

**AHC ACADEMIC COUNCIL
ACTIVITY/STATUS REPORT
DEANS COUNCIL
Barbara Brandt
March 9, 2010**

INTRODUCTION

The AHC Academic Council was created in December 2006 to advise the Senior Vice President for Health Sciences (SVPHS) on academic oversight issues, including providing counsel on new program proposals. The SVPHS appoints the 14-member Council which consists of two faculty members from each school who are nominated by their deans, and representatives from the Graduate School and Health Science Library. Dr. Barbara Brandt, AHC Vice President for the Office of Education, serves *ex-officio* and as the convener. The Academic Council is staffed by the AHC Academic and Policy Analyst, Brianne Keeney.

CONTEXT

The March 30, 2007, AHC Academic Council appointment letter states that the Academic Council was created in response to “the increasing complexity, change, and opportunities associated with academic programs in the health sciences at the University.” The work of the Academic Council is intended to provide additional feedback regarding new programs proposed by the AHC through the application of the University’s Program Review Framework of quality, centrality, comparative advantage, demand, efficiency and effectiveness, and growth and leveraging of resources. The proposal format for health science programs was developed in consultation with the Provost’s Office to be tailored to health science-specific needs. Dr. Brandt and Ms. Keeney are available to meet with faculty for consultation on the preparation of program proposals, which require letters of support from the school dean(s) and a five-year pro forma for financing. (Appendix A). The Academic Council works closely with the Office of the Provost, including Joseph Shulz, PhD, and John Ziegenhagen, to maintain the integrity and rigor of the program review process

This Council serves in an advisory function to review and make recommendations to the SVPHS regarding whether a proposal should be forwarded to the Provost for consideration of approval by the Board of Regents. The Senior Vice President for Health Sciences provides letters of support for all health science program proposals that require Board of Regents approval. Provost Sullivan has since requested that the Council review health sciences-related proposals submitted from throughout the University system.

MEETINGS AND APPROVAL-RELATED ACTIVITIES

Since its first meeting on April 6, 2007, the AHC Academic Council has met on 18 occasions to review academic programs and discuss other issues pertinent to AHC education, including interprofessional education and E-Learning. The Council is scheduled to meet nine times during the academic year to review program proposals, if any. Proposals are reviewed using a primary and secondary review system with the entire Council voting on the proposal. AHC Office of Education staff prepares the reports and forward recommendations to Dr. Cerra. In turn, all proposals and Dr. Cerra’s letter of recommendation are forwarded to the Provost’s Office for approval and preparation for Board of Regents approval. Final approval communication is

distributed by the Provost's Office, after which time, the school can market the program and admit students. A list of the 30 reviewed and 3 programs in process and their status is attached to this report (Appendix D).

Of the 30 reviewed programs, 28 have been approved by the Board of Regents. Council recommendation of the remaining programs is pending the receipt of additional requested information regarding a variety of areas, including funding sources, student services, and curriculum design. While the request of more information delayed the program approval process, it also highlights the importance of the work of the Academic Council, which is working to ensure that programs are not forwarded to Dr. Cerra until they are considered to be of sufficient quality.

In 2008, after several reviews of Graduate Medical Education programs, the Council determined that review could be handled at the staff level because of oversight mechanisms in the Medical School. Staff reviews are brought to the Council for a formal vote of recommendation.

ACCOMPLISHMENTS

Before the Academic Council could provide counsel to the SVPHS regarding new program development, members needed to formalize their processes. Since April 2007, the Academic Council:

- Agreed on program review criteria, including format
- Approved the creation of a five-year pro forma to be submitted with program proposals, in order to outline financial needs
- Aligned its processes and timelines with those used by the Office of Program Review and Approval
- Has served as liaisons between the Academic Council and their own colleges/schools to educate faculty on the program approval process
- Has worked to improve communications with one another, with AHC colleges and school contacts, and University-wide program-related contacts through meetings, informal consults, and the recent creation of a collaborative site

FUTURE PLANS

- Create a template to be sent to AHC colleges and schools regarding proposals when additional information is requested, so that Academic Council members can quickly refer to changes made to previous proposal drafts
- Create a program proposal evaluation rubric, so that evaluations can be both qualitative and quantitative in nature
- Formalize and tighten timelines and processes associated with Academic Council appointments, including communications with members regarding appointment lengths
- Increase use of collaborative website
- Reappoint 1/3 of Council members for the beginning of the 2010-2011 Academic Year
- Formalize and publicize program review timelines so that proposals are submitted in a timely manner
- Appoint a Council member to represent health science programs housed on the Duluth campus

Appendices

- A. December 12, 2006, AHC Academic Council description summary
- B. Overview of academic program review criteria
- C. Five-year pro forma
- D. Summary of program proposal status as of March 9, 2010

Appendix A

**AHC Academic Council
(December 12, 2006)**

| Description | Functions | Membership and Lead |
|---|--|---|
| <p>The Academic Council will advise the Senior Vice President for Health Sciences on academic oversight issues, including providing counsel on new program proposals. It will be comprised of AHC faculty. Members will be appointed by the</p> | <p><i>Start-Up Functions:</i></p> <ul style="list-style-type: none"> • Work with the AVP Education to develop and implement processes for reviewing new program proposals, standard program reviews, interprofessional education program reviews, and distance learning reviews and providing counsel to the SVPHS. <p><i>Ongoing Functions:</i></p> <ul style="list-style-type: none"> • Conduct second faculty reviews of new professional degree and professional baccalaureate program proposals, including certificates, from AHC schools and colleges, | <p><i>Size and representation:</i> Two faculty members from each AHC school; a Health Sciences Library representative; representation from the AHC FCC, and the Graduate School. AVP Education will serve ex officio and as the convener.</p> <p><i>Expertise needed:</i> Faculty</p> |

| Description | Functions | Membership and Lead |
|---|--|---|
| <p>SVPHS in consultation with the AHC Deans. Faculty will be appointed for staggered three year terms.</p> <p>The Council will apply the University's Program Review Framework: Quality; Centrality; Comparative Advantage; Demand; Efficiency and Effectiveness; Growth and Leveraging of Resources</p> <p>Training will be provided.</p> <p>We will use technology, portals, etc, to facilitate training and the administration of the committee.</p> | <p>including alternative pathways, and provide advice to the Senior Vice President for Health Sciences. The council will not be asked to judge the professional content of the program proposal. They will be asked to consider how the proposed program fits with the spectrum of programs in the school, with the school's finances, and with the school's academic personnel plan. Provide advice on resource allocation, resource utilization and financial models for proposed programs</p> <ul style="list-style-type: none"> • Conduct comprehensive reviews of programs, when requested by the SVPHS. • Review proposals for health sciences courses and programs on coordinate campuses, make recommendations to the SVPHS, and provide oversight of those programs once established. • Review distance learning activities of the AHC schools and colleges for quality and effectiveness, consistent with requirements of the Higher Learning Commission for substantive change criteria • Review proposals and plans for interprofessional education. • Monitor progress towards AHC education goals as evidenced by performance assessments and make recommendations for continuous improvement. • Enable development and implementation of core competencies and facilitate intersections across the schools. | <p>who understand the expectations for contemporary review of academic programs. Faculty with knowledge of review processes and accreditation practices. For example, individuals who have served on accreditation councils, on Graduate School policy and review committees, curriculum committees, or who have been very involved in preparing self-studies.</p> <p>The Council will be supported by the Office of Education.</p> <p><i>Meeting Schedule:</i> After the start up phase, we anticipate quarterly meetings.</p> |

Appendix B

Program Proposal Information/Title/Date here

Program overview

Summary paragraph here

Program alignment with Collegiate, AHC, and University priorities

- Mention the vision for the program as it relates to programs of college/school as well as U strategic goals and AHC priorities.
- Will want to link to AHC strategic plan found at www.ahc.umn.edu.

Program market/needs analysis

- What is process used to determine program need and what are the outcomes of this analysis?
- Describe need and demand for program using quantifiable evidence (e.g., evidence that program meets societal needs/expectations; evidence of consultation with employers/professional organizations; employment data if appropriate; data reflecting short- and/or long-term student interest or demand; projected number of program applicants; intended geographic service area; prospective student market/audience; how students benefit from program; relative costs as compared to other programs)

Comparative advantage

- Describe unique characteristics that make program appropriate to U of MN
- List any comparable programs, either here or elsewhere

Program description

- Adding to program overview; include information on program governance; who decides on admissions; financial aid; curriculum changes; tuition rates.
- Describe prerequisite courses; related courses; requirements; and relate to other campus units/programs.

Anticipated student learning outcomes

- Describe the skills and competencies students are expected to master while in this program.
- State how the goals and objectives related to this program will specifically benefit students in achieving their academic and professional goals.

Student services/career advancement

- Describe range of student services to be provided
- Describe student recruitment and application processes
- Describe financial aid/scholarship programs

Diversity plan

- Describe how program will address U's diversity goals, including student and faculty recruitment, staff, curriculum, etc.

Program personnel

- List program faculty and appointments, and attach CV in appendix. Include a brief description of how the program faculty fit with school academic personnel plan.
- Describe program staff support plan.

Program evaluation/assessment plan and timetable

- Describe program review plan for quality/continuous improvement.

Resource/financial plan for academic program

- In this case, you may want to refer back to pro forma supplement.
- Will also want to talk about how you will leverage additional needed resources, if any
- Describe steps to make sure program is operated effectively and economically.
- Provide space and technology plan.
- Describe experiential education resources if applicable (assessment of capability to take students; experiential education program and required experiences; number of clinical sites and appropriate nature; qualification of faculty preceptor; preceptor training/support; oversight)

Appendix C: Five-year Pro Forma

| Template for degree programs in the Academic Health Center | | | | | | | | | | |
|---|--|--|--|--|----------|----------|----------|----------|----------|-----------------|
| Program assumptions for planning | | | | | | | | | | |
| % increase salary and fringe each year | | | | | | | | | | |
| Tuition based on % increase each year | | | | | | | | | | |
| Non-resident tuition projections | | | | | | | | | | |
| Other | | | | | | | | | | |
| PLEASE FILL IN ITEMS IN BLUE CELLS | | | | | | | | | | |
| | | | | | FY10 | FY11 | FY12 | FY13 | FY14 | Five Year Total |
| Student enrollment | | | | | | | | | | 0 |
| Revenues | | | | | | | | | | |
| Tuition (calculated below) | | | | | 0 | 0 | 0 | 0 | 0 | 0 |
| Fees | | | | | | | | | | 0 |
| Other | | | | | | | | | | 0 |
| Subtotal Revenues | | | | | 0 | 0 | 0 | 0 | 0 | 0 |
| Expenses | | | | | | | | | | |
| Direct Instruction (Faculty / Experiential Sites) | | | | | | | | | | 0 |
| Staff support | | | | | | | | | | 0 |
| Non-payroll Expenses | | | | | | | | | | 0 |
| Subtotal Expenses | | | | | 0 | 0 | 0 | 0 | 0 | 0 |
| Net Revenue | | | | | 0 | 0 | 0 | 0 | 0 | 0 |
| Tuition Assumptions (Attach analysis of institutional comparisons and market demands) | | | | | | | | | | |
| Non-resident tuition/semester | | | | | | | | | | |
| Resident tuition/semester | | | | | | | | | | |
| Projected # non-resident students | | | | | | | | | | |
| Projected # resident students | | | | | | | | | | |
| NR Tuition Total | | | | | 0 | 0 | 0 | 0 | 0 | 0 |
| Resident Tuition Total | | | | | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Estimated Tuition | | | | | 0 | 0 | 0 | 0 | 0 | 0 |
| Expenses | | | | | | | | | | |

| | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|----------|
| Course Development | | | | | | | | | |
| Technology | | | | | | | | | 0 |
| Instructional Design/Support | | | | | | | | | 0 |
| Web development | | | | | | | | | 0 |
| Assessment | | | | | | | | | |
| IERC/Clinical Skills Lab | | | | | | | | | 0 |
| Computer based testing | | | | | | | | | 0 |
| Course Evaluation | | | | | | | | | 0 |
| Consultant | | | | | | | | | 0 |
| Courses | | | | | | | | | |
| Current courses | | | | | | | | | 0 |
| New courses | | | | | | | | | 0 |
| Faculty | | | | | | | | | 0 |
| Student services | | | | | | | | | |
| Support | | | | | | | | | 0 |
| Program marketing | | | | | | | | | 0 |
| Clinical / experiential coordination | | | | | | | | | 0 |
| Technology | | | | | | | | | |
| Desktop support | | | | | | | | | 0 |
| Equipment | | | | | | | | | 0 |
| Travel | | | | | | | | | 0 |
| Accreditation fees | | | | | | | | | |
| Facilities | | | | | | | | | 0 |
| Supplies | | | | | | | | | 0 |
| Other | | | | | | | | | 0 |
| Total Expenses | | | | | | | | | 0 |
| (this should equal expenses above) | | | | | | | | | 0 |

Appendix D

**Status of AHC Academic Program Proposals
Current as of March 9, 2010**

| Meeting date | Proposal | College/School | Status as of 3/9/10 | Comments |
|--------------|--|---------------------|---------------------|--|
| 5/3/07 | MS Dental Hygiene (education and management tracks) | SOD | recommended | |
| 8/1/2007 | Global Health Practice: A Cross-Border India-MN Partnership | SPH | recommended | Added additional location to existing program; decision currently rests with HLC |
| 10/11/2007 | Aging Studies Post-Baccalaureate certificate | SPH | recommended | SPH program; administered through CCE |
| 3/13/2008 | GME: Mini Invasive Laproscopic Fellowship | Medical School | recommended | |
| 3/13/2008 | GME: UMMC Hospice and Palliative Care Medical Fellowship | Medical School | recommended | |
| 3/13/2008 | Health Science Pre-Professional, Crookston | | | |
| 4/10/2008 | GME: Hepato-Pancreato Biliary Fellowship | Medical School | recommended | |
| 4/10/2008 | GME: Neuromuscular/MDA Fellowship | Medical School | recommended | |
| 4/10/2008 | Public Health Certificate in Food Protection | SPH | recommended | Name change from Food Safety and Biosecurity |
| 5/8/2008 | PharmD/MBA dual degree program | COP | recommended | Academic Council served as advisory |
| 9/11/2008 | Public Health: Nutrition Coordinated Masters option | SPH | recommended | Added option to existing program |
| 9/11/2008 | GME: Neurocritical Care Fellowship | Medical School | recommended | |
| 9/11/2008 | GME: Advanced Endocrinology, Diabetes, and Metabolism Fellowship | Medical School | recommended | |
| 11/13/2008 | MS Dental Therapy | SOD | recommended | |
| 11/13/2008 | BS Dental Therapy | SOD | recommended | |
| 11/13/2008 | GME: Procedural Dermatology Fellowship | Medical School | recommended | |
| 11/13/2008 | GME: Heart Failure Fellowship | Medical School | recommended | |
| 11/13/2008 | GME: Neurotology Fellowship | Medical School | recommended | |
| 11/13/2008 | General Practice Residency (GPR) | School of Dentistry | recommended | |
| 12/11/2008 | GME: Nuclear Radiology Fellowship | Medical School | recommended | |

| | | | | |
|-------------------------|---|-----------------|-----------------|---|
| 12/11/2008 | GME: Pediatric Radiology Fellowship | Medical School | recommended | |
| 2/6/09 | Bachelor of Science - Health Sciences | UMR | recommended | This program had a number of feedback reviews. Ultimately, Dr. Brandt was appointed to the UMR BSHS oversight review committee which continues to meet regularly. |
| 2/6/2009 | MED 2010 | Medical School | Not recommended | Provided feedback to the SVPHS and Provost regarding status |
| 2/6/2009 | PharmD Leadership Emphasis | COP | recommended | |
| 4/9/2009 | Geriatric Fellowship | Medical School | recommended | |
| 4/9/2009 | MHA program | SPH | recommended | |
| Summer consensus agenda | GME: Forensic Psychiatry Fellowship | Medical School | recommended | |
| Summer consensus agenda | GME: Vascular Surgery Fellowship | Medical School | recommended | |
| Summer consensus agenda | GME: Advanced Hematology and Oncology Fellowship | Medical School | recommended | |
| Summer consensus agenda | GME: Pediatric Rheumatology Fellowship | Medical School | recommended | |
| 10/8/2009 | Post-Bac Certificate & Minor in Movement Sciences | Grad School | recommended | |
| 11/12/2009 | DNP Specialty Track and Certificate | SON | recommended | |
| 2/18/10 | UMD Fetal Alcohol Spectrum Disorder Certificate | UMD | pending | Needs additional information before review |
| 2/18/10 | Health Care Design and Innovation Certificate | SON/Grad School | pending | Under purview of Graduate School. Dr. Cerra requested review. |
| upcoming | Pre-Professional degree | UMC | | |
| upcoming | Regents Certificate in Performance Improvement | SPH | | |
| upcoming | BS in Health Professions | UMR | | Degree program with Mayo Health Sciences. |

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