clinical Movement Science, Exercise and Health Sciences, Pre-Physical Education Teaching Licensure, and Sport Science
- Morris Campus—Change name of track within B.A. degree in Social Science
- College of Liberal Arts (Twin Cities Campus)—Change name of Free-Standing Minor in Second Language Studies to Free-Standing Minor in English as a Second Language
- Graduate School—Create a Limnology and Oceanography track within M.S. degree in Water Resources Science
- Graduate School—Create a Limnology and Oceanography track within Ph.D. degree in Water Resources Science
- Graduate School—Change name to M.A. degree in Design and create tracks in Apparel Studies, Graphic Design, Housing Studies, and Interior Design
- Graduate School—Change name to M.S. degree in Design and create tracks in Apparel Studies, Graphic Design, Housing Studies, and Interior Design
- Graduate School—Change name to M.F.A. degree in Design and create a track in Graphic Design
- Graduate School—Change name to Ph.D. degree in Design and create tracks in Apparel Studies, Graphic Design, Housing Studies, and Interior Design
- Graduate School—Create plan C option for the Master of Architecture (M.Arch) degree
**Background Information:**

This report appears as a regular item on the Educational Planning and Policy Committee agenda. Academic program proposal review and approval is governed by University of Minnesota Policy 2.2.4: Review of Proposals for New, Changed, and Discontinued Academic Programs. Approval by the Board of Regents is required for the establishment of new academic programs; addition of formal tracks and of new sites for existing academic programs; discontinuance/merger of existing programs; and changes in program titles/degree designation.

**President's Recommendation for Action:**

The President recommends approval of the academic program proposals detailed in the Consent Report.
I. Request for Approval of New Academic Programs

- **Graduate School—Create new M.S. degree and minor in Stem Cell Biology**
  
  The Graduate School requests approval to create a new Plan A (thesis) Master of Science (M.S.) degree and minor in Stem Cell Biology, effective fall 2009. Stem cell biology is a rapidly growing interdisciplinary field that rests on foundations provided by molecular, cellular, and developmental biology. The minor will be available to students pursuing the Doctor or Philosophy (Ph.D.) degree.

- **Graduate School—Create new M.A. degree and minor in Sport Management**
  
  The Graduate School requests approval to create a new Master of Arts (M.A.) degree and minor in Sport Management with Plan A (thesis) and Plan B (non-thesis) options, effective fall 2009. The proposal is a response to the needs of the emerging sport management field. The minor will be available to students pursuing master’s-level degrees.

- **Graduate School—Create new Master of Science in Security Technologies (M.S.S.T.) degree and minor in Security Technologies**
  
  The Graduate School requests approval to create a new Plan B (non-thesis) Master of Science in Security Technologies (M.S.S.T.) degree and minor in Security Technologies, effective summer 2010. The proposed program will draw upon the fields of system risk analysis, engineering, emerging technologies, economics, human factors, law, food safety, and public policy. The minor will be available to students pursuing master’s and doctoral degrees.

- **School of Dentistry—Create new B.S. degree in Dental Therapy**
  
  The School of Dentistry requests approval to create a new Bachelor of Science (B.S.) degree in Dental Therapy, effective fall 2009. The program is designed to address state needs related to the access of dental care and the cost of care. Graduates of the program will be mid-level providers educated to perform a different set of dental assessments and treatments than dental hygienists or dental assistants but not qualified to perform all dental assessments or treatments.
School of Dentistry—Create new Master of Dental Therapy degree

The School of Dentistry requests approval to create a new Master of Dental Therapy (M.D.T.) degree, effective fall 2009. The program provides students with advanced-level skills to address state needs related to the access of dental care and the cost of care. Graduates of the program will be mid-level providers educated to perform a different set of dental assessments and treatments than dental hygienists or dental assistants but not qualified to perform all dental assessments or treatments.

Graduate School—Create new joint degree from the existing Master of Science in Industrial and Systems Engineering (M.S.I.Sy.E.) degree and M.S. in Civil Engineering degree

The Graduate School requests approval to create a new joint degree from the existing Master of Science in Industrial and Systems Engineering (M.S.I.Sy.E.) degree and Master of Science (M.S.) in Civil Engineering degree, effective fall 2009. Students in the joint-degree program will develop expertise in modeling techniques and knowledge from a transportation engineering perspective.

Graduate School—Offer co-directed Ph.D. degree programs between the University of Minnesota and Macquarie University (Australia)

The Graduate School requests approval to offer co-directed University of Minnesota Doctor of Philosophy (Ph.D.) degree programs in Plant Biological Sciences; Natural Resources Science and Management; Ecology, Evolution and Behavior; and Conservation Biology with Macquarie University (Australia), effective summer 2009. The aim of the proposed program is to strengthen the University’s international appeal and recruitment capacities.

Graduate School—Create new, free-standing interdisciplinary minor in Prevention Science

The Graduate School requests approval to create a new free-standing interdisciplinary minor in Prevention Science for students pursuing master’s and doctoral degrees, effective fall 2009. Students in the minor will study the systematic efforts to reduce the incidence of unhealthy or maladaptive behavior and to promote health and adaptive behavior in populations.

Institute of Technology (Twin Cities Campus)—Create new minor in Ecological Engineering

The Institute of Technology on the Twin Cities campus requests approval to create a new minor in Ecological Engineering, effective fall 2009. Students in the minor will study the design of robust and sustainable systems that integrate human activities with the natural environment.
• Swenson College of Science and Engineering (Duluth Campus)—Create new minor in Natural History

The Swenson College of Science and Engineering on the Duluth campus requests approval to create a new minor in Natural History, effective spring 2009. Students in the minor will study the ecology and geology of the natural world.

• College of Continuing Education (Twin Cities Campus)—Create new certificate in Dakota Language Teaching

The College of Continuing Education on the Twin Cities campus requests approval to create a new Certificate in Dakota Language Teaching, effective spring 2009. The certificate is proposed to meet the community need for Dakota language speakers and teachers.

• College of Continuing Education (Twin Cities Campus)—Create new certificate in Ojibwe Language Teaching

The College of Continuing Education on the Twin Cities campus requests approval to create a new Certificate in Ojibwe Language Teaching, effective spring 2009. The certificate is proposed to meet the community need for Ojibwe language speakers and teachers.

II. Request for Discontinuation of Academic Programs

• Graduate School—Discontinue M.S. degree in Biology offered on Duluth Campus

The Graduate School requests approval to discontinue the Master of Science (M.S.) degree in Biology offered on the Duluth Campus, effective fall semester 2009. The degree has been supplanted by the all-University M.S. degree in Integrated Biosciences.

• Graduate School—Discontinue Ph.D. degree in Education/Recreation, Park and Leisure Studies

The Graduate School requests approval to discontinue the Doctor of Philosophy (Ph.D.) degree in Education/Recreation, Park and Leisure Studies, effective spring semester 2009. The proposed discontinuation is the result of declining student interest and inability to attract faculty.

• Graduate School—Discontinue M.A. degree in Recreation, Park and Leisure Studies

The Graduate School requests approval to discontinue the Master of Arts (M.A.) degree in Recreation, Park and Leisure Studies, effective spring semester 2009. The proposed discontinuation is the result of declining student interest and inability to attract faculty.
Graduate School—Discontinue M.A. degree in Arabic

The Graduate School requests approval to discontinue the Master of Arts (M.A.) degree in Arabic, effective summer 2009. The proposed discontinuation is the result of a lack of interested students and faculty.

III. Request for Approval of Changed Academic Programs

- **College of Design (Twin Cities Campus)—Change the B.S. degree in Graphic Design to a B.F.A. degree in Graphic Design**

  The College of Design on the Twin Cities campus requests approval to change the Bachelor of Science (B.S.) degree in Graphic Design to a Bachelor of Fine Arts (B.F.A.) degree in Graphic Design, effective fall 2010. The change is proposed in order to represent better the program requirements and to be consistent with similar programs in the country.

- **College of Education and Human Development (Twin Cities Campus)—Create and change names of tracks in B.S. degree in Kinesiology to include Clinical Movement Science, Exercise and Health Sciences, Pre-Physical Education Teaching Licensure, and Sport Science**

  The College of Education and Human Development on the Twin Cities campus requests approval to change the tracks in the Bachelor of Science (B.S.) degree in Kinesiology to include Clinical Movement Science, Exercise and Health Sciences, Pre-Physical Education Teaching Licensure, and Sport Science, effective fall semester 2009. The changes replace former tracks titled Pre-Physical Therapy, Exercise Science, and Pre-Licensure. The proposed tracks are the result of an intensive two-year review of the program.

- **Morris Campus—Change name of track within B.A. degree in Social Science**

  The Morris campus requests approval to change the name of the Women's Studies track within the Bachelor of Arts (B.A.) degree in Social Science to Gender, Women's and Sexuality Studies, effective fall semester 2009. The name change better describes the goals and objectives of the track.

- **College of Liberal Arts (Twin Cities Campus)—Change name of Free-Standing Minor in Second Language Studies to Free-Standing Minor in English as a Second Language**

  The College of Liberal Arts on the Twin Cities campus requests approval to change the name of the free-standing minor in Second Language Studies to English as a Second Language, effective retroactively to fall semester 2008. The changed name better reflects faculty interests and activities.
Graduate School—Create a Limnology and Oceanography track within M.S. degree in Water Resources Science

The Graduate School requests approval to create a Limnology and Oceanography track within the Master of Science (M.S.) degree in Water Resources Science, effective summer 2009. As many students currently study this subject, the proposed track will provide a coherent curriculum for these students and a formal mechanism for recognition.

Graduate School—Create a Limnology and Oceanography track within Ph.D. degree in Water Resources Science

The Graduate School requests approval to create a Limnology and Oceanography track within the Doctor of Philosophy (Ph.D.) degree in Water Resources Science, effective summer 2009. As many students currently study this subject, the proposed track will provide a coherent curriculum for these students and a formal mechanism for recognition.

Graduate School—Change name to M.A. degree in Design and create tracks in Apparel Studies, Graphic Design, Housing Studies, and Interior Design

The Graduate School requests approval to change the name of the Master of Arts (M.A.) degree in Design, Housing, and Apparel to Design and to create new tracks in Apparel Studies, Graphic Design, Housing Studies, and Interior Design, effective fall 2009. The name change reflects the merger and consolidation of departments into the College of Design. The new tracks will enhance the recruitment of new students and portray the distinct areas within the program.

Graduate School—Change name to M.S. degree in Design and create tracks in Apparel Studies, Graphic Design, Housing Studies, and Interior Design

The Graduate School requests approval to change the name of the Master of Science (M.S.) degree in Design, Housing, and Apparel to Design and to create new tracks in Apparel Studies, Graphic Design, Housing Studies, and Interior Design, effective fall 2009. The name change reflects the merger and consolidation of departments into the College of Design. The new tracks will enhance the recruitment of new students and portray the distinct areas within the program.

Graduate School—Change name to M.F.A. degree in Design and create a track in Graphic Design

The Graduate School requests approval to change the name of the Master of Fine Arts (M.F.A.) degree in Design, Housing, and Apparel to Design and to create new track in Graphic Design, effective fall 2009. The name change reflects the merger and consolidation of departments into the College of Design. The new tracks will enhance the ability to recruit new students.
Graduate School—Change name to Ph.D. degree in Design and create tracks in Apparel Studies, Graphic Design, Housing Studies, and Interior Design

The Graduate School requests approval to change name of the Doctor of Philosophy (Ph.D.) degree in Design, Housing, and Apparel to Design and to create new tracks in Apparel Studies, Graphic Design, Housing Studies, and Interior Design, effective fall 2009. The name change reflects the merger and consolidation of departments into the College of Design. The new tracks will enhance the ability to recruit new students and portray the distinct areas within the program.

Graduate School—Create plan C option for the Master of Architecture (M.Arch) degree

The Graduate School requests approval to create a plan C (coursework) option for the Master of Architecture (M.Arch) degree, effective spring 2009. The proposed option addresses the needs of students and employers.
Educational Planning and Policy Committee
February 12, 2009

Agenda Item: Information Items - REVISED

☐ review  ☐ review/action  ☐ action  ☒ discussion

Presenters: Senior Vice President/Provost Thomas Sullivan

Purpose:

☐ policy  ☒ background/context  ☐ oversight  ☒ strategic positioning

To inform members of the Educational Planning and Policy Committee of noteworthy items and policy-related issues affecting University units and departments.

To provide the Committee with background information related to issues of regional, national and international policy affecting higher education.

Outline of Key Points/Policy Issues:

The plan “Restructuring the Oversight and Support of Graduate Education to Enhance Excellence” is attached for the Committee’s information. The plan is in line with the strategic goal to become one of the top three public research universities in the world. It was presented to the president by the three senior vice presidents and the Twin Cities collegiate deans, and it enjoys their unanimous support. An implementation team including representation from collegiate deans, experienced directors of graduate studies, faculty, graduate students, and the provost’s office will be appointed shortly.

Background Information:

This report appears as a regular item on the Educational Planning and Policy Committee agenda.
February 9, 2009

TO: Robert H. Bruininks, President

FROM: E. Thomas Sullivan, Senior Vice President for Academic Affairs and Provost
       Frank B. Cerra, Senior Vice President for Health Sciences
       Robert J. Jones, Senior Vice President for System Academic Administration
       Twin Cities Collegiate Deans:
       Trevor R. Ames, College of Veterinary Medicine
       J. Brian Atwood, Humphrey Institute of Public Affairs
       Steven L. Crouch, Institute of Technology
       Alison Davis-Blake, Carlson School of Management
       Connie W. Delaney, School of Nursing
       Robert P. Elde, College of Biological Sciences
       John R. Finnegan, Jr., School of Public Health
       Thomas R. Fisher, College of Design
       Allen S. Levine, College of Food, Agricultural & Natural Resource Sciences
       Patrick M. Lloyd, School of Dentistry
       Mary L. Nichols, College of Continuing Education
       James A. Parente, Jr., College of Liberal Arts
       Deborah E. Powell, Medical School
       Jean K. Quam, College of Education and Human Development
       Marilyn K. Speedie, College of Pharmacy
       David Wippman, Law School

RE: Restructuring the Oversight and Support of Graduate Education to Enhance Excellence

Attached is our plan, as the senior vice presidents of the University and as all of the deans of colleges with graduate programs, for restructuring the oversight and support of graduate education to enhance excellence.

Attachment
Restructuring the Oversight and Support of Graduate Education
to Enhance Excellence

In 2004, the Board of Regents of the University of Minnesota unanimously endorsed the strategic goal to position the University as one of the top three public research universities in the world. Essential to meeting this goal is the continued nurturing and creation of world class graduate programs. The reputation of a research university is inextricably linked to the reputation of its graduate programs. Excellent graduate programs enable a university to recruit and retain talented faculty and outstanding graduate students and affect its ability to secure external support to advance the research that leads to scientific, artistic, and scholarly breakthroughs.

Against this backdrop, the University of Minnesota, along with universities worldwide, needs to prepare to meet new and significant fiscal challenges. To meet these challenges while at the same time enhancing the University’s excellence and international reputation requires that we become even smarter about the way we conduct our business. Simply put, we must approach the oversight and support of graduate education in a way that is more effective and efficient – in a way that better enables graduate programs to thrive and to excel, in a way that conserves resources that can be captured and redistributed to provide additional direct support of graduate education, and in a way that promotes excellence in graduate education.

The plan outlined below seeks to meet the twin goals of: (1) enhancing graduate education by providing a structure for oversight and support that better enables programs to thrive and excel; and (2) conserving administrative fiscal resources in order to provide new and additional funds for investment in our graduate students and the excellence of our graduate programs. First, we briefly outline the objectives for graduate education and its oversight. Second, we provide some background regarding the current structure of the Graduate School and the way responsibility for graduate education currently is shared among the central administration of the University, the Graduate School, individual graduate programs, and the departmental and collegiate offices within which those programs reside. Third, we present the plan and set out a new administrative structure. Fourth, we outline the substantive benefits of the new structure along with the potential fiscal benefits. Finally, we propose an implementation timeline and creation of an implementation team to tend to the details of the restructuring.

Objectives

Graduate education has been and must remain one of the University’s top priorities. From FY04-FY09, total annual resources (excluding carry-forward) for the Graduate School increased by $10 million from $17.8 million to $27.9 million, including a 53% increase in the University’s O&M support from $12.8 million to $19.6 million. During the same period, support specifically directed to graduate students through the Graduate School nearly tripled, increasing from $6.2 million to $17.7 million.

Continued investment in graduate education is critical, even in the face of current financial challenges. More specifically, the objectives of the University with respect to graduate education include the following:
• Continue to strengthen the quality of graduate education and the reputation of the University’s graduate programs.

• Continue to increase support for graduate students, to help recruit the most outstanding students worldwide, and to assist them with timely degree completion.

• Become more effective and efficient in the administration of graduate education, eliminating duplication of effort and responsibility by providing coordinated services when economies of scale dictate that is the most effective solution, and decentralizing authority and resources where local control would be most effective.

• Maintain in the Provost’s office an appropriate measure of oversight of and advocacy on behalf of the University’s Ph.D. programs in collaboration with collegiate deans; delegate to collegiate deans responsibility for master’s degree programs, professional degree programs, and applied doctoral programs.

Current structure

The Graduate School maintains the following administrative operation, staffed by over 50 FTE employees (see Appendix A) at an annual administrative cost of approximately $4.5 million in salary and fringe: Admissions Office; Community of Scholars Program; Diversity Office; Faculty Grants Office; Fellowship Office; Interdisciplinary Initiatives Office; Policy and Review Councils; Post-Doctoral Affairs Office; and Student Services Office. (A brief description of each office is contained in Appendix B.) In addition to these offices, the Graduate School recently has created its own development office and has hired a communications professional to assist with communications efforts. The Graduate School also maintains a small office on the Duluth campus.

While the intent of the current structure is to oversee and promote the quality of graduate programs, to assist graduate students, and provide centralized services, the result is overlapping responsibilities and redundancies in a number of areas. For example:

• Responsibility for advancing the excellence of the University’s graduate programs currently rests with the graduate faculty, directors of graduate studies, collegiate deans, and the Graduate School. The departments and colleges that house graduate programs provide the faculty, curriculum, facilities, research infrastructure, staff, and a large share of the total financial support that is dedicated to graduate students and graduate programs. The Graduate School provides additional resources, largely in the form of fellowships, block grants, support services, and coordination. Authority and responsibility for graduate education thus is divided between the colleges and the Graduate School. Collegiate deans make some decisions about allocation of resources; the Graduate School makes independent decisions regarding allocation of additional resources.
Restructuring the Oversight and Support of Graduate Education to Enhance Excellence  
February 9, 2009  
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- Responsibility for admission of outstanding graduate students is divided between the Graduate School and individual graduate programs, with applicants currently needing to file their applications both centrally with the Graduate School and locally with their program of interest.

- Responsibility for the support of diverse students rests with graduate programs, colleges, the Graduate School, and the Office of Equity and Diversity.

- Responsibility for international exchange programs overlaps between the Graduate School and the Office of International Programs.

Such divisions of authority and responsibility create ambiguities about accountability and undermine effective decision making and the setting and implementation of priorities. When the independent investment decisions of the colleges and of the Graduate School are not aligned, the effectiveness of both the central and the collegiate investments is undermined. Additionally, the overlapping of responsibilities between various Graduate School offices and other offices at the University creates opportunities for inefficiency, duplication of effort, and unnecessary administrative overhead, all of which draw resources away from direct investments in graduate education.

**New Structure**

The Graduate School will be reconfigured from a free-standing administrative unit to which all graduate programs directly report, to an Office of Graduate Education that parallels the Office of Undergraduate Education. As such, the Vice Provost and Dean of Graduate Education will reside within the Provost’s Office, and will be responsible for oversight, coordination, and leadership on issues related to graduate education. Ultimate responsibility and accountability for the quality of individual graduate programs will rest with collegiate deans and their faculties.

This new structure will lead to improved communication between the Provost’s Office and collegiate units and to increased harmony between graduate education objectives and collegiate objectives. This model of collegiate responsibility and leadership with oversight and advocacy in the Provost’s Office has been extremely effective over the past decade in greatly improving the quality of undergraduate education at the University of Minnesota. This model also is similar to the models that Stanford University, MIT, the University of Chicago, and the University of Pennsylvania employ for oversight of graduate education. For Minnesota, this is an opportunity to continue to be a leader among public research universities in employing innovative, efficiency-enhancing organizational change. Under this model:

- The Vice Provost and Dean of Graduate Education will provide oversight, coordination, and leadership on issues associated with the University of Minnesota’s Ph.D. programs, approve changes to Ph.D. programs, promote and facilitate the evolution of new interdisciplinary programs, and serve as an advocate for graduate education.
• Collegiate deans will be responsible and held accountable for the quality of graduate programs that reside within their colleges. Deans will be responsible for graduate program curriculum, degree requirements, allocation of resources, the size of programs, and appointment of directors of graduate studies. Deans also will be responsible for, but may delegate to directors of graduate studies in consultation with their graduate faculty and department chairs/heads, day-to-day administration of graduate programs, including authority to admit, reinstate, or drop students from a program, approve graduate committees and graduate advisors, clear students for degrees, etc.

• Professional degrees, master’s programs, and applied doctoral programs outside the Academic Health Center will be the responsibility of collegiate units and campuses (as already is the case, for example, in law), but the Vice Provost of Graduate Education will review and recommend to the Provost action on proposals for new programs and changes to existing programs. For health professional programs, the current process in health sciences will continue.

• The Vice Provost of Graduate Education will collaborate with collegiate deans to help advance the excellence of graduate education at the University of Minnesota and to facilitate the effectiveness of graduate programs that span two or more colleges.

• The Vice Provost of Graduate Education will continue to oversee services that can more effectively and efficiently be provided in a coordinated manner (e.g., maintenance of a single on-line application, maintenance of official student records, etc.) The Vice Provost will collaborate with collegiate deans to determine which services are best provided in a coordinated fashion and which are best provided locally, in order to reduce duplication of effort, eliminate ambiguities regarding responsibility and accountability, and increase the effectiveness of services.

• Graduate education will be an explicit part of compact discussions between the Provost and the colleges that house graduate programs. Fellowships and block grants will be allocated by the Provost to the colleges as part of the compact process, and colleges will be held accountable through the compact process for effective use of those resources. Allocations will be subject to review and reallocation during each compact cycle based on collegiate performance on measures that track graduate program quality.

This reorganization will benefit directly graduate students, graduate programs and the colleges to which they will report, and the entire University:

• Graduate students will benefit from: increased financial support resulting from the capturing and reallocation of savings resulting from the reorganization; decreased transactions costs; and improved quality of graduate programs.

• Graduate programs and the colleges that house them will benefit from: increased responsibility and control; decreased transactions costs; and decreased cost pool charges.
• The University will benefit from the increased quality of its graduate programs and resulting enhanced reputation of the University as a whole, and budgetary savings.

Implementation Timeline and Plan

A small implementation team, consisting of a representation of collegiate deans, experienced directors of graduate studies, graduate students, faculty, and the Provost’s Office will be formed to develop an implementation plan. New reporting lines will be effective with FY10 and the entire reorganization of structure and duties will be fully implemented by the beginning of fall semester 2010. None of these changes will affect the application and recruitment of graduate students who matriculate in fall 2009. Appendix C contains an outline of current Graduate School offices along with general thoughts regarding reassignment of office responsibilities. The proposed reassignment of functions and responsibilities contained in Appendix C is illustrative only; the implementation team will be charged to make organizational recommendations to the Provost by April 10, 2009.

Conclusion

The University of Minnesota rightfully should be proud of its graduate programs and the education it currently is providing to over 10,000 graduate students. The Graduate School and the University have worked diligently to improve the quality and prominence of its graduate programs and to increase resources available for the support of graduate students. We believe the restructuring of graduate education and its oversight described in this plan will align responsibility for graduate education in such a way as to promote the excellence of the University’s graduate programs while at the same time freeing additional resources that can be directed to the increased support of graduate students.
## Appendix A

### Graduate School Offices and Personnel

<table>
<thead>
<tr>
<th>Administration</th>
<th>Finance and Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean</td>
<td>Associate to Vice Provost/Dean (½ GS; ½ OVPR)</td>
</tr>
<tr>
<td>Associate Dean</td>
<td>Senior Accountant</td>
</tr>
<tr>
<td>Associate Dean</td>
<td>Associate Administrator (½ GS; ½ OVPR)</td>
</tr>
<tr>
<td>Associate Dean</td>
<td>Executive Accounts Specialist (½ GS; ½ OVPR)</td>
</tr>
<tr>
<td>Exec Office &amp; Admin Specialist</td>
<td>Office Specialist (½ GS; ½ OVPR)</td>
</tr>
<tr>
<td>Exec Office &amp; Admin Specialist (1/2)</td>
<td>Voucher Specialist (½ GS; ½ OVPR)</td>
</tr>
<tr>
<td>Exec Office &amp; Admin Specialist (1/3)</td>
<td>Office Support Assistant (vacant)</td>
</tr>
<tr>
<td>Director of Communications</td>
<td>Executive Assistant (vacant)</td>
</tr>
<tr>
<td>Student Office Support (student)</td>
<td>Student Worker</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Admissions</th>
<th>Interdisciplinary Initiatives Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>Associate to the Dean (1/2)</td>
</tr>
<tr>
<td>Assistant Director</td>
<td>Assistant to the Dean</td>
</tr>
<tr>
<td>Assistant to the Dean</td>
<td>Exec Office &amp; Admin Specialist (1/3)</td>
</tr>
<tr>
<td>Admissions Officer</td>
<td></td>
</tr>
<tr>
<td>Student Personnel Coordinator</td>
<td></td>
</tr>
<tr>
<td>Senior Office Specialist</td>
<td></td>
</tr>
<tr>
<td>Student Support Services Assistant</td>
<td></td>
</tr>
<tr>
<td>Information Technology Specialist</td>
<td></td>
</tr>
<tr>
<td>Office Support Assistant</td>
<td></td>
</tr>
<tr>
<td>Student Services Specialist</td>
<td></td>
</tr>
<tr>
<td>Exec Student Services Specialist</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Community of Scholars Program</th>
<th>Policy and Review Councils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinator (1/2)</td>
<td>Associate to the Dean (1/2)</td>
</tr>
<tr>
<td></td>
<td>Exec Office &amp; Admin Specialist (1/2)</td>
</tr>
<tr>
<td></td>
<td>Administrative Fellow (student)</td>
</tr>
<tr>
<td></td>
<td>Administrative Fellow (student)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Development Office</th>
<th>Postdoctoral Affairs Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development Officer</td>
<td>Coordinator (1/2)</td>
</tr>
<tr>
<td>Exec Office &amp; Admin Specialist (1/3)</td>
<td></td>
</tr>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Diversity Office</th>
<th>Systems and Data Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acting Director</td>
<td>Director</td>
</tr>
<tr>
<td>Assistant to the Dean</td>
<td>Assistant to the Dean</td>
</tr>
<tr>
<td>Principal Office &amp; Admin Specialist</td>
<td>Coordinator, Grad Student Services</td>
</tr>
<tr>
<td>Coordinator, Writing Enrichment Programs</td>
<td>Coordinator, Masters Degree Services</td>
</tr>
<tr>
<td>Graduate Student Support (student)</td>
<td>Coordinator, Doctoral Degree Services</td>
</tr>
<tr>
<td>Graduate Student Support (student)</td>
<td>Student Personnel Coordinator</td>
</tr>
<tr>
<td></td>
<td>Student Office Assistant (student)</td>
</tr>
<tr>
<td></td>
<td>Student Office Assistant (student)</td>
</tr>
<tr>
<td></td>
<td>Student Office Assistant (student)</td>
</tr>
<tr>
<td></td>
<td>Student Office Assistant (student)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Grants Office</th>
<th>UMD Graduate Studies Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director (1/2)</td>
<td>Associate Dean</td>
</tr>
<tr>
<td>Coordinator</td>
<td>Principal Secretary</td>
</tr>
<tr>
<td>Exec Office &amp; Admin Specialist</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fellowship Office</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Director (1/2)</td>
<td></td>
</tr>
<tr>
<td>Associate Director</td>
<td></td>
</tr>
<tr>
<td>Exec Office &amp; Admin Specialist</td>
<td></td>
</tr>
</tbody>
</table>
## Appendix B

### Functions of Primary Graduate School Offices and Programs

<table>
<thead>
<tr>
<th>Office</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Admissions</strong></td>
<td>The Office of Admissions collects and assists with processing all applications for admission and for readmission or change of status. Currently, applicants to graduate programs submit an application directly to the program to which the applicant is applying as well as directly to the Graduate School. The graduate program is responsible for evaluating the application and deciding on admission; the Graduate School assists with processing. The Graduate School also issues form I-20s for international students admitted to the Graduate School.</td>
</tr>
<tr>
<td><strong>Community of Scholars Program</strong></td>
<td>This program, which originated in what now is the Office of Equity and Diversity, is designed to assist underrepresented students through advising and mentoring services, academic seminars and professional development workshops, and by connecting students to the Twin Cities community through research and civic engagement opportunities.</td>
</tr>
<tr>
<td><strong>Diversity Office</strong></td>
<td>This office helps support the recruitment, funding, retention and graduation of a diverse student body.</td>
</tr>
<tr>
<td><strong>Faculty Grants Office</strong></td>
<td>This office administers internal faculty research grant programs, including Grants-in-Aid of Research, Artistry, and Scholarship Program, and the Distinguished Women’s Scholar Award. The office also coordinates the internal selection of faculty proposals for competitive programs for which the number of nominations submitted by the University is limited.</td>
</tr>
<tr>
<td><strong>Fellowship Office</strong></td>
<td>The Fellowship Office manages competitions for and distribution of Graduate School Fellowships, Doctoral Dissertation Fellowships, and a variety of additional fellowships earmarked by funders for specific fields of study. The office also administers external programs such as the National Science Foundation Predoctoral Fellowships, Fulbright Scholarships, and the Luce Foundation Scholarships. Additionally, the office manages two graduate international exchange programs, two competitive professorship programs, and a lectureship.</td>
</tr>
<tr>
<td><strong>Interdisciplinary Initiatives Office</strong></td>
<td>The office works with the Provosts’ Interdisciplinary Team to help foster interdisciplinary inquiry by graduate students and graduate faculty.</td>
</tr>
<tr>
<td><strong>Policy and Review Councils</strong></td>
<td>The Policy and Review Councils advise the Graduate School Dean on academic matters related to the quality and review of graduate programs, including degree program proposals, faculty, courses, tuition, residency requirements, and advising. Each graduate program is assigned to one of six Policy and Review Councils, which are divided into the following subject areas: biological sciences; education and psychology; health sciences; languages, literature and arts; engineering, physical, and mathematical sciences; and social sciences.</td>
</tr>
<tr>
<td><strong>Post-Doctoral Affairs Office</strong></td>
<td>The purpose of this office is to help support post-doctoral fellows.</td>
</tr>
<tr>
<td><strong>Student Services Office</strong></td>
<td>This office advises students, staff, and faculty concerning policies and procedures, particularly those relating to academic issues. More specifically, the office is responsible for student academic matters, including: student degree progress issues; degree program and thesis proposal forms; examination committees; milestone exam authorization and scheduling; acceptance of theses and dissertations; degree clearance and award of degrees; separate Graduate School commencement ceremony; registration questions and requests; and maintenance of permanent student records.</td>
</tr>
</tbody>
</table>

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Appendix C

Proposed Relocation of Graduate School Offices and Responsibilities

<table>
<thead>
<tr>
<th>Current Offices</th>
<th>Proposed Relocation of Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>Provost Office, with substantial downsizing</td>
</tr>
<tr>
<td>Admissions</td>
<td>Local with some assistance from Provost Office</td>
</tr>
<tr>
<td>Communications</td>
<td>Discontinue</td>
</tr>
<tr>
<td>Community of Scholars</td>
<td>Office of Equity &amp; Diversity with Local</td>
</tr>
<tr>
<td>Development</td>
<td>Local with assistance from UMF &amp; MMF</td>
</tr>
<tr>
<td>Diversity</td>
<td>Office of Equity &amp; Diversity with Local</td>
</tr>
<tr>
<td>Duluth</td>
<td>Local, except Ph.D</td>
</tr>
<tr>
<td>Faculty Grants</td>
<td>OVPR</td>
</tr>
<tr>
<td>Fellowships</td>
<td>Provost Office and Local</td>
</tr>
<tr>
<td>Finance and Personnel</td>
<td>Discontinue (some FTEs to OVPR and Provost)</td>
</tr>
<tr>
<td>Interdisciplinary Initiatives</td>
<td>Provost Interdisciplinary Team</td>
</tr>
<tr>
<td>McKnight Program</td>
<td>Provost Office</td>
</tr>
<tr>
<td>Policy and Review Councils</td>
<td>Local with Provost Office oversight and assistance</td>
</tr>
<tr>
<td>Post-Doctoral Affairs</td>
<td>Local</td>
</tr>
<tr>
<td>Student Services</td>
<td>Local with some services in Provost Office</td>
</tr>
<tr>
<td>Systems and Data Management</td>
<td>Downsize to one data person in Provost Office</td>
</tr>
<tr>
<td>University Press</td>
<td>Library and Provost Office</td>
</tr>
</tbody>
</table>