

## Draft Report — Committee on Graduate Education

### “Recommendations on the Oversight and Support of Graduate Education at the University of Minnesota”

April 24, 2009

#### Committee Membership

- Steven L. Crouch, Dean, Institute of Technology, Committee Chair
- David A. Bernlohr, Distinguished McKnight University Professor and Head, Department of Biochemistry, Molecular Biology, and Biophysics, College of Biological Sciences
- Boyd D. Cothran, Vice President, Council of Graduate Students, Ph.D. candidate, Department of History, College of Liberal Arts
- William K. Durfee, Vice Chair, Faculty Consultative Committee; Professor, Department of Mechanical Engineering, Institute of Technology
- Timothy J. Ebner, Professor and Head, Department of Neuroscience, Medical School
- Lincoln A. Kallsen, Budget Officer, Office of Budget and Finance
- Timothy J. Kehoe, Distinguished McKnight University Professor and Director of Graduate Studies, Department of Economics, College of Liberal Arts
- Kristi L. Kremers, President, Graduate and Professional Student Assembly, Ph.D. student, Department of Educational Policy and Administration, College of Education and Human Development
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- Mindy S. Kurzer, Professor, Department of Food Science and Nutrition, College of Food, Agricultural and Natural Resource Sciences, Director of Graduate Studies, Nutrition Graduate Program
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- James A. Parente, Dean, College of Liberal Arts
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- Kathryn A. Sikkink, Regents Professor, Department of Political Science, College of Liberal Arts
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## **I. Executive Summary**

### Committee Charge

The Committee on Graduate Education was given its initial charge by Senior Vice President for Academic Affairs and Provost E. Thomas Sullivan on February 20, 2009. Originally, the charge was to make recommendations for implementing the plan for restructuring the oversight and support of graduate education at the University of Minnesota that had been announced to the University community on February 9. At the outset the committee was referred to as the Implementation Team, but this name was eventually changed to Committee on Graduate Education — hereafter simply “the committee” — to reflect an evolving revision of the original charge, including the option of recommending a streamlined version of the current Graduate School instead of a new Office of Graduate Education, as called for in the February 9 restructuring plan.

### Meetings: Procedures, Consultation

The committee held eight two-hour meetings between February 27 and April 17. These meetings were devoted to interviewing key Graduate School staff, discussing issues that had been identified by one or more committee members, reviewing the current budget for the Graduate School, and considering options for restructuring. The last two meetings were dedicated to a discussion of the committee’s recommendations and review of the draft report.

Members of the committee consulted broadly with the University community through meetings with individuals, directors of graduate studies (DGSs) and their assistants, department heads and chairs, Graduate School Staff, and students. In addition, three open meetings were held: one on the West Bank, one on the East Bank, and one on the St. Paul Campus. The latter two open meetings were Webcast.

The committee approached its assignment by asking (or otherwise seeking answers to) the following questions:

1. What are the strengths and weaknesses of the current arrangement (i.e., the existing Graduate School operations)?
2. Which activities/functions of the Graduate School should be administered centrally, and by which office?
3. Which activities/functions should be taken over by the colleges?
4. Which activities/functions should be discontinued?
5. What activities/functions that are not currently being done should we be doing?

These questions were used to frame the conversations at the open meetings as well as to guide the committee discussion throughout its deliberations.

Based on the totality of responses and suggestions received by the committee, 15 specific recommendations were developed for consideration by the University administration. It is the committee’s understanding that the University community will have ample opportunity to comment on these recommendations before any decisions are made about the restructuring of graduate education at the University of Minnesota.

## II. Recommendations

Based on conversations within the University community, as well as examination of administrative structures for graduate education at peer institutions, the committee concluded that a strong, central administrative entity is essential for oversight and support of quality graduate programs. At most universities this central entity is a Graduate School or a combined Graduate School and Office of Research.

The committee considered three possible organizational structures for administering graduate education at the University of Minnesota. The first of these is an Office of Graduate Education, led by a Vice Provost and Dean, and administratively housed within the Office of the Senior Vice President for Academic Affairs and Provost, as proposed in the February 9 restructuring plan. The second possibility is a recombination of the Graduate School with the Office of the Vice President for Research, led by a Vice President for Research and Dean of the Graduate School. Finally, the third possibility is a streamlined version of the existing Graduate School, henceforth called the "Graduate College" to differentiate it from the current Graduate School.

In discussing these possibilities, the committee decided not to recommend a combined Graduate School and Office of the Vice President for Research. The committee reasoned that the current Office of the Vice President for Research has done an excellent job of focusing attention on critical research-related matters such as technology transfer, regulatory issues, and expanded research opportunities, and the additional work associated with management of graduate education would inevitably detract from these efforts. In addition, it would probably be necessary to appoint a senior associate dean to oversee graduate education activities (as is done, for example, at the University of Wisconsin-Madison and Pennsylvania State University), so the leader of the office (the Vice President and Dean) would be more involved with research matters than with graduate student education. The committee does recommend, however, that certain current activities of the Graduate School most related to the research function of the University, including the Grant-in-Aid of Research, Artistry and Scholarship program and McKnight Awards be moved to the Office of the Vice President for Research.

The committee is divided on the question of whether the central entity responsible for oversight of graduate education at the University of Minnesota should be an Office of Graduate Education or a Graduate College (as defined above). In both cases the operations would be led by a Vice Provost and Dean who reports to the Provost and is responsible for oversight and leadership of issues related to graduate education. In the case of an Office of Graduate Education, however, the operation would be an administrative unit, parallel in structure to the existing Office of Undergraduate Education, and not an academic unit comparable to other colleges and professional schools. Resolving this issue will require University-wide consultation.

While the distinction might seem minor, some committee members (and many people in the University community) feel strongly that the presence of a Graduate College (School) gives graduate education at the University of Minnesota a more recognizable identity among peer institutions. Other members of the committee believe that the name and reporting structure are less important than the operational efficiency and effectiveness of the unit responsible for oversight of graduate education functions.

Regardless of the administrative structure adopted for graduate education at the University of Minnesota, the committee recommends that a strong component of faculty and student governance be maintained. Faculty and student governance is particularly important in relation to matters of program oversight and review, policy, and allocation of student and faculty fellowships. Either structure, however, will need to be efficient and accountable in delivering excellent graduate education. While the Graduate College/Office will need to be more flexible and streamlined than the current Graduate School, the committee recommends that experienced Graduate School staff should be employed in the new unit.

### General Recommendations

*Central Oversight.* The Graduate College/Office should administer the following services and programs:

- Graduate fellowships
- Admissions
- Student services, including conflict resolution, and student records
- Communications/Web presence
- Governance: Policy and Review Councils, Council of Graduate Students (COGS)
- Temporary graduate faculty appointments
- Career services
- Postdoctoral services
- New Director of Graduate Studies orientation
- Interdisciplinary graduate programs and initiatives
- Commencement for programs overseen by the Graduate College/Office

*Central Oversight.* The following services should be administered by other central University offices:

- Diversity; Community of Scholars; DOVE Fellowships
- Grant-in-Aid of Research, Artistry and Scholarship
- Faculty McKnight Awards
- 21st Century Fund
- University Press

*Central Oversight.* The following programs should be added to the Graduate College/Office's portfolio:

- Advising standards and training programs for University faculty
- Metrics for measuring progress in excellence of graduate education

*Either Central or Local Oversight.* Terminal (professional) master's and applied doctorates:

- Optional college control for these degrees
- Optional campus control (Duluth) for these degrees

*Local Oversight.* The following services should be provided by colleges or programs:

- Development (in cooperation with the University of Minnesota Foundation)
- Student orientation
- Ongoing graduate faculty appointments (automatic with tenure line)
- Award degrees
- Program review

Specific Recommendations (see Section IV for details)

*Central Services*

1. University-wide faculty committees are especially important in the award of graduate fellowships and block grants. A faculty committee should be charged with reviewing the current allocation processes for these awards, with a view to maintaining merit criteria while making the processes more efficient, transparent, and accountable, and recommending how they should be administered. This committee should be convened at the start of Fall Semester 2009 and asked to submit its recommendations in time for the new allocation processes to take effect during the 2009–10 academic year, for awards made for 2010–11.
2. Work should begin as soon as possible on development of a Web-based graduate admissions system using program-specific “smart forms” that eliminate any duplication or unnecessary information in the admissions process and facilitates other process improvements. The key feature of the system would be a greater focus on the needs of individual graduate programs. Models for such a system are in place at both the Pennsylvania State University and the University of Wisconsin-Madison, and these should be examined carefully before designing a system for the University of Minnesota. Ideally, ApplyYourself would be amended to facilitate such information. However, if ApplyYourself cannot be efficiently and cost-effectively updated, other systems should be considered when the University’s contract with the ApplyYourself vendor expires in 2012.
3. Work should also begin as soon as possible on evaluation of student services processes and development of a University-wide electronic system for initiating and/or revising, approving, and archiving student program plans, examination clearances, and other student records. (The committee understands that the Graduate School had started work in this area but suspended it because of other staffing priorities.) The Graduate College/Office should only be involved in reviewing forms, electronic or otherwise, where there are clear additions to value; primary academic oversight should be the responsibility of the Directors of Graduate Studies and the faculty.
4. The diversity functions within the Graduate School Diversity Office (GSDO) should be moved to the central University Office of Equity and Diversity (OED). Within OED, significant resources and efforts must be directed toward increasing diversity in graduate education, including an office and personnel dedicated solely to this goal. This office will

need to work closely with the Graduate College/Office, and an evaluation of the quality and effectiveness of the move should be conducted after the first full year of operation.

5. The committee recommends that the faculty awards programs currently administered by the Graduate School — the Grant-in-Aid of Research, Artistry and Scholarship program, and the Distinguished McKnight University Professorship and the McKnight Land-Grant Professorship programs — be transferred to the Office of the Vice President for Research. Involvement of University-wide faculty selection committees in the selection processes for these awards is crucial, and must be maintained.
6. Interdisciplinary graduate programs must be protected. The Vice Provost and Dean of the Graduate College/Office should be responsible for facilitating conversations among the deans of units involved in all cross-college programs, resulting in formal memoranda of agreement regarding financial support for each program. Regular revenue streams and special funds are needed to support these programs, especially those whose students and faculty are on different campuses. Allocation of funds should be merit-based and competitive and the criteria for funding should be transparent. The Graduate School's Office of Interdisciplinary Initiatives should be maintained and supported by the new Graduate College/Office.
7. A centralized Office of Postdoctoral Affairs (OPDA) must be maintained based on the current and projected needs of the university. Postdocs are likely to play an increasing role in the research environment of the University in the future and a single-site organization is likely to be the best organizational structure. Moreover, the OPDA currently shares several structural functions with the Graduate School such that whatever unit manages graduate education should also include the OPDA.
8. Based on information for graduate school operations of comparable size at three peer institutions (Illinois, Penn State, and Wisconsin), the committee believes that it should be possible to reduce the staff complement of our current Graduate School by approximately 20 percent. A further reduction should be possible if terminal master's and applied doctorate degree programs are taken over by colleges. In suggesting this substantial downsizing, however, the committee wishes to emphasize that due regard must be given to maintaining acceptable levels of service to faculty, staff, and students in the graduate programs.
9. The quality and consistency of graduate and professional student advising, including supervision of research and teaching assistants, must be improved. The committee asks that the Vice Provost and Dean of the Graduate College/Office form a committee to study this issue further, work with Center for Teaching and Learning staff to help build curriculum, implement an advisor training program, create measures to evaluate the success of training, and continue to work with the Academy of Distinguished Teachers on this topic.
10. The quality of graduate education at the University must be measured and shared with the University community and administration. The new Graduate College/Office should be responsible for compiling these data in conjunction with the Office of Institutional Research (OIR). Suggested metrics are listed in Section IV, and are compiled primarily

from the two strategic positioning task force reports on graduate education (2006). Ultimately, it is the faculty members who are responsible and accountable for the quality of graduate education in their programs, and the compilation of these data is essential for demonstrating that quality is, in fact, being maintained.

11. Faculty governance over matters of graduate education via the Policy and Review (P&R) Councils should be maintained, with administrative assistance from the Graduate College/Office. However, the Council review process is considered cumbersome and is often an impediment to rapid and effective change. The functions and processes linked to the Councils should be streamlined by removing the most minor, routine items from the review process and using subcommittees and e-votes to speed evaluation of more substantial proposals.
12. The Graduate College/Office should be responsible for conducting an all-University commencement ceremony for the graduate programs it administers, but there should be only one such ceremony each year rather than the two ceremonies currently held by the Graduate School.

#### *Decentralized Services*

13. Colleges should have the option — but not be required — to administer terminal (professional) master's and applied doctorate degree programs in-house. Other master's degree programs (i.e., M.S. and M.A. degrees) are often preparatory to the Ph.D. and should be administered centrally by the Graduate College/Office.
14. Graduate degree programs at the University of Minnesota Duluth (UMD) should continue to be administered by a central authority on the Twin Cities campus, whether this is an Office of Graduate Education or a Graduate College. Terminal master's degree programs at UMD may optionally be administered locally.
15. Before any graduate program that is currently under the auspices of the Graduate School is moved to a college, an analysis should be performed of the implications this has for the college's cost pool charges. At a minimum, this analysis should include a review of the original fund transfers that central administration made to the college when the new budget model was adopted in 2005–06. At that time, revenue-neutral adjustments were made to each college's budget to pay the initial cost pool charges, based on the prevailing head count of students and Graduate Faculty.

### **III. Committee Charge, Procedures, Consultation**

#### Charge to the Committee

The Committee on Graduate Education was given its initial charge by Senior Vice President for Academic Affairs and Provost E. Thomas Sullivan on February 20, 2009 (Appendix 1). Originally, the charge was to make recommendations for implementing the plan for restructuring the oversight and support of graduate education at the University of Minnesota that had been announced to the University community on February 9 (Appendix 2). At the outset the committee was referred to as the Implementation Team, but this name was eventually changed to Committee on Graduate Education — hereafter simply “the committee” — to reflect an evolving revision of the original charge.

A public announcement of the revised committee charge was made to the University community on March 4 in an e-mail message from Provost Sullivan to the Graduate Faculty, Graduate School Staff, and Graduate Students (Appendix 3). In this message, Provost Sullivan said that “... the committee has broad and flexible discretion to make recommendations regarding how to accomplish the restructuring within the context of its general charge to submit recommendations on all relevant issues, whether or not specifically identified in either the February 9 plan or the February 20 charge memo.”

A further evolution of the original committee charge was mentioned to the Faculty Consultative Committee (FCC) by both Provost Sullivan and President Bruininks on March 26. An excerpt of the minutes from that meeting of the FCC is reproduced in Appendix 4. Provost Sullivan indicated that “... where and how the pieces [of the current Graduate School] should go are open to discussion”; President Bruininks reiterated this point by saying that he was open to the possibility of a “leaner, meaner” Graduate School rather than an office of graduate education in the Provost’s Office, as called for in the February 9 restructuring plan. Subsequently, President Bruininks and Provost Sullivan told two of the committee members (Crouch and Parente) that the committee could consider a scaled-down, streamlined version of the current Graduate School among its options.

#### Committee Deliberations and Consultation Process

The committee held eight regularly-scheduled, two-hour meetings between February 27 and April 17. Provost Sullivan addressed the group at its first meeting, and President Bruininks joined the discussion at another. Parts of several of the meetings were devoted to presentations by invited guests and the remaining time was spent discussing issues that had been identified by one or more committee members, reviewing the current budget for the Graduate School, and considering options for restructuring. The last two meetings were dedicated to a discussion of the committee’s recommendations and review of the draft report.

Members of the committee consulted broadly with the University community through meetings with individuals, directors of graduate studies (DGSs) and their assistants, department heads and chairs, Graduate School staff, and students. In addition, three open meetings were held: one on the West Bank, one on the East Bank, and one on the St. Paul Campus. The latter two open meetings were Webcast. A listing of the individuals and groups consulted is given in Appendix 5.



### Questions about the Handling of Current Graduate School Activities/Functions

The committee approached its assignment by asking (or otherwise seeking answers to) the following questions:

1. What are the strengths and weaknesses of the current arrangement (i.e., the existing Graduate School operations)?
2. Which activities/functions of the Graduate School should be administered centrally, and by which office?
3. Which activities/functions should be taken over by the colleges?
4. Which activities/functions should be discontinued?
5. What activities/functions that are not currently being done should we be doing?

A discussion of the committee's findings is presented below for several categories of activity currently handled by the Graduate School.

## IV. Detailed Recommendations and Discussion

### Graduate College/Office Services

#### *1. Fellowships, Block Grants, and Other Student Financial Support*

Of all the topics addressed by the committee, the Graduate School Fellowships and unit block grant programs generated the strongest views and most vigorous discussion, not only among committee members, but also by University faculty, graduate students and staff in public forums, private meetings, and one-on-one discussions. Clearly, this is one of the most critical functions of the current Graduate School, and serious thought must be given to the future of these activities. Opinions differed as to whether these activities should be positioned at the central or collegiate levels. For instance, some argued that the colleges have the best knowledge of departmental excellence, and the block grants should be administered at that level. Others argued for continued central administration for the purpose of monitoring overall quality.

These are large programs. In 2008-09 \$8.1 million was allocated for Graduate School Fellowships and \$4.6 million for block grants to units. These amounts exclude the additional \$2.3 million fellowship matching from the 21st Century match and \$1.8 million for endowed student fellowships. The Graduate School Fellowship plus block grant programs, totaling \$12.7 million, is the largest part (44 percent) of the entire Graduate School budget. The funding for the two programs comes from the Graduate School's central cost pool Operations and Maintenance (O&M) allocation, which is sourced from the collegiate units.

The programs are vital to the operation of many of our best graduate programs and are a critical source of support for a large number of graduate students. No consensus could be reached by the committee on the correct administrative home and process for fellowships and block grants. There was consensus, however, that whatever mechanism is put in place for allocation of these funds, it should be efficient and transparent and allow for accountability on the part of those making the decisions. There was also strong agreement that an all-University, merit-based fellowship program must be retained at some level.

The committee recommends that a new committee be formed specifically to examine fellowships, block grants, and other forms of student support. This committee should have, at a minimum, faculty and graduate student representation and should gather input from a broad range of University stakeholders. The committee should be given a broad charge to examine: (1) the optimal method to attract the best graduate students to the University of Minnesota; (2) the appropriate split of funds between the various fellowships (Graduate School Fellowships and Doctoral Dissertation Fellowships, for instance) and block grants; (3) the best method to award endowed fellowship funds for continuing graduate students; (4) the method through which fellowship nomination slots and block grant allocations are made; (5) methods to determine the short-term and long-term effectiveness of the fellowship program and block grants in furthering the goals of the University of Minnesota; (6) faculty and staff workload to administer the programs; and (7) the creation of methods to make the awards process and fellowship evaluation transparent to not only current faculty leaders, but future decision-makers as well.

The committee should be charged with producing a report containing recommendations by November 1, 2009 (if not earlier) to be implemented for the fall 2010 entering class. In

forming its recommendations, the committee should be cognizant of the annual calendar for the fellowship award process and the biennial University of Minnesota compact budget process.

## *2. Admissions/Transcripts/I-20s*

Several years ago, the Graduate School adopted a Web-based application-for-admission system called ApplyYourself. A contract has been signed with the vendor for this software that runs through 2012. The committee heard mixed reviews about the use of this system by individual graduate programs. Everyone agrees that an on-line application system is important, but faculty and staff in some programs are frustrated by elements of duplication and redundancy that exist in the off-the-shelf version of the current system. It is possible to purchase program-specific application modules from ApplyYourself (Stanford University, for example, has done this), but two applications would then still be required, one for the Graduate School and one for the program.

The committee recommends that work should begin as soon as possible on development of a Web-based graduate admissions system using program-specific "smart forms" that eliminate any duplication or unnecessary information in the admissions process and facilitates other process improvements. The key feature of the system would be a much greater focus on the needs of individual graduate programs. Models for such a system are in place at both the Pennsylvania State University and the University of Wisconsin-Madison, and these should be examined carefully before designing a system for the University of Minnesota. Ideally, ApplyYourself would be amended to facilitate such information. However, if ApplyYourself cannot be efficiently and cost-effectively updated, other systems should be considered when the University's contract with the ApplyYourself vendor expires in 2012.

A separate question concerns the handling of applications for the professional programs currently administered through the Graduate School. Several colleges have expressed a desire to run these programs in-house, which would mean that the admissions process would be handled exclusively by the colleges. The committee believes that colleges should have the option — but not be required — to manage terminal (professional) master's and applied doctorate degree programs in-house. Other master's degree programs (i.e., M.S. and M.A. degrees) are often preparatory to the Ph.D. and should be administered by a central entity, whether a streamlined version of the current Graduate School or a new Office of Graduate Education.

Graduate programs at the University of Minnesota Duluth (UMD) should be handled in the same way as those on the Twin Cities campus. That is, UMD should have the option of administering professional programs locally but their other degree programs should continue to be administered by the central entity responsible for oversight of graduate education.

The authenticity of transcripts from international institutions is currently certified by experienced staff in the Graduate School. Some peer institutions (e.g., Ohio State) out-source this activity to consultants. Transcript certification is an example of an activity that must be handled at a central level; colleges are not in a good position to take on this work. It might be possible, however, for the University of Minnesota to out-source some of this activity, but this suggestion would require an evaluation at a level that is too specific for the present committee.

An important attribute of the ApplyYourself student application system is that I-20 forms for international applicants are automatically processed as soon as the students have been admitted. The committee considered the possibility that I-20 forms might instead be issued by the International Student and Scholar Services (ISSS) office in the Office of International Programs, but rejected this idea because of the efficient linkage that exists between ApplyYourself and the issuance of I-20 forms. This feature must be preserved in any successor to ApplyYourself.

### *3. Student Services*

Included in this category are items such as degree program approval, degree program modifications, committee appointments, thesis proposal forms, preliminary and final examination forms, and degree clearance. The committee makes the following recommendations for student degree management:

- All degrees administered by the Graduate College/Office must use the single set of electronic forms being developed, and those forms should be as easy to use as possible.
- The Graduate College/Office should retain institutional oversight for degree programs meeting agreed-upon institutional rules and standards (e.g., number of credits in the program vs. outside the program).
- The Graduate College/Office should only be involved in reviewing forms, electronic or otherwise, where there are clear additions to value. Primary academic oversight is the responsibility of the faculty and DGSs. The College/Office's focus should be on emerging programs, interdisciplinary programs, and programs that have had difficulty conforming to established rules and standards.
- Any electronic system should leverage previous institutional investments wherever possible (e.g., UM-Reports, MyU portal, data warehouse, workflow, etc.).
- Students in all degree programs administered by the Graduate College/Office should be cleared for graduation by the appropriate DGS and the Graduate College/Office.

[Note: the Graduate School has been working on a Communication Mapping Project, which includes consulting with DGS assistants to create goals for conversion of student tracking to a paperless system. The implementation of a paperless system through the Graduate School Degree Management Project is currently on hold.]

In short, the institution must review the business processes surrounding student services, from admissions through degree clearance and graduation, and evaluate those processes for efficiency, effectiveness, and satisfaction from both the faculty and student perspective. The Graduate College/Office must then begin immediately to develop an all-University electronic system to implement these processes and modernize student record processing and storage (see Section 4, Student Records).

### *4. Student Records*

The Graduate School Office of System Data Management (OSDM) has three significant institutional functions, along with administrative responsibilities. These are: (1) serving as the "owner" of data on graduate students and programs and recommending how best to capture,

store, and disseminate data on graduate students and programs for the University; (2) being the functional contact for enterprise-level applications related to graduate students, such as PeopleSoft student and HR applications; and (3) supporting process improvement and technology applications run by the Graduate School for the benefit of the University system, such as ApplyYourself for admissions, maintaining data for graduate student portals, maintaining lists of graduate faculty, managing Web surveys of graduate students and programs, and maintaining the school's Web presence. In addition, OSDM provides desktop support for Graduate School staff.

Graduate student records currently are maintained by the Graduate School for fifty years following the student's graduation date. Records also are maintained for students who matriculated, but did not complete degrees and for students who applied to the University but did not matriculate. These timelines have been established with the Office of the General Counsel. Records currently in storage and future records will need to be maintained by the Graduate College/Office. However, it is important to note that the General Counsel is willing to entertain slightly shorter storage timelines.

### *5. Conflict Resolution*

At both the open meetings and meetings with units, the committee heard appreciative comments about the role the Graduate School staff plays in helping units address complicated issues presented by students. Since DGSs rotate in and out of their positions, they rely on the Graduate School staff to help them understand their options when they work with individual students to solve problems. The committee also heard students report that the Graduate School staff worked with them individually to solve problems encountered in working with their advisors and departments.

A 2007 survey conducted by the Student Conflict Resolution Center found that about 19 percent of graduate student respondents reported an experience of harassment ([http://www.sos.umn.edu/staffaculty/Survey\\_Summary\\_AcadInc\\_UMNNTC.pdf](http://www.sos.umn.edu/staffaculty/Survey_Summary_AcadInc_UMNNTC.pdf)). Among the students who reported harassment, 83 percent indicated that the incident interfered with their ability to work and 44 percent considered leaving the University. Most students did not report their experience to another faculty member for fear of retaliation of some kind. The results of this survey, as well as the Council of Graduate Students survey described on pp. 14–15 support the conviction of many faculty and students that the University should maintain central support for students who encounter problems within their programs. The committee recommends that an appropriately-sized staff be identified to continue this work in the new Graduate College/Office.

### *6. Communications/Web*

Basic Web Services — The current Graduate School Web site is well-designed and easy to navigate. Top-level menus are customized for each category of user (applicant, current student, DGS, etc.). The site also collects and maintains up-to-date links with essential services outside of the Graduate School, such as the Graduate Assistant Employment Office (Office of Human Resources) and counseling services (Boynton, University Counseling and Consulting Services). Admissions staff offer consultation services to programs to assist them in improving department or program Web sites as recruiting tools for applicants. The committee believes that

all these services should continue.

At the moment the Graduate School home page is fairly low-tech; there may be a temptation to add more animation, etc., as the Web page becomes the only active “publication.” An upgrade to the Web page was placed on hold pending the current restructuring. The committee recommends that the upgrade go forward, but it is important to remember that international applicants — a key user group — often have limited bandwidth and display capabilities.

Communications, News, Publications — Graduate School news and announcements are presented prominently on the Web site home page. Budget constraints and the increasing consumer use of Web searches as a first contact option both indicate that Graduate School communications should go completely online, using the Graduate School home page as a base. Virtual publications (e.g., an online version of the magazine, as well as important reference publications such as the catalog) can be highlighted in the news/events feed and released simultaneously by University Relations to news media as appropriate. Current and prospective students should be offered an option of e-mail or portal-based subscriptions to a news feed and publications. The committee believes the Web site can continue, as now, to be maintained and updated using staff from admissions, data services, and student services, with oversight by the Graduate College/Office.

Alumni Relations — Institutions such as Michigan and Penn State use their Graduate School Web sites and publications to build community among graduate alumni and create a base for donations. Although graduate alumni tend to identify strongly with their programs, they are an important resource for graduate schools. Graduates with joint or interdisciplinary degrees, in particular, are likely to see the Graduate School as their intellectual home. Maintaining ties with alumni will not only promote loyalty and support, but will also give the university access to a large, diverse group of graduates who can be consulted and/or surveyed when evaluating the results of University-wide practices five or ten years in the future.

Coordination with University Relations — It is crucial for the Vice Provost/Dean to appoint a liaison to work with University Relations in developing major stories for national media outlets. Such stories span graduate programs, and would be appropriate for media ranging from the *Chronicle of Higher Education* to the *New York Times Magazine*. Examples include the 2008 Consortium on Interdisciplinary Inquiry and NRC Rankings — stories that extend beyond standard news releases. Achieving national exposure through these channels will increase student applications and the quality of graduate students, as well as aid in faculty recruitment.

Recommendation — One person in the Graduate College/Office should coordinate alumni relations and publicity. This person should serve as the liaison with both the University of Minnesota Foundation and University Relations while guiding content and presentation on the Web site.

#### *7. Governance/Policy & Review Councils/Council of Graduate Students*

The committee believes that it is essential to set and evaluate academic policies for graduate education through a student/faculty governance system. The current system offers

review by faculty and students (councils) and administrators (associate deans/deans, in consultation with senior staff). These different types of scrutiny perform several key functions:

- They ensure quality and consistency across units
- Reviewers and deans can identify opportunities for collaboration with other programs
- Deans can offer constructive feedback from their “knowledge base” of many other proposals

Thus, the committee proposes that the Policy and Review (P&R) Councils be maintained as a centralized review and oversight process, in conjunction with administrative review by the office of the Vice Provost/Dean. The committee also believes, however, that current processes can be substantially streamlined without diminishing their effectiveness. The Council of Graduate Students (COGS) should be maintained as a centrally chartered body of student governance that participates fully in the P&R Councils and their subcommittees.

The current system treats all policy changes or proposals equally. Routine matters (e.g., changes in course titles) go through the same full-review as dramatic shifts (e.g., options for jointly-authored dissertations). P&R Councils offer a broad consulting base across collegiate boundaries, and give student representatives and DGSs an important means of meeting with Graduate School administration and staff to discuss and vote on proposals. But the size and breadth of the P&R Councils makes it difficult for them to meet frequently. As a result, it can take months — many months — to approve new courses or programs, even when the proposals involve only minor changes. On the other hand, P&R Councils already use subcommittees (course proposal review) to prepare recommendations and summaries for the full meeting. P&R Councils frequently delegate approvals to these subcommittees when it is not possible to convene the full group in a timely way (e.g., summer).

The committee proposes that the P&R Council review process be streamlined, with a larger set of small subcommittees meeting on a rotating basis (as some grievance committees do now). These subcommittees, in conjunction with the Graduate College/Office, can be authorized to make recommendations for Council approval by e-vote, reserving full council meetings for issues which the subcommittees believe require extensive face-to-face discussion. Ideally, the committee envisions a submission-to-approval process of six weeks for proposals requiring no major revisions or discussion: two weeks for the subcommittee, three weeks for the graduate administration, one week for council e-votes. Proposals involving graduate programs from more than one council will still need to receive approval from multiple councils.

The committee proposes that the most routine matters (e.g., course title changes, program name changes which involve no accompanying revisions to degree requirements) be removed from the P&R Council review process altogether. These can be submitted electronically for approval by the collegiate dean/deans and the Graduate College/Office administration. [Note: the Graduate School planned to conduct a thorough overhaul of policies and procedures to reduce bureaucracy and speed processing of all types of requests and proposals. This was to include a revision of the Graduate School constitution to make governance more responsive.]

#### *8. External/Temporary Graduate Faculty Appointments*

A centralized mechanism is required for granting temporary graduate faculty appointments to adjunct faculty or faculty at other institutions for special cases where a graduate student would benefit from expertise for advising or service on a graduate student committee that is not available through the regular tenure-track and tenured faculty at the University of Minnesota. The committee recommends that the Graduate College/Office be given the responsibility for approving these appointments.

### *9. Advising*

One of the five questions created by the committee to facilitate information gathering was: What activities/functions that are not currently being done should we be doing? An important area of focus is improving the quality and consistency of graduate and professional student advising at the University of Minnesota, including supervision of research and teaching assistants.

This topic was the focus of a report created by a sub-group of the Academy of Distinguished Teachers, the Responsible Conduct of Graduate and Professional Advising Working Group. The report, "Responsible Conduct of Graduate and Professional Advising," was shared with and endorsed by both Provost Sullivan and Vice Provost and Graduate School Dean Gail Dubrow in Spring 2008. In addition, the survey of graduate students as part of the Graduate School's Ph.D. Completion Project (76 percent of first-year grad students responding) found that advising was a negative part of the graduate school experience. The 2008 Council of Graduate Students (COGS) survey found that about 20 percent of graduate students reported changing their advisor (<http://www.cogs.umn.edu/survres.pdf>). In addition, this report suggests that lack of advisor evaluation results in DGSs not knowing the strengths and weaknesses of faculty advisors. The topic of harassment from faculty/advisors was addressed in a 2007 Student Conflict Resolution Center survey of graduate students (see p. 12) and the 2006 Graduate Student Support Task Force Report, part of the University's strategic positioning process.

The quality of graduate advising is not uniformly or universally addressed in faculty evaluations, in post-tenure review, or in retention of membership on a graduate faculty. By improving advising, the University can position itself as an institution with one of the best climates for graduate students in the nation and world. Moreover, faculty, staff, and students will enjoy increased productivity, given that time spent on advising issues, including grievances and lawsuits, will decrease.

Highlighting major recommendations of the 2008 report here will aid in their implementation:

- Set University-wide standards for best practices for advising students
- Provide faculty with training that includes the following information:
  - Expectations for faculty advisors and student advisees;
  - Services and resources available to assist students and their faculty advisors;
  - Appropriate boundaries between students and faculty; and
  - Laws and University policies regarding students and their scholarship
- Initiate discussion among faculty and administrators regarding the consequences for advisors when their advising affects their students adversely



The committee recommends that the Provost or Vice Provost and Dean of the Graduate College/Office form a committee to further study this issue, work with Center for Teaching and Learning staff to help build curriculum, implement an advisor training program, create measures to evaluate the success of training, and continue to work with the Academy of Distinguished Teachers on this very important topic. The committee recognizes the work of the Graduate School this academic year in addressing advising concerns, and recommends that this type of work continue. Specifically, DGSs received a set of memos and materials related to campus resources to handle harassment of graduate students.

#### *10. Career Services/Workshops*

Students and faculty also support continuing opportunities for graduate student career development. These opportunities are currently organized by the Graduate School and the Center for Teaching and Learning through programs such as Preparing Future Faculty. Students also voiced strong support for the Professional Development Workshops and Community of Scholars Program. The professional development workshops located in the Graduate School Diversity Office (GSDO) and the Office of Postdoctoral Affairs (OPDA) have created synergy between graduate education for mainstream students, underrepresented students, and postdoctoral scholars. For example, the academic development program which provides support for thesis and dissertation writing grew out of dissertation writing workshops originally developed for underrepresented students in the Community of Scholars Program (COSP), housed in GSDO. The professional development workshops offered through OPDA also originated from COSP and now serve more than 1,200 postdocs and 10,000 graduate students. Throughout consultations, students expressed concern that relocating the GSDO's Community of Scholars Program away from the current Graduate School would make it more difficult to integrate diverse students into the broader Graduate School and University structure. The committee recommends these three offices continue to work together to provide career-oriented classes and workshops for both graduate students and postdocs.

#### *11. Postdoctoral Affairs*

In 2002, the Office of Postdoctoral Affairs (OPDA) was formed and established a centralized office in the Graduate School to support the more than 1200 postdoctoral associates, postdoctoral fellows, and research associates at the University of Minnesota. The OPDA works closely with the Postdoctoral Association (PDA; a postdoc-managed organization) to promote scholarly productivity, facilitate networking and professional growth, identify best mentoring practices, and create a positive working environment. The University of Minnesota has recently been recognized as a "top-ten" place for postdoctoral researchers and the efforts of the OPDA and PDA have contributed to that distinction.

A strong case for a centralized OPDA within the Graduate College/Office can be made based on the current and projected needs of the University. Postdocs are likely to play an increasing role in the research environment of the University in the future and a single site organization is likely to be the best organizational structure. Moreover, the OPDA shares several structural functions with the Graduate School such that the Graduate College/Office should also include the OPDA. Workshops on grant writing, job search and interviewing, Preparing Future Faculty, conflict resolution, writing, speaking and English as a second language, networking,

financial management, appointments, taxes and visa issues are frequently shared between the OPDA and Graduate School. Decentralizing such information to colleges likely will result in a loss of services and opportunities. The OPDA is staffed with a half-time director and a quarter-time assistant. Organization of such individuals within the context of the graduate enterprise will provide for continuity and potentially job-sharing to realize some cost savings.

### *12. New DGS Orientation*

The committee recommends that DGS assistants continue to receive orientation regarding policies and procedures from the Graduate College/Office. For new DGSs, the committee recommends that an on-line tutorial be designed. Further, an on-line “handbook” of Frequently Asked Questions should be designed, which could consist of the existing excellent resources found in the “Current Resources and News page” on the Graduate School Web site. In addition, the committee would encourage the practice of out-going DGSs to provide some guidance to new DGSs regarding department-specific policies and procedures as well as any idiosyncratic issues, such as grievances or academic integrity violations that are in-process or on-going.

### *13. Interdisciplinary Graduate Programs and Initiatives*

The Graduate School currently is responsible for overseeing interdisciplinary graduate programs in addition to college-based graduate programs. Interdisciplinary graduate programs are those whose faculty members are not housed primarily within one department or college. Programs that are considered cross-college include 28 research-based graduate programs (four of which are cross-campus), five professional degree programs, 28 graduate minors that are unattached to a graduate program, and six post-baccalaureate certificate programs. In addition, there are eight graduate groups formed to stimulate new collaborations and discussions that may lead to new interdisciplinary graduate education initiatives. A number of these programs rely on Graduate School funding for support of administrative staff and other costs associated specifically with being a cross-college program (in 2008–09 there are eight graduate programs, eleven free-standing minors, and several new graduate groups).

The committee is acutely aware that the restructuring of graduate education at the University of Minnesota may affect these cross-college and cross-campus programs differently than college-based programs. Thus, special attention must be paid to the administrative needs of cross-college programs. In addition, the restructuring must be done in a manner that will continue and even increase incentives for cross-college collaboration, maintenance of cross-college programs, and development of new cross-college graduate programs and scholarship.

The committee recommends that the Graduate College/Office administer all aspects of cross-college graduate programs. This would include continued financial support; faculty governance; program oversight, approval, and coordination; admissions; student services; data management; graduate faculty membership; fellowship competitions; and commencement. A review should be undertaken to determine whether or not the current practices in these areas serve the needs of cross-college programs and to recommend improvements. In order to minimize the steps involved in program oversight, there should be one cross-college program policy and review council, with a mechanism to ensure and facilitate interaction with other programs and councils.

The committee recognizes that in some cases cross-college programs may prefer to be administered by one or more of the colleges in which their faculty are housed. Thus, the committee recommends that the graduate faculty, in discussion with their deans, may choose to be administered in the same manner as college-based programs, with one or more deans taking the lead. This discussion should be facilitated by the Graduate College/Office, although the decision will lie with the graduate faculty and deans associated with each program. This option should be open to all cross-college programs, although it is anticipated that it will most likely be taken advantage of by programs that involve two primary colleges.

The committee recommends that the Vice Provost and Dean of the Graduate College/Office be responsible for facilitating conversations among the deans of units involved in all cross-college programs, resulting in formal memoranda of agreement regarding financial support for each program. Regular revenue streams and special funds are needed to support these programs, especially those whose students and faculty are on different campuses. Allocation of funds should be merit-based and competitive and the criteria for funding should be transparent. The Graduate School's Office of Interdisciplinary Initiatives should be maintained and supported by the new Graduate College/Office.

The Graduate School currently has an Office of Interdisciplinary Initiatives (OII, <http://www.grad.umn.edu/oii/>) that oversees other interdisciplinary initiatives that are contributing to the development of new interdisciplinary graduate programs in emerging fields. The OII has developed an infrastructure for promoting interdisciplinary scholarship that goes beyond support of interdisciplinary graduate programs and minors and includes Interdisciplinary Graduate Groups, the Network of Interdisciplinary Initiatives, and the Collaborative Leadership Development Workshop Series. The committee recommends that the momentum developed by the OII should not be lost, and that this office should be maintained and supported by the Graduate College/Office.

#### *14. Commencement*

The Graduate School currently conducts commencement ceremonies twice a year for masters and doctoral students. The committee recommends that in the future a single ceremony be held in the spring for these students, organized by the Graduate College/Office.

#### *15. Metrics*

To measure the quality of graduate education, the committee recommends using the metrics originally suggested by the Graduate Student Support and Graduate Discipline Evolution Task Forces from the strategic positioning process (2006). The Graduate College/ Office should be responsible for compiling data in these areas and sharing the information yearly with administration and the broad University community.

- Total number of dollars for graduate fellowships
- Number of multi-year funding packages
- Percentage of graduate students on fellowships
- TA/RA salaries compared to top tier public research universities
- Track degree completion

- Track graduate placement
- Track student awards (from program level to central)
- Improve Ph.D. time-to-completion (University 8-year graduation rate). Completion data should be used as part of graduate program and department reviews and as a factor in fellowship and block grant allocation processes. The evaluation of such data should be sensitive to the differences across the disciplines and differences across the markets that students face. [Note: the Graduate School participated in the Ph.D. Completion Project, a pilot for a national study on reducing time to degree.]
- Faculty-to-student ratios in programs
- Block grants longer than current 2-year time
- Student satisfaction of mentoring/advising
- Dollars for graduate/professional education in compact process
- Dollars available for student funding for conference presentations
- Cost graduate students pay for health care premiums
- Interdisciplinary opportunities for graduate student (cross-program exchanges)
- Interest groups around interdisciplinary initiatives (communities of faculty and students)
- Interdisciplinary teaching opportunities for graduate students
- Joint faculty hires for interdisciplinary education
- Funding for interdisciplinary research initiatives (faculty and students)
- Review of the quality of graduate programs [Note: the Graduate School has been administering Web-based surveys of Ph.D. graduates to build a database for evaluating programs and practices (including developing the questions for national standards to be used in such surveys)]

### *16. Staffing Levels*

In an effort to gauge where improvements in the efficiency of current Graduate School operations might be possible, information was collected from several peer institutions that have graduate programs of comparable size and diversity to the University of Minnesota's — the University of Illinois at Urbana-Champaign, Pennsylvania State University, and the University of Wisconsin-Madison. It is noted that the Graduate School operations at both Penn State and Wisconsin are combined with the office of the Vice President for Research.

The relevant data for Minnesota, Illinois, Penn State, and Wisconsin are summarized in the following table. The first thing to notice is that the numbers of students enrolled in Graduate School-administered professional programs at all four institutions are approximately the same. Minnesota has the most students altogether — 10,680 (including 544 at Duluth) vs. 10,065 for Illinois, 9,300 at Wisconsin, and 8,500 at Penn State — but Illinois processes more applications for admission than Minnesota, Penn State, or Wisconsin: 18,300 in 2008–09 vs. 14,300, 14,000, and 17,000, respectively.

Not all aspects of the graduate enterprises at the four institutions are directly comparable, but some areas are. In particular, the staffing levels for admissions should reflect the numbers of applicants and those in student services should reflect the numbers of registered students. In this light, Minnesota has 21 FTEs (19 if allowance is made for seasonal help) in admissions and student services combined, while both Illinois and Wisconsin have 10 and Penn State has 12.

	<u>Minnesota</u>	<u>Illinois</u>	<u>Penn State</u>	<u>Wisconsin</u>
<u>Graduate program data -- professional programs</u>				
Number of programs	50	73	71	---
Number of students enrolled, 2008-09	3,083	2,910	2,815	---
Number of applications per year (est.)	3,300	5,300	3,500	---
<u>Graduate program data -- research programs</u>				
Number of programs	100	106	132	---
Number of students enrolled, 2008-09	7,597	7,155	5,685	---
Number of applications per year (est.)	11,000	13,000	10,500	---
<u>Graduate program data -- totals</u>				
Number of programs	150	285	203	154
Number of students enrolled, 2008-09	10,680	10,065	8,500	9,300
Number of applications per year (est.)	14,300	18,300	14,000	17,000
<u>Budget data</u>				
Total operating budget, 2008-09	\$28.4 million	\$8.5 million	\$14.0 million	\$3.9 million
Staff expenses (all Graduate School personnel)	\$4.6 million	\$2.2 million	\$4.3 million	\$3.4 million
<u>Staffing (FTE)</u>				
Admissions	14.6	6.0	12.0	10.2
Student Services (degree clearance, etc.)	6.5	4.0	joint with admissions	joint with admissions
Fellowship office	5.0	3.0	1.0	2.0
Diversity office	4.3	2.5	1.0	4.0
Finance and HR	3.5	2.0	6.0	18.8
Administration:				
Dean	1.0	1.0	0.25	1.0
Associate Deans	2.0	1.7	1.5	4.25
Directors	7.0	7.0	5.0	
Other	6.3	10.3	11.0	6.5
Total	50.2	37.5	37.75	46.75

Given that the numbers of students served and applications processed are roughly comparable for the three institutions, the question must be asked as to why Minnesota needs almost twice as many staff as Illinois, Penn State, and Wisconsin to perform these functions. Based only on this observation, the committee believes that streamlining of the current staff complement for the Graduate School should be possible without impacting the quality of our graduate programs. A reduction of approximately 20 percent should be possible, and a further reduction could be considered if terminal master's and applied doctorate degree programs are taken over by colleges.

In suggesting this substantial downsizing, however, the committee wishes to emphasize that no attempt was made to assess levels of satisfaction of services at any of the institutions (including Minnesota). It is important that due regard be given to maintaining acceptable levels of service to faculty, staff, and students in our graduate programs.

#### Services to be Moved/Combined with other Central Offices to Achieve Savings or Avoid Duplication

##### *1. Development*

The committee firmly believes that the Graduate College/Office should not have a separate development (i.e., fund-raising) operation. The colleges and schools (and academic departments) already work to build relationships with their alumni and to raise funds from companies and foundations, and duplication of these efforts by the Graduate School is at best counter-productive. It is important, however, that the University of Minnesota Foundation continue to solicit funding for general graduate education needs, beyond program-specific monies.

##### *2. Diversity/DOVE*

The committee recommends that the diversity functions under the auspices of the Graduate School Diversity Office should be moved to the Office of Equity and Diversity (OED). This office, under the direction of Vice President and Vice Provost for Equity and Diversity Rusty Barceló, is responsible for University of Minnesota system-wide equity and diversity initiatives and programs. Thus, addition of many of the Graduate School Diversity Office programs and initiatives such as recruitment and retention can be well-coordinated within this office. Specifically, the Community of Scholars Program and DOVE Fellowships should be moved to the OED. An additional advantage to integrating the Graduate School Diversity Office with the OED is the potential for synergies and enhanced programming. Another potential advantage is to provide a platform for encouraging undergraduates of color to pursue graduate school. Housing both undergraduate and graduate diversity efforts in the same office could facilitate the transformation from baccalaureate to graduate education.

The committee also strongly recommends that within OED significant resources and efforts be directed towards increasing diversity in graduate education. This should include a separate office and personnel solely dedicated to this goal. A critical factor in success will be for this office to work closely with the Graduate College/Office, the colleges, and individual graduate programs. As GSDO programs are moved to the OED, a thorough evaluation of the quality and effectiveness should be carried out.

### *3. Grant-in-Aid of Research, Artistry and Scholarship*

The Graduate School currently administers a Grant-in-Aid of Research, Artistry and Scholarship program of approximately \$3.2 million per year. University-wide faculty selection committees review faculty grant applications and make recommendations for awards. The committee recommends that the faculty-driven, all-University nature of this competition be maintained, but that administration of the program be done by the Office of the Vice President for Research.

### *4. Faculty McKnight Awards*

There are six categories of McKnight Awards at the University of Minnesota (see list at [www.academic.umn.edu/provost/awards/mcknight/](http://www.academic.umn.edu/provost/awards/mcknight/)). Of the six, two are currently administered by the Graduate School: the Distinguished McKnight University Professorship and the McKnight Land-Grant Professorship.

The Distinguished McKnight University Professorship “recognizes outstanding faculty members who have recently achieved full professor status” while the goal of the McKnight Land-Grant Professorship is to “advance the careers of new assistant professors at a crucial point in their professional lives.” Both awards are prestigious and recognize outstanding University of Minnesota faculty. The awards are co-sponsored by the Graduate School and the Office of the Senior Vice President for Academic Affairs and Provost.

The committee recommends that the two McKnight programs currently administered in the Graduate School be moved to the Office of the Vice President for Research. The goal of this office is to oversee all aspects of research at the University of Minnesota and it thus would be a logical place to house an award program to support the research of outstanding faculty.

The committee feels strongly that the following two principles must be a part of the McKnight award program: (1) Selection committees are comprised of tenured University of Minnesota faculty chosen for their scholarly distinction, and (2) Professorships are awarded on the basis of scholarly merit and are restricted to regular faculty already employed at the university and are not to be used for faculty recruiting. The committee felt that no major changes were needed in the selection criteria or nomination process.

### *5. 21st Century Fund*

The 21st Century Graduate Fellowship Endowment was started in 2000 when the Graduate School was combined with the Office of the Vice President for Research. The endowment was made possible by royalties from a licensing agreement with Glaxo Wellcome to market an AIDS drug developed by a University researcher. The 21st Century Graduate Fellowship Endowment is used to provide matching support for fellowship funds raised by graduate programs across the University. In 2004, when the Graduate School and Office of the Vice President for Research were separated, a decision was made to have the Fellowship Endowment administered by the Graduate School.

The committee recommends that the 21st Century Graduate Fellowship Endowment be administered by the Office of the Vice President for Research, where other funds derived from the Glaxo Wellcome licensing agreement also reside. The endowment reached the original goal of \$50 million (in the current economic climate, the amount is substantially less than this) but the opportunity to secure matching funds for new fellowship contributions in excess of \$25,000 has been continued by the University administration. At present, the eligibility for new contributions to receive the match is determined by the Vice Provost and Dean of the Graduate School. The committee recommends that the Vice President for Research make this decision in the future.

## *6. University Press*

The University of Minnesota Press, currently located within the Graduate School, is the University's scholarly publishing arm and is under the administrative and financial control of the University and the editorial control of a faculty committee. The committee recommends that it remain so. The Board of Regents 1981 policy specifies that the President or delegate will appoint the director and committee. Currently, the delegate is the Vice Provost and Dean of the Graduate School. For reason of prevailing practice, continuity, and alignment, we recommend that the reporting structure of the Press should shift to the Office of the Vice President for Research.

During the consultation process, members of the committee met with the Director of the Press, the Chair of the Faculty Press Board, and the University Librarian, who all are in agreement on these general principles. The University Librarian further suggested that the Press would benefit from establishing a Strategic Advisory Board to consider avenues for aligning the Press with a mind towards the future. Considering the evolving nature of print media and the reality of new technological innovations, the committee recommends that the Press explore avenues of collaborations within the University, including possibly leveraging the Library's investment in electronic infrastructure.

## Services to be Provided by Colleges/Programs

### *1. Student Orientation*

The committee recommends that all new graduate students receive an orientation to the University and to their academic unit (e.g., college/department). The current University Orientation for Graduate Students is offered by the University Orientation and First-Year Programs. Orientation is spread over three days and includes a Welcome Day, writing workshops, a library orientation, and a campus tour. The committee recommends the academic unit deliver the Welcome Day information, including but not limited to the following:

- Resources
- Academic Integrity
- Advisor/Advisee Relationships
- Now That You're Working at the "U"
- Mini-workshops: Library, Parking & Transportation, One Stop Student Services, Responsible Conduct of Research
- Panel with Current Graduate Students



In addition, the existing "Getting Started" page is a good resource for new students. Finally, an essential element of Orientation would be an on-line "handbook" of Frequently Asked Questions and resource listing of where to find assistance with a variety of issues that graduate students are likely to encounter. It will be necessary for the Web resources related to the "handbook" and FAQs to be kept up-to-date. The writing workshops should be offered through the Center for Writing and the University Library orientation and campus tour could be offered either via existing University services or current graduate students within academic units. It should be noted that COGS currently publishes two handbooks that are given to every new graduate student at the Graduate School Orientation. Those handbooks are the "Graduate Student Survival Guide" and "Staying on Course." These publications are updated annually and are available through the Graduate School and at <http://www.cogs.umn.edu/publications.html>.

### *2. Ongoing Graduate Faculty Appointments*

The committee recommends that regular tenure-track and tenured faculty automatically be allowed to advise graduate students and serve on graduate student committees; no additional Graduate Faculty appointment should be required. Decisions to limit the ability of regular tenure-track and tenured faculty to advise graduate students and serve on graduate student committees should be made at the department or division level.

### *3. Award Degrees*

Degrees at the University of Minnesota are conferred by the Board of Regents but academic units such as the colleges (and the current Graduate School) are responsible for managing and overseeing the process of awarding the degrees. If an Office of Graduate Education is established it is likely that this activity would devolve to the colleges, because that is where the undergraduate degrees are administered. An exception would be needed for interdisciplinary programs, which do not belong to a particular college and which would therefore have to be coordinated centrally. If a Graduate College is established, then this unit would administer all graduate degrees under its control.

Degrees housed in collegiate units should follow policies and procedures for degree approval and clearance similar to those of current professional programs (e.g., Law, MBA, etc.). In essence, the college is responsible for oversight of these degrees in all respects.

### *4. Program Reviews*

Graduate Ph.D. and M.S. programs are reviewed periodically by the Graduate School in accordance with Board of Regents policy. Reviews for Ph.D. programs typically involve identification of an external review team (two or three faculty members), a self-study document, an on-site visit, a final oral and written report, and follow up meetings with requisite deans for post-review considerations. Master's programs often have a modified streamlined version of such reviews involving a self-study document and internal review. Some reviews are carried out in conjunction with parent departmental reviews while others (e.g., interdisciplinary programs) are carried out with the sole purpose of evaluating the scholarly contributions of the graduate program.

Program reviews are work-intensive for both the program being evaluated and the Graduate School. An Associate Dean currently manages the reviews as a major responsibility. The results of the reviews are shared with the Provost, the Vice Provost and Dean of the Graduate School, the primary deans associated with the graduate program, and the faculty. It is not clear if there is a relationship between the funding a graduate program receives from the Graduate School (fellowships and block grant allocation) and the outcome of an external review. This raises questions among the faculty as to the purpose and motivation of such a review other than an administrative exercise.

In contrast, deans frequently use external reviews as a measure of scholarly reputation and accomplishment and can craft future financial policies and support for programs based on either strong or weak external reviews. Therefore, the case to carry out program reviews seems strong. The necessity to manage such an activity through a Graduate College/Office is less clear.

The committee therefore recommends that reviews of programs that are structurally and financially aligned closely with a department be de-centralized and managed at the school/college level. For interdisciplinary programs, the review process may be best carried out by the Graduate College/Office.

**Subject:** research committee agenda 4/27/09  
**From:** garye <garye@umn.edu>  
**Date:** Fri, 24 Apr 2009 14:37:18 -0500  
**To:** SEN-RESEARCH@LISTS.UMN.EDU

AGENDA

Senate Research Committee  
Monday, April 27, 2009  
2:15 - 4:00  
Room 238A Morrill Hall

2:15

Policy on Community-Based Research  
(Dr. Paller)

3:00

Research and UMORE Park  
(Vice President Muscoplat)

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Gary Engstrand, Ph.D.  
Secretary to the Faculty  
University of Minnesota  
University Senate  
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612 626-0884

# UNIVERSITY OF MINNESOTA

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*Office of the Senior Vice President  
for Academic Affairs and Provost*

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June 3, 2009

To: Faculty Consultative Committee

From: E. Thomas Sullivan, Senior Vice President for Academic Affairs and Provost

ES

Enclosed for your information are all of the comments received during the open comment period regarding the Committee on Graduate Education's April 24, 2009 report. We have marked the package confidential because not all of those individuals who commented may have anticipated that their comments would become public and attributable to them.

I am looking forward to our discussion tomorrow.

c: President Robert H. Bruininks

**Katherine Himes**

---

**From:** "Gail Dubrow" <dubrow@umn.edu>  
**To:** "Steven L. Crouch" <crouch@umn.edu>  
**Sent:** Friday, April 24, 2009 2:37 PM  
**Subject:** report

**CONFIDENTIAL**

Dear Steve,

Congratulations on getting the committee's report out for public comment. It will be interesting to see what happens from this point onward. There's much to ponder, and I will reread it several times before coming to my own conclusions. In the meantime, I did want to express my surprise at the omission of any comments about the role of leadership, as opposed to management or governance, in advancing the whole enterprise. Moreover, I was stunned to see tired comments about stogy bureaucracy repeated without any acknowledgment of the vast range of innovations that are documented in the 3 year report that you received. No document can incorporate all things, but the omission of leadership considerations and constructive, self-motivated institutional change, in themselves suggest that the existing structure is incapable of reforms that are already underway.

With best regards,

Gail Dubrow

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**Printed:**

Tue 26 May 2009, 13:43:26 (CDT)

**Subject: Committee on Graduate Education Report**From: Thomas J. Smith <[smith293@umn.edu](mailto:smith293@umn.edu)>

Date: Fri, 24 Apr 2009 19:42:32 -0500

To: [gradcmte@umn.edu](mailto:gradcmte@umn.edu)

After briefly reviewing the draft report from this Committee, I have the following summary comments.

1. The major shortcoming of the report that strikes me, as a usability expert and Instructor of the only course on campus that addresses the usability of complex sociotechnical systems, is lack of attention to the key role that graduate students themselves should play in providing input to decision-making regarding UM Graduate Education. This shortcoming is not surprising, given that no graduate students were included on the Committee itself. The only mention of Graduate Student representation in the report pertains to Fellowships and Student Financial Support decisions. At the very least, there also should be Graduate Student representation to influence decision-making in the following additional areas (Appendix B): Admissions, Community of Scholars, Diversity, Interdisciplinary Initiatives, Policy and Review Council, and Student Services Office.
2. The misalignment of the entries in the two columns in the table in Appendix C makes this table difficult to interpret.
3. The report makes no explicit recommendations regarding committee structures to support the changes that the report advocates. Most meaningful work in the university is carried out by committees---the report should flesh out the committee organizational structure that will be required to manage the recommended changes.

Thomas J. Smith, Ph.D.  
Research Associate, Human Factors  
School of Kinesiology  
College of Education and Human Development  
University of Minnesota  
[smith293@umn.edu](mailto:smith293@umn.edu)

Printed:

Tue 26 May 2009, 13:46:05 (CDT)

Subject: [Fwd: Re: Provost's Academic Update: Committee on Graduate Education Report]

From: Provost <provost@umn.edu>

Date: Tue, 28 Apr 2009 14:24:18 -0500

To: gradcmte@umn.edu

----- Original Message -----

Subject: Re: Provost's Academic Update: Committee on Graduate Education Report

Date: Fri, 14 Apr 2009 11:49:03 -0500

From: Bill Gleason <wbgleason@gmail.com>

Reply-To: bgleason@umn.edu

To: Provost Tom Sullivan <provost@umn.edu>

CC: Robert Bruininks <bruin001@umn.edu>

References: <LVB15-4804621-102146-2009.04.14-17.01.03--bgleason@umn.edu@ecommunication.umn.edu>

[http://blcp.lib.umn.edu/bgleason/pt/2009/04/the\\_graduate\\_school\\_lik...](http://blcp.lib.umn.edu/bgleason/pt/2009/04/the_graduate_school_lik...)

On Fri, Apr 24, 2009 at 4:59 PM, Provost Tom Sullivan <provost@umn.edu> <mailto:provost@umn.edu> wrote:

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<<http://ecommunication.umn.edu/t/102148/4804621/12045/C/?6299e5a7=aHR0cDovL2VhbnQ1dG91dG81MjF0eW9uLnVtb151ZHUvcnVhZC9hcmNoeXZlZ1F1KPTQ%NTA%Zj>>

(Please load images) Provost's Academic Update, University of Minnesota

Committee on Graduate Education Report

Dear Faculty, Staff, and Students,

I'm pleased to announce that today I received recommendations from the Committee on Graduate Education regarding restructuring the Graduate School. I have posted the report <<http://ecommunication.umn.edu/t/102148/4804621/48291/0/>> at [www.academic.umn.edu/provost](http://www.academic.umn.edu/provost) <<http://ecommunication.umn.edu/t/102148/4804621/3790/0/>> for a 30-day public comment period. I encourage you to read the recommendations and forward your thoughts.

The Committee <<http://ecommunication.umn.edu/t/102148/4804621/48291/0/>> generated this report after being charged with the task of making recommendations on how we can provide the best graduate education experience to students and do it in the most cost effective manner. The Committee held three open public meetings, invited staff from various offices within the Graduate School to present information at committee meetings, and met with colleges, departments, interdisciplinary programs, and additional staff from across the University. Now we invite all students, faculty, and staff who are involved in graduate education to read the report and send your comments to the Committee at [gradcmte@umn.edu](mailto:gradcmte@umn.edu) <<mailto:gradcmte@umn.edu>>. The Committee will compile and forward verbatim all that it receives to me and the President. Based on the Committee's report and the comments received, final organizational decisions will be made by the President after appropriate consultation.

The reputation of a research university is inextricably linked to the reputation of its graduate programs. I'd like to thank the Committee on Graduate Education for all of the thought and effort it put into this important project. By thinking in new ways, we can enhance the reputation of our graduate programs and of our University even in the face of substantial budget cuts. Graduate education will be stronger, and as a result the whole University will benefit.

Sincerely,

Tom Sullivan

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This message was sent by the Senior Vice President and Provost of the University of Minnesota to all Twin Cities students, faculty, and staff.

## Printed:

Tue 26 May 2009, 13:43:55 (CDT)

Subject: **Report on Restructuring Grad School**

From: Ellen Messer-Davidow <emd@umn.edu>

Date: Sat, 25 Apr 2009 18:30:40 -0400

To: gradcmte@umn.edu

Dear Committee,

Excellent report--thoughtful and sweeping! I do want to share some thoughts on the matter of applications for admission to graduate programs, although perhaps they are at a level of detail that you were not charged with pondering.

First, I'm concerned that online applications, even if somewhat nuanced as opposed to standardized across all programs, may not adequately capture the different indicators of promise used by different disciplines. For example, in English we put a lot of weight on the writing sample as compared to quantitative indicators like GPAs and GRE scores; in economics, I would assume that prose counts for less than quantitative and modeling skills, which are more easily captured by standardized tests. But even in text-focused fields, different features are important to different programs; one might stress trenchant critical analysis over elegant historical scholarship or the reverse. So how will these different needs be accommodated?

Second, I'm concerned about the weight given to the GPA and standardized test scores. We have a large literature showing the limits to their ability to predict success in graduate and professional programs and the margins of error, larger for economically and educationally disadvantaged students, especially racial minorities, than for their relatively privileged peers. I'm acutely aware of the problem of evaluation, having read this literature for a book I'm writing. So how will the new graduate unit deal with this issue, given the different expectations and knowledges of different fields?

If these comments are too nitty-gritty now, perhaps they can be held over for the new graduate unit. Meanwhile, thanks for your good work.

Ellen Messer-Davidow  
Professor of English



**Printed:**

Tue 26 May 2009, 13:44:07 (CDT)

**Subject: Report & Rec re: restructure of graduate ed.**

From: Carla E.S. Tabourne, Ph.D., CTRS &lt;tabou001@umn.edu&gt;

Date: Sat, 25 Apr 2009 18:55:22 -0500

To: gradcmte@umn.edu

Committee.

Congratulations on a clearly stated, intelligible report regarding restructuring graduate ed. at the U of M. All of the recommendations favoring a Graduate College make sense to me except the suggestion to separate out professional masters and applied doctoral degrees. I am convinced that making these "practical" degree programs second class to "intellectual" or theoretical (i.e., impractical) programs does both applied and theoretical a great disservice. I have seen this distinction played out in the CE+HD with the MA/MS in the Grad School and the M.Ed in the College. Even the students refer the the MA/MS as the real grad degree, and refer to the applied doctoral degree with apologies or disdain depending on which degree program the speaker is in. Conversely, students inquiring about admission ask if one is easier to get into or graduate from the applied/professional versus Grad, School degree program, or they want to know which one is more respected. I don't think we want to champion this kind of caste system.

Carla Tabourne

--  
Carla E.S. Tabourne, PhD, CTRS  
Assoc. Prof. Recreation Therapy  
Univ. of Minnesota, Schl. Of Kinesiology  
1900 Univ. Ave. SE, Minneapolis, MN 55455  
Ph: 612.625-7590, FAX: 612.626-7700

**Printed:**

Tue 26 May 2009, 13:44:15 (CDT)

**Subject: response to committee report**

From: Naomi Scheman &lt;nschema@umn.edu&gt;

Date: Sun, 26 Apr 2009 23:11:52 -0500

To: gradcmte@umn.edu

Thank you all for this very thoughtful report. One quick response I have concerns the location of the equity and access functions of the Grad School (DOVE fellowships, Community of Scholars, etc.). As a current and past DGS (in two different programs) and former Assoc Dean in the Grad School, I would strongly urge that this office and its functions remain in the Graduate School/College (and I do strongly favor retaining a distinct academic unit). While close connections with Rusty Barcelo's office are a good idea, there are important interactions between this office and other GS office and functions that I think should not be broken. It mattered to have the people concerned specifically with diversity issues present at weekly deans and directors meetings in the GS, and the concerns of that office are clearly present in the recent revisions of the personal statements requested of all applicants. As an assoc dean I worked closely with the director and staff of that office, and it seems to me crucial that they remain an integral part of the life of the Graduate School.

thanks again for your work,  
naomi scheman

--

Naomi Scheman, Professor of Philosophy and of Gender, Women's, &  
Sexuality Studies

Director of Graduate Studies in Feminist Studies

University of Minnesota

Philosophy Department, 801 Heller Hall, 271 19th Ave. S., Minneapolis MN  
55455

612-625-3430, 612-626-8380 (fax), nschema@umn.edu

<http://www.philosophy.umn.edu/TrustworthyExpertise/home.html>

(6)

## Printed:

Tue 26 May 2009, 13:44:23 (CDT)

Subject: **response**

From: text0002@umn.edu

Date: 27 Apr 2009 06:59:58 -0500

To: gradcmte@umn.edu

Dear Committee:

A few brief comments.

I defended in English recently. My experience here has been dreadful. I've experienced quite a bit of harassment from faculty. There's also the negligence and outright nastiness. I expected that.

But your report doesn't really deal with the core of the matter. Let's face it. Graduate programs at the U exist to provide cheap sweatshop labor. The U would collapse without this labor. In most programs in the humanities, the job market is non-existent, yet you continue to admit and churn out Ph.D.s who can't get jobs. Graduate education, especially at the lower ranked landgrants--is becoming a Ponzi scheme. And you know it.

What to do? Close down most of the humanities programs. Hire adjuncts instead so the tenured faculty can continue to enjoy 2-2 loads and produce practically nothing in terms of scholarship.

I'm sorry to be negative, but you folks produced the conditions under which I wasted five years of my life.

Best wishes,

Douglas Texter

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## Printed:

Tue 26 May 2009, 13:44:57 (CDT)

Subject: **Draft Report**

From: Todd Arnold <arnol065@umn.edu>

Date: Mon, 27 Apr 2009 14:20:25 -0500

To: gradcmte@umn.edu

Dear Committee on Graduate Education:

I appreciate your hard work and generally concur with all of your recommendations on pages 3 and 4. Moreover, I believe that the "Graduate College" should be our existing Graduate School, albeit with some of the changes you suggest in your bullet points on pages 3 and 4.

Todd W. Arnold

Major Coordinator & Morse-Alumni Distinguished Teaching Professor

Department of Fisheries, Wildlife and Conservation Biology

324 Hodson Hall

University of Minnesota

St. Paul, MN 55108

612-624-2220

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**Printed:**

Tue 26 May 2009, 13:45:04 (CDT)

**Subject: Comments on April 24 report**

From: Robert Sterner &lt;stern007@umn.edu&gt;

Date: Mon, 27 Apr 2009 17:45:28 -0400

To: gradcmte@umn.edu

Dear Colleagues,

Thank you for the opportunity to provide input into the question of restructuring the Graduate School. I have read the April 24 report. I was relieved when the initial charge was broadened. It was not at all apparent that due consideration of multiple models had been given.

I have two principal comments.

1. Whichever model is chosen, I believe it is paramount to protect the current ability of the University faculty to form and support interdisciplinary graduate programs. I am a member of two of these, Conservation Biology and Water Resources Sciences. The fact that programs can arise outside of departmental and collegiate structures is a great strength of the University of Minnesota and is our chief mechanism to provide formal graduate training in interdisciplinary subjects. A trend toward restructuring Universities around problem solving rather than traditional subjects has potentially enormous consequences for University life. However, effectively, the University of Minnesota can already do that because of its independent graduate school. I am very concerned that if the administration of graduate programs falls into the collegiate structure, there will be a loss of this independence. I have always thought that the independent Graduate School separated us in a good way from many other top schools, and provided a strong explanation for why the University of Minnesota has been very strong in interdisciplinary education.

2. The committee deserves praise for its analysis; however, one key point is entirely missing. I do not see how any of these models can be effectively compared without any estimates of costs. If we are trying to maximize cost-effectiveness (among other things), we really cannot sort out these models without knowing something about relative costs. It strained credulity in the original communications from the Provost's office that a new model was being put forward in order to save costs but no estimates of cost savings were given. We need to know the financial implications in broad terms.

Yours sincerely,  
Robert W. Sterner

--

Professor  
Ecology, Evolution and Behavior

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**Printed:**

Tue 26 May 2009, 13:45:11 (CDT)

**Subject: Committee Report**

From: John Adams <adams004@umn.edu>

Date: Mon, 27 Apr 2009 18:34:27 -0500

To: gradcmte@umn.edu

To: Restructuring Graduate Education Committee members

From: John S. Adams

Some comments--

A fine job job!

You tackled what I consider to be the most important issues.

I take no exception to committee analysis, or your conclusions and recommendations.

But I offer few comments.

\*\*\*\*\*

#9: On Advising (pp. 15-16):

I taught here for 37 years. I advised about 30 Ph.D.s and perhaps twice that number of M.A. students in CLA and master's professional-school students in the Humphrey Institute.

I believe that the advising issue demands continued attention and emphasis because my observation is that the success of most graduate students depends more on the skill and support of the adviser than on almost any other variable.

There needs to be sustained attention by the DGSs in ensuring effective advising, with an eye toward rescuing students who fail to get the advising help they need.

I rescued a number of students from inexperienced and unskilled advisers, as well as from advisers who had issues with students that could not be resolved without outside intervention. Students should never be put into that kind of situation without providing a safety net.

A related matter--the reputation of a research university depends, to a significant degree, on the number of Ph.D.s graduated and successfully placed and employed. The U of MN was once the third- or fourth-ranked American research university in number of Ph.D.s graduated per year. But we have been slipping down in the rankings for several years.

As The Chronicle and other media have reported, the probability that a

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qualified incoming Ph.D. student will receive their Ph.D. is significantly below 1.0—with substantial variation among fields and disciplines. This matter deserves continued attention and analysis. We can and should do better.

I did my own analysis of this matter for the program I was part of for 37 years, and determined through an analysis of over 300 admits between 1982 and 2007 over 25 years that the main variable associated with student success was who was their adviser! The range of success by adviser varied from over 90% to almost 0%.

\*\*\*\*\*

#13: on Interdisciplinary grad programs & Initiatives (pp. 17-18).

A good section, but needs stronger emphasis.

This area may well comprise the future of our enterprise looking out 20 years, and our faculty is generally unprepared to recognize this fact and to respond constructively.

There are exceptions, and some forward-thinking deans, but our work is cut out for us and action is much too slow.

The Graduate College/School working with the office of the VP for research can provide a major prod toward fresh thinking and vital action.

It's essential that we provide more support for interdisciplinary grad programs and initiatives, both on the research front (as NSF, NIH and the National Academy of Science urge) as well as on the grad program fronts, where too many faculty seem bent on only reproducing themselves.

\*\*\*\*\*

#4. Program Reviews, pp. 24-25.

There is a discussion of Ph.D. and M.S. programs, but no mention of M.A. programs--either as terminal degrees, or as a degree earned en route to the Ph.D.

I cannot tell from the discussion why the M.A. is not mentioned.

I understand and approve of the ways that the professional degree programs are handled in the report, and I understand that in some professional fields the M.S. is often a terminal professional degree (e.g., nursing).

If that is the reason why the M.A. is not mentioned, that gap should be explained, perhaps in a footnote.

\*\*\*\*\*

Again, thank you, committee members for doing this important task.

**MEMO TO: Committee on Graduate Education**

**FROM: Robert T. Holt**  
**Professor Emeritus and**  
**Dean of the Graduate School, 1982 – 1991**

**RE: Comments on Draft Report, April 24, 2009**

Thank you for doing a good job. When I first read the Provost's memo to the committee date 20 February 2009, I thought a major train wreck was in the making. You did an excellent job in getting and executing a revised charge. I do, however, have some differences with the Draft Report I would like to bring to your attention.

**I. Vice President for Research and Dean of the Graduate School.**

This is a form a graduate school organization that has been adopted by several research universities. However, your description of how the research and graduate school functions are handled when the two positions are combined reflects only one approach which is adequately represented by Penn State. Wisconsin Madison, however, deals with the combination in a different manner. In what I will call the Penn State model there is a clear line of demarcation between the research administration and graduate school administration. The vice president is concerned almost exclusively with research administration and the associate vice president and dean with the graduate education in the narrow sense of the term. In the Wisconsin model the vice president/ dean is equally involved in graduate education and research administration. He/she certainly has associates but these positions are defined in a manner that blurs rather than accentuates the difference between the research side and the graduate education side. The difference is very noticeable to other graduate deans. In the national meetings of graduate deans, the vice president for research/dean of the graduate school from Madison shows up; from the universities organized on the basis of the other model, the associate dean for graduate education shows up.

I strongly support combining the vice president for research and the dean of the graduate school in single persons, but this suggestion is based on several assumptions. First, the central role of the vice president for research is the development of research policies for the university and the implementation of those policies. He/she is certainly involved, as your report points out, in technology transfer, regulatory issues, patents, etc., but university research policy must cover a much broader range of issues than just these matters. Second, in the American research university there is a close tie between graduate education and research. The Ph.D. program turns out research scholars. Graduate research assistants and post doctoral fellows are a central part of both the educational process and the research process. Combining the research VP and the dean of the graduate school in one position is the best way to integrate the research and graduate education responsibilities of a research university. If these are done at Minnesota, some



additional staff may be required in the research office to give the VP time to exercise his new duties in graduate education. If Wisconsin can successfully combine the two positions, why not Minnesota?

It is important to recognize that Tim Mulcahy "grew up" in the Wisconsin office of the Vice President for Research/ Dean of the Graduate School. He knows how that kind of administrative structure works. Also, the present Dean has been informed that her duties as Graduate Dean will end on 30 June 2009. If Tim became Graduate Dean, the transition to a VP for Research/Dean of the Graduate School could be almost instantaneous and made with minimal transition costs. This approach would also save the salary, fringe benefits of a high paid administrator plus some support staff. What ever additional staff would be needed in the VP's could be covered by some significant synergisms that exist between the Graduate School and the VP's office.

II. The Committee Report makes no reference to the Graduate Faculty and its role. It is important to point out that at the University of Minnesota the rules, regulations, and requirements that govern graduate education and its degrees and membership in the Graduate Faculty is determined by the Graduate Faculty not by departments, college dean, or vice presidents. This has been the case since the first Ph.D. was awarded in 1888. When I was Dean, I considered the Graduate School, including the Dean, to be the administrative arm of the Graduate Faculty. We carried out the decisions made by the Graduate Faculty through its various councils and committees. What are the requirements for the Ph.D., who should recommend to the Regents that a degree be awarded, what are the qualifications for membership on the Graduate Faculty? These are questions for the Graduate Faculty. Over the past 15 years the Graduate Faculty has become almost invisible. If the Committee on Graduate Education wants to strengthen graduate education at the university, it should strengthen the role of the Graduate Faculty in the important matters of graduate education. Its central role is too important to be usurped by administrators.

**Printed:**

Tue 26 May 2009, 13:45:54 (CDT)

**Subject: [Fwd: Re: Provost's Academic Update: Committee on Graduate Education Report]**

From: Provost <provost@umn.edu>

Date: Tue, 28 Apr 2009 13:51:18 -0500

To: gradcmte@umn.edu

----- Original Message -----

Subject: Re: Provost's Academic Update: Committee on Graduate Education Report

Date: Mon, 27 Apr 2009 16:32:00 -0500 (CDT)

From: George R Sell <sell@math.umn.edu>

To: Provost Tom Sullivan <provost@umn.edu>

CC: George R Sell <sell@math.umn.edu>

References:

<LYRIS-4808775-102148-2009.04.24-17.01.03--sell#umn.edu@ecommunication.umn.edu>

Dear Provost Sullivan:

A 54 page report should come with a 1-2 page Executive Summary. Are you planning to ask the Committee on Graduate Education to prepare such a Summary? IF so, would you please have your staff send me a copy.

*- The report always had this.*

Thank you,

George Sell  
Professor of Mathematics

On Fri, 24 Apr 2009, Provost Tom Sullivan wrote:

>  
> Trouble viewing this message? Read this message on the Web.  
>  
> (Please load images) Provost's Academic Update, University of Minnesota  
> [shim.gif]  
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> Committee on Graduate Education Report  
>  
> Dear Faculty, Staff, and Students,  
>

**Printed:**

Tue 26 May 2009, 13:46:15 (CDT)

**Subject: comments on the graduate education report**

From: Aydin Durgunoglu &lt;adurguno@d.umn.edu&gt;

Date: Wed, 29 Apr 2009 07:28:32 -0500

To: gradcmte@umn.edu

CC: pdeputy@d.umn.edu

Dear members of the Committee on Graduate Education,

Thank you for your hard work as you reevaluated the graduate education structure at the University of Minnesota system. During your open feedback period, I wanted to voice a concern. As a faculty member at UMD, I noticed that when comparable institutions were analyzed, there was an oversight. University of Illinois Urbana-Champaign and University of Wisconsin Madison are certainly comparable institutions to the Twin Cities campus. When the topic is graduate programs at coordinate campuses, especially at UMD, it will be informative to add two other comparable institutions to the discussion. Both University of Illinois at Chicago (UIC) and University of Wisconsin Milwaukee are coordinate campuses and they have their own graduate schools and programs, including Ph.D. programs. I believe such a structure can enable the coordinate campuses to come into their own as research institutions, as I watched UIC do in the last 20 years.

When considering Urbana-Champaign and Madison campuses as a model for the Twin Cities, it will be useful to examine their relationships with the graduate programs at their coordinate campuses, Chicago and Milwaukee.

Thank you for your attention.

\* \* \* \* \*

Aydin Y. Durgunoglu  
Professor and Head  
Department of Psychology  
University of Minnesota Duluth  
1207 Ordean Court  
Duluth, MN 55812-3010

phone: (218) 726-6885

fax: (218) 726-7186

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## Printed:

Tue 26 May 2009, 13:46:36 (CDT)

**Subject: Grad office centralization**

From: Shelley Smith <ssmith3@d.umn.edu>

Date: Wed, 29 Apr 2009 14:01:47 -0500

To: gradcmte@umn.edu

To whom it may concern:

I found reading the recommendations of COMMITTEE ON GRADUATE EDUCATION somewhat confusing because of the abstract language used to describe the services to be centralized. As a result it raised a number of questions and concerns for me regarding the Duluth campus' graduate students in a variety of ways I would hope you would consider:

- \* It could make critical aspects of navigating the graduate school more difficult and confusing
- \* The centralization of student services would likely make it much more difficult for students to get vital assistance and support for everything from conflict resolution to job search assistance
- \* Meeting immediate needs would become cumbersome
- \* Email, complex websites, and long-distance phone calls could make critical aspects of our graduate students' progress more onerous and distant
- \* This lack of access to personal attention is problematic for all graduate students, but for the internationals who make up a large percentage of the sciences here, and who greatly value personal relationships and mentoring, it could be painfully complex
- \* in general, I suspect it would make many of the graduates students feel as if they were studying at an institution in which their value and importance is considered to be less than those on the Twin Cities campus

I realize that some degree of centralization and the use of "smart forms" increases efficiency with regard to many administrative tasks and is a good thing, but taking vital student services and support systems off the Duluth campus seems to be putting an unnecessary burden on our graduate students.

I would greatly appreciate your consideration of these concerns before you put your plan into action and give the needs of our graduate students more measured consideration before you deprive them of vital local support services.

Sincerely,

Dr. Shelley L. Smith  
Associate Professor  
Instructional Development Service  
University of Minnesota Duluth  
209 BohH, 1207 Ordean Court  
218-726-7715; Fax: 218-726-7073

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## Printed:

Tue 26 May 2009, 13:49:56 (CDT)

Subject: **Graduate School Restructuring**

From: Terry Guggenbuehl <[tguggen@d.umn.edu](mailto:tguggen@d.umn.edu)>

Date: Wed. 29 Apr 2009 16:14:09 -0500

To: [gradcmte@umn.edu](mailto:gradcmte@umn.edu)

It seems as though graduate students at UMD would be without services they deserve and pay for. If the intent is to centralize administration of graduate programs on the Twin Cities campus, I can foresee many of the similar shortcomings experienced by those of us on coordinate campuses when services are "centralized".

The report makes sense for UM-TC students but certainly not for those in coordinate campuses.

I'm particularly concerned about the numerous international students that make up a large percentage of UMD science and engineering graduate population.

I hope the graduate students at UMD can continue to be served by UMD administered staff to assist them.

Thank-you,

Terry Guggenbuehl, Technology Coordinator

Swenson College of Science and Engineering  
University of Minnesota - Duluth  
218-726-7136  
140 Engr; D166  
1303 Ordean Court  
Duluth, MN 55812

<http://www.d.umn.edu/scse>

**Printed:**

Tue 26 May 2009, 13:50:05 (CDT)

**Subject: comments on the report**

From: Elaine Tarone &lt;etarone@umn.edu&gt;

Date: Wed, 29 Apr 2009 20:26:17 -0500

To: gradcmte@umn.edu

Dear Members of the Committee,  
Thank you for the well written report, and for the work you have done on it over the last few months.

I would like to question the recommendation to permit professional 'terminal' masters' degrees and 'applied' Ph.D.s to be offered at the collegiate level. First, it is not clear what the rationale is for making this distinction between degree types. Why are those degrees particularly considered to be appropriate for administration at the college level? There is no argument made in the report for making this distinction, or second, for why it would be better for terminal and applied programs to be administered at the collegiate level. No reason is given why applied work should be administered better by colleges than by a Graduate College/Department. If no rational explanation is given for making this distinction between graduate degrees leading to 'real' PhDs, and other graduate degrees, or for why applied work is better administered locally than centrally, then we are left with the implication that terminal M.A.s and 'applied' PhDs are somehow viewed as less important or less prestigious, and therefore not worth doing as well. Communicating that such degrees are not worth doing as well would not be wise in a climate in which there is considerable criticism of higher education for failure to provide students with excellent practical, marketable skills.

Whether or not the report continues to maintain this recommendation for a two-tiered graduate degree system, as a member of the graduate faculty of the M.A. in ESL, I would want that degree to continue to be administered by the Graduate College/Department, for at least two reasons:

1. At least half the applicants to our degree are international, and colleges are, as the report says, ill prepared to evaluate international transcripts. The Graduate School at present does an excellent job doing that evaluation. Having the evaluation of transcripts "outsourced" as the report suggests on p. 10, and processing the visas of admitted international students at the college level introduces a strong possibility that this screening would not be done as well as that done by the Graduate College/Department for Ph.D. applicants

2. It is not obvious to the graduate faculty of the M.A. in ESL that it SHOULD BE a terminal degree. It certainly is not at other peer institutions (e.g. Madison, Illinois, Penn State). The graduate faculty of the M.A. in ESL have, along with colleagues in CEHD and

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other departments in CLA, a history of submitting proposals to add an interdisciplinary Ph.D. in Second Language Acquisition or Second Language Studies; the MA in ESL would be one entry to that degree.

Sincerely,

Elaine Tarone  
Distinguished Teaching Professor in Second Language Studies  
Director, Center for Advanced Research on Language Acquisition (CARLA)

University of Minnesota  
(612) 625-8882 Phone  
(612) 624-7514 Fax

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## Printed:

Tue 26 May 2009, 13:50:46 (CDT)

Subject: **Comments re: Report of the Implementation Committee on Graduate Education**

From: Judith Kritzmire <jkritzmi@d.umn.edu>

Date: Thu, 30 Apr 2009 11:26:41 -0500

To: gradcmte@umn.edu

CC: kmartin@d.umn.edu , vmagnuso@d.umn.edu , jriehl@d.umn.edu , jkritzmi@d.umn.edu

Please see attached letter from the UMD Committee to Review Graduate Education, responding to the Report of the Graduate Education Implementation Committee.

Dr. Judith Kritzmire  
Co-Chair, UMD Committee to Review Graduate Education

5-25

\_\_\_\_\_

This default signature can be changed by choosing "Preferences" from the File menu and clicking on the Signature button.



Date: April 30, 2009

To: Tom Sullivan, Senior Vice President for Academic Affairs and Provost  
Robert Jones, Senior Vice President for System Academic Administration

From: UMD Committee to Review Graduate Education:  
James Riehl, Dean, College of Science and Engineering, and Judith Kritzmire, Professor and DGS, Music, Co-Chairs  
Matt Andrews, Professor and Head, Department of Biology  
Paul Deputy, Dean, College of Education and Human Service Professions  
Jackie Millslagle, Associate Vice Chancellor  
Rajiv Vaidyanathan, Professor and DGS, Business Administration  
Krista Twu, Associate Professor and DGS, English

Re: Report of the Implementation Committee on Graduate Education

This letter is written by the University of Minnesota Duluth Committee To Review Graduate Education, in response to the Draft Report "Recommendations on the Oversight and Support of Graduate Education at the University of Minnesota" (April 24, 2009). After a review of the summary recommendations presented on p.2-6 of that document, we are stating our opposition to the following items:

13. *Colleges should have the option....to administer terminal (professional) master's and applied doctorate degree programs in house. Other master's degree programs (i. e., M. S. and M. A. degrees) are often preparatory to the Ph. D. and should be administered centrally by the Graduate College/Office (p. 6).*

14. *Graduate degree programs at the University of Minnesota Duluth (UMD) should continue to be administered by a central authority on the Twin Cities Campus (p.6).*

***We assert that all master's degree programs offered at the University of Minnesota Duluth must have stand-alone oversight, and must report locally, rather than centrally.***

The following master's degrees are offered at the University of Minnesota Duluth:

M. A. (Communication Science and Disorders, Criminology, English)  
M. S. (Computer Science, Physics, Electrical & Comp Eng, Geological Sciences, Mathematics, Biology, Chemistry),  
M.F.A, Art (Graphic Design)  
M. M. (Music Performance, Music Education)  
M. S. E. M. (Engineering Management)  
M.L.S. (Liberal Studies)  
M. B. A. (Business Administration)  
M. S. W. (Social Work)  
M. E. H. S. (Environmental Health and Safety; Departmental master's)  
M. A. P.L. (Advocacy and Political Leadership; Departmental master's)  
M.Ed. (Master of Education; Departmental master's)  
M. S. Sp. Ed. (Master's of Special Education, Departmental master's)

Given the lack of opportunity to engage in meaningful discussion with the members of the University of Minnesota Implementation Committee during the deliberation process, this letter is submitted because it is essential that the views, opinions, and preferences of the graduate community at the University of Minnesota Duluth be conveyed to those making decisions on our behalf, and without our support, regarding the future of graduate education on our campus.

c: Kathryn A. Martin, Chancellor, University of Minnesota Duluth  
Vince Magnuson, Vice-Chancellor, University of Minnesota Duluth

**Printed:**

Tue 26 May 2009, 13:51:26 (CDT)

**Subject: Comments on Draft Report — Committee on Graduate Education**

From: levinson@umn.edu

Date: 30 Apr 2009 22:18:10 -0500

To: gradcmte@umn.edu

Dear Committee Chair,

This is to provide my input on the Draft Report - Committee on Graduate Education. I write as a Senior Member of the Graduate School and as someone whom Provost Sullivan has just recommended to the Board of Regents for promotion to full professor (letter dated Apr 24, 2009). I have taught at the university for eleven years and declined the offer of a full professorship from UNC-Chapel Hill to remain here.

I think the elimination of the autonomy of the Graduate School is a bad idea, one that will work at odds with the President's goal of raising the stature of this university to internationally ranked status. I strongly feel that the Graduate School should retain its administrative and academic autonomy. From that perspective, of the two choices provided in the draft report, I strongly prefer the independent Graduate College.

I do not want to see the graduate school reduced to an Office of Graduate Education, which I think is a bad idea.

Thank you for soliciting our input.

Sincerely yours,  
Bernard Levinson

\*\*\*\*\*

Bernard M. Levinson  
Berman Family Chair of Jewish Studies and Hebrew Bible  
Associate Professor of Classical & Near Eastern Studies  
Associate Professor, School of Law

Department of Classical and Near Eastern Studies  
University of Minnesota  
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Minneapolis, MN 55455-0229

tel. 612/625-4323  
fax 612/624-4894

Please visit the following home pages:  
Department: <http://cnes.cla.umn.edu/>  
Law School: <http://www.law.umn.edu/faculty/profiles/levinsonb.htm>

**Printed:**

Tue 26 May 2009, 13:51:49 (CDT)

**Subject: Perspective on diversity recruiting**

From: Jon Gottesman &lt;gotte001@umn.edu&gt;

Date: Fri. 01 May 2009 14:00:41 -0500

To: gradcmte@umn.edu

I commend the committee for the effort it has extended to obtain input in forming its report. I also commend the decision to rename the committee which I assume reflects the member's desire to contribute to a constructive consideration of issues in the administration of graduate education.

In my role as the director of recruiting for the Biomedical Sciences Graduate Programs in the Medical School and College of Biological Sciences part of my charge is to increase the diversity of students applying to our graduate programs. As such, I have worked with the Graduate School Diversity Office and I have comments regarding the Committee's recommendation to move this office inside the Office of Equity and Diversity.

The committee recognized that such a move could damage the effectiveness of diversity recruiting and retention of graduate students by its statement, "A critical factor in success will be for this office to work closely with the Graduate College/Office, the colleges, and individual graduate programs. As GSDO programs are moved to the OED, a thorough evaluation of the quality and effectiveness should be carried out." I agree with this assessment and I do not believe the stated potential benefits will compensate for the unwanted effects that I think are likely to accompany this relocation.

My fundamental concern is that the mission of the current office is a result of the commitment of the Graduate School to the University core principle that diversity serves to make the University better and I do not believe the Graduate School can as effectively demonstrate that commitment without the existence of the GSDO within its administrative structure.

I believe there is a high probability that moving the GSDO out of its current relationship with graduate education will create a negative impact on the very population it is supposed to serve. Imagine a student from any underrepresented group seeking information when they are a prospective student or after they have enrolled. Now imagine that student being directed to an office that is outside the graduate school and I think it is unavoidable that such a student will perceive this as the University viewing them first and foremost by their diversity.

My experience is that prospective students would reject considering any school that was offering enrollment because of their background, skin color, disability etc, and not their intellectual credentials.

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Keeping the GSDO within the Graduate School/College is a tangible demonstration to students that the University recognizes the value of diversity within that unit and that resources are devoted to the specific needs of graduate students. It is my understanding that the GSDO currently interacts and is open to the undergraduates at the University. For example, the GSDO was an invited participant in the March "GRE to PhD" event organized by the CBS Student Board. I do not believe that the committee's desire to develop synergies requires a move inside the OED for actualization.

I have found that it is difficult to attract students from underrepresented groups to apply to the University under the current recruiting conditions and I believe your suggested change carries more risk than reward for that endeavor. I believe that the optimal arrangement is to have all services for prospective and enrolled graduate students located in the same physical space.

I urge a reconsideration of the idea to move the GSDO out of the Graduate School as I do not see any negative consequences of keeping the program where it is. Making the move and then discovering that it had undesirable results will cause damage that is likely to be long lasting even if there is a subsequent change in organization.

Sincerely,

Jon Gottesman

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\*Jon Gottesman, Ph.D. - Director\*\* \*| Office of Recruiting for the Biomedical Sciences Graduate Programs |\* \*\*University\*\* of Minnesota\*

G-254 Mayo MMC 293, 420 Delaware St. SE | Minneapolis, MN 55455 | 612.624-1181 office | gotte001@umn.edu <mailto:gotte001@umn.edu> | www.orbs.umn.edu

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**Printed:**

Tue 26 May 2009, 13:52:06 (CDT)

Subject: &lt;no subject&gt;

From: Art Walzer &lt;awalzer@umn.edu&gt;

Date: Tue, 05 May 2009 09:37:34 -0500

To: gradcmte@umn.edu

Thanks to committee members for their hard work on behalf of graduate education and for offering us this opportunity to respond to the committee's report. I have only skimmed the report so I may have missed some things, but I think I do have understand the contents of the the report and the thrust of the committee's recommendations.

While I was DGS (not in my current department), the decision was announced to begin to tax colleges for the costs of the Graduate School. At that time, many of us thought that this was the beginning of a transition that would result in transferring the Graduate School's responsibilities and functions to the colleges. Colleges would be taxed for costs that they limited control over, which deans would regard as intolerable; that was the reasoning.

And that is what happened. Colleges soon assigned assistant deans and staff within the colleges to attempt to influence decisions at the department level; that is, colleges were being taxed based on the number of students enrolled in a program; colleges would attempt to limit the size of programs. This they did, adding another layer of bureaucracy (costs not reflected in the committee report, as far as I can tell). That is the current situation: two bureaucracies.

In my judgment the current situations intolerable. The assistant deans in the colleges and the deans in the Graduate School do not try to mask their dissatisfaction with each other. Such public tension is rare at UM in my experience. It also left, as DGSSs, trying to justify a program's needs to different deans, with different criteria. In CLA the associate dean seemed to have little awareness of the Grad School criteria and seemed to want to limit program size for arbitrary reasons ("smaller is de facto better" is close to a quote). The reason is obvious: the economic exigency and the desire to ensure that favored departments received more support. The Grad School by contrast seemed open arguments based on publicized criteria. Of course, the Grad School had an incentive to increase the size of programs, but the deans there always seemed to me more open to data-driven arguments.

Enough from me except to say: this funding/accounting problem needs to be addressed. If Colleges are to be taxed, they need to have full control of the admission and program evaluation processes.

I would prefer a return to the previous system, where the Grad School is funded centrally, perhaps with stricter measures of accountability than we have had in the past. I prefer this because of my experience with the Grad School as fair and efficient. But returning to the old model is probably unrealistic in the current climate and under the current administration. In that case, then the Grad School should go.

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Thank you.  
Arthur E. Walzer  
Professor, Communication Studies  
University of Minnesota  
234 Ford Hall  
224 Church Street S.E.  
Minneapolis, MN 55455

651-699-5665 (h)  
612-624-3058 (w)

-- "For there are many things which prevent one from knowing, especially the  
obscurity of the subject, and the shortness of the life of man."  
Protagoras.

27

**Printed:**

Tue 26 May 2009, 13:52:29 (CDT)

**Subject: Support for the Graduate School Diversity Office**

From: Lisa Peterson <peter431@umn.edu>

Date: Tue, 5 May 2009 10:45:31 -0500

To: gradcmte@umn.edu

To the Committee on Graduate Education:

I am writing in strong support of the Graduate School Diversity Office and its staff. Recently, a prospective transfer student visited the University of Minnesota. She had applied to the PhD program in Environmental Health Sciences. Her reasons for transferring programs were several but the primary reason for her decision to leave her current program was driven by the lack of support for minority students. I arranged for her to meet with Derek Maness in the Graduate School Diversity office. Derek introduced her to Noro Andriamanalina. These meetings were key in demonstrating that the University of Minnesota had the support structure and network systems for minority students. Based on these interactions, the student's concerns were removed and she is looking forward to joining us in the fall. She felt that the University of Minnesota really values its underrepresented students of color and works hard to retain them. As a faculty member, it is a relief to me to know that these resources available to the students. They will also help me mentor this student after she arrives. Derek and Noro play a very important role in the recruitment and retention of minority students here at the University of Minnesota.

Therefore, I think it is essential to maintain the current staff and services of the Graduate School Diversity Office, independent of what happens to the Graduate School. Derek and Noro are special individuals. They play a very critical role in supporting minority graduate students on campus. This resource must not be lost in the transformation of the existing Graduate School.

Sincerely,

Lisa Peterson

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Lisa Peterson

28

Professor

Division of Environmental Health Sciences

Masonic Cancer Center

612-626-0164

29



**Printed:**

Tue 26 May 2009, 13:52:51 (CDT)

**Subject: Comments on report of Committee on Graduate Education**

From: George A. Sheets &lt;gasheets@umn.edu&gt;

Date: Tue, 5 May 2009 15:07:55 -0500

To: gradcmte@umn.edu

Dear Committee Members:

Thank you for the time and care that you have devoted to reviewing the operations and structure of the University of Minnesota Graduate School. Thank you too for the balanced and informative report of your deliberations and recommendations.

Like many members of the graduate faculty, I deplore the cavalier way in which plans for a major restructuring of graduate education at the University were initially adopted and publicized. I am relieved that the charge to the "Implementation Committee" was in time broadened to include consideration of whether it is even advisable to restructure the Graduate School along the lines suggested by the Provost in his Feb. 9 memo to the faculty. I feel, as I imagine most members of the graduate faculty do, that the academic reputation and research stature of any university is inseparable from the quality and effectiveness of its graduate degree programs.

It has been reported that a good deal, perhaps most, of the dissatisfaction with the existing structure and operations of the Graduate School concern the administration of advanced degree programs in the professional schools. I applaud the committee's recommendation that the administration of advanced degree programs in the professional schools be turned over to the professional schools, if such an arrangement suits their needs better. Professional degree programs are not oriented toward research and have different goals and constituencies from those of graduate education in non-professional academic subjects. It makes sense for the two to be administered differently.

Your report indicates that the committee was divided regarding the optimal administrative structure for non-professional graduate education. It is not clear if one or the other position was favored by a majority of the committee members. I suspect that if the graduate faculty as a whole were canvassed on this question, the results would also be divided, but that a substantial majority would prefer the model of a quasi-independent Graduate College (School). That is certainly my own preference. While there may sometimes be inefficiencies associated with decentralization in academic planning and administration, the corresponding gains in intellectual vitality, freedom of inquiry, and instructional innovation more than offset these inefficiencies. For this reason, I also strongly support your committee's recommendation that faculty and student governance structures continue to play a major role in the administration of the Graduate School and its development of policy.

I thank you for the opportunity to comment on your report and recommendations.

Sincerely,

George A. Sheets  
Interim Director, ILES  
University of Minnesota  
14 Nolte Center  
315 Pillsbury Drive SE  
Minneapolis, MN 55455  
Tel. 612-626-3955

**Printed:**

Tue 26 May 2009, 13:53:20 (CDT)

**Subject: Response to Draft Report --Committee on Graduate Education**

From: Jean Bauer &lt;jbauer@umn.edu&gt;

Date: Tue, 05 May 2009 17:09:39 -0500

To: gradcmte@umn.edu

CC: Jean W Bauer-1 &lt;jbauer@umn.edu&gt;

Hi:

First of all, thank you for the hours of work that I know went into the report. It basically is an excellent report. So, my comments are "little things" I noticed.

I would like for you to think about the "awarding of degree" by the Colleges. This is especially for the Ph.D. I think this will mean that each program will have considerable amount of work added. The program only knows if the student has completed the courses. Another system checks about the financial arrangements and whether the student has any outstanding obligations. I also think we want to maintain some standards about the dissertation format and the filing of the final copies. I hope this could be done centrally rather than (I fear) at the program level rather than the college level. I think if this is sent to unit level, there may be some unintended consequences. There is a very good system at the Graduate School and I would not want this lost. Item is on p. 11 under student services

Please look at your statement about graduate faculty on committees on page 24. The document makes statement about tenured and tenure-track faculty and how they are handled. Some programs have some P & A faculty as graduate committee members and they serve as committee members at Ph.D. level and advisers at the masters level. I suggest a statement be added to include this management by the program area. I agree this is a good way to manage the faculty. However, there will still need to be a central way to have information current about graduate faculty across the U--this is for students and DGSSs who need to manage degree programs.

I think the strength of a graduate college will be in faculty and consultative processes. Please retain this in what ever is done. This is a strength for the U of M.

I know that the committee is recommending full support for interdisciplinary opportunities for graduate education. This is very important for the future.

Jean Bauer

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Jean W. Bauer, Ph.D.

32

Professor & Director of Graduate Studies  
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## Printed:

Tue 26 May 2009, 13:53:37 (CDT)

Subject: **comment on Graduate School report**

From: Elaine Tarone <etarone@umn.edu>

Date: Wed, 6 May 2009 13:39:28 -0500

To: gradcmte@umn.edu

Thank you very much for your hard work on the Graduate School report.

Based on the report, I would urge that the outcome be an independent Graduate College; I could find no data in the report supporting a move of the unit into the Provost's Office.

Elaine Tarone

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**Printed:**

Tue 26 May 2009, 13:54:05 (CDT)

**Subject: Comment on Graduate Committee Report**

From: James P. Riehl <jpriehl@d.umn.edu>

Date: Wed. 6 May 2009 15:28:05 -0500

To: gradcmte@umn.edu

CC: kmartin3@d.umn.edu , vmagnuso@d.umn.edu

The faculty of the Swenson College of Science and Engineering strongly disagree with recommendation 14 of the Draft Report- Committee on Graduate Education that "Graduate degree programs at the University of Minnesota Duluth (UMD) should continue to be administered by a central authority on the Twin Cities campus, whether this is an Office of Graduate Education or a Graduate College. Terminal master's degree programs at UMD may optionally be administered locally." The faculty believe that the interests of the graduate students and graduate faculty at UMD will be much better served if all professional degrees and all Masters Degrees are administered on the Duluth campus.

The faculty would also like to express our surprise that Appendix 5 contains a two and a half page single spaced list of all who were consulted in preparing these recommendations, and that representation of programs and offices is almost exclusively from the Twin Cities. Furthermore, it appears that little or no time was actually spent by the committee addressing whether or not collegiate or campus autonomy should be extended as an option for masters degrees as well as terminal masters.

These comments have been endorsed by all ten departments in the Swenson College of Science and Engineering.

Jim Riehl

-----  
James P. Riehl  
McKnight Leadership Chair and Professor of Chemistry  
Dean, Swenson College of Science and Engineering  
140 Engineering Building

35

University of Minnesota Duluth

Duluth, MN 55812

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May 8, 2009

To: The Committee on Graduate Education  
From: The Program in Second Language Studies

The Program in Second Language Studies (formerly English as a Second Language) strongly believes that our graduate program, leading to the MA ESL degree, must remain within the Graduate College or School (or whatever that entity comes to be called). Our reasons are as follows:

1. Approximately one third to one half of our applicants are international students. We rely on the Graduate School Admissions office to certify the authenticity of international transcripts, collect information required to issue I-20s, issue the I-20s, and keep track of rules, requirements, and regulations having to do with international graduate students and language-related testing issues. CLA is not equipped to be responsible for these important issues, some of which are mandated by the U.S. government. More broadly, we feel strongly that there be one centralized location for forms, policies, and timely information on graduate education at the U.
2. Although our MA degree may be considered a 'terminal' or 'professional' degree on this campus, it would not be at peer institutions that have Ph.D. degrees in Second Language Studies or Second Language Acquisition, such as Wisconsin-Madison, Penn State, Michigan State, Indiana, Iowa, and Illinois-Champaign/Urbana. On this campus, we have twice proposed a doctoral degree in Applied Linguistics and Second Language Acquisition, and will do so again. Because our MA ESL degree would then be preparatory to that doctoral degree, the degree should remain in a central location, where doctoral degrees will be housed, rather than in CLA.
3. Our program will be short staffed next year, with one tenured faculty member on leave and another on phased retirement. We will be unable to handle any additional graduate program duties that would be shifted to us from the Graduate College or School.
4. We look to the Graduate School rather than the College for guidance and direction on issues regarding graduate education. At a recent CLA Assembly, Dean Parente repeatedly mentioned "excellence in undergraduate education", with only minimal mention of the graduate students and programs in CLA.



**Printed:**

Tue 26 May 2009, 13:54:52 (CDT)

**Subject: Graduate education report comment**

From: Bill Arnold &lt;arnol032@umn.edu&gt;

Date: Mon, 11 May 2009 11:49:50 -0500

To: gradcmte@umn.edu

I have a comment on the graduate school fellowships and doctoral dissertation fellowships programs run by the Graduate School. I served on the committee that awarded the fellowships this year and I was very impressed by the thoroughness and fairness of the process. I believe dismantling this process would do a disservice to the university and its graduate programs.

Having each department nominate candidates that are reviewed by a University-wide committee gives these fellowships (and the recipients) a high level of prestige. Also, I saw that the best candidates in each pool certainly rose to the top and that top students from across the University were offered fellowships.

This prestige would be lost if the money was divided up by college and/or department. I would worry that dividing up the money has the potential to reward 1. quantity over quality (i.e. small programs with a high quality student would be overwhelmed by large departments with lower quality students) and 2. that lower quality students within departments would end up with the fellowships due to the first round of candidates deciding to turn down the offers. (for example, a department is given funds to offer fellowship to 3 students. The top three students are given offers, but all decline on April 15th and the pool has thinned, leaving only "non-fellowship worthy" students).

Sincerely,  
Bill

~~~~~  
William Arnold, Ph.D., P.E.  
Associate Professor  
Department of Civil Engineering  
University of Minnesota      Office: (612) 625 - 8582  
500 Pillsbury Dr., SE      Fax: (612) 626 - 7750  
Minneapolis, MN 55455      E-mail: arnol032@tc.umn.edu  
~~~~~

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**Printed:**

Tue 26 May 2009, 13:54:59 (CDT)

**Subject: comments on the Graduate Education report**

From: Donna L. Whitney <dwhitney@umn.edu>

Date: Tue, 12 May 2009 22:55:43 -0500

To: gradcmte@umn.edu

To the Committee,

Thank you for producing this excellent report, and for all your time and efforts that went into creating it. I was pleased to see that your careful deliberations led you to recommend that the Graduate School not be combined with the Office of the VP for Research. I think that graduate education would suffer if such a combination were put in effect.

I do not have a strong opinion on the issue of whether graduate education is best served by an Office of Graduate Education or a Graduate School (perhaps in streamlined version, as you describe in the report). I favor the latter slightly more than the former, but can see how either structure, if implemented effectively, could benefit graduate education at the University of Minnesota.

I hope that whichever administrative unit oversees the Grant-in-Aid, Faculty McKnight, and Graduate Fellowship programs will maintain the independence and integrity of these important programs. Having served on the McKnight committee and the Graduate School Fellowship committee for years, I know that these committees of faculty from all sectors of the university function very well. I therefore strongly support your recommendations that university-wide selection committees be maintained.

Sincerely,

Donna Whitney

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\*\*\*\*\*

Donna L. Whitney  
Professor  
Geology & Geophysics  
University of Minnesota  
Minneapolis MN 55455 USA

Tel. 1-612-626-7582  
<http://www.geol.umn.edu/crqs/whitney/DLW.html>

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## Printed:

Tue 26 May 2009, 13:55:09 (CDT)

Subject: **Comment on the report on graduate education**

From: Katsumi Matsumoto <katsumi@umn.edu>

Date: Wed, 13 May 2009 09:34:30 -0500

To: gradcmte@umn.edu

The report seems to be well executed and stays within the charge to the committee. The consultation and deliberation process is transparent. The report is thus credible.

Overall I believe we should maintain the graduate school as a separate entity and not be part of the provost's office. The cost savings in restructuring is unclear even though originally it was a motivating factor in the whole review process. The report has identified areas where improvements can be made but affirms the basic function of the graduate school. This is a classic case of the tenet: Don't try to fix something that is not broken. I believe having a visible graduate school is very important

The grant-in-aid and the McKnight awards are very important for faculty development and should be protected from possible future administrative turf battles. Moving those to the Vice President for Research may indeed be a good idea. At the very least, it seems safer to keep them in a separate graduate school than to put them in the provost office, where there are more activities/initiatives and thus demands for funds in general.

I agree that the graduate school should not have its own development operation for reasons stated by the report. Duplication (hitting the same potential donors multiple times by different U units) seems counterproductive and should be avoided.

Streamlining the graduate school operation by promoting more paperless, online tools is important not only for cost savings but for expediting application/approval processes. If staff level can be reduced at comparable levels to other peer institutions, that would be a plus. As noted by the report though, care is necessary to avoid superficial comparison with peer institutions, as their graduate schools do not conduct the same operations. Input from the graduate school seems important to make sure vital services are maintained.

Katsumi Matsumoto  
Geology & Geophysics, University of Minnesota-Twin Cities  
email: katsumi@umn.edu

**Printed:**

Tue 26 May 2009, 13:55:19 (CDT)

**Subject: Graduate School reorganization**

From: Patrick Brezonik &lt;brezonik@umn.edu&gt;

Date: Wed, 13 May 2009 14:09:42 -0500

To: gradcmte@umn.edu

As the "founding father" and past DGS of a large and highly successful interdisciplinary graduate program, Water Resources Science (WRS), I strongly support the recommendation of the Graduate School Executive Committee that the Graduate School remain as a freestanding academic unit. I cannot imagine that the WRS program, which includes graduate faculty from at least eight colleges on the Twin Cities and Duluth campuses, would have been developed under the system proposed by the Provost. Strong support from a central Graduate School was a key to establishing the program and has been critically important in its development. The University continues to extol the importance interdisciplinary research and education, and it makes no sense to me for the University to abandon the most useful institution it has to promote interdisciplinary studies. I have grave concerns about how programs like WRS, which cut across many colleges (and campuses), would fare in the long term without the Graduate School.

Beyond my concerns about interdisciplinary studies, I agree with the conclusions of the Executive Committee that no compelling rationale was provided in the Provost's plan to relocate many of the functions of the Graduate School. In my opinion, the Graduate School has consistently been a good manager of these functions.

The University may be suffering tough financial times. However, neither it nor the Graduate School is "broke," and there is no need to "fix it," certainly not in the draconian way proposed by the Provost.

Patrick Brezonik

Patrick L. Brezonik

Professor

Department of Civil Engineering

500 Pillsbury Drive SE

University of Minnesota

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**Printed:**

Tue 26 May 2009, 13:55:31 (CDT)

Subject: **comments**

From: Anja Bielinsky <bieli003@umn.edu>

Date: Wed, 13 May 2009 16:37:02 -0500

To: gradcmte@umn.edu

I appreciate the graduate school's mission to promote excellence. One major issue that I have and that I do not see addressed in the plan put forward by the committee is how the school is going to promote more transparency. I have no idea what the criteria are that are used in assigning support to different graduate programs. This has remained completely obscure and I don't see this addressed anywhere. Moreover, although I like the idea of strong, stand-alone leadership, I'd like that leadership to really listen to the different demands of different programs instead of brushing everything over the same comb. De-centralization would likely help to accomplish that.

Anja-Katrin Bielinsky, Ph.D.  
Associate Professor  
Director of Graduate Studies  
Department of Biochemistry, Molecular Biology and Biophysics  
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6-155 Jackson Hall

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Minneapolis, MN

**Printed:**

Tue 26 May 2009, 13:55:56 (CDT)

**Subject: Comments**

From: William Seyfried &lt;wes@umn.edu&gt;

Date: Wed, 13 May 2009 17:17:35 -0500

To: gradcmte@umn.edu

I read with interest the report from of the Committee on Graduate Education. I was very impressed with the completeness of the document and the way it examined the apparent strengths and perceived weaknesses of the Graduate School at the University of Minnesota. Although I have been a member of the faculty for many years with considerable administrative experience at the department level, even I learned to better appreciate the multitude of tasks that the Graduate School deals with on a routine basis. Clearly, the performance of some tasks can be improved, especially involving a number of technical operations that have been slow in developing in a digital world. This has affected efficiency, effectiveness, and, at times, relationships with other units. Overall, however, I am a huge supporter of a standalone Graduate School or College, lead by a Vice Provost or Dean. Although there are numerous reasons to support this position (many detailed, in the review document), several overriding issues concern me most. One of these involves the fate of interdisciplinary research and education programs, which I believe would not be well served by any plan that entails folding this important function into the Provost's office in some form. Moreover, the loss of the Graduate School as a distinct entity, would, I believe, deleteriously affect the reputation of Graduate research at the University of Minnesota that no amount of re-articulation could correct. Finally, I believe that support (words and resources) for student fellowship programs, student related visa issues, faculty research and teaching initiatives, and a number of other activities, could be as effectively handled from a less visible program in the Provost's office. I strongly support a modestly re-focused Graduate School in largely its present structure, with its present responsibilities, and with a nationally or internationally recognized scholar in the role of leadership as Dean or Vive Provost.

--

Dr. William E. Seyfried, Jr.  
Department of Geology and Geophysics  
University of Minnesota  
Minneapolis, MN., 55455  
Phone: 612-624-0340

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## Printed:

Tue 26 May 2009, 13:56:13 (CDT)

Subject: **The Graduate School free standing**

From: beme0005@umn.edu

Date: 13 May 2009 21:57:55 -0500

To: gradcmte@umn.edu

To The Committee on Graduate Education:

Dear Committee,

As a doctoral student in Educational Psychology, the graduate school has been THE one institution at the U that has always functioned to meet my needs. It has functioned in a flawless, seamless manner. Should the Graduate School not continue to meet students' needs, it will be a disservice to the graduate students. I cannot imagine the intricacies regarding deadlines, procedures, etc. that have been handled by the Graduate School as suddenly/eventually being dealt with at department levels. I believe its discontinuation would result in problems and great frustration for students, staff, and faculty.

Also, the system works. It truly does, because I know...I experienced it. I graduated on 5/8/09 and while I am finished, I hope my graduate school colleagues will have the same quality of experience with the Graduate School that I was able to have. If it works, why fix it?

Thank you for considering my intentions.

Cheryl Bemel  
School Psychology  
Educational Psychology

44

**Katherine Himes**

**From:** "Vicki Field" <field001@umn.edu>  
**To:** "Robert H Bruininks-1" <bruin001@umn.edu>; "E T Sullivan-1" <sulli059@umn.edu>; "Steven L Crouch-1" <crouch@umn.edu>; "David A Bernlohr-1" <bernl001@umn.edu>; "Boyd D Cothran III-1" <cothr002@umn.edu>; "William K Durfee-1" <wkdurfee@umn.edu>; "Timothy J Ebner-1" <ebner001@umn.edu>; "Lincoln A Kallsen-1" <kalls001@umn.edu>; "Timothy J Kehoe-1" <tkehoe@umn.edu>; "Kristi L Kremers-1" <kremers@umn.edu>; "Nita Krevans-1" <nkrevans@umn.edu>; "Mindy S Kurzer PhD-1" <mkurzer@umn.edu>; "Vincent R Magnuson-1" <vmagnuso@d.umn.edu>; "Jennifer McComas-1" <jmccomas@umn.edu>; "Robert B McMaster-1" <mcmaster@umn.edu>; "James A Parente Jr-1" <paren001@umn.edu>; "Henning Schroeder-2" <schro601@umn.edu>; "Kathryn A Sikkink-1" <sikkink@umn.edu>; "Cathrine A Wambach-1" <wamba001@umn.edu>; "Elizabeth V Wattenberg-1" <watte004@umn.edu>  
**Cc:** "Emily E Hoover-1" <hoove001@umn.edu>; "Gary J Balas-1" <balas@umn.edu>; "Carol L Chomsky-1" <choms001@umn.edu>; "E D Dahlberg-1" <dand@umn.edu>; "Brian J Isetts-1" <isett001@umn.edu>; "Judith A Martin-1" <jmartin@umn.edu>; "Martin W Sampson III-1" <marsam@umn.edu>; "Shawn P Curley-1" <curley@umn.edu>; "Marti H Gonzales-1" <gonza001@umn.edu>; "Michael Hancher-1" <mh@umn.edu>; "J M Oakes-1" <oakes007@umn.edu>; "Janet L Fitzakerley-1" <jfitzake@d.umn.edu>; "Kathryn L Hanna-1" <khanna@umn.edu>; "Caroline C Hayes-1" <hayes037@umn.edu>; "Susan M Mayberry-1" <maybe016@umn.edu>; "Nancy E Carpenter-1" <carpenne@morris.umn.edu>; "Nelson L Rhodus-1" <rhodu001@umn.edu>; "Becky L Yust-1" <byust@umn.edu>  
**Sent:** Wednesday, May 13, 2009 10:31 AM  
**Attach:** Executive Ctme Response to Restructuring Recommendations-FINAL.doc  
**Subject:** Graduate School Executive Committee Response to Plans for Reorganization of the Graduate School

## MEMORANDUM

**TO:** President Robert H. Bruininks  
 Senior Vice President and Provost E. Thomas Sullivan  
 Dean Steven Crouch, Chair, Committee on Graduate Education  
 Members, Committee on Graduate Education

**FROM:** Gail Dubrow, Vice Provost and Dean of The Graduate School

**SUJECT:** Graduate School Executive Committee Response to Plans for the Reorganization of the Graduate School

Attached you will find a memorandum from the Graduate School Executive Committee that transmits 12 resolutions that the Committee approved at its spring meetings on May 5 and 6. The document also reflects several points of agreement with recommendations contained in the draft report of the Committee on Graduate Education. The Graduate School constitution charges the Executive Committee with responsibility to "...consider proposals for and recommend policy, implementation of policy, and changes in programs or administration of the Graduate School; (3) continually review the effectiveness of the structure and performance of the Graduate School in discharging its missions; ... ." Given this charge, we consider the attached document to be the Graduate School's official response to both the February 9 restructuring plan and the subsequent recommendations of the Committee on Graduate Education.

Thank you.

c: Members, Faculty Consultative Committee

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May 13, 2009

MEMORANDUM

TO: President Robert H. Bruininks  
Senior Vice President and Provost E. Thomas Sullivan  
Members, Committee on Graduate Education

FROM: Graduate School Executive Committee

SUBJECT: Graduate School Executive Committee Response to Plans for the  
Reorganization of the Graduate School

The members of the Graduate School Executive Committee thank the Committee on Graduate Education for its work to examine the oversight and support of graduate education at the University of Minnesota. We sincerely appreciate the dedication and effort of the Committee on Graduate Education, which allowed it to study the issues and formulate its recommendations in a very compressed timeframe. You will note below several areas of agreement with the Committee's recommendations, as well as Executive Committee resolutions that point in different directions.

This document reflects the deliberations of the Graduate School Executive Committee members who were present at the committee's spring meetings (18 of 22 members). The Graduate School constitution charges the Executive Committee with responsibility to "...consider proposals for and recommend policy, implementation of policy, and changes in programs or administration of the Graduate School; (3) continually review the effectiveness of the structure and performance of the Graduate School in discharging its missions; ... ." Cognizant of this charge, the Executive Committee devoted most of its spring meetings to a discussion of the draft report of the Committee on Graduate Education. The resolutions below reflect the consensus of the Executive Committee, which met successively on May 5 and 6, 2009. Those members of the Executive Committee who also served on the Committee on Graduate Education abstained from voting.

Resolutions of the Graduate School Executive Committee

- 1) The Graduate School is a free-standing academic unit and should continue as such. Its synergies and efficiencies stem from housing multiple functions within a central Graduate School; these synergies stimulate creativity and innovation.
- 2) As a free-standing academic unit, the Graduate School has a shared governance apparatus that includes a guiding constitution and an established set of policies. The

current governance system is the appropriate venue for debating changes in graduate education and has the necessary capacity for reforms that will enhance efficiency, innovation and excellence. The Graduate School should keep its current constitution, body of policies, and shared governance structure. Structural changes to the Graduate School should occur consistent with provisions of the current constitution.

3) In order to continue to promote excellence in graduate education and research, a free-standing Graduate School needs an independent Dean and Vice Provost at its head, empowered with leadership responsibilities. This is critical for local leadership of graduate education, as well as for engagement in national initiatives. The Dean and Vice Provost must have the vision, experience, strategic planning, and other leadership skills appropriate to this position, must be expert in matters of graduate education, and must have the authority to act in these areas. All of the rights and responsibilities of collegiate deans must attend the Graduate School deanship, including leadership of the governance system and fiscal authority.

4) Acknowledging that there has been significant debate and discussion of recommendations regarding the delegation of responsibilities to the coordinate campuses for master's and Ph.D. degrees without a clear understanding of the implications of restructuring, the Graduate School Executive Committee recommends that discussion of these issues continue over the next year through the Graduate School's established governance system.

5) The Graduate School Executive Committee recommends that the Graduate School strive for increasingly higher standards of service to be provided to graduate students, graduate faculty, and graduate programs. The Graduate School is committed to a rigorous examination of its processes, policies, and procedures with an eye toward innovation, improvement, and efficiency. Planned budget cuts must not compromise this commitment.

6) The Graduate School Executive Committee supports maintaining an Office of Diversity within a central Graduate School in order to integrate a commitment to diversity into every aspect of its operations, from admissions and the support of timely progress toward degree to successful completion.

7) The Graduate School Executive Committee supports retention of the following functions within the Graduate School, based on successful past performance and the failure of either the Provost's plan or the Committee's draft report to identify compelling rationales for relocating them: graduate fellowships, McKnight Professorships, Grant-in-Aid program, and other competitive awards, including existing endowments. Similarly, no compelling rationale has been offered for relocating the University Press.

8) The Graduate School Executive Committee strongly supports the principle of all-University, merit-based funding programs administered by a free-standing Graduate School, based on competitive, peer review processes across all disciplines of the University.

9) As a central academic unit, the Graduate School will be able to continue to deliver innovation and process improvement in both technology and policy that supports our commitment to exceptional service. Examples of recent successes in this area include converting the Grant-in-Aid competition process and the faculty appointment process to streamlined digital systems, and strategic planning initiatives with interdisciplinary units. Continued investment in innovation will advance excellent service in graduate education, as well as in the wider University.

10) The Graduate School's central oversight of academic program approval and review is critical to University-wide quality control and should be maintained.

11) Colleges could elect to manage terminal master's and professional doctorate programs, following Graduate School review and eventually, Provost and Regents approval.

12) The Graduate School Executive Committee expresses its concern about unnecessary conflict generated between the Graduate School and other colleges under the present budget model.

Responses of the Graduate School Executive Committee to the Recommendations of the Draft Report of the Committee on Graduate Education

Recommendation 1. See Resolutions 5., 8., and 9. above.

*5) The Graduate School Executive Committee recommends that the Graduate School strive for increasingly higher standards of service to be provided to graduate students, graduate faculty, and graduate programs. The Graduate School is committed to a rigorous examination of its processes, policies, and procedures with an eye toward innovation, improvement, and efficiency. Planned budget cuts must not compromise this commitment.*

*8) The Graduate School Executive Committee strongly supports the principle of all-University, merit-based funding programs administered by a free-standing Graduate School, based on competitive, peer review processes across all disciplines of the University.*

*9) As a central academic unit, the Graduate School will be able to continue to deliver innovation and process improvement in both technology and policy that*

*supports our commitment to exceptional service. Examples of recent successes in this area include converting the Grant-in-Aid competition process and the faculty appointment process to streamlined digital systems, and strategic planning initiatives with interdisciplinary units. Continued investment in innovation will advance excellent service in graduate education, as well as in the wider University.*

Recommendation 2. There is much evidence that Apply Yourself has been successful. Development of the improvements the Committee on Graduate Education is seeking should be an administrative decision, developed in consultation with graduate programs and based on their needs. Final decisions about investments in admissions systems need to be based on a holistic assessment of the costs and benefits of comparative systems, rather than on concerns about a single issue.

Recommendation 3. See Resolution 9. above. A University-wide electronic system to manage all aspects of student program plans was suspended due to the needs of the EFS project, not at the Graduate School's discretion. The Graduate School has been working toward a system in which primary academic oversight is the responsibility of DGSs and the faculty, as anticipated in the Committee's draft report.

*9) As a central academic unit, the Graduate School will be able to continue to deliver innovation and process improvement in both technology and policy that supports our commitment to exceptional service. Examples of recent successes in this area include converting the Grant-in-Aid competition process and the faculty appointment process to streamlined digital systems, and strategic planning initiatives with interdisciplinary units. Continued investment in innovation will advance excellent service in graduate education, as well as in the wider University.*

Recommendation 4. See Resolution 6. above.

*6) The Graduate School Executive Committee supports maintaining an Office of Diversity within a central Graduate School in order to integrate a commitment to diversity into every aspect of its operations, from admissions and the support of timely progress toward degree to successful completion.*

Recommendation 5. The Faculty Grant-in-Aid, Distinguished McKnight- and McKnight Land-Grant Professorship programs operate efficiently within the Graduate School Fellowship Office and awards are decided through a competitive process of faculty peer-review. These programs should continue to operate in this manner. Close coordination with the Provost's Office has existed since fall 2005. See Resolutions 5., 7., and 8. above.

5) *The Graduate School Executive Committee recommends that the Graduate School strive for increasingly higher standards of service to be provided to graduate students, graduate faculty, and graduate programs. The Graduate School is committed to a rigorous examination of its processes, policies, and procedures with an eye toward innovation, improvement, and efficiency. Planned budget cuts must not compromise this commitment.*

7) *The Graduate School Executive Committee supports retention of the following functions within the Graduate School, based on successful past performance and the failure of either the Provost's plan or the Committee's draft report to identify compelling rationales for relocating them: graduate fellowships, McKnight Professorships, Grant-in-Aid program, and other competitive awards, including existing endowments. Similarly, no compelling rationale has been offered for relocating the University Press.*

8) *The Graduate School Executive Committee strongly supports the principle of all-University, merit-based funding programs administered by a free-standing Graduate School, based on competitive, peer review processes across all disciplines of the University.*

Recommendation 6. The Graduate School Executive Committee agrees with the recommendations to protect interdisciplinary graduate programs and to develop reliable mechanisms that ensure their support. For additional consideration, see Resolutions 8. and 12. above.

8) *The Graduate School Executive Committee strongly supports the principle of all-University, merit-based funding programs administered by a free-standing Graduate School, based on competitive, peer review processes across all disciplines of the University.*

12) *The Graduate School Executive Committee expresses its concern about unnecessary conflict generated between the Graduate School and other colleges under the present budget model.*

Recommendation 7. The Graduate School Executive Committee agrees with the recommendation to maintain a central Office of Postdoctoral Affairs. This Office should be located in the Graduate School to maximize synergies and efficiencies with related offices.

Recommendation 8. See Resolution 5. above.

5) *The Graduate School Executive Committee recommends that the Graduate School strive for increasingly higher standards of service to be provided to graduate students, graduate faculty, and graduate programs. The Graduate*

*School is committed to a rigorous examination of its processes, policies, and procedures with an eye toward innovation, improvement, and efficiency. Planned budget cuts must not compromise this commitment.*

Recommendation 9. The Graduate School Executive Committee agrees with the recommendation to improve the quality and consistency of graduate student advising. Working closely with the Council of Graduate Students, DGSs, and the Center for Teaching and Learning, the Graduate School will develop strategies for implementation in 2009-10 that address these issues. Improved mentoring is the highest priority of COGS, and their surveys have identified significant graduate student concerns about the quality of mentoring.

Recommendation 10. The move at the University of Minnesota toward data-driven decisions and academic management by metrics requires new staffing within a central Graduate School at the level of Data Analyst to carry out these functions. A wider set of metrics needs to be developed within a central Graduate School, and among graduate schools nationally, to effectively track performance.

Recommendation 11. The Graduate School Executive Committee agrees with the recommendation to maintain faculty governance over matters of graduate education via the Policy and Review Councils and to streamline review processes.

Recommendation 12. Working with COGS, the Graduate School will assess the feasibility of moving to one graduation ceremony per year from the two currently offered. The size of available facilities and graduate student needs are critical issues to be examined.

Recommendation 13. See Resolution 11. above.

*11) Colleges could elect to manage terminal master's and professional doctorate programs, following Graduate School review and eventually, Provost and Regents approval.*

Recommendation 14. See Resolution 4. above.

*4) Acknowledging that there has been significant debate and discussion of recommendations regarding the delegation of responsibilities to the coordinate campuses for master's and Ph.D degrees without a clear understanding of the implications of restructuring, the Graduate School Executive Committee recommends that discussion of these issues continue over the next year through the Graduate School's established governance system.*

Recommendation 15. The Graduate School Executive Committee endorses the Committee's recommendation about current cost pool arrangements. Also see Resolution 12. for additional comments.

*12) The Graduate School Executive Committee expresses its concern about unnecessary conflict generated between the Graduate School and other colleges under the present budget model.*

**Katherine Himes**

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**From:** "The Graduate School" <bulk-nr@umn.edu>  
**To:** "Steven L Crouch" <crouch@umn.edu>  
**Sent:** Wednesday, May 13, 2009 1:40 PM  
**Subject:** Graduate School Executive Committee Response to Draft Recommendations on Restructuring Graduate Education



**The Graduate School**

Date: May 13, 2009

To: Graduate Faculty

From: Gail Dubrow, Chair, Graduate School Executive Committee

Subject: Graduate School Executive Committee Response to Draft Recommendations on Restructuring Graduate Education

The Constitution of the Graduate School charges its Executive Committee with responsibility for considering proposals for changes in the administration of the Graduate School and continually reviewing the effectiveness of its structure and performance in discharging its missions.

In keeping with its constitutionally mandated responsibilities, the Graduate School Executive Committee has completed its deliberations on the Draft Report of the Committee on Graduate Education, "Recommendations on the Oversight and Support of Graduate Education at the University of Minnesota," released for public comment on April 24.

The Executive Committee concluded that a free-standing Graduate School should continue as an academic unit with a constitution and shared governance. The Executive Committee approved 12 key resolutions related to the future of graduate education at University of Minnesota, with additional comments that specifically address the 15 key findings of the Committee on Graduate Education.

Full text of the Graduate School Executive Committee's response is now available at <http://www.grad.umn.edu/news-events/gradededucation.html>. To clearly understand the Executive Committee's recommendations, it is helpful to have in hand a copy of the Draft Recommendations of the Committee on Graduate Education, which can be accessed from the same page.

May 24 is the closing date of the public comment period on the Draft Recommendations of the Committee on Graduate Education. Whatever your views or plans for reorganizing graduate education, The Graduate School Executive Committee encourages you to submit your comments before the deadline so your voices can be heard. Address your comments to the Committee

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on Graduate Education at gradcmte@umn.edu, which has been charged with responsibility for compiling and forwarding verbatim all comments it receives to the Provost (provost@umn.edu) and President (upres@umn.edu).

If you'd like to put your comments on record with the Graduate School, you can send them also to gsdgs@umn.edu.

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This e-mail was sent by The Graduate School at the University of Minnesota, 322 Johnston Hall, 101 Pleasant St. SE, Minneapolis MN 55455.

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## Printed:

Tue 26 May 2009, 13:56:24 (CDT)

Subject: **Letter about Graduate Programs at UMD**

From: Steven L. Crouch <crouch@umn.edu>

Date: Thu, 14 May 2009 09:28:02 -0500

To: Committee on Graduate Education <gradcmte@umn.edu>

Note to file by Steve Crouch.

The attached document was prepared by one of the committee members based on correspondence with faculty at the University of Minnesota Duluth. This round-about way of providing feedback to the committee was necessitated by the faculty's fear of retaliation by UMD administration for opposing the administration's well-known position that all graduate programs at UMD should be locally controlled.

--  
Steven L. Crouch

Professor and Dean  
Institute of Technology  
University of Minnesota

Institute of Technology: A college of engineering, physical sciences, and mathematics

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A committee member reports the following concerns at Duluth among faculty who support the committee's recommendation to maintain central oversight of academic master's degree programs at UMD:

Faculty believe the current arrangement provides essential support and structure for these programs. In particular,

1. Recent retirements and departures at UMD have removed key personnel (an Associate Dean and a staff support position) with experience in graduate education. There is no general agreement among current UMD senior administrators about policies for graduate education, and no one with experience in this area. Continuity, consistency and quality of graduate programs would therefore all be at risk without continued Graduate School support.

2. Funding for graduate education is currently completely dependent on Graduate School funding (Grant-in-Aid, Block Grant, Fellowships, summer programs) and there is no guarantee of stable future funding from any local source at UMD. Previous requests for funding from local sources have been unsuccessful, and it would be difficult or impossible to set up local versions of all of the Graduate School funding competitions. Graduate program quality would be drastically affected by the loss of these funding sources and their associated review processes.

**Printed:**

Tue 26 May 2009, 13:56:49 (CDT)

Subject: A view

From: Terry Roe &lt;troe@umn.edu&gt;

Date: Thu, 14 May 2009 09:42:15 -0500

To: gradcmte@umn.edu , Buhr Brian &lt;bbuhr@umn.edu&gt;

Background: My major link to the Grad.School started when R. Holt was Dean. Holt and I had a number of side projects doing research on political economy among other activities as well as having long discussions about function and institutional design of the Grad. School.

## Function:

The Grad School's main key functions are/should be:

1. Maintaining minimum standards for graduate programs / curricula
2. Provide financial support (RA and TA)
3. Manage, facilitate and encourage inter-disciplinary programs
4. Manage records, admittance etc.
5. Provide leadership at the frontier of knowledge discovery (NO: this is not the sole responsibility of the VP for research)

## Comment on function:

1. Item 4. should not dominate the other items and instead, be in the background and not used as an excuse to not work on the other functions
2. The performance of 1. to 5. means that the Grad School, with the "right" leadership should be the most knowledgeable as to (a) where the most productive resources for knowledge discovery are, (b) where the greatest potential for knowledge discovery is located, (c) the benefit-to-cost ratios of where research resources/training are the highest. Notice, this has strong inter-disciplinary implications.

3. The Grad.School should play a more significant and active role in "merchandising" these opportunities to funding sources, including state government; The universities policy over the last several administrations to limit this function and centralize it to the degree it has means that opportunities have been foregone, we have not used our full resource base to communicate. This is a mistake, and reflects the administrations unwillingness to push back the power of deans (i.e., some have authority to "lobby", others stay at home).

## Comment on design

1. By its functions (1. to 5.), the Grad.School naturally conflicts with colleges. I have told and explained this to a number of the Regents as well. To perform these functions well, this is just "the way it is," regardless of whether this is Minn. nice or not. We need a strong Provost to make this point clear to college deans, and to reinforce the point by giving the Grad.School more authority in program reviews and maybe promotion as well.
2. The Dean of the Grad. School should focus on functions 1., 2., 3., and 5., leaving 4. to a Management function. The Dean should have a knowledge production - creation "model/strategy" in mind which, to be honest, I have not seen in our last two Grad.School deans. This has been, in my view, a major failure with some responsibility falling on

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central administration.

3. Using our resources to maximize the value of knowledge production requires BOTH a VP for research and the Grad.School, AND NOT the exclusion of one for the other. There should be NO administrative monopoly in this regard. The President and Provost, knowing the unique skills and aptitudes of each, should define the divisions of responsibilities and specialization of labor. A little conflict should be expected and permitted (this is called competition).

#### Conclusion

This institution has failed in its overall management of knowledge production, it has failed in attracting resources commensurate with our knowledge producing resources. It is time to get this problem resolved.

Terry Roe

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**Printed:**

Tue 26 May 2009, 13:57:12 (CDT)

**Subject: response to the Graduate School Executive Committee's Memo**

From: Karen Seashore &lt;klouis@umn.edu&gt;

Date: Thu, 14 May 2009 11:30:44 -0500

To: gradcmte@umn.edu

This document appears to be a limited response to the Committee on Graduate Education's report, which I previously indicated was very thoughtful and thorough (although I didn't agree with everything). The overall tenor is "leave us alone; we're doing a good job." There is little effort to grapple with the meat of the committee's report, which suggested that there is considerable dissatisfaction with the status quo and a wide-spread consensus that there needs to be significant changes. The repeated emphasis that they should receive limited budget cuts also ignores the reality in the colleges and departments, where the bulk of services to graduate students are provided.

The issues that you raised in your report deserved, I think, a more thoughtful and self-reflective assessment. The graduate school requires that all of our programs present a self-study that is reviewed by an external group of visitors, but they don't seem to want to do the same kind of work to look at their own operations..the fact that the first point they make is that there are "synergies and efficiencies" as well as "creativity and innovation" in the current organization suggests that they have not been listening to concerns that have been raised over many years.

I think that you should ignore this response and I hope that the Provost will move forward, with appropriate consultation with the faculty, to implement the substance of your report - which will require more substantial changes in size, governance, and organization than the Executive Committee of the Graduate School seems to feel are necessary.

Karen Seashore (Louis)

Rodney S. Wallace Professor

Educational Policy and Administration

330 Wulling Hall

66 Pleasant St. S.E.

University of Minnesota

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## Printed:

Tue 26 May 2009, 13:57:35 (CDT)

**Subject: Student response to Graduate Education Committee Draft Report**

From: dana0010@umn.edu

Date: 14 May 2009 16:09:08 -0500

To: gradcmte@umn.edu

Hello,

I am taking a moment to write a few comments on the proposed Graduate School restructuring. In particular, I want to provide my input on the need to provide a stable home for interdisciplinary graduate programs. I am a PhD candidate in Fisheries, Wildlife, and Conservation Biology, and technically within the College of Food, Agriculture and Natural Resource Sciences. However, my work is very interdisciplinary, and is influenced by public policy, agronomy, communication and rhetoric, social psychology, and the natural sciences.

It is difficult to find support (esp funding) for research which ranges so widely, and the Graduate School has provided two important sources of funding in my graduate career: A graduate research grant and a Doctoral Dissertation Fellowship. These have been lifesavers for my research, and I am concerned that others may not have the opportunity to receive this support with the dissolution of the Graduate School. Therefore, I definitely support the resolution to keep the Graduate School's Office of Interdisciplinary Initiatives alive and well.

I completely agree that dedicated revenue streams and special funds are needed to support interdisciplinary programs like the Conservation Biology Graduate Program. This is especially relevant for graduate students like myself who find themselves split between campuses and different faculty departments on a daily basis.

Regards,

Genya Dana  
PhD Candidate, Fisheries Wildlife and Conservation Biology  
U of Minnesota, Twin Cities Campus  
cell: 612-327-4900  
email: dana0010@umn.edu

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## Printed:

Tue 26 May 2009, 13:57:59 (CDT)

Subject: **Comments on Graduate School**

From: Tim Lensmire <lensmire@umn.edu>

Date: Thu, 14 May 2009 16:30:18 -0500

To: gradcmte@umn.edu

CC: gsdgs@umn.edu

I write to express my support for the "Graduate School Executive Committee Response to Draft Recommendations on Restructuring Graduate Education." Like the Executive Committee, I believe that a free-standing Graduate School should continue as an academic unit with a constitution and shared governance.

I was baffled by the "Draft Recommendations of the Committee on Graduate Education." In my experience as a faculty member at this university and as acting DGS for my department for a year, I have found the Graduate School to be a highly-effective and responsive unit. Indeed, I would say that it has been perhaps the best unit--in terms of leadership, procedures, helpfulness--that I have encountered at the University of Minnesota. I could not (and still do not) see the logic of, nor the good that can come from, taking apart such an effective institution.

Thank you.

Timothy J. Lensmire  
Associate Professor  
University of Minnesota  
125 Peik Hall  
159 Pillsbury Drive SE  
Minneapolis, MN 55455  
612 625-2092  
lensmire@umn.edu

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The blues is an impulse to keep painful  
details and episodes of a brutal experience  
alive in one's aching consciousness,  
to finger its jagged grain,  
and to transcend it,  
not by the consolation of philosophy  
but by squeezing from it  
a near-tragic, near-comic lyricism.

Ralph Ellison

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**Printed:**

Tue 26 May 2009, 13:58:14 (CDT)

**Subject: Response to the Provost's proposal for restructuring graduate education**

From: Jasmina Josic <bisa0013@umn.edu>

Date: Fri, 15 May 2009 11:55:45 -0400

To: gradcmte@umn.edu

Dear President, Provost, Committee member,

As a graduate student in educational policy, I would like to express my strong support for keeping the Graduate School as a free-standing academic unit.

Additionally, I have reviewed the Graduate School Executive Committee Response and agree on all points included in this response.

I think it is important to mention that the Executive Committee consists of faculty and student members -- these two groups will be the ones most affected by the Provost's proposed restructuring. Therefore, their voices should be taken most seriously by the Provost.

The Committee on Graduate Education has clearly pointed on the need of a free-standing academic unit (not an office) that would oversee a large portion of the activities currently part of the Graduate School. As a graduate student, I am very concerned about the idea of moving most of these services into the individual colleges. My concern is two-fold. First, my college (CEHD) has gone through so much restructuring that at this point I have strong reservations whether the administration could manage and financially uphold the administration of quality graduate education (emphasis on quality). Secondly, should there be only a Graduate Office, a serious discussion should be held on who will protect student interests in the same extent that the Graduate School does currently (primarily through its governance system).

The Committee suggested re-naming to a Graduate College, as oppose to Graduate Office that was proposed by the Provost. Since the great majority of the activities currently conducted by The Graduate School would remain within that unit, I have to strongly question the need for making such change. Rebranding a name takes a LOT of financial support that otherwise could actually be spent on graduate students or advancing graduate education. As a student of a department that is financially struggling, I would rather see these thousands of dollars (at the very least) that will be allocated for rebranding the unit, actually spent on the graduate students/education.

Indeed, there is a need to do some adjustments within the existing Graduate School to reflect the changes in the graduate education trends (it is always possible to improve, and the new initiatives carry for a reason that adjective "new"). Not every procedure or policy is running smoothly, but that cannot be a reason to make such decision as to reform graduate education. Rather, the University should make a stronger commitment to graduate education and provide the means to support new

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initiatives. Restructuring graduate education for the sake of simply saying that 'the University is making changes' is unproductive and will hurt graduate students the most.

I have to admit that I am glad that I am graduating next year so I do not have to be around to see possible movement at the UMN towards such neoliberal reform of graduate education. I very much understand the current position of public education (and especially graduate education at the public universities) and the need to reframe the existing operations of large universities. However, decentralizing graduate education at the UMN and using a simple formula for marketization of our degrees through individual colleges represents a move towards 'education as consumerism.'

The Provost brought in an example of Stanford as an institution that has successfully transitioned to decentralized form of graduate education. However, one point that the Provost has forgot to mention is that Stanford is a private institution with enormous endowments. For example, the graduate students in educational policy at Stanford get full assistantship for 4 years -- on the other hand, graduate students at my department are lucky if we get a partial funding at some point of our education. Additionally, the graduate student organizations and unions at Stanford are one of the strongest and most organized - on the other hand, students in my entire college hardly care about the organizations. While these examples might seem naïve and irrelevant, these are actually the examples of the bottom-line aspects that the proposed restructuring of graduate education will adversely impact. Individual colleges are struggling to survive financially now -- what will happen when additional requirements/services are added? Who will care about graduate students then? More importantly, how does the University plan to provide the quality in its graduate education programs?

Excellence in education as noted by the Provost canNOT be used as a synonym for quality education, and therefore as an excuse to shift the focus of our graduate education towards mere rankings.

Thank you for your consideration.

Best,

Jasmina Josic

Ph.D. Candidate, Educational Policy and Administration, College of Education and Human Development

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**Printed:**

Tue 26 May 2009, 13:58:38 (CDT)

Subject: **Graduate School report**

From: Andy Arsham <andrew.arsham@wave80.com>

Date: Fri, 15 May 2009 13:57:00 -0500

To: gradcmte@umn.edu

To the Committee on Graduate Education:

I was encouraged that the Committee on Graduate Education's report included an option to retain a streamlined Graduate College as a free-standing academic unit, and I am writing in enthusiastic support of that option.

Over several years I served as President, Policy Chair, and Communications Chair of the University's Postdoctoral Association, and I had the good fortune to work with Dean Dubrow and with Noro Andriamanalina of the Office of Postdoctoral Affairs, who have been innovative and unflagging in their support of postdocs. Their hard work and genuine commitment to an important but long-neglected group of young scholars-in-training is one example among many of the jobs that a free-standing Graduate School accomplishes, one that no other academic unit had stepped forward to fill.

Another of the crucial jobs of the Graduate School is to serve as one of several intellectual centers of gravity for advanced study, interdisciplinarity, and knowledge creation at the U. Dean Dubrow's leadership exemplifies these goals, and her commitment to both rigor and inclusiveness has been a substantive contribution to the intellectual life and core mission of the U, one that I hope is not rejected lightly in favor of merely administrative or bureaucratic concerns.

I appreciate the honest and earnest consideration that the Committee on Graduate Education has given to this contentious issue, as well as the open-mindedness of the recommendations. It is my opinion (and my hope) that your efforts may protect the University of Minnesota from its own worst impulses and preserve the intellectual independence of the Graduate School.

With heartfelt thanks for your service to the University community,

Andy Arsham, PhD.  
Senior Director, New Products--Applied Cell Physiology  
Wave 80 Biosciences  
2325 3rd Street, Suite 215  
San Francisco, CA 94107

## Printed:

Tue 26 May 2009, 13:58:45 (CDT)

Subject: **comments on proposed new graduate structure**

From: Riv-Ellen Prell <prell001@umn.edu>

Date: Sun, 17 May 2009 20:53:33 -0500

To: gradcmte@umn.edu

Colleagues,  
With thanks to the committee for their efforts I would like to comments on the proposal.  
I am puzzled why the initial announcement of closing the Graduate School was followed by recommendations that maintain a graduate school and a dean. However, I do not see any rationale for moving grants in aid for research, Mcknight fellowships, the U of M press or other related matters out of the graduate school. I would have appreciated a rationale for that. Lacking that rationale, I am puzzled why it would be moved.  
Sincerely,  
Riv-Ellen Prell

--  
Riv-Ellen Prell  
Professor  
Department of American Studies  
104 Scott Hall  
University of Minnesota  
Minneapolis, Minnesota 55455

lele

**Printed:**

Tue 26 May 2009, 13:58:54 (CDT)

**Subject: Closure of Graduate School**

From: James Carey &lt;carey007@umn.edu&gt;

Date: Mon, 18 May 2009 11:00:03 -0500

To: gradcmte@umn.edu

CC: gsdgs@umn.edu

I wish to respectfully register my comments on the decision to close the Graduate School.

I am strongly opposed to closing the Graduate School. Although improvements can always be made, the merits of the Graduate School far outweigh its problems. Most importantly, the Graduate School offers a mechanism of "Quality Control" that is crucial to the essence of graduate education and to the reputation of the University of Minnesota. It is akin to external accreditation bodies, the continuation of which has also been challenged in higher education. Without external accreditation, Universities are left to their own devices in establishing quality of education. Although this would be less costly and certainly more convenient, it is untenable. External eyes that are empowered to ensure quality are needed. Similarly, within the University, external eyes are needed to ensure academic rigor. To assume that each college within the University would assume the critical review of proposals and respond with the sometimes painful evaluative comments needed to ensure rigor is a leap too far. The Graduate School offers the needed degree of separation between the proponents and the reviewers to allow candid critiquing (through its Policy and Review Councils) whereas I believe the degree of separation within the same college is not enough. I have seen enough examples on the Health Science Policy and Review Council of departments supporting extremely weak proposals.

The above is my main concern but, also, I don't think closing the Graduate School will save any dollars by the time all the effort is redistributed. There are other ways to economize education here without going to the very heart.

Respectfully,

Jim Carey

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James R. Carey, PhD, PT  
Professor and Director  
Program in Physical Therapy  
University of Minnesota  
MMC Box 388  
Minneapolis, MN 55455

Office Location: 377 Children's Rehabilitation Center

Email: [carey007@umn.edu](mailto:carey007@umn.edu)

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FAX: 612/625-4274

Websites: <http://bpl.umn.edu/>

<http://www.med.umn.edu/physther/>

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**Printed:**

Tue 26 May 2009, 13:59:04 (CDT)

Subject: **comments on graduate education recommendations**

From: Bob Stine <rstine@umn.edu>

Date: Mon, 18 May 2009 11:58:41 -0500

To: gradcmte@umn.edu <gradcmte@umn.edu>

Recommendation 13 states "Colleges should have the option - but not be required - to administer terminal (professional) master's and applied doctorate degree programs in-house. Other master's degree programs (i.e., M.S. and M.A. degrees) are often preparatory to the Ph.D. and should be administered centrally by the Graduate College/Office."

I agree with this recommendation, but believe additional clarity is needed about what exactly "administering" a degree program means. Does the Graduate College/Office approve such programs through the PR councils first, and then colleges administer them? Or does approval for these programs come from the Provost's office, as is currently the case for undergrad programs? Who is responsible for approving "significant" changes to programs, and who defines what "significant" is? Approval by the Graduate College/Office, with or without participation by the PR councils would be fine in both cases IF a streamlined process is developed that includes both a shortened time frame and an appropriate set of criteria. Using the same process and criteria for Ph.D. programs and professional master's degrees does not make sense.

On the question of a Graduate Office vs. a Graduate College, I am relatively neutral as long as approval processes are improved and colleges have a clear and well defined option and process for choosing to administer their own terminal master's degrees. From my perspective though, the current Graduate School seems to be much more administrative than academic. They have the ability to approve or veto programming requests from all other colleges (unlike any academic college), and they do not do any specific academic programming (like all the other colleges do). Although I understand their important mission in maintaining the quality of graduate education at the University, I think their role is fundamentally different from every other college on campus.

I hope these comments help.

Bob Stine

Associate Dean for Degree & Credit Programs

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phermail: Message Display

<https://gophermail.umn.edu:4443/session/gradcmte//AACI@display...>

College of Continuing Education

rstine@umn.edu

612/624-1251

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## Printed:

Tue 26 May 2009, 13:59:27 (CDT)

Subject: **CTL response to committee report**

From: David Langley <langl029@umn.edu>

Date: Mon, 18 May 2009 13:56:58 -0500

To: Committee on Graduate Education <gradcmte@umn.edu>

CC: Carol A Carrier <carrier@umn.edu>

Attached is a two page response from the Center for Teaching and Learning in regards to the recent report generated by the Committee on Graduate Education. Thank you very much for the opportunity to provide our input to the work of the Committee.

--

David Langley, Director  
Center for Teaching and Learning  
University Office Plaza Suite 400  
2221 University Avenue S.E.  
University of Minnesota  
Minneapolis, MN 55414

Email: dlangley@umn.edu  
Phone: 612-625-3343  
Fax: 612-625-3382

# UNIVERSITY OF MINNESOTA

Twin Cities Campus

Center for Teaching and Learning  
Office of Human Resources

University Office Plaza, Suite 400  
2221 University Avenue S.E.  
Minneapolis, MN 55414

Office: 612-625-3041  
Fax: 612-625-3382  
Email: [teachlrn@umn.edu](mailto:teachlrn@umn.edu)  
Website: [www.teaching.umn.edu](http://www.teaching.umn.edu)

To: Committee on Graduate Education  
From: David Langley, Director  
Center for Teaching and Learning  
Re: Commentary on Draft report  
Date: May 18, 2009

The Center for Teaching and Learning (CTL) appreciates the opportunity to provide input to the draft report submitted by the Committee on Graduate Education regarding the administration of services offered through the Graduate College/Office. Staff members at the CTL have read the draft report, and we note key areas that implicate further involvement of our office. We have outlined these issues below with appropriate comments.

## **I. General Recommendations: Central Oversight (p. 3)**

### **CTL Comment:**

The report does not outline a specific plan for the GRAD designator courses taught in Preparing Future Faculty and the International Teaching Assistant programs. Tuition revenue from these courses accounts for nearly a **third of the Center's budget** and impacts 450-500 graduate students and post docs during a typical calendar year. If central oversight of career services remains a function of the Graduate College/Office, then we assume that the administration of these two programs and revenue sharing will continue as in past years.

## **II. Graduate Advising (p. 5, Recommendation #9)**

Quoted material from the report (pg.5, pg. 16) is as follows:

"The committee asks that the Vice Provost and Dean of the Graduate College/Office form a committee to study this issue further, work with Center for Teaching and Learning staff to help build curriculum, implement an advisor training program, create measures to evaluate the success of training, and continue to work with the Academy of Distinguished Teachers on this topic."

### **CTL Comment:**

As noted above, the role of the CTL focuses on providing assistance to help build curriculum for graduate advising. We accept this new responsibility and look forward to positively impacting the graduate advising process at the University. We also note that the administration of "advising standards and training programs for university faculty" (p. 6, draft report) is best considered as a new function of the Graduate College/Office and thereby implicates implementation of the curriculum to that Office.

### **III. Career Services (p. 16)**

Following discussion of the current collaboration between the Center for Teaching and Learning, the Graduate School Diversity Office, and the Office of Postdoctoral Affairs, the report notes the following: "The committee recommends these three offices continue to work together to provide career-oriented classes and workshops for both graduate students and postdocs".

#### CTL Comment:

The recommendation points to the continuance of past CTL work on a host of career service workshops and programs. In our April 6 correspondence to the Committee, we outlined in detail our past history of well-attended and successful multidisciplinary and multicultural workshops over the last few years. In collaboration with the appropriate offices implicated, we accept the responsibility of providing these programs and services on topics that are central to teaching and learning.

### **IV. Office of Postdoctoral Affairs (p. 16)**

Quoted material from the report is as follows:

"Workshops on grant writing, job search and interviewing, Preparing Future Faculty, conflict resolution, writing, speaking and English as a second language, networking, financial management, appointments, taxes and visa issues are frequently shared between the OPDA and Graduate School."

#### CTL Comment

Many of the programs and services listed above also implicate the CTL, and we reiterate our desire to continue to serve as either the lead office (e.g., Preparing Future Faculty) or as a partner with the OPDA or its equivalent.

### **Concluding Remarks**

We extend our appreciation to President Robert Bruininks and Provost Tom Sullivan for due consideration of the issues and comments expressed above. Regardless of the final structure of this unit, we look forward to supporting the new Graduate College/Office as a key lever to impact the lives and careers of both graduate students and post doctoral students.

**Printed:**

Tue 26 May 2009, 14:00:25 (CDT)

Subject: **COGS Response to Committee on Graduate Education Report**

From: cogs@umn.edu

Date: 19 May 2009 18:38:17 -0500

To: bruin001@umn.edu , gradcmte@umn.edu , sulli059@umn.edu

CC: hoove001@umn.edu , garye@umn.edu , Geoff Hart <hart0792@umn.edu>

Dear Committee on Graduate Education,

Please find attached the COGS response to your April 24th, 2009 Report.

Thank you,  
COGS Executive Committee

cc: President Bruininks  
Provost Sullivan  
Emily Hoover, Faculty Consultative Committee  
Gary Engstrand, Secretary to the Faculty  
Geoff Hart, 2008-09 President of COGS

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Dear Committee on Graduate Education and U of M administration,

The Council of Graduate Students (COGS) Executive Committee thanks the Committee on Graduate Education (the "Committee") for its work and for its April 24<sup>th</sup> draft report "Recommendations on the Oversight and Support of Graduate Education at the University of Minnesota" (the "Report"). The COGS Exec Committee strongly supports some of the Report's recommendations, but has serious concerns about others.

The COGS Executive Committee strongly believes that the Graduate School should continue as a free-standing academic unit. The University needs a free-standing Graduate School: a Dean, staff, and resources responsible for, accountable for, and dedicated to graduate education. This structure will help ensure program excellence across the University and continued interaction and collaboration in the development of new programs.

We strongly agree with the Committee on the great importance to the University of continued consultation and shared governance. In particular, we agree that it is vital that the Policy and Review (P&R) Councils, including graduate student representation, be continued. The P&R Councils contributed significantly to excellence in graduate education at the University by ensuring that program quality is evaluated and maintained across the University.

COGS is dedicated to continued representation for *all* graduate students and their common issues and concerns. COGS is particularly concerned with the effects of any shift toward college-level responsibility for graduate programs and its effects on students in programs that span colleges or that do not have a home department. Additionally, COGS recognizes that terminal masters and applied doctorate degree programs may choose to become independent from the central Graduate School. COGS believes it is of utmost importance that these students continue to be represented in University governance and policy decisions.

We agree with the Committee that continued investment in technology to streamline admissions and student-progress paperwork is critical. These investments will increase efficiency and productivity within the Graduate School while reducing long-term costs, simultaneously benefiting both graduate students and departmental staff.

We share the Committee's concern about the advising and mentoring of graduate students. Our recent COGS graduate student survey findings emphasize the importance of excellent advising and mentoring to graduate student success, as well as the need for improvements. COGS has a committee studying this topic and looks forward to working with others within the University to improve these critical services.

Before any final decisions are made and action taken on the restructuring of graduate education at the University, COGS requests release of a plan including a statement of goals and a time-line for the restructuring, specifically addressing how this will result in increased excellence in graduate education. Supporting evidence that the restructuring will result in the achievement of those goals and that achieving these goals necessitates alteration to the current structure should also be provided prior to their implementation.

Sincerely,  
COGS Executive Committee

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**Katherine Himes**

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**From:** "UPres" <upres@umn.edu>  
**To:** "Tim McDevitt" <falcontimmy@hotmail.com>  
**Cc:** <sulli059@umn.edu>; "Sharon Reich Paulsen" <reich002@umn.edu>  
**Sent:** Tuesday, May 26, 2009 10:52 AM  
**Attach:** Mn Daily Letter to the Editor Mar 30 2009.doc  
**Subject:** [Fwd: Draft Report- Committee on Graduate Education Commentary]

Dear Mr. McDevitt:

Thank you for sharing your comments with me. I have forwarded your comments to the appropriate administrators.

Sincerely,

Robert H. Bruininks  
President

----- Original Message -----

**Subject:** Draft Report- Committee on Graduate Education Commentary  
**Date:** Wed, 20 May 2009 15:48:48 -0400  
**From:** Tim McDevitt <falcontimmy@hotmail.com>  
**To:** Robert Bruininks <upres@umn.edu>

Dear Sir:

Pardon me if sending you this commentary isn't directly where it should be sent. Please forward it on, if need be.

After reading through the Draft Report submitted April 24, 2009; I have an observation or two I would like to share. Section IV, portions 2 and 3, deal directly with the issue Admission and Transcript evaluation of the University's International Student population. It appears the Committee looked closely at the circumstances and provided valuable direction to the Administration.

I recommend adopting the policies put forth in this section. The Committee also suggested that the ApplyYourself software program be thoroughly evaluated, prior to expiration of the vendor contract in 2012. The Graduate Education Committee can be commended for thoroughness of this Report.

Attached is a letter to the Daily printed on March 30th, I am relieved my concerns were addressed in this Draft Report.

Sincerely,

Tim McDevitt  
CSOM

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Insert movie times and more without leaving Hotmail®. See how.

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March 29, 2009

Dear Sirs:

The implementation Committee for the transfer of responsibilities of the University's Graduate School has been charged with numerous implementation strategies. None more important than the future process of maintaining opportunities for this University's International student population.

Current centralized processing functions coordinated through the Graduate School for all University Collages and Schools will not be easily transferred without proper planning. The continued presence of our International brothers and sisters on University campuses is essential. The University of Minnesota would not be the institution of higher education it is without the contributions our International students provide.

On behalf of the Carlson Schools student body, I ask the Committee to make this transfer of responsibilities a priority during its deliberations over the coming months.

Sincerely,

Tim McDevitt  
Student Senate Member  
CSOM

**Printed:**

Tue 26 May 2009, 14:00:58 (CDT)

**Subject: response to the Committee on Graduate Education report**

From: Kirsten Jamsen &lt;kjamsen@umn.edu&gt;

Date: Wed, 20 May 2009 17:26:14 -0500

To: gradcmte@umn.edu

CC: gsdgs@umn.edu

Thank you for giving us the opportunity to respond to the recent report by the Committee on Graduate Education. When considering the five questions guiding the committee's work, I am surprised that they did not ask the fundamental question that, I believe, underlies all five:

What structure (and corresponding systems and processes) would best meet the needs and support the success of University of Minnesota graduate students?

The report approaches this question indirectly in several places (most notably in the valuable comments about improving graduate student advising), but it seems to me that a direct discussion of what our graduate students need to succeed during and after their graduate education would be extremely useful in weighing the merits of the different recommendations and ultimately resolving the question of whether the centralized entity should be an academic or administrative unit.

As someone who has the opportunity to work with graduate and undergraduate students from across the University (as well as with their faculty, staff, and graduate instructors), I am concerned that the proposal to create an administrative Office of Graduate Education "parallel in structure to the existing Office of Undergraduate Education" ignores the vastly different-- and decidedly non parallel-- natures of graduate and undergraduate education. Whereas undergraduate students at Minnesota are supported by a vast network of advising and student affairs units outside of academic departments, there are no such parallel systems for graduate students. I have observed at the both the Universities of Minnesota and Wisconsin multiple situations when miscommunication and conflicts of interest occur between graduate students and department faculty (for example, discrimination in evaluation, conflicts over authorship, inequitable funding for research and teaching), and I have seen the Graduate Schools play an essential role in protecting the rights of graduate students, educating all parties, and mediating conflicts.

A department's priorities for graduate education are not-- and probably cannot be-- focused altruistically on the needs of their students. Yet, as graduate students are being well educated and acculturated into their fields by faculty, it is important to note the vast intellectual, social, and economic power that departments and

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faculty hold over their graduate students (far greater than their power over undergraduate students who can seek out advisors and employment beyond their major department). Such a power differential reminds me of the importance of a "neutral body" to support both students and faculty in their relationships-- a role that the current Office of Undergraduate Education does not play. I wonder too how much both faculty and students would respect an administrative office-- rather than the Graduate School to which they "belong"-- in any form of mediation.

As the leader of an interdisciplinary research, teaching, and instructional center, which is home to the interdisciplinary minor in Literacy and Rhetorical Studies (LRS), I am particularly heartened by the Committee's recognition of the importance of centralized support for interdisciplinary graduate programs. Today, the Center for Writing is better able to serve Minnesota's graduate students in their roles as developing scholars and teachers because of Dean Gail Dubrow's vision and leadership and the hard work of the Graduate School staff. Both the Office of Interdisciplinary Initiatives and the Graduate Writing Initiative have played crucial roles in both making the Center more visible and accessible and in helping us collaborate with other units across campus to fulfill our mission to support all University of Minnesota students, faculty, and staff engaged in the practice, teaching, and study of writing. Those partnerships and collaborations across collegiate and departmental lines are even more important in times of diminishing resources, and I remain concerned that decentralization of many Graduate School functions will be both detrimental to Minnesota graduate students and to those of us who support them.

Respectfully submitted,  
--Kirsten

Kirsten Jamsen, Ph.D.  
Director, Center for Writing  
University of Minnesota - Twin Cities  
10 Nicholson Hall  
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tel: 612-625-5355  
fax: 612-626-7580  
<http://writing.umn.edu>

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**Printed:**

Tue 26 May 2009, 14:00:41 (CDT)

**Subject: feedback on draft recommendations; committee on graduate education**

From: Jole Shackelford &lt;shack001@umn.edu&gt;

Date: Wed, 20 May 2009 20:41:23 +0000

To: gradcmte@umn.edu

Dear Gail Dubrow and/or other Graduate School Executive Committee members, In response to your call for commentary on the draft recommendations, circulated 13 May 09, let me say that I find much of the Committee's recommendations to be good sense and that I am especially glad to see strong support for the needs of individual graduate programs and protection/funding of interdisciplinary graduate programs. Although most of these recommendations apply to either of the two administrative models being considered, I believe that we should adopt the "Graduate College" model rather than the administrative unit model. Not only do I think that maintaining close ties between graduate school governance and the graduate faculty is important, but also that there is important tradition in the collegiate model for running what, historically, is a kind of master-apprentice model of imparting expertise.

In short, I vote for option three noted in the second paragraph of the Recommendations section, namely the "Graduate College". Thank you for your efforts in producing thoughtful recommendations for the restructuring.

Jole Shackelford  
History of Medicine  
525C Diehl Hall  
University of Minnesota  
612-624-4499

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**Printed:**

Tue 26 May 2009, 14:01:09 (CDT)

**Subject: Graduate School Report**

From: Russell Luepker &lt;luepker@epi.umn.edu&gt;

Date: Wed, 20 May 2009 21:40:05 -0500

To: gradcmte@umn.edu

I appreciate the difficult work of the committee in providing this report. As a current DGS and graduate faculty member in several disciplinary and interdisciplinary programs, I have come to value the role of the graduate school in providing services and maintaining standards. I believe that these must be preserved with some structure led by faculty and responsible for the intellectual content of graduate degrees. I also believe there is value review of programs by diverse faculty. I do not see how these tasks will be accomplished by decentralizing graduate school functions to the colleges and the Provost's office. I have not heard such plans from proponents, only concerns about costs. Having said that, the costs of running the graduate school seem excessive and many of its functions slow and turgid. I recommend keeping this as a separate 'school' and not an 'administrative' unit. I agree it should be streamlined.

Russell V. Luepker, MD, MS  
Mayo Professor  
Division of Epidemiology & Community Health  
School of Public Health  
University of Minnesota  
1300 S. Second St., Suite 300  
Minneapolis, MN 55454-1015  
Tel: (612) 624-6362  
Fax: (612) 624-0315  
E-mail: luepker@epi.umn.edu

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## Printed:

Tue 26 May 2009, 14:01:29 (CDT)

**Subject: Question on option to move MA program in house**

From: Theresa Glomb <tglomb@umn.edu>

Date: Thu, 21 May 2009 07:40:42 -0500

To: gradcmte@umn.edu

To the Graduate Committee on Restructuring

Thank you for such a thorough and considered approach to this very important issue.

I have a question about the statements below:

"/A separate question concerns the handling of applications for the professional programs currently administered through the Graduate School. Several colleges have expressed a desire to run these programs in-house, which would mean that the admissions process would be handled exclusively by the colleges. The committee believes that colleges should have the option - but not be required - to manage terminal (professional) master's and applied doctorate degree programs in-house. Other master's degree programs (i.e., M.S. and M.A. degrees) are often preparatory to the Ph.D. and should be administered by a central entity, whether a streamlined version of the current Graduate School or a new Office of Graduate Education."

/  
Will an M.A. degree be able to be run in-house or will only designates degrees be run in house? Right now, our program has an M.A. degree in Human Resources and Industrial Relations, but it is in the Carlson School of Management and therefore would perhaps be considered a professional degree. The above text is not entirely clear on this point.

Thank you in advance for any clarification you can provide.

---

Theresa M. Glomb  
Carlson Professor of Human Resources and Industrial Relations  
and Director of Graduate Studies  
Center for Human Resources and Labor Studies University of Minnesota  
3-283 Carlson School of Management  
321 19th Avenue South  
Minneapolis, MN 55455  
Phone: (612) 624-4860  
Fax: (612) 624-8360  
Email address: tglomb@umn.edu

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**Subject:** Committee on Graduate Education Report / Press Reporting Structure

**From:** Douglas Armato <armat001@umn.edu>

**Date:** Thu, 21 May 2009 13:03:40 -0500

**To:** sulli059@umn.edu

**CC:** mulcahy@umn.edu

*6/2/09*

Dear Tom,

I wanted to send you a brief message within the public comment period to confirm that the Press fully endorses the recommendation of the Committee on Graduate Education that the Press report to the Office of the Vice President for Research.

As I mentioned when we chatted briefly about this before, the Press' primary concern at this point (especially considering the current economic climate) is continuity of financial management, which would be maintained with an OVPR report.

The Press will end the year in the black (sales are showing some recovery and so we're looking a bit better financially than we did a few months back). Based on conservative revenue projections, next year's budget looks tight indeed, but I think our plan is solid, with the real wild card being the "lag economy" question of how deeply overall spending in the higher educational sector declines as state budget cuts take effect across the U.S. The OVPR report, I believe, will give the Press the stability we need to keep on track and also, in the longterm, will help the Press to continue to grow and maintain its financial self-sufficiency.

I'm attaching a background document I prepared for the Committee on Graduate Education in case you would find it useful as you make your final determination.

I'm also copying this to Tim Mulcahy so he knows what I am recommending.

Do let me know if I can provide any further information regarding this.

Best // Doug

--

Douglas Armato  
Director  
The University of Minnesota Press

111 Third Avenue South, Suite 290  
Minneapolis, MN 55401-2552  
Phone: 612-627-1972  
Fax: 612-627-1980 e-mail: armat001@umn.edu

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## University of Minnesota Press Reporting Structure

For reasons of prevailing practice, continuity, and alignment, the reporting structure of the University of Minnesota Press -- which is a financially self-sustaining and self-capitalizing unit -- should be to the Office of the Vice President for Research, which currently oversees several research centers and initiatives that, like the Press, seek to bridge disciplines and academic initiatives.

An alternate report that would comport with the Press's mission would be directly to the Provost or to a Vice Provost with oversight over faculty.

A report to the University Library would be problematic as university presses have significantly different governance, goals, and financial models.

### Prevailing Practice

Because University Presses report directly to faculty for editorial oversight and work directly with faculty in developing their research for publication, the overwhelming majority of presses report directly to the University Provost or, alternately, to a Dean of the Graduate School or Research.

The most recent survey of University Press reporting lines (58 of 85 presses surveyed) showed 75% (44 presses) reporting to the Provost or, less commonly, Research/Graduate School; 8% (5 presses) reporting within the University Library; and another 8% (5 presses) with the rare reporting structure, "Library/Provost" indicated in the initial memo on restructuring Graduate Education. Of the Presses with the "Library/Provost" reporting structure, four are very small (fewer than a dozen new titles per year).

The University of Minnesota Press has a particularly strong tradition of faculty governance and so the awkwardness of having such a body report to the University Librarian would thus be accentuated. Most Presses that report to or through libraries have been either very small (i.e., not "freestanding") or have a history of significant and persistent financial trouble; neither of these characteristics is true of the University of Minnesota Press. In addition, it is notable that of the three larger Presses that have reports to or through the library, two announced severe reductions in humanities publishing in favor of technical or professional books (mirroring trends in allocation of library budgets) and the third has no functioning faculty editorial board. Another Press that last month was moved into the Library, the financially troubled University of Michigan Press, had its faculty editorial committee dissolved as part of the transition.

### Continuity

The University of Minnesota Press has reported to the Office of the Vice President for Research (OVPR) for most of the last twenty years (the current Director was hired by a Vice President for Research) whereas the Press reported within the College of Liberal Arts. The Press only reported to the Graduate School for the brief six-year period

from Provost Maziar's division of the Graduate School from Research; even after the division, the Press maintained the same financial (RRC) report to Michael Rollefson (finance staff continued to be shared by the Graduate School and OVPR after the split).

As background, at the time of Gail Dubrow's being named Dean of the Graduate School, Vice President Mulcahy made a strong argument that the Press would be better located in Research in order to make clear that office's investment, and interest, in humanities and social science as well as scientific research. At that time, Provost Sullivan consulted with the Press Director, who recommended that the Press's report remain with the Graduate School due to Dean Dubrow's specific interest in interdisciplinary research (which has since become a stated priority of the University and of OVPR). At the time of the recent announcement of the Restructuring of Graduate Education at the UofM, the Press Director made the request to the Provost for a similar opportunity to recommend an appropriate reporting line; the Provost confirmed that the "Library/Provost" notation in the initial memo was "not set in stone" and suggested that the implementation committee, then being formed, would want to consider the issue.

Of particular concern to the Press is continuity in financial reporting. The Press earns 94% of net revenue from external sales -- unusual for a university unit to say the least -- and we also self-capitalize, which means our budgets "flow" across fiscal years (a form of accounting that OVPR is very familiar with due to its oversight of research funding). We also have very complex contractual and reporting commitments that are not easily merged into university systems and norms. In this regard, the Press has benefited from a long working relationship with the financial person in OVPR/Graduate School, Michael Rollefson, who has developed significant familiarity with publishing economics and practice and recently smoothed the difficult transition to the University's EFS financial system.

As a market-based enterprise, it would be a significant burden to the Press (particularly in a time of global economic stress) to shift to a new financial report or revise its financial practices to try to meet those of a fully funded "cost center" unit. As Michael Rollefson and the "cluster" with which the Press works will continue with OVPR, it would be ideal from an operational perspective, and in terms of efficiency, if the Press could continue to rely on the expertise that group has developed. Of further concern, the Press is engaged with several complex legal issues regarding academic practice and scientific validity, issues which OVPR is well suited to oversee but with which a library would have little experience or expertise.

### **Alignment**

University presses are sometimes erroneously characterized as primarily disseminators of scholarship. But the majority of a Press's staff is engaged not in the mechanics of dissemination, but in the sponsoring, development, and evaluation of scholarly work. In this way, Presses are best understood as part of a University's faculty research mission. Unlike university libraries, which primarily serve the local academic community, Presses publish scholars from many institutions, functioning as a highly visible sign of a

University's engagement in -- and commitment to -- wider scholarly discussions, particularly in the humanities and social sciences. For these reasons, the Press should be associated with, and responsive to, research faculty and the University's academic leadership not merely to achieving economies of dissemination.

This is not to say that presses are not concerned with wide dissemination and emerging technologies. Acting independently, the University of Minnesota Press has been able to develop over the past two years strong partnerships with business entities such as Google and Amazon that have allowed it to make available in digital form its entire in-print and out-of-print backlist -- every title the Press has published since its founding in 1925 -- without any direct cost to or funding from the University.

Recently, Minnesota was one of four university presses approached by the Andrew W. Mellon Foundation to develop new models for campus-press cooperation. Notably, this new Mellon initiative did not call for Press-library cooperation as in earlier, purely dissemination-oriented initiatives, but instead specifically required the involvement of the Provost to assure that the grants aligned with academic priorities. The Press's effort, launched last year as Quadrant, was championed by both the Provost and by the Dean of the Graduate School. However, potential cooperation with the Library failed to materialize as it became clear that both the goals and finances of the project were incompatible with the Library's priorities and budget structure.

While university presses and university libraries are both engaged in scholarly communication, they are situated at opposite ends of that process and have different strengths, priorities, and budget models. The University of Minnesota currently benefits from having both a strong library and strong Press. Recently, as noted above, the University of Michigan Press was moved into the library with the specific goal of relieving the press -- troubled financially after a series of missteps -- of the need to "break even." The Michigan Press thus becomes a burden on the library and the library budget, itself no-doubt stretched thin.

The University of Minnesota, on the other hand, has a self-sustaining Press -- the Press has been in the black every year since 1985 and over the past three years has experienced a 20.7% increase in book sales, as opposed to a 2.9% increase for all university presses -- and does not need to seek such a solution. The University should thus continue the Press as an independent, faculty-oriented entity and return it to the OVPR report, which worked well financially and academically and benefited both the Press and UofM faculty.

Prepared by:

Douglas Armato  
Director

University of Minnesota Press  
14 April 2009



**Printed:**

Tue 26 May 2009, 14:01:39 (CDT)

**Subject: comments on Graduate School restructuring**

From: Liz Wallace &lt;walla296@umn.edu&gt;

Date: Thu, 21 May 2009 15:14:38 -0500

To: gradcmte@umn.edu

Hello,

I am a PhD student in Conservation Biology, and would like to provide feedback on some of the recommendations of the Committee on Graduate Education. I could not agree more with their determination that Interdisciplinary graduate programs must be protected. Any type of dispersment of graduate programs out to individual college controls will inevitably lead to reduced funding availability and unfair financial strains for inter-disciplinary programs. I also agree that the quality and consistency of graduate and professional student advising, including supervision of research and teaching assistants, must be improved. It is vitally important that the majority of the Graduate School educational functions continue as a stand alone college, even if a reduction in total staffing is unavoidable. I do not see how reduction of the Graduate School to the level of an office within the Provost's unit would be able to maintain the numerous services required by the great diversity of graduate programs across the university. Finally, it is absolutely critical that university policies be adhered to, and transparency maintained, when major changes are proposed that will affect so many students and staff. University staff should be held accountable for their actions, and flagrant breaches of university policy must be prevented in the future.

Thank you for your consideration of these comments in determining the outcome of the restructuring.

Elizabeth Wallace

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## Printed:

Tue 26 May 2009, 14:01:50 (CDT)

Subject: **Grant-in-Aid Program**

From: Jana Pitstick <pitst001@umn.edu>

Date: Thu, 21 May 2009 15:58:51 -0500

To: gradcmte@umn.edu

To the Committee on Graduate Education:

Please see attached comments that pertain to the Grant-in-Aid of Research, Artistry, and Scholarship program.

Thank you,  
Jana Pitstick

--

Jana L. Pitstick  
Coordinator, Faculty Grants Office  
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pitst001@umn.edu

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May 21, 2009

To: Committee on Graduate Education  
From: Jana Pitstick, Coordinator  
Faculty Grants Office

I contact you as a staff member in the Faculty Grants Office of the Graduate School. My responsibilities include providing administrative coordination of the Grant-in-Aid of Research, Artistry, and Scholarship program (GIA). The intent of my response to the committee is to urge you to reassess your recommendation to transfer this important program to another unit.

The Grant-in-Aid program administered by the Graduate School is a vital component of internal research funding at the University of Minnesota. This program has resided under the stewardship of the Graduate School since 1941, conceived with the idea that the quality of faculty research largely determines the quality of graduate education. It is a program that transcends college boundaries; a program central to the mission of the University which has proven to be a highly effective mechanism for supporting scholarship and research. The Graduate School has administered the GIA funds (\$3.2 million) guided by a uniform set of standards and policies. Two faculty peer review committees, composed of senior research faculty, meet twice a year to review/rate proposals and provide advice on policy matters. General areas of support include supplies, equipment, travel and personnel such as graduate or undergraduate research assistants. Because approximately 50% of the awarded funds are allocated to graduate and undergraduate RAs in the form of salary and fringe, the Graduate School has a vested interest in this program.

With a goal of increasing accessibility and efficiency, my office in collaboration with the Systems and Data Management office recently redesigned and converted the multiple hardcopy application process to an electronic paperless system. The electronic process encompasses all aspects of the application process including support and approval routing, tracking, and administrative review. While converting the application/review process to a paperless system has been viewed as a success, it is imperative that the program continue to receive technical support from the Graduate School Systems and Data Management office to ensure future enhancements and improvements to the electronic process. The web based software that supports the application process is housed on the Graduate School server, attended to and serviced by personnel in that office.

Historically speaking, this program lends important credibility to the Graduate School. Economically, there would be negligible cost-savings by moving this program to another unit. Most importantly, the Grant-in-Aid program has proven to be an integral part in supporting a key principle of the Graduate School's mission of "providing support for faculty development and scholarship."

Thank you for your attention to this important matter and for allowing me to advocate retaining the Grant-in-Aid of Research, Artistry, and Scholarship program under the stewardship of the Graduate School.

**Printed:**

Tue 26 May 2009, 14:02:13 (CDT)

**Subject: Comments on Graduate Education Committee Report**

From: Susan Galatowitsch &lt;galat001@umn.edu&gt;

Date: Thu, 21 May 2009 20:29:42 -0500

To: gradcmte@umn.edu

To the Committee on Graduate Education,

Thank you for your hard work and diligence. I appreciate your thorough analysis and thoughtful recommendations.

I previously provided input to the committee in the form of a letter with my general views on best practices for supporting graduate education. I assume this letter is still part of the record and will focus here reactions to the committee's recommendations.

I do have one general point: given the outcome of the legislative session, it is clear we must brace for a fiscal crisis. I firmly believe this is not the time to make rapid sweeping changes, if an incremental approach is possible. Many of the recommendations will require major effort by colleges to adequately deliver. The policies and procedures will take time and effort to develop. The likelihood of seriously misjudging a situation then lacking the capacity to fix problems is real. If deep, systemic problems are created, we could end up far worse than we currently are. Case in Point: the EFS system-- we do not have reasonable capacity to fix this system and so many faculty have far less access than they did with CUFS. Many of the graduate education recommendations could be made more incrementally than occurred with EFS. To take a phased approach is prudent, not weak. To act swiftly and in a wholesale fashion is not always about pursuit of excellence; it may reflect impatience and impulsiveness.

General Recommendations: I concur with many of the committee's recommendations. I do, however, believe that Graduate School should continue to provide diversity services. We need to focus much more on minority recruiting for PhD programs - we have a subpar reputation. It will not help to dilute this effort by combining with undergrad initiatives. I will reiterate a point I've raised before: Disability Services is not adequately serving graduate students. DS accommodations assume all students are classroom-based undergrads. I believe that the Graduate School should have responsibility for some DS reforms.

I do not think that the recommendation on ongoing graduate faculty appointments is adequate. We have programs with large numbers of non-regular faculty that do not hold tenure appointments. Managing this quality control step locally duplicates effort - it will require new procedures be established by every college. How will this work for interdisciplinary programs?

Why would colleges award degrees? Or to put it another way-- why would you want to have to develop special degree-clearance processes in every

academic unit, including dealing handling of thesis and dissertation documents. Most of what the committee suggests for local control should be subjected to a cost-benefit analysis.

Specific Recommendations:

1. Fellowship and block grant allocations-- I concur with the committee's recommendations ONLY if information required to be provided by programs is reasonable.
2. Apply Yourself--Apply yourself works well in many regards and hopefully can be amended, as the committee recommends.
3. Evaluating Student Services. I do not believe this should be a high priority in a fiscal crisis. Student services in the GS has been reasonably efficient. Table this until a financial crisis isn't part of the gamble.
4. Diversity function- see above. Strengthen and leave in the GS otherwise our progress will be even worse than it currently is.
5. Faculty awards- I concur with the committee's recommendation.
6. Interdisciplinary programs - The committee's recommendations do not entirely make sense- it's as if something was deleted. I support that college deans should develop formal agreements to provide a stream of funding for interdisciplinary programs. BUT-- it does not make sense that allocation of funds should be entirely merit-based. There needs to be base funding for support staff, etc. A stream of funding based on revenues generated is not the same thing as merit-based. Merit based means programs have no financial security from year-to-year-- that is currently the case for interdisciplinary programs like the one I've directed. I have a program of 90 students and wait every year to see if there will be funds for a coordinator.
7. Postdocs- The recommendation seems reasonable.
8. Graduate School size. This makes sense but I believe the term should be professional doctorates, not applied doctorates.
9. Graduate advising quality. I concur - but achieving better advising will be much less likely with decentralization of graduate education functions to colleges and programs. Dealing with rogue advisers is very difficult -- colleges lack experience with graduate programs and are unlikely to assist DGSS needing to correct egregious behavior.
10. Graduate Education quality. The committee's recommendation is fine -but it seems inconsistent with recommendation #3. The committee seems to want less oversight on aspects where it currently exists but more on aspects currently lacking oversight. I suspect that in general that many faculty aren't happy about central oversight-- and aren't going to support what the committee proposes.
11. Council review. I believe that the councils are an excellent example of faculty governance, which is inherently more cumbersome.
12. Graduation-- wow--What a lousy, little ceremony it will be for interdisciplinary programs. I guess this will be a great opportunity for all of the programs that are cut off from their tuition revenues to celebrate another year in the university ghetto. I bet some like that one, but I suspect the graduating PhDs don't want to participate in a undergraduate-oriented ceremony with folksy comments directed at parents.

13. Professional programs-- move them out, I agree.

14. Duluth- I agree-- they do not have critical mass to efficiently run PhD programs. But then again, nor do the Twin Cities colleges-- so consider this when decentralizing.

15. I agree, but there should also be an analysis of college staffing and overall capacity to handle the significant new responsibilities.

Sincerely- Sue Galatowitsch

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Co-Director of Graduate Studies, Conservation Biology  
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**Printed:**

Tue 26 May 2009, 14:02:30 (CDT)

**Subject: comments**

From: Claudia Neuhauser &lt;neuha001@umn.edu&gt;

Date: Fri, 22 May 2009 11:58:23 -0500

To: gradcmte@umn.edu

I commend the Committee on Graduate Education for their thoughtful deliberations and excellent report. The Committee identified critical issues that must stay as central functions and made well-thought-out recommendation for cost-saving measures.

Whether an Office of Graduate Education or a Graduate College should be the academic and/or administrative unit for graduate education at the University of Minnesota requires careful analysis, which will benefit from University-wide consultation. An independent Dean and Vice Provost would allow for continued leadership in graduate education and national representation. Staffing the Graduate College/Office with current Graduate School staff will not only ensure continuity but will also acknowledge their past dedication to excellent service and their deep knowledge base.

The General Recommendations on where each service should reside would meet, in at least my opinion, the needs of the University community. Adding metrics and advising standards/training to the portfolio could have a positive impact on graduate education. I would like to see student orientation to remain part of Central Oversight. While many graduate programs offer student orientation, there is value to provide a centralized orientation to ensure that all students have the opportunity to learn about the myriad services a large university offers.

I fully support the Committee's recommendation on interdisciplinary graduate programs. These programs face unique challenges by not having the support from a single department. Having the Graduate College/Office administer all aspects of cross-college graduate programs would likely catalyze the formation of interdisciplinary graduate programs and would allow programs to maintain services without undue burden to individual faculty who serve as Directors of Graduate Study.

The data on budget and staffing of other Graduate Schools was informative, and indicates that there is room for streamlining some of the operations.

--

Claudia Neuhauser  
Vice Chancellor for Academic Affairs  
Director of the Center for Learning Innovation  
Director of Graduate Studies, Biomedical Informatics and Computational Biology

HHMI and Distinguished McKnight University Professor  
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**Printed:**

Tue 26 May 2009, 14:02:51 (CDT)

**Subject: Comments on Graduate School Restructuring**

From: Laura Phillips-Mao &lt;phil0308@umn.edu&gt;

Date: Fri, 22 May 2009 12:11:21 -0500

To: gradcmte@umn.edu

CC: gsdgs@umn.edu

To the Committee on Graduate Education, Provost Sullivan, President Bruininks, and the Graduate School:

I would like to voice my support for streamlining the current Graduate School, as opposed to dismantling it and relocating its services to an Office of Undergraduate Education. The Graduate School has provided exceptional service to graduate students, and I believe it would be very short-sighted to throw out a model that has been working so well, especially when cost reductions can be achieved in a much less disruptive way.

In particular:

. I support maintaining oversight of both PhDs and Masters programs within a central Graduate School; the proposal to split oversight of PhDs and Masters programs seems very awkward and artificial given the close relationship and similar structuring of these programs, and seems like it would actually increase unnecessary layers of bureaucracy rather than streamline it.

. I support maintaining the strong student support, service and governance that the Graduate School has excelled at over the years. I believe student and faculty involvement in the governance of Graduate School operations are very important in developing programs that effectively meet our needs.

. And I strongly support maintaining and improving support for interdisciplinary programs, including dedicated funding, staffing, and access to TA positions and other forms of student support. I believe that a centralized Graduate School is critical for providing support and encouraging inter-college cooperation in the development and operations of

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such programs. The world is becoming increasingly interconnected, and the problems we face are increasingly complex; thus the importance of interdisciplinary programs will only increase in the future, as we must prepare students to collaborate and apply broad knowledge bases to tackling these problems. I believe it is in the best interests of The University of Minnesota, as well as its graduate students and faculty, to strive to be a leader in supporting interdisciplinary graduate programs.

Thank you very much for your consideration of my comments.

Laura Phillips-Mao

PhD Candidate

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## Printed:

Tue 26 May 2009, 14:03:25 (CDT)

**Subject: From the Postdoctoral Association re: Graduate School Executive Committee Response**

From: roger282@umn.edu

Date: 22 May 2009 14:07:20 -0500

To: gradcmte@umn.edu

CC: PDA-STEERING@LISTS.UMN.EDU

22 May 2009

Dear Committee on Graduate Education,

We, the Postdoctoral Association, commend you on your efforts to review the Graduate School and the place of the postdoctoral scholar community within it.

We would like to express our appreciation for Dean Crouch and other Committee members in allowing us to communicate the needs of postdoctoral scholars at the university. We thank the Committee for their time and consideration to include us in the process of restructuring graduate education at the University of Minnesota.

The Postdoctoral Association strongly supports Recommendation #7 of the Graduate School Executive Committee Response which reads: "The Graduate School Executive Committee agrees with the recommendation to maintain a central Office of Postdoctoral Affairs. This Office should be located in the Graduate School to maximize synergies and efficiencies with related offices."

Maintaining the OPDA within the central unit responsible for graduate education will allow us to continue to build on our productive partnership with their graduate education staff and community and continue to improve career development, networking and advocacy within the University of Minnesota's postdoctoral scholar community.

It is our strong belief that these goals will substantially enhance research excellence at the University of Minnesota.

Sincerely,

University of Minnesota Postdoctoral Association Steering Committee:

Carrie Ketel, Ph.D. (President)

Hatice Bilgic, Ph.D.

Kristi Frank, Ph.D.

Wei-Hong Huang, Ph.D.

Jennifer Klein, Ph.D.

Mary Kroetz, Ph.D.

Sara Lagalwar, Ph.D.

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**Printed:**

Tue 26 May 2009, 14:03:37 (CDT)

**Subject: Comments regarding the Grad School restructuring plan**

From: Teresa Neby Lind &lt;nebyl001@umn.edu&gt;

Date: Fri, 22 May 2009 16:10:45 -0500

To: gradcmte@umn.edu

Please find attached and below my comments regarding the Committee on Graduate Education's recommendations:

On the outset I would like to state that I agree with the opinion that the plan of restructuring the Graduate School was presented very poorly, with glaring disregard for the work of the Graduate School staff. We on the GS staff have been buoyed by the support that many of the faculty and other staff at the University have given to the Graduate School, and appreciate that the committee has taken their comments into account as they've made recommendations. As a Graduate School employee, I offer a few comments regarding the plan.

- Graduate "College" instead of "School" - seems to be a matter of semantics. Why throw away the good reputation (for many) that the Graduate School has and confuse it with a new name? If there will still be a central, free-standing Graduate School/College, it does not require a new name as entities are forever changing and evolving. A communication plan that includes the original and new purpose and any new functions/changes in the Graduate School would be important to communicate. When I discuss with friends that the Graduate School may be going away they sometimes - with uptake of breath - think that Graduate Education is going away altogether at the U of MN. So it would also stand to reason that our Communications Director is not expendable and has a considerable amount of work to do going forward. The changing of the name is also a long and expensive process - letterhead, websites & links, etc. (And could you clarify the difference between a Department Chair and a Department Head - this is something I've never been able to figure out..)

Regarding the Grant-in-Aid of Research, Artistry and Scholarship (GIA) program which my office oversees. While in some respects moving to the Office of the Vice President for Research would be logical, I do have a few concerns:

1) We have in the past year implemented an electronic system for submission of the GIAs through the Work-Flow Gen system. We have used this system for the Fall 2008 and Spring 2009 rounds, and although largely successful, the system has areas that could be improved and enhanced. Would there continue to be access to the Grad. School technical crew that has been essential to the implementation and continuing improvement of this system? Or would the whole thing be scrapped or revamped? Where would the server for this system reside.

2) The emphasis on employing Graduate Students through the GIA program has been a focus of this program through the many decades it has been in

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existence. Currently 50% of the GIAs employ Graduate and Undergraduate students. Would this continue to be a priority for this program? If not, would the continual trend of supporting P&A employees, Postdocs or consultants for GIA research go unchecked? This would definitely take away from Graduate Education - precisely what this restructuring initiative is aimed at improving.

3) If we are separated from the Fellowship office, we would lose the considerable expertise that Director Myrna Smith lends to the process. She has spent many years building rapport with faculty that serve on committees, is familiar with the work of departments, and is fair and reasonable in overseeing the administrative end of the review meetings and other decisions regarding the Grant-in-Aid program.

Thank you for the opportunity to submit my comments.

--

Teresa Neby Lind  
Faculty Grants Office  
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Office of the Dean of the Graduate School  
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neby1001@umn.edu

May 22, 2009

FROM: J. Brian Atwood, Dean, Humphrey Institute of Public Affairs  
TO: Steven L. Crouch, Chair, Committee on Graduate Education  
Re: Comments on the Recommendations Concerning Graduate Education

Thank you for the opportunity to provide feedback on the draft report "Recommendations on the Oversight and Support of Graduate Education at the University of Minnesota." The following are comments from the Humphrey Institute concerning the proposed changes to the Graduate School.

The Institute takes no position on whether the central entity responsible for oversight of graduate education should be structured as an Office of Graduate Education or a Graduate College. Either structure appears to be workable provided the focus is on providing high quality, efficient and accountable graduate education. In reviewing the approach to graduate education, the Institute urges the reorganized entity to remain cognizant of the different types of students that it serves, from Ph.D. students to those seeking terminal masters degrees to those seeking a Master of Science or a Master of Arts, and tailor its level of financial, administrative and academic support accordingly. The Institute strongly believes that the new entity should stimulate and support the development and approval of new innovative degree programs that are aimed at meeting the needs of students and society.

### **Central Oversight**

#### *1. Fellowships, Block Grants, and Other Student Financial Support*

The Institute agrees with the recommendation of the report that "whatever mechanism is put in place for allocation of these funds, it should be efficient and transparent and allow for accountability on the part of those making the decisions." [Draft Report at 9.] The Institute believes, however, that this type of aid may best be distributed by the colleges, to maximize the opportunities to enroll a higher percentage of top candidates.

To the extent that this process remains a central one, it is imperative that students seeking terminal masters degrees, like the four currently offered by the Humphrey Institute, be treated comparably to those in a Ph.D. program or preparatory program when aid is distributed. Perhaps

the University could follow the lead of the University of Michigan, where a certain amount of graduate student fellowship support is set aside specifically for masters students.

## 2. *Admissions/Transcripts/I-20s*

The Institute strongly agrees that a central entity should evaluate the authenticity of transcripts from international institutions and process the I-20 forms of these students. The Institute also would like to see the development of a web-based graduate admissions system that would eliminate duplication in the admissions process, while providing the level of specificity needed by departments to communicate effectively with applicants and to make the process as efficient as possible for applicants. Currently, the standard version does not entirely fit the needs of the Institute as it does not ask for some data that we need, for example, concerning joint degrees and areas of concentration. At the same time, the current admissions form asks for information that the Institute does not use, for example, the recommender ranking form.

## 3. *Student Services*

The Humphrey Institute agrees that the central entity “should only be involved in reviewing forms, electronic or otherwise, where there are clear additions to value. Primary academic oversight is the responsibility of the faculty and DGSs.” [Draft Report at 11.] Determination of the functions that add value will require further evaluation, as it will depend on the type and quantity of existing student support resources at the college level, as well as the needs of different types of students.

## 4. *Student Records*

The Institute agrees that these data management functions should remain with the central entity.

## 5. *Governance/Policy & Review Councils/Council of Graduate Students* Academic Program Review and Approval

The Institute agrees with the recommendation that the review process of the Policy and Review Councils should be streamlined. As the University moves forward, especially in this era of budget cuts, the University will need to innovate and to launch new programs quickly, both to meet the needs of those we serve and to compete with peers in the increasingly crowded marketplace of higher education. This past semester the Graduate School demonstrated in a very effective way how streamlined procedures can support the development of innovative new, high priority programs while guaranteeing quality and not sacrificing rigorous review. Specifically,

the Graduate School expedited consideration of our proposal to create a new, interdisciplinary degree, the proposed Master of Development Practice (MDP). Because the new MDP is an interdisciplinary program, three different Policy and Review Councils (Biological Sciences, Social Sciences, and Health Sciences) reviewed the proposal. The Graduate School provided for flexibility in deadlines and used email balloting to obtain approvals by these councils. From conceptual development to recommendation to the Board of Regents (assuming final Graduate School votes in May are positive), the time required for development, review, and recommendation was one semester. The Institute is very grateful to the Graduate School for its efforts and believes that its support for this initiative is a model for how other new graduate programs can be developed in the future. Our general points are (1) our experience in development of the Master of Development Practice demonstrates that the University can move rapidly to develop new programs, and (2) the new structures we put in place to support graduate education must stimulate and encourage this type of innovation.

#### Representation on the Graduate School Executive Board

Concerning student representation, the current executive board of the Council of Graduate Students is composed entirely of Ph.D. students and it focuses on their concerns. Institute students believe that they would be more effectively represented by having a seat on the Graduate and Professional Student Assembly, which seems appropriate as the Institute is a college.

#### *6. Advising*

The Institute agrees that the new graduate school structure should coordinate efforts to achieve consistency in advising standards across the University. The Institute generally believes that the colleges are very responsible in the development of programs for advising and that approaches to advising not be centrally "regulated." For example, to enhance our advising, the Institute has invested in two new professional staff advisers. Our model of collaborative faculty and staff advising is better serving our professional students, especially those in our mid-career Master of Public Affairs, most of who work full-time.

#### *7. Career Services/Workshops*

The Humphrey Institute believes that central coordination of professional development for masters and professional students and post-docs across the University makes sense. A centralized approach connects graduate and professional students to services and persons across



the University with expertise in teaching, writing, counseling, research, job searches, and so forth. It also promotes knowledge sharing among professionals and quality and equitable services for all graduate/professional students, regardless of the resources of their particular colleges.

#### 8. *Interdisciplinary Graduate Programs and Initiatives*

As discussed above in response 5, the Humphrey Institute believes that the graduate school must continue to play a key role in ensuring that incentives exist for cross-college collaboration and that new cross-college graduate programs are developed efficiently with streamlined review processes.

#### **Services to be Moved/Combined with other Central Offices**

##### *Diversity/DOVE*

The Humphrey Institute supports the recommendation that diversity recruitment functions and resources be moved to the Office of Equity and Diversity and that significant efforts be made to increase diversity in graduate education. If the DOVE Fellowships are moved to the Office of Equity and Diversity, the standards under which such fellowships are awarded should make clear that terminal masters degree students are eligible for such awards to the same degree as those pursuing Ph.Ds. and that a preference not be accorded to the latter.

#### **Local Oversight**

##### *Non-resident tuition waivers*

The Institute would like authority to grant and to process non-resident tuition waivers within the college. Currently, to grant tuition waivers to domestic students, the Institute must seek permission from the Graduate School; for international students, permission must be obtained from the International Student and Scholar Services. The Institute believes that granting it such waiver authority instead is critical to recruiting the best and brightest public affairs students. Although some fear that these waivers result in a loss of tuition revenue, the Institute only gives these waivers to students who are getting similar offers elsewhere and would not come here without the waiver; these waivers, used sparingly, thus increase overall tuition for the University of Minnesota and the quality of the student body. More generally, within the University's budget model (*Incentives for Managed Growth*), college administrators are responsible for ensuring the financial integrity of their operations. We believe that administrators

will grant waivers only when it is in the interests of the unit to grant them. Retention of central control over this college-level decision seems an anachronism left from the former budget model.

## Printed:

Tue 26 May 2009, 14:03:57 (CDT)

Subject: **Geography Department comments on Graduate Committee Report**

From: Katherine Klink <klink@umn.edu>

Date: Fri, 22 May 2009 16:34:06 -0500

To: gradcmte@umn.edu , gsdgs@umn.edu

CC: Abdi Samatar <samat001@umn.edu> , George Henderson <hende057@umn.edu>

Dear Colleagues,

Attached please find our comments on the Draft Recommendations of the Committee on Graduate Education. On behalf of our department, I thank you for your hard work on this task, and we appreciate the Committee's consideration of these and other comments submitted in response to the Draft Report.

Sincerely,  
Kathy Klink.

# UNIVERSITY OF MINNESOTA

Twin Cities Campus

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College of Liberal Arts

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267 19<sup>th</sup> Avenue South  
Minneapolis, MN 55455  
Phone: 612-625-6080  
Fax: 612-624-1044

22 May 2009

To: President Robert H. Bruiniks  
Senior Vice President and Provost E. Thomas Sullivan  
Members, Committee on Graduate Education

From: Katherine Klink, Director of Graduate Studies, Department of Geography  
(on behalf of the Department of Geography Executive Committee)



Subject: Response to Plans for the Reorganization of the Graduate School

I thank the Committee on Graduate Education for its hard work given the very compressed time frame in which it was charged with developing recommendations about the future of the Graduate School (GS). I also appreciate the opportunity to comment on the Committee's recommendations. Below I outline comments based on informal discussion with faculty and graduate students in our Department and from colleagues on the department's Executive Committee, including Chair Abdi I. Samatar.

(1) We are concerned that the recommendations for changes in the GS are being forwarded without a thorough review of current GS operations and functions. We feel strongly that, as an *academic* unit, an external review (as is customary for other academic units) would have been the best way to assess how the GS might evolve in the future. The very short timeline imposed by the President and Provost, however – while perhaps understandable from an economic point of view – precludes this approach. *We urge that any substantive changes that affect the academic-oriented programs of the GS be discontinued until an external review is complete.*

(2) We find that the Committee's report does not always clearly present the rationale for the recommended changes. Advantages sometimes are asserted without supporting evidence. For example, the GS and the Office of the Vice President for Research (OVPR) were separated in 2004 (p. 22 of the Committee's report). At that time, what was the rationale for doing so? And what is the rationale for now moving some (or all) of the GS activities back to the OVPR? Are the reasons for the separation in 2004 no longer valid? If so, why? *We ask that any changes to the GS be accompanied by clear rationale and supporting evidence to justify those changes, that such recommendations be reviewed by the Graduate School Executive Committee (as per the Executive Committee's charge), and that no programs or activities are moved before continued faculty (or faculty and graduate student) governance is clarified.*

(3) Based on the information presented in the Committee's report, it is not clear that the OVPR is the appropriate home for faculty grants programs, such as the Grants-in-Aid and McKnight programs, given the current activities of that office (which are primarily administrative):

- Office of Technology Commercialization
- Human Research Protection Program
- Office of Animal Welfare

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- Regulatory Affairs
- Council of Research Associate Deans
- Sponsored Projects Administration
- Fostering Integrity in Research, Scholarship, and Teaching
- Collaborative Research Services
- eResearch Systems Support
- Oversight, Analysis, and Reporting

*We underscore the need for continued faculty (i.e., academic) oversight and control of faculty grants programs, because these programs are intimately tied to graduate education through support of graduate research assistants and the development/support of new research initiatives within graduate programs. We ask that no programs or activities are moved before a specific plan is in place for continued faculty governance.*

(4) We are concerned about the potential effects of locating graduate program oversight within the Colleges. This has the potential to put graduate programs back into silos – a trend that is counter to much current (and expected future) graduate research and teaching, both within the University and across the nation and the world. Such a move also reduces the University's ability to ensure that there is minimum of (or no) duplication of effort from one college to the next and one program to the next; such duplication could have important intellectual as well as financial consequences. We also are concerned that a two-tiered system of oversight – one for college-based graduate programs and one for cross-college/cross-campus graduate programs – could result in increasingly uneven graduate program quality. *We believe it is of utmost importance to maintain a university-wide view of graduate education, including assessment of program quality (with a sensitivity to the different types of graduate programs within the university), support of cross-college and cross-campus interaction, and enhanced sharing of information.*

(5) Graduate education is not just about supporting graduate students, but also about supporting postdocs and about supporting graduate faculty. It is very useful to have a centralized entity with a cross-university perspective that can support all of these facets of graduate education. Some important facets include:

- advising and mentoring
- graduate faculty development
- postdoc development
- student services
- community building

We have strong reservations about the devolution of a number of graduate program responsibilities (as described in the Committee report) to the college and/or department level, particularly because it is not clear how these tasks will be accommodated given already stretched faculty time. Such devolution is especially problematic at the department/program level because the Director of Graduate Studies (DGS) is a rotating position so that institutional memory is very short, even when the outgoing DGS acts as mentor to the incoming DGS. *We strongly support continuation of centralized oversight and services for these important graduate education activities. We oppose any changes that would result in departments or programs taking on additional administrative graduate program tasks.*

On behalf of my faculty, graduate student, and postdoctoral colleagues, I thank you for your continued support of excellent graduate education at the University of Minnesota.

## Printed:

Tue 26 May 2009, 14:05:11 (CDT)

Subject: **Graduate School staff comments on plans for restructuring graduate education**

From: Gayla Marty <marty001@umn.edu>

Date: Fri, 22 May 2009 17:54:44 -0500

To: Committee on Graduate Education <gradcmte@umn.edu>

CC: provost@umn.edu , Office of the President <upres@umn.edu>

TO: Members, Committee on Graduate Education

FROM: Graduate School staff

SUBJECT: Plans for restructuring graduate education

The attached document, "Graduate School Staff Response to Plans for Restructuring Graduate Education," provides our collated comments on your Draft Recommendations on the Oversight and Support of Graduate Education at the University of Minnesota, released April 24.

Thank you for the opportunity to provide input during this comment period.

cc: President Bruininks, Provost Sullivan

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Graduate School Staff Response to  
Plans for Restructuring Graduate Education

Collated comments from staff of the Graduate School  
in response to the Committee on Graduate Education's  
"Draft Recommendations on the  
Oversight and Support of Graduate Education  
at the University of Minnesota"

May 22, 2009

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## Method

Staff of the Graduate School's various functional areas have studied the draft report of the Committee on Graduate Education, "Recommendations on the Oversight and Support of Graduate Education at the University of Minnesota," released for public comment on April 24, 2009. They have gathered their comments and corrections to submit together in this report. Not all comments represent unanimous views of the Graduate School staff.

Each section begins by citing—

1. a recommendation from the report of the Committee on Graduate Education

[http://www.academic.umn.edu/provost/reports/documents/grad\\_report042409\\_000.pdf](http://www.academic.umn.edu/provost/reports/documents/grad_report042409_000.pdf)

2. corresponding response to the report from the Graduate School Executive Committee, submitted May 13, 2009

[http://www.grad.umn.edu/faculty-staff/governance/GSEC\\_response.pdf](http://www.grad.umn.edu/faculty-staff/governance/GSEC_response.pdf)

3. relevant material from the Provost's plan, "Restructuring the Oversight and Support of Graduate Education to Enhance Excellence," announced Feb. 9, 2009

<http://www.academic.umn.edu/provost/documents/GradSchlReorgreport.pdf>

<http://www.academic.umn.edu/provost/documents/GradSchlReorgQA.pdf>

<http://www.academic.umn.edu/provost/documents/GradSchlReorgmemo.pdf>

The Graduate School staff's response follows, with specific commentary citing language from the previous documents.

# Location, Structure, and Leadership of Graduate Education

## COMMITTEE ON GRADUATE EDUCATION RECOMMENDATION

### p. 2, par. 2

...The committee decided not to recommend a combined Graduate School and Office of the Vice President for Research.

### p. 2, par. 3

The committee is divided on the question of whether the central entity responsible for oversight of graduate education at the University of Minnesota should be an Office of Graduate Education or a Graduate College.

## GRADUATE SCHOOL EXECUTIVE COMMITTEE RESPONSE

### p. 1, Resolutions 1-3

1. The Graduate School is a free-standing academic unit and should continue as such. Its synergies and efficiencies stem from housing multiple functions within a central Graduate School; these synergies stimulate creativity and innovation.
2. As a free-standing academic unit, the Graduate School has a shared governance apparatus that includes a guiding constitution and an established set of policies. The current governance system is the appropriate venue for debating changes in graduate education and has the necessary capacity for reforms that will enhance efficiency, innovation and excellence. The Graduate School should keep its current constitution, body of policies, and shared governance structure. Structural changes to the Graduate School should occur consistent with provisions of the current constitution.
3. In order to continue to promote excellence in graduate education and research a free-standing Graduate School needs an independent Dean and Vice Provost at its head, empowered with leadership responsibilities. . . .

## PROVOST'S PLAN

### p. 3, 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 the Graduate School 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 facilities.

## GRADUATE SCHOOL STAFF RESPONSE

We strongly endorse a continuing Graduate School as a free-standing academic unit. All colleges have administrative functions, but that doesn't make them administrative units or make administrative homes locations for academic functions. A full governance structure is essential to free-standing colleges in order to ensure faculty and student engagement and deliberations about educational policies and practices. Graduate education is no exception.

### SPECIFIC COMMENTARY

#### 1. Committee on Graduate Education report

**p. 2**

The committee is divided on the question of whether the central entity responsible for oversight of graduate education at the University of Minnesota should be an Office of Graduate Education or a Graduate College.

*vs.*

**pp. 13, 14**

The committee believes that it is essential to set and evaluate academic policies for graduate education through a student/faculty governance system. . . . Thus, the committee proposes that the Policy and Review Councils be maintained as a centralized review and oversight process.

*Graduate School staff response:*

The committee states that its members are divided on the question of whether the entity responsible for the oversight of graduate education should be an administrative unit or an academic college, yet it clearly recommends that the P&R Council process and responsibilities—hallmarks of academic colleges—be maintained. Many of the functions the committee recommends be preserved are normally within the purview of academic units, e.g., responsibility for the review and approval of proposals for new and changed academic programs, review and approval authority for graduate-level courses. If the committee believes it is essential to set and evaluate academic policies for graduate education through a streamlined student/faculty governance system (p. 13) with responsibility for academic matters (pp. 13-14), it seems to be making the case for a central Graduate School/College that is in fact an academic unit with a system of shared governance. Under the alternative Office for Graduate Education model, how would it be decided which faculty and graduate students would be eligible to participate in the P&R Council process? Who would track this information and create the data systems that would facilitate their participation?

## 2. Committee on Graduate Education report

### p. 3, General Recommendations, Central Oversight

The Graduate College/Office should administer the following services and programs: graduate fellowships; admissions; student services, including conflict resolution, and student records; communications/Web presence; governance: policy and review councils, Council of Graduate Students (COGS); temporary graduate faculty appointments; career services; postdoctoral services; new Director of Graduate Studies orientation; interdisciplinary graduate programs and initiatives; commencement for programs overseen by the Graduate College/Office.

#### *Graduate School staff response:*

We strongly support the continued location of many central offices and functions within an ongoing Graduate School. While the committee report identified many alternate locations for Graduate School offices and functions, little or no evidence was provided of problems sufficient to warrant relocation, and few concrete benefits of relocation were identified. Nominal alignment rather than improvements, innovations, or demonstrated excellence was the primary rationale for redistributing Graduate School functions. Underlying efficiencies that require deeper knowledge of Graduate School functions could not surface in the timeframe of the committee's study.

## 3. Committee on Graduate Education report

The Provost's plan described the current "Administration" in **Appendix A** as "Dean, Associate Dean (3), Executive Office & Admin Specialist (1 + ½ + 1/3), Director of Communications, Student Office Support (student)," and indicated in **Appendix C** that Administration would be provided in the Provost's Office, with substantial downsizing. The Committee on Graduate Education did not directly address the topic of administration or leadership.

#### *Graduate School staff response:*

Nowhere in the draft report of the Committee on Graduate Education is leadership mentioned directly as a critical asset in advancing the quality of graduate education or ensuring efficiency.

The current leadership of the Graduate School is more complex than identified in the Provost's plan. It includes the dean, four part-time associate deans who are also active faculty members (including one at Duluth), seven directors of nine functional groups (for admissions, diversity, fellowships/faculty grants, finance and personnel, governance/Office of Interdisciplinary Initiatives, student services, and systems and data management), and a recently added communications director. Administrative support staff have responsibility for more than one unit across the Graduate School, generally, and provide backup assistance for one another.

The leadership group meets regularly and confers daily to brief colleagues on pressing issues, coordinate and share responsibilities, and engage in collaborative problem solving. Two attributes of this group as a whole are its cross-administrative expertise and its enterprise expertise.

Nearly every recommendation in the report about innovations that could lead to future action by reorganized functions describes an existing initiative that will founder without bold central leadership, sufficient resources for multiyear implementation, cross-administrative expertise, and solid team work present in the existing Graduate School. There is also no guarantee that these collaborative leadership practices are part of the administrative units where these functions are slated to be relocated. Some of the most significant examples of ongoing innovation, overlooked or unexamined by the committee, include paper-to-digital conversion initiatives; strategic planning to build capacity in the programs, departments, and colleges for academic excellence; and reforms designed to reduce time to the Ph.D. degree and increase completion rates. Many of these initiatives depend on the kind of central leadership that is strongly connected to national foundations and projects intended to improve graduate education and cannot be advanced purely through local knowledge.

Enterprise expertise is also an important attribute for leadership in graduate education at the University of Minnesota. Major innovations in the Graduate School benefit not just graduate education but all the University's systems and processes because of the unit's pioneering work in identifying and developing kinds of innovation that can be applied elsewhere. An example is the adoption of software to manage the Graduate School's many competitions, languishing in paper processes until last year. Such advancements have the potential for dissemination across the larger University, which manages countless competitions yearly without the advantages of appropriate technology that would speed processes. Strong, effective organizations like the Graduate School, with solid functional relationships and senior expertise, are vital sources of innovation for the larger University. There is no substitute for deep expertise.

A governance system with responsibility for graduate education requires a leader with expertise in graduate education and for whom it is a central focus, who will represent the University of Minnesota in national venues such as the AAU, Council of Graduate Schools, foundations devoted to higher education reform, and legislative venues, who has the capacity to engage others in a shared vision and goals across the University of Minnesota. The present vice provost and dean of the Graduate School was selected competitively in a national search that presumed substantial leadership experience in graduate education. Such a high bar likely attracts candidates who are familiar with multiple graduate education systems and possess comparative knowledge that includes seasoned judgment about the strengths and weaknesses of alternative systems (for admissions, distribution of block grants, and metrics, as just three examples). The likely shift to an internal search for a vice provost and dean of graduate education who heads an office of graduate education directly under the provost, with substantially reduced responsibilities, suggests a move from leadership to management.

# 1. Fellowships

## COMMITTEE ON GRADUATE EDUCATION RECOMMENDATION

### p. 4, Recommendation 1

#### Central Services

University-wide faculty committees are especially important in the award of graduate fellowships and block grants. A faculty committee should be charged with reviewing the current allocation processes for these awards, with a view to maintaining merit criteria while making the processes more efficient, transparent, and accountable, and recommending how they should be administered. This committee should be convened at the start of Fall Semester 2009 and asked to submit its recommendations in time for the new allocation processes to take effect during the 2009–10 academic year, for awards made for 2010–11.

## GRADUATE SCHOOL EXECUTIVE COMMITTEE RESPONSE

### p. 3, Recommendation 1

#### See Resolutions 5, 8, and 9

Resolution 8. The Graduate School Executive Committee strongly supports the principle of all-University, merit-based funding programs administered by a free-standing Graduate School, based on competitive, peer review processes across all disciplines of the University.

## PROVOST'S PLAN

**Appendix C:** Fellowships would be reorganized from the Graduate School to the Provost's Office and local, i.e. other colleges.

**Q&A:** *What happens to graduate fellowships that are currently administered by the Graduate School?* Funding for graduate students will increase as a result of cost-savings from this reorganization plan. Fellowships and block grants will be allocated by the Provost to the colleges as part of the compact process.

## GRADUATE SCHOOL STAFF RESPONSE

We support the Committee on Graduate Education's endorsement of University-wide faculty committees as important in the award of graduate fellowships and block grants.

### SPECIFIC COMMENTARY

#### 1. Committee on Graduate Education report

**p. 4**, Central Services, No. 1

A faculty committee should be charged with reviewing the current allocation processes for these awards, with a view to maintaining merit criteria while making the processes more efficient, transparent, and accountable, and recommending how they should be administered. This committee should be convened at the start of Fall Semester 2009 and asked to submit its recommendations in time for the new allocation processes to take effect during the 2009-10 academic year, for awards made for 2010-11.

**pp. 9-10**, No. 1, Fellowships, Block Grants, and Other Student Financial Support: The committee recommends that a new committee be formed specifically to examine fellowships, block grants, and other forms of student support...[and] charged with producing a report containing recommendations by Nov. 1, 2009.

*Graduate School staff response:*

If implemented, the recommendation of the Committee on Graduate Education should be undertaken by the existing 16-member all-University faculty fellowship committee, working on a tight timeline so that any changes are reported out by early August, and led by co-chairs Professors Kathy Klink (geography) and Bob Lysak (physics). Right now, all planning for the GSF and DDF award competitions begins in mid- to late September, or as soon as fall enrollment stats are available, with notification to all DGSs by late October or early November. Any changes that such a committee might recommend could potentially trigger substantial revision in the electronic online nomination system, which would require that systems staff be available in a compressed time period in late summer or early fall for changes to be made in timely fashion. Moreover, the information and instructions for all fellowships for currently-enrolled students supported by endowment funds are revised and put online by early August, with information and instructions to programs and students by the first week of September, for a Dec. 1 application deadline. NOTE: With respect to efficiency, the planned online system to permit faculty to review fellowship nominations electronically was put on hold in February pending the outcome of the Crouch committee's recommendations. This system would be implemented with WorkFlowGen, the same as that used for the Grant-in-Aid program. (Phase 2 revisions for the GIA system, earlier scheduled for completion in spring 2009, have also been put on hold, awaiting final decision on the GIA program's administrative home.)

## 2. Admissions

### COMMITTEE ON GRADUATE EDUCATION RECOMMENDATION

**p. 4, Recommendation 2**  
Central Services

Work should begin as soon as possible on development of a Web-based graduate admissions system using program-specific "smart forms" that eliminate any duplication or unnecessary information in the admissions process and facilitates other process improvements. The key feature of the system would be a greater focus on the needs of individual graduate programs. Models for such a system are in place at both the Pennsylvania State University and the University of Wisconsin-Madison, and these should be examined carefully before designing a system for the University of Minnesota. Ideally, ApplyYourself would be amended to facilitate such information. However, if ApplyYourself cannot be efficiently and cost-effectively updated, other systems should be considered when the University's contract with the ApplyYourself vendor expires in 2012.

### GRADUATE SCHOOL EXECUTIVE COMMITTEE RESPONSE

**p. 4, Recommendation 2**

There is much evidence that ApplyYourself has been successful. Development of the improvements the Committee on Graduate Education is seeking should be an administrative decision, developed in consultation with graduate programs and based on their needs. Final decisions about investments in admissions systems needs to be based on a holistic assessment of the costs and benefits of comparative systems, rather than on concerns about a single issue.

### PROVOST'S PLAN

**Appendix C:** Admissions would be decentralized to local sites (i.e. colleges) with some assistance from Provost's Office.



## GRADUATE SCHOOL STAFF RESPONSE

We enthusiastically support the committee's recommendation to maintain central support for graduate admissions—specifically for the integrated functions of transcript/credential evaluation, online admissions systems, and international student I-20 production. As stated in previous reviews of the Graduate School's operations, graduate admissions provide the greatest efficiency of scale when academic programs can share resources through a central operation. A single graduate admissions office delivers University of Minnesota excellence, quality control, and brand consistency. Work has already begun to implement the recommendations of the committee to further customize the online admissions system to better meet individual program's needs.

### SPECIFIC COMMENTARY

1. Committee on Graduate Education report  
p. 10, Admissions/Transcripts/I-20s, par. 5

The authenticity of transcripts from international institutions is currently certified by experienced staff in the Graduate School. Some peer institutions (e.g., Ohio State) out-source this activity to consultants. Transcript certification is an example of an activity that must be handled at a central level; colleges are not in a good position to take on this work. It might be possible, however, for the University of Minnesota to out-source some of this activity, but this suggestion would require an evaluation at a level that is too specific for the present committee.

*Graduate School staff response:*

According to the director of the office of graduate and professional admissions at Ohio State, that office does *not* outsource the authentication and evaluation of international transcripts. Rather, this work is done entirely within the admissions office, which is an established best practice in the field.

2. Committee on Graduate Education report  
p. 10, Admissions/Transcripts/I-20s, par. 1

Everyone agrees that an on-line application system is important, but faculty and staff in some programs are frustrated by elements of duplication and redundancy that exist in the off-the-shelf version of the current system.

*Graduate School staff response:*

Like other University enterprise systems such as PeopleSoft, ImageNow, UMCAL, and Royall (used for undergraduate admissions), ApplyYourself does have standard, or off-the-shelf, features. Some of these features may be perceived as restrictive by some users. However, using technical enhancements as they become available and in response to individual graduate program faculty and staff

recommendations and feedback, significant customization has already been built within the University's version of ApplyYourself over several years of continuous improvement, including:

- online letters of recommendation
- program-specific queries and periodic reports
- status update e-mails and online decision notification
- online "appraisal forms" used for program admissions decisions
- a financial smart form designed to streamline the international student I-20 visa process
- shared program accounts to facilitate a paperless review process

Perhaps most significant was the fall 2008 modification of the AY system to incorporate all Graduate School programs on the Duluth and Rochester campuses. This allowed for significant cost-avoidance and elimination of redundant processing.

### 3. Committee on Graduate Education report

p. 10, Admissions/Transcripts/I-20s, par. 1

It is possible to purchase program-specific application modules from ApplyYourself (Stanford University, for example, has done this), but two applications would then still be required, one for the Graduate School and one for the program.

*Graduate School staff response:*

The Stanford system does not require two separate applications, but rather a single online application with program-specific supplements. With this model, the applicant uses only one online application, and both the graduate admissions office and the program use the same system.

### 4. Committee on Graduate Education report

p. 10, Admissions/Transcripts/I-20s, par. 2

Work should begin as soon as possible on development of a Web-based graduate admissions system using program-specific "smart forms" that eliminate any duplication or unnecessary information in the admissions process and facilitates other process improvements. The key feature of the system would be a greater focus on the needs of individual graduate programs. Models for such a system are in place at both the Pennsylvania State University and the University of Wisconsin-Madison, and these should be examined carefully before designing a system for the University of Minnesota. Ideally, ApplyYourself would be amended to facilitate such information. However, if ApplyYourself cannot be efficiently and cost-effectively updated, other systems should be considered when the University's contract with the ApplyYourself vendor expires in 2012.

*Graduate School staff response:*

ApplyYourself can upgrade the online application to incorporate the smart-form technology and address several of the redundant data entry mentioned above.

5. Committee on Graduate Education report

p. 21, Services to be Moved/Combined with Other Central Offices to Achieve Savings or Avoid Duplication

2. Diversity/DOVE

The committee recommends that the diversity functions under the auspices of the Graduate School Diversity Office should be moved to the Office of Equity and Diversity (OED). . . . Addition of many of the Graduate School Diversity Office programs and initiatives such as recruitment and retention can be well-coordinated within this office.

*Graduate School staff response:*

The campuswide three-year diversity initiative, "Reexamining Graduate and Professional Admissions Practices," illustrates the critical importance of keeping the Graduate School Diversity Office within the central operations unit for graduate education.

Beginning in academic year 2007-08, the vice provost and dean of the Graduate School partnered with the vice president and vice provost for equity and diversity to combine the resources of their offices in support of this effort. Despite the involvement of the Office of Equity and Diversity, the project would not have moved forward without the Graduate School Diversity Office's location within the unit responsible for graduate admissions and the GSDO's years of experience and intimate knowledge of graduate academic programs and their needs.

The project has the following goals/expected outcomes: (1) recruit absolutely the most talented students with high aptitude in their chosen fields, (2) admit and retain a widely diverse student body, and (3) achieve an outstanding fit between admitted students and their chosen academic program. Key to this initiative is development of program-specific application components focused on individual program needs. Six to ten programs were sought for this pilot project, but 20 programs volunteered and participated.

- Year One: Activities were devoted to educating graduate programs about current practices, providing opportunities for critical reflection, and analyzing prevailing admissions practices. The research findings of Professors Nathan Kuncel and Michael Rodriguez about the use of standardized tests, specifically the GRE, and the discussion that followed were informative. The roll-out of the draft of the expanded application during the second workshop generated much helpful feedback that resulted in a more complete application. Barbara Shiels, Kimberly Hewitt Boyd, and Kristin Lockhart provided an instructive and useful discussion of the implications of the various Supreme Court case findings on how universities make decisions about who is admitted to programs. The discussions following each workshop provided an opportunity to share best practices among programs.

A revised graduate application was implemented in fall 2008. Participants have been encouraged to use their program applications to collect data that allow their programs to discern applicants' gifts, well-honed skills, or exceptional talent in relation to their prospective field of study. Questions are based on each program's insights about how these gifts, skills, and talents contribute to student excellence in specific fields.

- Year Two (delayed due to application roll-out in fall 2008 and restructuring announcement in February 2009): The planned focus is best practices and planning for change at the school, departmental, and program level. Since the new application to the Graduate School collects contextual information related to the diversity of applicants, program-level forms now can concentrate on indicators of applicant preparation and potential excellence. Participants will: (1) document existing admissions practices at the department/program level; (2) review data within their college about the relationship between offers of admission and the success of enrolled students in their programs, including underrepresented and marginalized students, and (3) work with faculty and students in the program to identify predictors of success that can be translated into admissions-related data and review criteria.

- Year 3: The outcome of these experiences is expected to be (1) a plan for admission that represents the results of this review, to be presented to students and faculty in the home departments/programs for consideration and implementation, (2) evaluation tools, included in the plan, that will be regularly used to assess progress toward articulated program goals, and (3) preparation of leaders from this admissions process review who will serve as mentors for a second round of the program.

### 3. Student Services

#### COMMITTEE ON GRADUATE EDUCATION RECOMMENDATION

**p. 4, Recommendation 3**  
Central Services

Work should also begin as soon as possible on evaluation of student services processes and development of a University-wide electronic system for initiating and/or revising, approving, and archiving student program plans, examination clearances, and other student records. (The committee understands that the Graduate School had started work in this area but suspended it because of other staffing priorities.) The Graduate College/Office should only be involved in reviewing forms, electronic or otherwise, where there are clear additions to value; primary academic oversight should be the responsibility of the DGS and the faculty.

#### GRADUATE SCHOOL EXECUTIVE COMMITTEE RESPONSE

**p. 4, Recommendation 3**

A University-wide electronic system to manage all aspects of student program plans was suspended due to the needs of the EFS system, not at the Graduate School's discretion. The Graduate School has been working toward a system in which primary academic oversight is the responsibility of DGSs (directors of graduate studies) and faculty, as anticipated in the Committee's draft report.

#### PROVOST'S PLAN

**Appendix C:** Student services would be provided at the local (college) level, with some services in Provost's Office.

## GRADUATE SCHOOL STAFF RESPONSE

The Graduate School strongly endorses the recommendation to evaluate student services, implement a University-wide electronic system for student processes and records, and assess student and program faculty and staff satisfaction. Assessment must be done using the expertise of the directors of graduate studies and DGS assistants for the 150 programs currently administered in collaboration with the Graduate School.

### SPECIFIC COMMENTS

#### 1. Committee on Graduate Education report

##### p. 4, Central Services, No. 3

Work should also begin as soon as possible on evaluation of student services processes and development of a University-wide electronic system for initiating and/or revising, approving, and archiving student program plans, examination clearances, and other student records. (The committee understands that the Graduate School had started work in this area but suspended it because of other staffing priorities.) . . .

##### p. 11, No. 3, Student Services, bullet 2

The institution must review the business processes surrounding student services from admissions through degree clearance and graduation...The Graduate College/Office must then begin immediately to develop an all-University electronic system to implement these processes and modernize student record processing and storage.

#### *Graduate School staff response:*

We enthusiastically support the Committee's recommendation to develop a University-wide electronic system. The Graduate School initiated the Graduate School Degree Management (GSDM) project in 2006 to establish such a system. In collaboration with the Office of Information Technology (OIT) and with intensive staff investment, significant progress was made over the course of 2006-07. Feedback from key stakeholders about the simplicity, transparency, and efficacy of the GSDM prototype was extremely positive. The decision to suspend work on GSDM was then made by OIT due to demands on their staffing resources of the enterprise financial system (EFS). The Graduate School and OIT attempted to resume the GSDM project in late fall 2008, but work has again been suspended pending the outcome of the proposed Graduate School reorganization.

The effectiveness of any University-wide electronic system is directly related to involvement at the development, implementation, and maintenance stages of individuals who have extensive, first-hand working knowledge of the intricacies of institutional policies and procedures. It is imperative that content experts

among the Graduate School staff continue to play an active role when the project is resumed.

2. Committee on Graduate Education report

p. 4, Central Services, No. 3

The Graduate College/Office should only be involved in reviewing forms...where there are clear additions to value; primary academic oversight should be the responsibility of the DGS and the faculty.

p. 11, No. 3, Student Services, bullet 2

The Graduate College/Office should retain institutional oversight for degree programs meeting agreed-upon institutional rules and standard (e.g. number of credits in the program vs. outside the program).

*Graduate School staff response:*

The principles expressed by the Committee on Graduate Education—that primary academic oversight is the responsibility of the DGS and faculty, and that management of agreed-upon institutional rules and standards is a valuable service provided by the Graduate School—represent the very foundation of current practice.

3. Committee on Graduate Education report

*Omission.* Dual-degree students.

*Graduate School staff response:*

Recommendations did not address any issues surrounding the University's approximately 300 dual-degree graduate students. Difficulties for this growing group include the inability to register simultaneously in multiple colleges within a term (e.g. Law and the Graduate School), to determine the "primary" program for a term, etc. Resolving their issues would constitute a concrete improvement for graduate education.

4. Committee on Graduate Education report

p. 4, Local Oversight, bullet 4

Award degrees

p. 6, Recommendation 13

Colleges should have the option—but not be required—to administer terminal (professional) master's and applied doctorate degree programs in-house.

p. 11, No. 3, Student Services, bullet 4

Students in all degrees administered by the Graduate College/Office should be cleared for graduation by the appropriate DGS and the Graduate College/Office

**p. 24, No. 3, Award Degrees**

Degrees at the University of Minnesota are conferred by the Board of Regents but academic units such as the colleges (and the current Graduate School) are responsible for managing and overseeing the process of awarding the degrees. If an Office of Graduate Education is established it is likely that this activity would devolve to the colleges, because that is where the undergraduate degrees are administered. An exception would be needed for interdisciplinary programs, which do not belong to a particular college and which would therefore have to be coordinated centrally. If a Graduate College is established, then this unit would administer all graduate degrees under its control.

Degrees housed in collegiate units should follow policies and procedures for degree approval and clearance similar to those of current professional programs (e.g., Law, MBA, etc.). In essence, the college is responsible for oversight of these degrees in all respects.

*Graduate School staff response:*

The Graduate School supports the Committee's recommendation that students in all degrees administered by the Graduate College/Office should be cleared for graduation by the appropriate DGS and the Graduate College/Office. This practice reflects the basic principles of faculty oversight of academic issues and centralized management of agreed-upon institutional standards.

**5. Committee on Graduate Education report**

**p. 23, Services to be Provided by Colleges/Programs**

**1. Student Orientation**

The committee recommends the academic unit deliver the Welcome Day information, including but not limited to the following . . . academic integrity . . . responsible conduct of research . . .

*Graduate School staff response:*

Currently, a compelling introduction to these issues is presented in an interactive session during Welcome Day for all new students. Providing an introduction to these concepts to students from a wide range of disciplines has been well received and gives students an opportunity to consider these issues from many perspectives. Students leave the session knowing they should expect to learn more about these topics in their individual graduate programs. The central presentation provides valuable information to students, especially for those whose programs do little to prepare them in this area.



## 4. Diversity and Community of Scholars

### COMMITTEE ON GRADUATE EDUCATION RECOMMENDATION

**p. 4, Recommendation 4**  
Central Services

The diversity functions within the Graduate School Diversity Office (GSDO) should be moved to the central University Office of Equity and Diversity (OED). Within OED, significant resources and efforts must be directed toward increasing diversity in graduate education, including an office and personnel dedicated solely to this goal. This office will need to work closely with the Graduate College/Office, and an evaluation of the quality and effectiveness of the move should be conducted after the first full year of operation.

### GRADUATE SCHOOL EXECUTIVE COMMITTEE RESPONSE

**p. 4, Recommendation 4**

The Graduate School Executive Committee supports maintaining an Office of Diversity within a central Graduate School in order to integrate a commitment to diversity into every aspect of its operations, from admissions and the support of timely progress toward degree to successful completion.

### PROVOST'S PLAN

**Appendix C:** The Diversity Office would be relocated in the Office of Equity and Diversity with local (college) involvement.

*Q&A: How will this new structure help advance the diversity of graduate programs and provide support for graduate students from underrepresented groups?* The graduate faculty, directors of graduate study, deans, and Office of Equity and Diversity are all responsible for advancing the diversity of the University's graduate programs and ensuring the success of graduate students from underrepresented groups. The Diversity of Views & Experiences (DOVE) Fellowship will continue as will the University's commitment to ensuring student success.

## GRADUATE SCHOOL STAFF RESPONSE

It is essential that the Graduate School Diversity Office remain embedded within a full array of graduate education functions. It must collaborate closely with dozens of graduate programs in the recruiting and retention processes. Units across the University depend on this office's activities, programs, and statistics to document the University of Minnesota's commitment to diversity in graduate programs—information required in applying for an increasing number of federal grants. The office works very closely with the postdoctoral office and other central graduate education units to provide a host of services to students and postdocs—and not only to students in diversity categories. Highly effective workshops on survival, writing, career development, etc., have been expanded for the wider population. Both the diversity and postdoctoral programs will be diminished if separated, since they share staffing and do so much joint programming. Their excellent service will be far better preserved and enhanced by keeping them within the Graduate College structure with collaborative ties to the OED rather than the reverse, as proposed. The committee's report provides evidence for this position, p. 16, No. 10. The described change would reduce the Diversity Office's effectiveness.

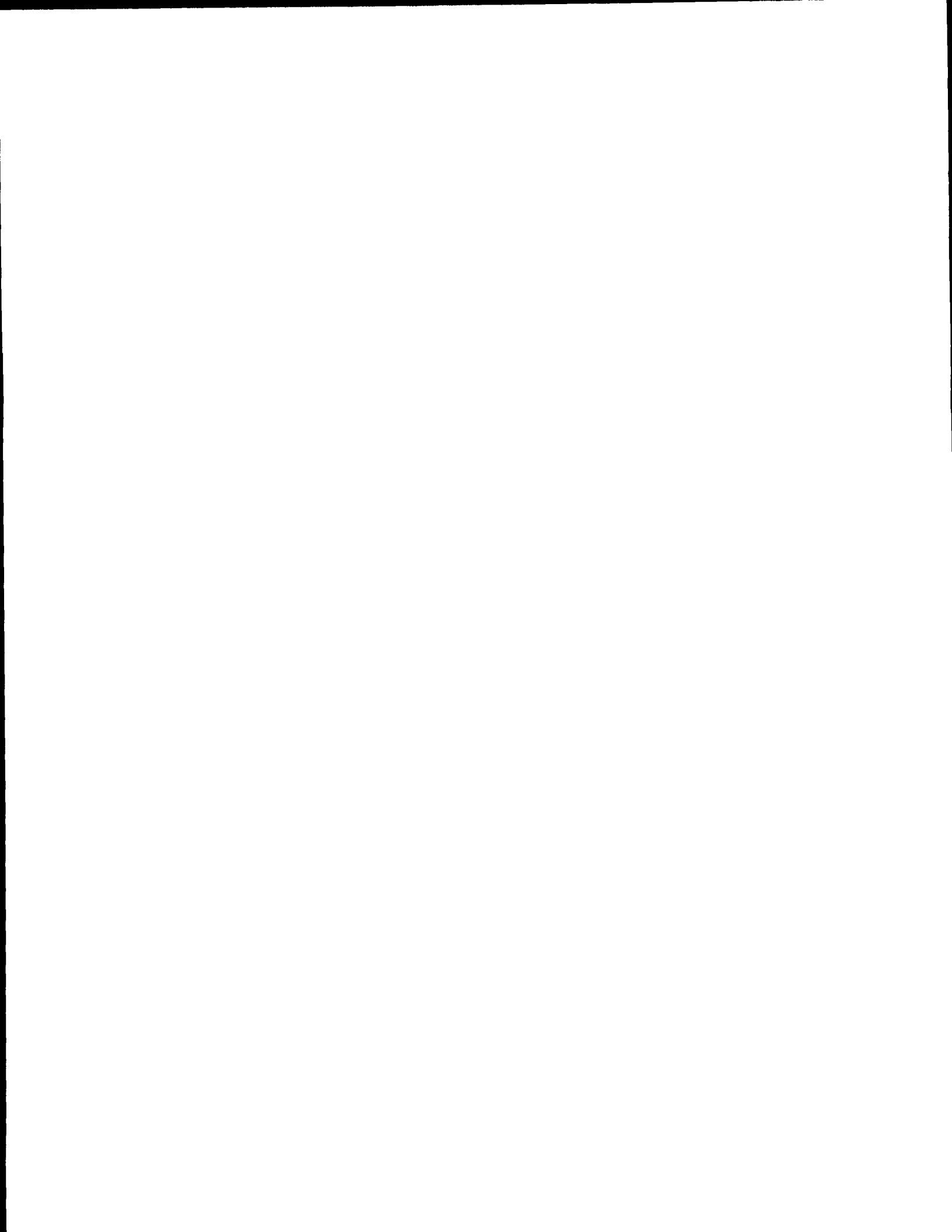
### SPECIFIC COMMENTARY

#### 1. Committee on Graduate Education report p. 16, No. 10 Career Services/Workshops

The committee recommends these three offices (Center for Teaching and Learning, Graduate School Diversity Office, Office for Postdoctoral Affairs) continue to work together to provide career-oriented classes and workshops for both graduate students and postdocs.

#### *Graduate School staff response:*

The three offices work well together because they share personnel (Andriamanalina) and have the same basic value system and goals. Location in a central unit where the total educational experience of graduate students is not the function will make it difficult to ascertain which values/goals the staff should pursue. Given the current staffing pattern (built for efficiency), it would appear that it would be necessary to hire two staff members to ensure that the quality and quantity of workshops continue to meet the needs of graduate students and postdocs. In the current structure, workshops and seminars are informed by interaction with the recruitment and retention activities of the Graduate School Diversity Office and the needs of the postdocs. After almost 10 years of existence, activities targeted to the Community of Scholars Program participants have finally found their way into the mainstream graduate education enterprise resource pool. If this change is made, students who have been trying to create a place for themselves as scholars and graduate students will again be marginalized.



## 2. Committee on Graduate Education report

### p. 21, Diversity/DOVE

The committee recommends that the diversity functions under the auspices of the Graduate School Diversity Office should be moved to the Office of Equity and Diversity (OED).

### p. 21, No. 2, Diversity/DOVE

Recruitment and Retention of a diverse graduate body can be well coordinated within the Office of Equity and Diversity.

#### *Graduate School staff response:*

The Office of Equity and Diversity currently does not recruit students—undergraduate, graduate, or professional—so lacks the culture required to facilitate and nurture the recruitment of graduate students. Because recruitment activities are coordinated with graduate programs, location of activities to recruit a diverse graduate student population outside of the graduate education enterprise would create the perception, internally and among prospective students, that the diversity recruiting staff is a guest rather than an active participant in a priority of the Graduate College/Office.

- When the current Graduate School Diversity Office staff attends graduate and professional conferences, symposia, and graduate and professional school fairs and makes presentations about graduate education, it represents 150 graduate programs. Our location within the graduate education unit gives credibility with prospective students, their mentors, and department faculty. The electronic communication system shared with the Graduate Admissions Office through the ApplyYourself system allows us to get information from the field to programs soon after our return to campus and allows graduate programs to start building the relationship with the student from the perspective of the discipline.
- Retention activities start with initial contact with an admitted student through our Campus-Community Connection Program (CCCP). The CCCP exists as an extension of the graduate education enterprise and as evidence that the enterprise values the student.
- The Graduate School Diversity Office has an open-door policy for all students. Independent of their ethnicity or social status, students who are seeking information about the graduate studies application process, funding opportunities, consultation about graduate programs, assistance with interpersonal and personal issues, and a variety of other concerns related to admission or retention are served by the staff. This open-door policy is a good recruitment tool because we work with students who are already interested in the University of Minnesota.
- The Diversity of Views and Experiences (DOVE) fellowship program is a recruitment tool for graduate programs to attract students who represent a diverse community. A DOVE is awarded as a result of a competitive process involving a faculty review committee and is under the auspices of the Graduate

School, therefore carrying the sanction of the graduate programs. To move this competition to an entity outside of the graduate education enterprise reduces it to a prize awarded by the University of Minnesota to a graduate student.

### 3. Committee on Graduate Education report

p. 21, No. 2, Diversity/DOVE

An additional advantage to integrating the GSDO with the OED is the potential for synergies and enhanced programming. Another potential advantage is to provide a platform for encouraging undergraduates of color to pursue graduate school.

*Graduate School staff response:*

The Graduate School Diversity Office already has a strong relationship with the Multicultural Center for Academic Excellence, the Martin Luther King Jr. program, and other offices that provide academic support services to students of color.

- Through the National Name Exchange Program (NNE), we interact with more than 2,500 of our own U of M undergraduate students of color who are interested in being contacted by NNE participating institutions for possible research experiences and admission for graduate study.
- The President's Distinguished Faculty Mentor Program (PDFMP) and the Community of Scholars Program have established a mentor program whereby graduate students serve as mentors to undergraduates.
- We conduct information sessions to encourage students of color to consider participating in undergraduate research programs here at the U of M and at our sister institutions in the CIC as a means of preparing for graduate study.
- We conduct workshops on the graduate school application process and work with students on an individual basis to write competitive applications. Our legitimacy comes from being part of the graduate education enterprise.

## 5. Faculty Grants and McKnight Program

### COMMITTEE ON GRADUATE EDUCATION RECOMMENDATION

#### p. 5, Recommendation 5 Central Services

The committee recommends that the faculty awards programs currently administered by the Graduate School—the Grant-in-Aid of Research, Artistry and Scholarship program, and the Distinguished McKnight University Professorship and the McKnight Land-Grant Professorship programs—be transferred to the Office of the Vice President for Research. Involvement of University-wide faculty selection committees in the selection processes for these awards is crucial, and must be maintained.

### GRADUATE SCHOOL EXECUTIVE COMMITTEE RESPONSE

p. 4, Recommendation 5  
The Faculty Grant-in-Aid, Distinguished McKnight and McKnight Land-Grant Professorship programs operate efficiently within the Graduate School Fellowship Office and awards are decided through a competitive process of faculty peer-review. These programs should continue to operate in this manner. Close coordination with the Provost's Office has existed since fall 2005.

### PROVOST'S PLAN

**Appendix C:** Faculty Grants would move to the Office of the Vice President for Research; the McKnight Program would be relocated in the Provost's Office.

### GRADUATE SCHOOL STAFF RESPONSE

It is important that faculty scholarly programs—i.e. McKnight Professorships and the Grant-in-Aid program—have an independent home in a free-standing entity. Thus, if the Graduate School remains as an independent free-standing entity (college), these faculty scholarly programs should remain with it. If, however, the Graduate School becomes an office within the Provost's office, then faculty grants and the McKnight program should be moved to the Office of the Vice President for Research, as the committee recommended, to maintain their independence.

## 6. Interdisciplinary Initiatives

### COMMITTEE ON GRADUATE EDUCATION RECOMMENDATION

p. 5, Recommendation 6  
Central Services

Interdisciplinary graduate programs must be protected. The Vice Provost and Dean of the Graduate College/Office should be responsible for facilitating conversations among the deans of units involved in all cross-college programs, resulting in formal memoranda of agreement regarding financial support for each program. Regular revenue streams and special funds are needed to support these programs, especially those whose students and faculty are on different campuses. Allocation of funds should be merit-based and competitive and the criteria for funding should be transparent. The Graduate School's Office of Interdisciplinary Initiatives should be maintained and supported by the new Graduate College/Office.

### GRADUATE SCHOOL EXECUTIVE COMMITTEE RESPONSE

p. 6, Recommendation 6

The Graduate School Executive Committee agrees with the recommendations to protect interdisciplinary graduate programs and to develop reliable mechanisms that ensure their support.

### PROVOST'S PLAN

#### Appendix C: Provost Interdisciplinary Team

**Q&A:** *How will this plan protect interdisciplinary programs that cut across collegiate lines?* The Vice Provost of Graduate Education will work with the graduate faculty and deans of graduate programs to ensure the excellence of programs that span two or more colleges and to facilitate the interdisciplinary evolution of new programs.

## GRADUATE SCHOOL STAFF RESPONSE

Fostering interdisciplinary activity in graduate education requires strong central services. Because of its intercollegiate nature, local collegiate responsibility is not an option. We endorse the key role of the Graduate School/College in protecting and supporting cross-college interdisciplinary graduate programs.

The current Graduate School itself is an interdisciplinary unit that collaborates across internal functional areas (e.g., admissions, data management, diversity, student services) and across a broad range of 150 graduate programs to promote promising and best practices in graduate education. Separating these functions or splitting disciplinary from interdisciplinary graduate education will undermine a core institutional goal and foster an environment of competition rather than collaboration, creating inefficiency and threatening excellence.

Because the Graduate School is responsible for disciplinary and interdisciplinary graduate education, it accommodates and supports a range of models of interdisciplinarity, including cross-collegiate programs, programs with faculty representation across a number of departments, and programs represented by a single department but with faculty from diverse disciplinary backgrounds (e.g., American studies). Effort is directed toward identifying and providing the specific support needed by different types of programs (e.g., memoranda of agreement for financial stability for cross-collegiate programs) rather than achieving consensus on a single definition of interdisciplinarity.

Housed in the Graduate School, the Office of Interdisciplinary Initiatives (OII) works with other Graduate School and U of M units on initiatives that benefit both disciplinary and interdisciplinary graduate education programs (e.g., the Writing Initiative, the Collaborative Leadership Development Series, etc.). Enhancing excellence in graduate education (e.g., developing best practices in student advising, training curricula for faculty, etc.) is best achieved by a centralized unit committed to maintaining the balance, integrity, and mutually reinforcing nature of interdisciplinary and disciplinary graduate education. The most promising practices are also likely to emerge when a close working alliance is maintained among all units dealing with graduate education (e.g., diversity, student services, admissions).

## SPECIFIC COMMENTS

### 1. Committee on Graduate Education report

p. 17

#### 13. Interdisciplinary Graduate Programs and Initiatives

Interdisciplinary graduate programs are those whose faculty members are not housed primarily within one department or college.

*Graduate School staff response:*

The committee defined interdisciplinary as inter-collegiate. Cross-collegiate



and cross-campus programs face specific challenges that warrant special attention and support; however, we urge the committee to consider a broader definition of interdisciplinarity (e.g., programs with broad departmental representation among the faculty) as well as other types of support that enhance interdisciplinary education (e.g., networking opportunities, targeted professional development, etc.).

2. Committee on Graduate Education report

p. 17, Interdisciplinary Graduate Programs and Initiatives, par. 3

... There should be one cross-college program policy and review council, with a mechanism to ensure and facilitate interaction with other programs and councils.

*Graduate School staff response:*

Faculty have rejected previous Graduate School proposals to establish a P&R Council specifically for interdisciplinary programs on the grounds that the governance needs of these programs are best met through the current structure. The current process and structure could be streamlined to minimize the steps involved in program oversight. We further recommend the creation of a formal mechanism to ensure and facilitate interaction among interdisciplinary programs on a regular basis in an advisory, rather than a governing, capacity.

3. Committee on Graduate Education report

p. 4, Local Oversight. The following services should be provided by college or programs:

Development (in cooperation with the University of Minnesota Foundation)

p. 21, Services to be Moved/Combined With Other Central Offices to Achieve Savings or Avoid Duplication

1. Development

*Graduate School staff response:*

This model would work against the financial goals and needs of cross-collegiate interdisciplinary programs as outlined by the committee. Under a local model, how would development functions for cross-collegiate interdisciplinary programs be achieved and by whom?

4. Committee on Graduate Education report

p. 5, Recommendation 6

... Regular revenue streams and special funds are needed to support these programs ... Allocation of funds should be merit-based and competitive and the criteria for funding should be transparent.

*Graduate School staff response:*

What would be the source of these revenue streams and special funds? Would these be new central funds administered by the Graduate College/Office? However the funding is coordinated, we believe it is important that the process be systemwide and competitive.

5. Committee on Graduate Education report

p. 4, Local Oversight. The following services should be provided by college or programs:

Program review

*vs*

p. 25, par. 3

For interdisciplinary programs, the review process may be best carried out by the Graduate College/Office.

*Graduate School staff response:*

All program review is currently conducted by a single associate dean. Who within the Graduate College/Office would conduct interdisciplinary program review if disciplinary reviews devolve to the school/college level?

6. Committee on Graduate Education report

**pp. 18-19**

15. Metrics

To measure the quality of graduate education, the committee recommends using the metrics originally suggested by the Graduate Student Support and Graduate Discipline Evolution task forces from the strategic positioning process (2006). The Graduate College/Office should be responsible for compiling data in these areas and sharing the information yearly with administration and the broad University community: . . . interdisciplinary opportunities for graduate students (cross-program exchanges), interest groups around interdisciplinary initiatives (communities of faculty and students), interdisciplinary teaching opportunities for graduate students, joint faculty hires for interdisciplinary education, funding for interdisciplinary research initiatives (faculty and students) . . .

*Graduate School staff response:*

The committee recommends a single set of University-wide criteria for interdisciplinary and disciplinary academic program review. How will local (disciplinary) and centralized (interdisciplinary) review policies and procedures be coordinated in order to ensure that the metrics are applied according to standards and processes that maintain quality and excellence in graduate education? Additional metrics related to interdisciplinary graduate education could be added (e.g., writing support for interdisciplinary graduate students; targeted professional development, etc.). What mechanism will exist for further discussion and review of metrics? Who would be responsible for coordinating this, and who would participate?

7. Committee on Graduate Education report

p. 5, Recommendation 6

Central Services

Interdisciplinary graduate programs must be protected. The Vice Provost and Dean of the Graduate College/Office should be responsible for facilitating conversations among the deans of units involved in all cross-college programs, resulting in formal memoranda of agreement regarding financial support for each program.

*Graduate School staff response:*

We agree that the vice provost and dean of the Graduate College/Office should facilitate the development of Memoranda of Agreement to secure sustained funding for cross-collegiate interdisciplinary graduate programs. Faculty, staff, and students have also identified additional structural, policy, and procedural issues impacting the quality of interdisciplinary graduate education, teaching, and training (e.g., the need for dissertation-writing support for interdisciplinary graduate students, barriers to collaborative/interdisciplinary teaching, enhancing mentoring for interdisciplinary faculty and students, etc.). Under the leadership of the current Graduate School dean, the OII staff has pursued excellence in interdisciplinary graduate education as a primary goal. How will this goal be integrated into the overall vision of a reconfigured Graduate College/Office?

8. Committee on Graduate Education report

p. 17, par. 3

In addition, there are eight graduate groups formed to stimulate new collaborations and discussions that may lead to new interdisciplinary graduate education initiatives.

*Graduate School staff response:*

Unlike the interdisciplinary graduate education programs that receive Graduate School funds, Graduate Groups require participation of faculty and graduate students from multiple departments but not necessarily multiple colleges (though some groups are cross-collegiate and at least one is cross-campus). In addition, though Graduate Groups may result in new interdisciplinary graduate education programs, this is only one possible outcome and is not the only rationale for forming groups.

## 7. Postdoctoral Affairs

### COMMITTEE ON GRADUATE EDUCATION RECOMMENDATION

**p. 5, Recommendation 7**

**Central Services**

A centralized Office of Postdoctoral Affairs (OPDA) must be maintained based on the current and projected needs of the university. Postdocs are likely to play an increasing role in the research environment of the University in the future and a single-site organization is likely to be the best organizational structure. Moreover, the OPDA currently shares several structural functions with the Graduate School such that whatever unit manages graduate education should also include the OPDA.

### GRADUATE SCHOOL EXECUTIVE COMMITTEE RESPONSE

**p. 5, Recommendation 7**

The Graduate School Executive Committee agrees with the recommendation to maintain a central Office of Postdoctoral Affairs. This office should be located in the Graduate School to maximize its synergies and efficiencies with related offices.

### PROVOST'S PLAN

**Appendix C:** Postdoctoral programs and services would move to the local (college) level.

### GRADUATE SCHOOL STAFF RESPONSE

We endorse the Committee on Graduate Education's recommendation to keep the Office of Postdoctoral Affairs in the Graduate College/Office.

## 8. Staffing Across Functional Areas

### COMMITTEE ON GRADUATE EDUCATION RECOMMENDATION

#### p. 5, Recommendation 8

##### Central Services

Based on information for graduate school operations of comparable size at three peer institutions (Illinois, Penn State, and Wisconsin), the committee believes that it should be possible to reduce the staff complement of our current Graduate School by approximately 20 percent. A further reduction should be possible if terminal master's and applied doctorate degree programs are taken over by colleges. In suggesting this substantial downsizing, however, the committee wishes to emphasize that due regard must be given to maintaining acceptable levels of service to faculty, staff, and students in the graduate programs.

### GRADUATE SCHOOL EXECUTIVE COMMITTEE RESPONSE

#### p. 5, Recommendation 8

Reference to Resolution 5: The Graduate School Executive Committee recommends that the Graduate School strive for increasingly higher standards of service to be provided to graduate students, graduate faculty, and graduate programs. The Graduate School is committed to a rigorous examination of its processes, policies, and procedures with an eye toward innovation, improvement, and efficiency. Planned budget cuts must not compromise this commitment.

### PROVOST'S PLAN

#### p. 3

...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.

#### Provost's charge to the committee

Estimate the number of employees you anticipate will be required in the Office of the Vice Provost and Dean for Graduate Education and describe the roles they should play. Address any critical resource issues such as space and technology.

## GRADUATE SCHOOL STAFF RESPONSE

The Graduate School recognizes the need to adjust staffing levels in accordance with office functions. It continually analyzes staffing levels and resources needed to maintain excellent service in a changing environment. The Admissions Office, for example, reduced a full-time position to 75 percent in 2008 and eliminated a full-time position this year. Both changes were made after a careful analysis of functions. Some Graduate School offices and functions are led by .5 FTE with support staff shared across multiple functions. The workload is heavy, and, though much is accomplished, this is sometimes due to the willingness of staff to work long hours.

The Committee on Graduate Education's recommendation lacks sufficient evidence and analysis, having compared only three other institutional samples—Illinois, Penn State, and Wisconsin—whose centrally-located functions diverge widely. In addition to total graduate application and student head-counts, accurate measures must minimally include number and type of specific services provided, and they should also include level of satisfaction among those who rely on those services.

## SPECIFIC COMMENTARY

### 1. Committee on Graduate Education report

p. 21, No. 16, Staffing Levels, pars. 4-5

The streamlining of the current staff complement for the Graduate School should be possible without impacting the quality of our graduation programs. A reduction of approximately 20 percent should be possible, and a further reduction could be considered if terminal master's and applied doctorate degree programs are taken over by colleges.... It is important that due regard be given to maintaining acceptable levels of service to faculty, staff, and students in our graduate programs.

*Graduate School staff response:*

More comparative evidence and analysis are needed to avoid compromising the University's ability to competitively admit and retain high quality students. Though suggesting that admissions staffing levels should be based on number of applications and that student services staffing levels should reflect the number of registered students, the committee recognized that the sample size (3) was small, that not all aspects were directly comparable, and that satisfaction levels were not considered. Staffing-level evaluation should also be based on type, depth, and range of services and satisfaction with them. Graduate School units currently have in place standards for excellent service to all groups.

2. Committee on Graduate Education report

pp. 19-21, No. 16, Staffing Levels, pars. 3-4

Staffing levels for admissions should reflect the numbers of applicants . . . Given that the numbers of students served and applications processed are roughly comparable for the three institutions, the question must be asked as to why Minnesota needs almost twice as many staff as Illinois, Penn State, and Wisconsin to perform these functions.

**p. 20 Staffing**

Admissions/Minnesota/14.6

*Graduate School staff response:*

Models for graduate admissions offices are vary significantly. The Ohio State University's central admissions office employs 42.59 FTEs compared to only two FTEs in Northwestern University's model. Therefore, the Graduate Education Committee's report, citing only the metric of applications per employee to determine admissions office staffing levels, is problematic. A more accurate comparison would examine the functions of each office along with the duties of each employee and would include a wider sample set than three universities.

For example, the report notes that the University of Illinois receives 18,300 graduate applications per year. But its admissions office processes only 6,000 of those applications because the programs forward only admitted-student files to the central graduate office for final review. The admissions staff is not responsible for change-of-degree or readmission applications, supporting an online admitted-student portal, student recruitment, or coordinate campuses. In contrast, the University of Minnesota office processes all 14,300 graduate program applications, processes change-of-degree and readmission applications, supports an online admitted-student portal, recruits, and manages admissions for Duluth and Rochester as well as the Twin Cities campus.

Other Big 10 peer institutions also vary significantly in their graduate admissions staffing and functions. As mentioned above, the Ohio State University admissions office employs 42.59 FTEs to process 22,000 applications annually for its graduate and professional programs. Purdue University's Graduate School has a stand-alone recruitment office, and its admissions office does not process I-20 visa documents for international students. In contrast, the U of M Graduate School admissions office is responsible for recruitment and I-20 production. Northwestern University has only two central admissions staff but employs 50 graduate admissions staff at the program level who are regularly trained by the central office. In addition, the graduate admissions offices at Ohio State, Purdue, and Northwestern do not process labor-intensive change-of-degree or readmission applications, while the U of M admissions office does perform this core function.

Before implementing central admissions office staffing cuts and shifting processing duties to graduate programs, a detailed comparative analysis should be made based on office functions and employee duties. Application counts are a

valuable part of this analysis, but should not be the only metric used to justify significant reductions or redistributions of core processes.

Finally, while a partial subsidy has been requested for FY2010, it is worth noting that the U of M graduate admissions office has been entirely self-funded through application fees and it exists, financially speaking, outside of the cost-pool structure.

3. Committee on Graduate Education report

p. 20 Staffing

Student Services (degree clearance, etc.)/Minnesota/6.5

*Graduate School staff response:*

Current Student Services staff level is 5 FTE (not counting the director, who is counted in the "Directors" line) plus up to and not always 3 part-time student workers.

4. Committee on Graduate Education report

p. 20 Staffing

Fellowship office/ Minnesota/5

*Graduate School staff response:*

Current Fellowship Office staff level is 2 FTE. The current Faculty Grants Office (not identified in the report) staff level is 1.75 FTE. If this line is renamed to include both, the total staff is 3.75 FTE (not counting the director, who is counted in the "Directors" line). The Fellowship Office staff members administer not only graduate student fellowships for incoming students but a range of fellowship programs both internal (e.g. endowed fellowships and DDFs) and external (e.g. Fulbrights and NSF fellowships) as well as the two McKnight Professorship programs and the annual Ford lecture. The Faculty Grants Office handles the Grant-in-Aid program and limited nominations for external grant programs.



## 9. Faculty Development for Improving the Student Experience

### COMMITTEE ON GRADUATE EDUCATION RECOMMENDATION

#### p. 5, Recommendation 9

##### Central Services

The quality and consistency of graduate and professional student advising, including supervision of research and teaching assistants, must be improved. The committee asks that the Vice Provost and Dean of the Graduate College/Office form a committee to study this issue further, work with Center for Teaching and Learning staff to help build curriculum, implement an advisor training program, create measures to evaluate the success of training, and continue to work with the Academy of Distinguished Teachers on this topic.

### GRADUATE SCHOOL EXECUTIVE COMMITTEE RESPONSE

#### p. 6, Recommendation 9

The Graduate School Executive Committee agrees with the recommendation to improve the quality and consistency of graduate student advising. Working closely with the Council of Graduate Students, Directors of Graduate Studies, and the Center for Teaching and Learning, the Graduate School will develop strategies for implementation in 2009–10 that address these issues. Improved mentoring is the highest priority of COGS, and their surveys have identified significant graduate student concerns about the quality of mentoring.

### PROVOST'S PLAN

The Provost's plan did not explicitly address this issue.

### GRADUATE SCHOOL STAFF RESPONSE

We agree with the need for improved advising and mentoring of graduate students through establishment of advising standards, best practices, and opportunities for adviser and mentor training.

## 10. Systems and Data Management

### COMMITTEE ON GRADUATE EDUCATION RECOMMENDATION

#### p. 5, Recommendation 10 Central Services

The quality of graduate education at the University must be measured and shared with the University community and administration. The new Graduate College/Office should be responsible for compiling these data in conjunction with the Office of Institutional Research (OIR). Suggested metrics are listed in Section IV, and are compiled primarily from the two strategic positioning task force reports on graduate education (2006). Ultimately, it is the faculty members who are responsible and accountable for the quality of graduate education in their programs, and the compilation of these data is essential for demonstrating that quality is, in fact, being maintained.

### GRADUATE SCHOOL EXECUTIVE COMMITTEE RESPONSE

#### p. 6, Recommendation 10

The move at the University of Minnesota toward data-driven decisions and academic management by metrics requires new staffing within a central Graduate School at the level of Data Analyst to carry out these functions. A wider set of metrics needs to be developed within a central Graduate School, and among graduate schools nationally, to effectively track performance.

### PROVOST'S PLAN

**Appendix C:** Downsize to one staff person who would be relocated from the Graduate School to the Provost's Office.

## GRADUATE SCHOOL STAFF RESPONSE

We strongly support the recommendation for improved metrics to track performance in graduate education. We also support the recommendation of the Committee on Graduate Education and urge maintaining staff support in this area.

### SPECIFIC COMMENTS

#### 1. Committee on Graduate Education report

##### p. 18, No. 15, Metrics

To measure the quality of graduate education...the Graduate College/Office should be responsible for compiling data in these areas and sharing the information yearly with administration and the broad University community.

- Total number of dollars for graduate fellowships
- Number of multi-year funding packages
- Percentage of graduate students on fellowships
- TA/RA salaries compared to top tier public research universities
- Track degree completion
- Track graduate placement
- Track student awards (from program level to central)
- Improve Ph.D. time to completion (University 8-year graduation rate) . . .
- Faculty-to-student ratios in programs
- Block grants longer than current 2-year time
- Student satisfaction of mentoring/advising
- Dollars for graduate/professional education in compact process
- Dollars available for student funding for conference presentations
- Cost graduate students pay for health care premiums
- Interdisciplinary opportunities for graduate student . . .
- Interest groups around interdisciplinary initiatives . . .
- Interdisciplinary teaching opportunities for graduate students
- Joint faculty hires for interdisciplinary education
- Funding for interdisciplinary education
- Review of the quality of graduate programs . . .

#### *Graduate School staff response:*

Many of the metrics described in this recommendation are reported as current practice. The ongoing conversion of current paper-based practices within the Graduate School to online electronic workflow processes further facilitates these reporting efforts. It is unclear how continued conversion to electronic workflow and an increase in data collection and reporting can increase while reducing Systems and Data Management staff. If a central staffing model is eliminated or reduced significantly and data is entered in a decentralized way, inconsistencies are likely to compromise the final metrics.

## 11. Governance/Policy & Review Councils

### COMMITTEE ON GRADUATE EDUCATION RECOMMENDATION

#### p. 6, Recommendation 11

##### Central Services

Faculty governance over matters of graduate education via the Policy and Review (P&R) Councils should be maintained, with administrative assistance from the Graduate College/Office. However, the Council review process is considered cumbersome and is often an impediment to rapid and effective change. The functions and processes linked to the Councils should be streamlined by removing the most minor, routine items from the review process and using subcommittees and e-votes to speed evaluation of more substantial proposals.

### GRADUATE SCHOOL EXECUTIVE COMMITTEE RESPONSE

#### p. 6, Recommendation 11

The Graduate School Executive Committee agrees with the recommendation to maintain faculty governance over matters of graduate education via the Policy & Review Councils and to streamline review processes.

### PROVOST'S PLAN

**Appendix C:** Shared decision-making through governance would be carried out at the local (college) level, with oversight and assistance from the Provost's Office.

## GRADUATE SCHOOL STAFF RESPONSE

We strongly support the recommendation to maintain faculty governance over matters of graduate education via the Policy & Review Councils and to streamline review processes. Continuation of the existing Graduate School will preserve the body of policy and practice developed and refined over time.

### SPECIFIC COMMENTS

#### 1. Committee on Graduate Education report

##### p. 6, Recommendation 11

##### Central Services

... The Council review process is considered cumbersome and is often an impediment to rapid and effective change. The functions and processes linked to the Councils should be streamlined by removing the most minor, routine items from the review process and using subcommittees and e-votes to speed evaluation of more substantial proposals.

##### p. 14, pars. 2 and 4

... The size and breath of the P&R Councils makes it difficult for them to meet frequently. As a result, it can take months—many months—to approve new courses or programs, even when the proposals involve only minor changes. ... The committee proposes that the most routine matters (e.g. course title changes, program name changes which involve no accompanying revisions to degree requirements) be removed from the P&R Council review process altogether. ...

##### *Graduate School staff response:*

Key reasons why the review of new and changed academic programs include the following.

- A major concern is the proliferation of programs, particularly those perceived as money makers, that will not meet the University's expectations for high standards.
- It is hard to write proposals for new and changed academic programs, and we are not confident that deans and associate deans give them enough attention because they often sign off on a proposal with such basic problems as the failure to make sure required credits add up in parts of the proposal.
- There is the possibility of much duplication. For example, the Graduate School just looked at a proposal for a master's in management studies with a track in arts management from the College of Continuing Education. There is no reason such a proposal can't also come from the Humphrey Institute of Public Affairs, the Carlson School of Management, and the collaborative arts wing of the College of Liberal Arts. Who will oversee and insist on the lack of duplication?

• Our review of new and changed programs requires Graduate School staff in governance, student services, admissions, and the program review area to look at

difference aspects of a proposal where each has particular expertise. In the Academic Health Center, which has recently constituted its own review process, those involved include Barbara Brandt, an assistant vice president; Erin Sperling, Brandt's assistant, who has experience working in the MnSCU chancellor's office; and a secretary; and the AHC Council, which consists of high-level and willing faculty and associate deans. Are the deans prepared to duplicate this considerable range of expertise? Will the colleges be able to provide this kind of energy or find faculty willing to give the kind of effort required?

- The Graduate School's careful reading of preliminary drafts of proposals for new and changed academic programs results in proposals that are of much higher quality when the subcommittees receive them for review. This is simply a process that takes time, if the resulting program is to be sound and rigorous, and one that will afford an excellent graduate student experience. The need to consult with faculty, department heads, and college deans also increases the time from the preliminary draft stage to final program approval. This is particularly true in the case of interdisciplinary graduate programs.
- The committee asserts that program name changes should be approved administratively. In fact, over the years, program name changes have prompted the most debate and concern in Council discussions and have required the Graduate School on occasion to play a mediating role. Broad consultation among all stakeholders, and sufficient time to resolve any turf issues, has been critical to agreeing on a name that all parties can accept. The P&R Council process provides a mechanism for dialogue, consultation, and shared decision-making.
- Routine course or program changes are not subjected to the same full review as new courses and programs or complex changes. However, if new courses are requested in the context of a proposal for a minor change in program requirements, the larger request is submitted to the Council to more fully inform the Council's consideration of the course additions. If a change in course title suggests a major shift in the format or thrust of a course (e.g., an 8xxx-level seminar is proposed to change to an online format or an independent study course), the change is submitted to the Council. Minor changes in title, prerequisite, or description are approved administratively. All credit changes require Council review, given their resource implications.

## 2. Committee on Graduate Education report

### p. 15, paragraph 1

A centralized mechanism is required for granting temporary graduate faculty appointments to adjunct faculty or faculty at other institutions for special cases . . . The committee recommends that the Graduate College/Office be given the responsibility for approving these applications.

### *Graduate School staff response:*

Under provisions of the current Graduate School constitution, community professionals may be appointed to the graduate faculty in a graduate program.

approves them at a particular membership level and if they secure a Human Resources (University) appointment. Additionally, the Graduate School has administratively authorized "external faculty appointments" for decades. These are one-time appointments that allow a practitioner or faculty member from another university to serve on a student's exam committee.

The number of such appointments has grown markedly in recent years. The procedure for making external-faculty appointments is described in the Director of Graduate Studies Handbook on the Graduate School's Web page for Directors of Graduate Studies.

In fall 2008, the P&R Councils and Graduate School Executive Committee approved an innovative and far more robust policy that will formalize participation by faculty from other universities on graduate program faculties here. The new policy will make visible liaisons with faculty from other universities and is expected to benefit graduate students in substantial ways. How would appointments for non-U of M individuals be monitored under an Office for Graduate Education? What membership levels would be used? How would students know who these individuals are? See also comments on graduate faculty, below.

### 3. Committee on Graduate Education report

#### p. 4, Local Oversight, bullet 3

Ongoing graduate faculty appointments (automatic with tenure line)

#### p. 24, Services to be Provided by Colleges/Programs

##### 2. Ongoing Graduate Faculty Appointments

The committee recommends that regular tenure-track and tenured faculty automatically be allowed to advise graduate students and serve on graduate student committees; no additional graduate faculty appointment should be required. Decisions to limit the ability of these faculty to advise and on serve on committees should be made at the department or division level.

#### *Graduate School staff response:*

These decisions are already made at the graduate-program level. Faculty in each program elect new members and report their actions to the Graduate School, which maintains the central program-roster database and searchable lists on the Web for easy reference by students, prospective students, DGS, faculty, etc. This month, the Graduate School launched an online system for submission and approval of graduate faculty nominations, greatly streamlining the process. The system was developed over several months, with focus groups and consultation with DGSs and their assistants, and was completed on schedule.

Tenure-line faculty HRMS appointments are made to departments, not graduate programs. Even when a graduate program has a clear department home, how will faculty from other departments be appointed? Will graduate faculty membership be barred if they have no tenure or tenure-track status?

colleges and departments want to limit ability to advise and serve on committees, and if yes, how will they accomplish this? What about faculty in interdisciplinary programs? How would decisions be made in these programs about which faculty could advise/serve on committees? What about faculty associated with professional master's degree programs that are no longer administered via a central graduate education office? They might be tenured or tenure-track faculty in a department; would they be eligible to serve on the committee of a student in a program administered via the central graduate education office? How would students know which faculty could serve as their adviser or as a committee member? Would there be membership levels for the graduate faculty that would signal a corresponding set of responsibilities? Where would students go to find this information? Where would it be published and who would publish it? Would a student have to search for this information by college or department?

4. Committee on Graduate Education report

p. 17, No. 12

New DGS Orientation

For new DGSs, the committee recommends that an on-line tutorial be designed. . . . In addition, the committee would encourage the practice of out-going DGSs to provide some guidance to new DGSs with regarding department-specific policies

...

*Graduate School staff response:*

The responsibilities of directors of graduate studies (DGSs) are sufficiently complex—extending far beyond a departmental view—that orientation to them is best handled in face-to-face sessions that provide an opportunity to ask questions and probe issues more deeply. In recent years, the Graduate School has organized summer orientations for new DGSs that are led by experienced DGSs and give newcomers an opportunity to interact with their more seasoned colleagues around a variety of issues. Sessions are designed to provide a variety of disciplinary and interdisciplinary perspectives, highlighting many best practices. A Graduate School associate dean participates to respond to questions regarding critical issues in graduate education, issues concerning Graduate School policy and practice, etc.



## 12. Commencement

### COMMITTEE ON GRADUATE EDUCATION RECOMMENDATION

**p. 6, Recommendation 12**  
Central Services

The Graduate College/Office should be responsible for conducting an all-University commencement ceremony for the graduate programs it administers, but there should be only one such ceremony each year rather than the two ceremonies currently held by the Graduate School.

**p. 18, No. 14, Commencement**

The Graduate School currently conducts commencement ceremonies twice a year for master's and doctoral students. The committee recommends that in the future, a single ceremony be held in the spring for these graduates, organized by the Graduate College/Office.

### GRADUATE SCHOOL EXECUTIVE COMMITTEE RESPONSE

**p. 6, Recommendation 12**

Working with the Council of Graduate Students (COGS), the Graduate School will assess the feasibility of moving to one graduation ceremony per year from the two currently offered. The size of available facilities and graduate student needs are critical issues to be examined.

### PROVOST'S PLAN

The Provost's plan did not address this issue.

### GRADUATE SCHOOL STAFF RESPONSE

We support the Graduate School Executive Committee's recommendation regarding commencement.

## 13. Professional Degrees

### COMMITTEE ON GRADUATE EDUCATION RECOMMENDATION

**p. 6, Recommendation 13**  
Decentralized Services

Colleges should have the option—but not be required—to administer terminal (professional) master's and applied doctorate degree programs in-house. Other master's degree programs (i.e., M.S. and M.A. degrees) are often preparatory to the Ph.D. and should be administered centrally by the Graduate College/Office.

### GRADUATE SCHOOL EXECUTIVE COMMITTEE RESPONSE

**p. 6, Recommendation 13**  
See Resolution 11: Colleges should elect to manage master's and professional doctorate programs, following Graduate School review and eventually Provost and Regents approval.

### PROVOST'S PLAN

**p. 4, bullet 2**  
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.

### GRADUATE SCHOOL STAFF RESPONSE

We endorse the Graduate School Executive Committee's resolution that colleges be given the freedom to manage their own professional master's and professional doctorate programs. Proposals for all new programs should be reviewed by the Graduate School. After approval, professional master's and professional doctorate programs may elect to be managed in their college. Programs that reside in more than one college, however, merit a central location.

The present mixed pattern reflects the Graduate School's previous accommodations and flexibility on this issue. We endorse retaining M.A. and M.S. research degrees within the Graduate School, in part because those students often continue into doctoral studies in the same program.

## 14. Graduate Education at Coordinate Campuses: Duluth and Rochester

### COMMITTEE ON GRADUATE EDUCATION RECOMMENDATION

#### p. 6, Recommendation 14

##### Decentralized Services

Graduate degree programs at the University of Minnesota Duluth (UMD) should continue to be administered by a central authority on the Twin Cities campus, whether this is an Office of Graduate Education or a Graduate College. Terminal master's degree programs at UMD may optionally be administered locally.

### GRADUATE SCHOOL EXECUTIVE COMMITTEE RESPONSE

#### p. 6, Recommendation 14

See Resolution 4: Acknowledging that there has been significant debate and discussion of recommendations regarding the delegation of responsibilities to the coordinate campuses for master's and Ph.D. degrees without a clear understanding of the implications of restructuring, the Graduate School Executive Committee recommends that discussion of these issues continue over the next year through the Graduate School's established governance system.

### PROVOST'S PLAN

**Appendix C:** Graduate programs, except for the Ph.D., would be administered on the coordinate campuses.

## GRADUATE SCHOOL STAFF RESPONSE

The University of Minnesota currently supports a single system for administering graduate education that extends to all campuses offering graduate degrees—presently the Twin Cities, Duluth, and Rochester. These three campuses are differently situated and have varying capacities to support graduate students, graduate faculty, and graduate programs.

A single system positions the University to provide consistently high quality services and uniform standards of review and assessment. As currently provided, graduate education is unlimited by the physical location of students, faculty, or programs, an important asset for the development of online education, joint degrees, and University-wide offerings.

The same standards and processes for academic program and review are employed for all campuses offering graduate degrees. These practices provide quality control, efficiency, and brand integrity for the institution as a whole.

Both the Duluth campus, with its longstanding commitment to graduate education, and the emerging Rochester campus rely heavily on the Graduate School's centralized infrastructure and local staff to support graduate education on their campuses. Further conversation within the governance system is needed to identify potential consequences of decentralized arrangements. Specific plans to build local capacity for graduate education are needed before decentralizing core functions such as admissions, student services, block grants, or fellowships.

## SPECIFIC COMMENTS

### 1. Committee on Graduate Education report p. 10, Admissions/Transcripts/I-20s, par. 4

Graduate programs at the U of M Duluth should be handled in the same way as those on the Twin Cities campus. That is, UMD should have the option of administering professional programs locally, but their other degree programs should continue to be administered by the central entity responsible for oversight of graduate education.

#### *Graduate School staff response:*

Plans for decentralization of graduate education translates to local collegiate control. On coordinate campuses such as UMD, the opposite is likely to happen: leadership for all Duluth graduate programs would be centralized in the chancellor's office. The premise that excellence lies in decentralization is undermined by the different outcomes of local control on the Twin Cities and coordinate campuses.

At least four types of graduate degrees on the Duluth campuses need to be analyzed in terms of restructuring: (1) collegiate master's programs already

administered by the chancellor's office, (2) professional master's and professional doctoral programs, which the staff recommends be subject to centralized review of proposals for new programs but local control thereafter, (3) master's programs that currently reside in the Graduate School, which the staff recommends be subject to extensive discussion within the governance system before a decision is made, and (4) doctoral programs that are necessarily all-University programs because coordinate campuses are not authorized to offer doctoral education without a Twin Cities campus base.

Programs that currently span more than one campus are integrated biosciences, toxicology, and water resources science (Twin Cities and Duluth); business administration (Duluth and Rochester); and bioinformatics and computational biology (Twin Cities and Rochester).

## 15. Cost-Pool Analysis

### COMMITTEE ON GRADUATE EDUCATION RECOMMENDATION

#### p. 6, Recommendation 15 Decentralized Services

Before any graduate program that is currently under the auspices of the Graduate School is moved to a college, an analysis should be performed of the implications this has for the college's cost pool charges. At a minimum, this analysis should include a review of the original fund transfers that central administration made to the college when the new budget model was adopted in 2005-06. At that time, revenue-neutral adjustments were made to each college's budget to pay the initial cost pool charges, based on the prevailing head count of students and Graduate Faculty.

### GRADUATE SCHOOL EXECUTIVE COMMITTEE RESPONSE

#### p. 7, Recommendation 15

The Graduate School Executive Committee endorses the committee's recommendation about current cost-pool arrangements.

### PROVOST'S PLAN

#### p. 4, last bulleted paragraph

Graduate programs and the colleges that house them will benefit from: increased responsibility and control; decreased transaction costs; and decreased cost pool charges.

### GRADUATE SCHOOL STAFF RESPONSE

We strongly endorse the Committee on Graduate Education's recommendation about cost-pool arrangements and the need for careful analysis before changes are made.

## 16. Reviews of Existing Academic Programs

### COMMITTEE ON GRADUATE EDUCATION RECOMMENDATION

pp. 24-25, Program Reviews  
Services to be Provided by Colleges/Programs

#### 4. Program Reviews

Graduate Ph.D. and M.S. programs are reviewed periodically by the Graduate School in accordance with Board of Regents policy. Reviews for Ph.D. programs typically involve identification of an external review team (two or three faculty members), a self-study document, an on-site visit, a final oral and written report, and follow up meetings with requisite deans for post-review considerations. Master's programs often have a modified streamlined version of such reviews involving a self-study document and internal review. Some reviews are carried out in conjunction with parent departmental reviews while others (e.g., interdisciplinary programs) are carried out with the sole purpose of evaluating the scholarly contributions of the graduate program.

Program reviews are work-intensive for both the program being evaluated and the Graduate School. An Associate Dean currently manages the reviews as a major responsibility. The results of the reviews are shared with the Provost, the Vice Provost and Dean of the Graduate School, the primary deans associated with the graduate program, and the faculty. It is not clear if there is a relationship between the funding a graduate program receives from the Graduate School (fellowships and block grant allocation) and the outcome of an external review. This raises questions among the faculty as to the purpose and motivation of such a review other than an administrative exercise.

In contrast, deans frequently use external reviews as a measure of scholarly reputation and accomplishment and can craft future financial policies and support for programs based on either strong or weak external reviews. Therefore, the case the carry out program reviews seems strong. The necessity to manage such an activity through a Graduate College/Office is less clear.

The committee therefore recommends that reviews of programs that are structurally and financially aligned closely with a department be decentralized and managed at the school/college level. For interdisciplinary programs, the review process may be best carried out by the Graduate College/Office.

### GRADUATE SCHOOL EXECUTIVE COMMITTEE RESPONSE

p. 3, Resolution 10

The Graduate School's central oversight of academic program approval and review is critical to University-wide quality control and should be maintained.

## PROVOST'S PLAN

### p. 4, bullet 1

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. . . .

## GRADUATE SCHOOL STAFF RESPONSE

The Committee on Graduate Education's summary (pp. 24-25, cited above) does not provide a clear understanding of reviews or their essential relationship to quality control. The Graduate School carries out three kinds: (1) external reviews of established departments and programs, (2) internal reviews of recently established programs, and (3) more recently, reviews of centers.

### *External reviews*

Among the best practices in graduate education are periodic reviews of established programs. These are best positioned as a central function to ensure a neutral and unbiased space for carrying out assessments, uninfluenced by collegiate priorities or central investment decisions. The University of Minnesota has long charged the Graduate School with responsibility for administering these external reviews on a 5- to 7-year cycle in consultation with the collegiate deans and central administrators.

If these reviews are taken over by colleges, we expect the following complications to arise.

- Across colleges, opportunities will increase for lack of consistency, regularity, and clear insistence on quality.
- The temptation, on the part of collegiate deans, to make their programs look good will be strong, especially if the Provost is involved in the review.
- Deans often have wanted a buffer between themselves and departments. If the Graduate School rather than a dean requires the review, then it is easier for the Graduate School to insist on the review than for a dean to do so, who faces the more direct wrath of a chair and faculty who don't want one for a variety of reasons.
- Reviews demand considerable work and attention to detail. If a dean's office does these only sporadically, they will not be as efficiently done as they are now, when a single staff member in the Graduate School manages all of the details, deals with the Radisson personnel, etc., and an associate dean manages communication among reviewers, deans, and faculty.



- Though many deans have wanted various reviews to occur, they rarely have the resources to give a review much time or creative energy. This has been left up to the Graduate School.

*Internal reviews*

To ensure that recently approved programs are operating effectively and that their practices are consistent with institutional expectations, the Graduate School historically has conducted reviews at or about the second year mark. These are less extensive than periodic external reviews and are carried out by staff.

- These will be almost impossible for colleges to implement effectively because they will simply be conducted by those too close to home and without the experience to see the big picture.

In short, all of these activities are best done with a systemic approach and staff with experience gained from broad oversight.

### SPECIFIC COMMENTS

1. Committee on Graduate Education report

p. 24, Program Reviews

Reviews typically involve identification of an external review team (two or three faculty members)...and follow up meetings with requisite deans...

*Graduate School staff response:*

A review has never been carried out with only two external members, but with three or four external members. Follow-up meetings with requisite deans also include the Provost or his representative.

2. Committee on Graduate Education report

p. 25, Program Reviews

This raises questions among the faculty as to the purpose and motivation of such a review other than an administrative exercise.

*Graduate School staff response:*

Implicitly, "administrative exercise" refers to the Graduate School. In fact, though the Graduate School has maintained the "right" to initiate an external review, reviews have been initiated according to college's desires and in the order they wish. Every year, the Graduate School solicits deans' interests for holding external reviews, and in at least the past six years, it has never conducted a review outside of deans' expressed interests.

## 17. Communication

### COMMITTEE ON GRADUATE EDUCATION RECOMMENDATION

p. 13

Recommendation—One person in the Graduate College/Office should coordinate alumni relations and publicity. This person should serve as the liaison with both the University of Minnesota Foundation and University Relations while guiding content and presentation on the Web site.

### PROVOST'S PLAN

Appendix C: This function would be discontinued.

### GRADUATE SCHOOL STAFF RESPONSE

We endorse the committee recommendation to maintain a communications position. It describes current practice and plans underway.

## 18. Development

### COMMITTEE ON GRADUATE EDUCATION RECOMMENDATION

#### p. 21

Services to be Moved / Combined with other Central Offices to Achieve Savings or Avoid Duplication

#### 1. Development

The committee firmly believes that the Graduate College / Office should not have a separate development (i.e., fund-raising) operation. The colleges and schools (and academic departments) already work to build relationships with their alumni and to raise funds from companies and foundations, and duplication of these efforts by the Graduate School is at best counter-productive. It is important, however, that the University of Minnesota Foundation continue to solicit funding for general graduate education needs, beyond program-specific monies.

### GRADUATE SCHOOL EXECUTIVE COMMITTEE RESPONSE

#### p. 3, Resolution 7

The Graduate School Executive Committee supports retention of the following functions within the Graduate School, based on successful past performance and the failure of either the Provost's plan or the Committee's draft report to identify compelling rationales for relocating them: . . . competitive awards, including existing endowments. . . .

### PROVOST'S PLAN

**Appendix C:** Development would be carried out at the local (college) level.

**Q&A:** *How does this new structure advance Strategic Positioning?* The strategic goal to position the University of Minnesota as one of the top three public research universities depends crucially on 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. The reorganization will enhance graduate education by providing a structure for oversight and support that will better enable programs to thrive and excel and by using existing fiscal resources to provide new and additional funds for investment in our graduate students and the excellence of our graduate programs.

## GRADUATE SCHOOL STAFF RESPONSE

The Graduate School currently has more than 30 endowments and many living donors who require care and stewardship. The recommendations to eliminate a development officer overlook these stewardship responsibilities. Until the Graduate School hired a development officer in 2007, the responsibility fell to various staff members, who had no access to the considerable assistance the University Foundation provides to development officers and who could not devote the time and energy needed to deal optimally with active donors.

Apart from the stated goal of reallocating any cost savings from reorganization into student support, the recommendations fail to offer long-term solutions or strategies to remedy the general scarcity of funding support for graduate education and the reality that adequate support is not forthcoming from the state. This is a particular concern for interdisciplinary programs, which often lack a strong departmental or even college affiliation.

## SPECIFIC COMMENTS

### 1. Committee on Graduate Education report

**pp. 22-23**

Services to be Moved / Combined with other Central Offices to Achieve Savings or Avoid Duplication

#### *5. 21st Century Fund*

The 21st Century Graduate Fellowship Endowment was started in 2000 . . . [and] is used to provide matching support for fellowship funds raised by graduate programs across the University. The committee recommends that [it] be administered by the Office of the Vice President for Research . . .

*Graduate School staff response:*

To our knowledge, the UMF has never solicited funds for general graduate education needs. The 21st Century Fund was negotiated by a former dean of the Graduate School with a former President.

Now that the 21st Century Fund has exhausted its potential for matches, the primary question is how matches will be financed, not where the fund is located. Currently, central administration is adding matches by increasing the cost pool, which is not a viable strategy for maintaining this program in the long term.

## 19. Finance and Personnel

### COMMITTEE ON GRADUATE EDUCATION RECOMMENDATION

No specific recommendation was made about this function.

### GRADUATE SCHOOL EXECUTIVE COMMITTEE RESPONSE

#### p. 1, Resolution 1

The Graduate School is a free-standing academic unit and should continue as such. Its synergies and efficiencies stem from housing multiple functions within a central Graduate School; these synergies stimulate creativity and innovation.

### PROVOST'S PLAN

**Appendix C:** These functions would be discontinued, with some FTEs moving to the Office of the Vice President for Research and some to the Provost's Office.

### GRADUATE SCHOOL STAFF RESPONSE

The staff responds in the absence of comment from the Committee on Graduate Education. The Graduate School's current finance and personnel group of 5.75 FTE is budgetarily shared with the Office of the Vice President for Research (OVPR). Traditionally, this has been a staff of 4 FTE, but with the advent of the EFS financial cluster model, an additional 1.75 FTE were required to meet the system's requirements.

The staff provides financial and personnel services for all functions of the Graduate School, OVPR, Office for Technology Commercialization, University Press, Minnesota Population Center, Hormel Institute, and Minnesota Supercomputer Center. There is great synergy between the group and the Graduate School's Fellowship Office/Faculty Grants Office, including McKnight Programs. The McKnight programs alone are sufficiently work-intensive that salary for .5 FTE staff comes from McKnight Funds. As a financial cluster, the Finance & Personnel unit oversaw approximately 50,000 non-payroll financial transactions in 2008. Significant efficiencies are achieved by this combined resource.

To split the work of the Graduate School off from this seasoned team would not yield any cost savings but would shift the work to another unit without the capacity or experience to deal with the Graduate School's transactions.

## 20. University Press

### COMMITTEE ON GRADUATE EDUCATION RECOMMENDATION

p. 23, Services to be Moved/Combined with other Central Offices to Achieve Savings or Avoid Duplication

*6. University Press*

The University of Minnesota Press, currently located within the Graduate School, is the University's scholarly publishing arm and is under the administrative and financial control of the University and the editorial control of a faculty committee. The committee recommends that it remain so. The Board of Regents 1981 policy specifies that the President or delegate will appoint the director and committee. Currently, the delegate is the Vice Provost and Dean of the Graduate School. For reason of prevailing practice, continuity, and alignment, we recommend that the reporting structure of the Press should shift to the Office of the Vice President for Research. During the consultation process, members of the committee met with the Director of the Press, the Chair of the Faculty Press Board, and the University Librarian, who all are in agreement on these general principles. The University Librarian further suggested that the Press would benefit from establishing a Strategic Advisory Board to consider avenues for aligning the Press with a mind towards the future. Considering the evolving nature of print media and the reality of new technological innovations, the committee recommends that the Press explore avenues of collaborations within the University, including possibly leveraging the Library's investment in electronic infrastructure.

### GRADUATE SCHOOL EXECUTIVE COMMITTEE RESPONSE

**p. 2, Resolution 7**

The Graduate School Executive Committee supports retention of the following functions within the Graduate School, based on successful past performance and the failure of either the Provost's plan or the Committee's draft report to identify compelling rationales for relocating them: . . . Similarly, no compelling rationale has been offered for relocating the University Press.

### PROVOST'S PLAN

**Appendix C:** This unit would become part of the University Libraries and the Provost's Office

## GRADUATE SCHOOL STAFF RESPONSE

No compelling rationale was given for moving the University Press out of the Graduate School. The Committee on Graduate Education also did not acknowledge the Graduate School's role in aligning the Press with the strategic priorities of the University. The interdisciplinary Quadrant Series, with funding from a Mellon Foundation grant, has realized this alignment. Protecting the Press from editorial interference while accomplishing such alignment requires a careful balance.

**Printed:**

Tue 26 May 2009, 14:09:32 (CDT)

Subject: **on the graduate school**

From: Joao Pedro Boavida <jboavida@umn.edu>

Date: Fri, 22 May 2009 21:06:59 -0500 (CDT)

To: gradcmte@umn.edu

CC: upres@umn.edu , provost@umn.edu , cogs@umn.edu , gapsa@umn.edu

Dear members of the Committee on Graduate Education,

I am writing to express my support for the recommendations on your report of April 24. I think you fleshed out several details in a way that may, hopefully, help reframe the discussion. It is impressive how much you managed to do in such a short time frame and in such subideal circumstances.

I would like to comment on the merits of a Graduate School/College (GC) vs. an Office of Graduate Education (OGE), as well as on what the process could have been and can still be in the future (I fully realize you have little influence on the last point, but it is my hope that administrators will take all feedback into account--even if it is not within the scope of your ever-evolving charge).

\* \* \*

I cannot tell the difference between a GC and an OGE; I am still agnostic on that matter. That said...

On February 9, we were told the new model would "enhance excellence at the University of Minnesota", that it would be "more effective and efficient", "in a way that conserves resources", that "Graduate students will benefit from [...] increased financial support resulting from the capturing and reallocation of savings resulting from the reorganization" and "The University will benefit from [...] budgetary savings."

Despite the hard work evident in the report, you found no conclusive arguments on how an OGE would be more (or less) efficient than a GC, nor could you identify cost savings of an OGE over a GC. (Recommendation 16, on staffing, is independent of the decision GC/OGE and concludes somewhat noncommittally.)

This leads me to two conclusions on turning the Graduate School/College into an OGE:

1. The February 9 plan was entirely speculative and without foundation in reality. (Otherwise, someone would have conveyed the relevant ideas to the committee and said ideas would be at least faintly discernible.) It is exceedingly clear that no relevant benefit should be reasonably expected from an OGE.

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(2) Whatever the (so-far unknown) merits of an OGE, the administration's stunningly unskillful framing of the February 9 plan made the original proposal completely inviable. I suspect further discussion of an OGE vs. a GC will be too emotional to be more than an utter waste of time. In the present circumstances, that would have significant costs in morale and public credibility.

\* \* \*

I realize what is done is done, but it is important to look back and compare what was with what could have been (and again, the following comments are not a reflection on the committee's work).

A decision was announced (let us not pretend there was anything tentative about it) to turn the Graduate School into a new Office of Graduate Education. It was justified with speculative cost savings and improvements in graduate education. The bad beginning was compounded with a failure to provide (inexistent) specifics and with allusions to a need for executive decisions. Until the committee's report was released, there could be no substantive, informed, dispassionate discussion, for there was no substance at all to be discussed. Combine the lack of substance with the fact that a decision had been made (again, let us not pretend otherwise) and there can be no surprise whatsoever that people fixated on the process, that (at least in some circles) morale decreased and distrust increased, and that extremely varied feelings and emotions were pitted against each other. You may notice I make no claims of malevolence on anyone's part--the development of the public discussion was to be expected, given the partial information that different parties had at different points in time.

Suppose instead that on February 9 the administration had announced that suggestions had been made to turn the Graduate School into an OGE and that there might be something to it. Suppose a committee had been convened to consider the merits of the proposal, making as much progress as they could in six weeks. Moreover, suppose the public discussion had been framed not in terms of "how to close the Graduate School" (again, let us keep in mind that for a long period of time everyone believed the charge was exactly that) but in terms of "how can we improve graduate education" in broader terms. The report would probably be identical, but imagine how different the road would have been: no perception of decisions made behind closed doors, no concerns over procedure, substantial public discussion, no urgency.

It is indeed the case that, at some point, someone has to make an executive decision. But the chances of such decision being successful are not high unless all actors are convinced that all relevant facts and viewpoints have been taken into account, that decisions are grounded in reality, not phantasy. There should be no premature decisions (people are notorious for their attachment to previously announced views). This is why openness and timely consultation are so important: they facilitate substantive discussion and sound decisions.

\* \* \*

Fortunately, the committee's report helped bring the discussion back to the substance. It would be a shame if all that work went to waste.

I strongly encourage the administration to focus on the specific recommendations made by the committee, with one single reservation. Whatever views the administration may have about the merits of the Graduate School constitution, it is indeed in place and its provisions must be taken into account. Even if reform is believed to be necessary,

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it should be done within the current framework. (And no, this is not a serious limitation, provided there is meaningful consultation.)

Additionally, for the reasons I argued above, I recommend that no effort be spent in attempts to turn the Graduate School/College into an OGE.

I do hope all comments are taken into account and that, once the public comment period is over, the relevant committees of the Senate and of the Graduate School have a real chance to play their roles. Now that we know no instantaneous benefits are to be expected, I hope the discussion can continue in the Fall, more leisurely, and that it can focus on actual, measurable improvements in graduate education.

Sincerely yours,

Joao Pedro Boavida  
graduate student

**Printed:**

Tue 26 May 2009, 14:09:39 (CDT)

Subject: **comments**

From: Eva von Dassow &lt;vonda001@umn.edu&gt;

Date: Sun, 24 May 2009 14:53:35 -0500

To: gradcmte@umn.edu

CC: gsdgs@umn.edu

I shall not begin by praising the committee's work, as that has been done by others. I shall, however, emphasize that the Committee on Graduate Education is not a "campus assembly (or analogous body)," but rather an ad-hoc group appointed by the provost and reporting to the provost, and as such it does not represent the faculty and graduate students of the University. Its appointment and its performance of its charge therefore do not meet the requirement of consultation stipulated by the University policy on reorganization, which the provost and president have violated by taking a unilateral decision on reorganizing graduate education.

As the decision-making process that prompted the creation of this committee illustrates, it is imperative that graduate education remain under the oversight of an autonomous academic unit, rather than being transferred to the control of central administration. Graduate education is, obviously, central to the research and teaching missions of the university. Its quality would be fundamentally undermined by bringing it under the hierarchical control of an administration that is empowered to dictate every aspect of its operation. How damaging this would be has been explained by the Senate Research Committee, which has pointed out, among other things, that momentary political considerations or favoritism would then determine what programs or types of research would be supported and what would not.

This observation can be developed further: such favoritism would destroy the integrity of the research enterprise by dissolving the relations linking each discipline with every other; it would replace the "universe" of interdependent disciplines with a collection of isolated programs that compete against each other for resources rather than supporting each other in the quest for knowledge. The U of MN would no longer merit the name of "university" then.

For the foregoing reasons -- which could be elaborated and supported with ample detail -- the Graduate School must be preserved as a free-standing academic unit under strong independent leadership. Only thus can graduate education remain relatively free of political interference and retain substantive integration among the fields and programs that constitute the university.

N.B.: Much has lately been made of the notion of "efficiency." It is debatable whether a heterarchical or hierarchical organizational structure might achieve greater efficiency; given the costly follies and indulgences of central administration, hierarchical organization looks

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inefficient and wasteful indeed, not something that should be permitted to proliferate. However, efficiency is not an academic value, certainly not an intellectual one (unless the efficiency desired is that expressed by Occam's Razor), and it is not central to the University's mission. At best, efficient operation is an adjuvant to achieving the work of the university. Thus, the goal of "efficiency" is entirely irrelevant to the question of reorganizing graduate education.

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Eva von Dassow  
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## Printed:

Tue 26 May 2009, 14:10:06 (CDT)

**Subject: Comment on the Draft Report from the Committee on Graduate Education**

From: zeil0006@umn.edu

Date: 25 May 2009 01:47:18 -0500

To: gradcmte@umn.edu

To Whom It May Concern,

I am writing to comment on the recommendations of the Draft Report of the Committee on Graduate Education. I strongly support recommendation number 6, which begins with the recommendation, "Interdisciplinary graduate programs must be protected."

I am a Ph.D candidate in the Conservation Biology program, an interdisciplinary graduate program with students and faculty from a diverse array of departments across the Twin Cities campuses. I am very concerned that the restructuring of the Graduate School into a College or Office and the resulting decentralization of services to Departments will threaten interdisciplinary programs and initiatives, like the Conservation Biology program. It is important that, as graduate school restructuring proceeds, interdisciplinary programs receive specific attention. Specifically, it is important that regular revenue streams are dedicated to these programs, through collaboration between the Office of the Vice Provost, the future Dean of Graduate Education, and relevant Department heads.

I strongly support Recommendation number 6 regarding the need to protect interdisciplinary programs.

Sincerely,

Adam Zeilinger

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Adam Zeilinger

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**Printed:**

Tue 26 May 2009, 14:10:32 (CDT)

**Subject: Comments on the Committee on Graduate Education Report (from the Carlson School of Management Executive Committee)**

**From: Alison Davis-Blake <davi1273@umn.edu>**

**Date: Mon, 25 May 2009 17:31:23 -0500**

**To: gradcmte@umn.edu**

**CC: Provost <provost@umn.edu>**

To the Committee on Graduate Education:

The Executive Committee of the Carlson School of Management met recently to discuss the report of the Committee on Graduate Education. The Executive Committee consists of all Associate and Assistant Deans and all Chairs of academic departments. Most members of the committee have direct involvement in graduate education at the Carlson School. The comments of the Carlson School's Executive Committee are consistent with those expressed at the last two meetings of the Twin Cities Deans. I am forwarding these comments to the Committee on Graduate Education for completeness and because our comments contain a few additional ideas and suggestions not expressed at TC Deans meetings.

I apologize that for making this submission at the very end of the comment period. My husband was briefly and unexpectedly hospitalized on Thursday evening. While he seems to be fine now, I have been a bit delayed in completing some of my work the past few days.

Please let me know if you have any questions about these comments.

Alison  
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\*Alison Davis-Blake \*  
Dean  
Investors in Leadership Distinguished Chair in Organizational Behavior  
Carlson School of Management

\*/Please note my new email address:/\*  
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May 25, 2009

To: Committee on Graduate Education

From: Alison Davis-Blake, Dean, Carlson School of Management

Subject: Comments on the Committee on Graduate Education Report  
(from the Executive Committee of the Carlson School of Management)

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The Executive Committee of the Carlson School of Management met recently to discuss the report of the Committee on Graduate Education. The Executive Committee consists of all Associate and Assistant Deans and all Chairs of academic departments. Most members of the committee have direct involvement in graduate education at the Carlson School. The comments of the Carlson School's Executive Committee are consistent with those expressed at the last two meetings of the Twin Cities Deans. I am forwarding these comments to the Committee on Graduate Education for completeness and because our comments contain a few additional ideas and suggestions not expressed at TC Deans meetings.

Overall, the Executive Committee feels that there is much to be gained from a serious re-examination of the structures and processes used to support graduate education at the University of Minnesota. Current structures and processes are not adequately nimble to respond to changing marketplace demands faced by professional (terminal) master's degrees. Indeed, many on the Executive Committee indicated that, at least for the Carlson School, decentralization of doctoral degrees would also be a beneficial step. The Executive Committee also fully concurs that current processes for resource allocation for graduation education are not transparent, equitable, or responsive to changes in program quality and importance. New processes for resource allocation must achieve all of these objectives.

The Executive Committee offers the following specific comments on the report:

- 1) We are strongly in favor of local (collegiate) control of professional master's degrees as such degrees face unique, often rapidly changing market conditions that are best understood and responded to locally. We urge that the decision to decentralize these degrees be taken very swiftly so that affected units can begin planning the transition to decentralization in time for full implementation in Fall 2010.
- 2) We also concur with recommendation 15, that decentralization be accompanied by a complete analysis of the implications for collegiate cost pool charges. However, we do not concur with the implication in recommendation 15 that revenue-neutral adjustments made in FY06 imply that savings due to decentralization should not be recovered by collegiate units. For example, in the case of the Carlson School, O&M funding has been decreasing since the revenue-neutral O&M allocation while cost pool charges have been increasing. Some of these increases should be recoverable by the Carlson School if the School is going to further leverage its own resources to manage its programs of graduate education. Further, since the new budget model was implemented, the School has

incurred full cost pool charges for the 2,000 MBA students who are not connected to the Graduate School and who receive no resources or services from the Graduate School. These examples merely illustrate that a full analysis of the situation should include key details relevant to developing new cost pool rates.

- 3) The Executive Committee strongly concurs with recommendation 1 (that a more fair, transparent, and equitable method of allocating fellowships and block grants is urgently needed). The Executive Committee would favor a system where such resources are allocated to collegiate units for a period of time with annual reporting requirements against specified goals to be achieved with the resources. If the current structure of committee allocations is to continue, it is important that the professional schools be adequately represented in this allocation process. It is a common perception that, under the current cost pool structure, block grants and fellowships essentially create a significant transfer of resources from some collegiate units to others. It is probably useful to examine whether this perception is (a) accurate, and (b) if it is accurate, whether the resource transfer is justified based on superior productivity or broad institutional priorities. If no significant resource transfer is occurring, it would be useful to make that clear. If there is a resource transfer, the basis for it should also be made clear.
- 4) The Executive Committee concurs with recommendation 5 (regarding moving certain faculty awards to OVPR). However, as this move occurs, it is important that the composition of faculty selection committees should be truly representative of all parts of the campus. Many members of the Executive Committee commented that it is their perception that current committees are not receptive to the kind of scholarship typically undertaken in the professional schools, regardless of the quality of the research. As committees are reformulated, now is an appropriate time to consider whether committees truly represent and are receptive to the breadth of scholarship being undertaken across campus.
- 5) The Executive Committee also concurs with recommendation 11 (regarding streamlining of processes of the current P&R Councils). In our experience, current processes create lengthy delays in making modest changes to degrees or in creating new degrees that are clearly academically legitimate and for which there is verifiable demand. Current processes often slow our ability to respond to the needs and concerns of current and prospective graduate students. Whatever the new review structure is, it should be rapid and should involve detailed review of only the weightiest matters.
- 6) Regarding item 9 (graduate student advising), the Executive Committee strongly feels that advising of professional master's students is best done in the collegiate units and such advising needs to be closely connected to the career path that professional master's students are undertaking and needs to reflect not only knowledge of the curriculum but also knowledge of the needs and interests of recruiters. The Executive Committee also prefers a decentralized model of advising for all graduate students with central services supporting local efforts. For example, while it is important that research and teaching assistants be appropriately supervised, such supervision must be done at the local level.



where RAs and TAs actually perform their work and that such supervision must have a strong local component.

Page 16 of the report makes a number of comments regarding services for and relationships with alumni with graduate degrees. The report acknowledges that "graduate alumni tend to identify strongly with their programs," but then goes on to argue for a potential role for something like the Graduate School in alumni relations. In our experience, our graduates identify only with their programs and do not identify with the Graduate School at all. Indeed, each year, we field a number of complaints from some of our terminal masters (non-MBA) students that their degrees indicate The Graduate School rather than the Carlson School of Management. These students/alumni are quite vocal that their affinity lies either with the Carlson School or with the University. Thus, before investing resources in student outreach, it would be prudent to understand where alumni affinity actually lies. Some of the recent surveys of alumni may be useful in this regard.

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**Subject:** Graduate Education Task Force Response FYI  
**From:** "John R. Finnegan Jr" <finne001@umn.edu>  
**Date:** Tue, 26 May 2009 16:26:45 -0500  
**To:** E T Sullivan-1 <sulli059@umn.edu>

Hi Tom:

Here is the response to the Graduate Education Committee that I filed this afternoon with some colleague deans. JRF

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May 26, 2009

TO: Provost E. Thomas Sullivan

FR: John Finnegan, Dean, School of Public Health  
Trevor Ames, Dean, College of Veterinary Medicine  
Connie Delaney, Dean, School of Nursing  
Patrick Lloyd, Dean, School of Dentistry  
Marilyn Speedie, Dean, College of Pharmacy

RE: Graduate Education Task Force Report

The Graduate Education Task Force Report is an important step in the discussion of what we hope will be a new vision and management structure for graduate education at the University of Minnesota. The report contains many excellent ideas to move forward, but also rightly notes that a number of key areas must be studied carefully. Our response acknowledges the good work of the committee but also notes its split on many important issues that weren't fully addressed. We contribute our observations in the spirit of moving the discussion ahead and acknowledge our debt in these observations to the committee and many with whom we have spoken.

We believe that the current centralized Graduate School is a management model in need of substantial alteration. The task force report notes that current Graduate School decision-making processes regarding many programmatic aspects are convoluted, often non-transparent and, we infer, adding little value while consuming time and resources. The arcane separation between graduate faculties and collegiate units should end. Graduate education is not an "add-on" activity for the University or a narrow group of decision-makers, but should be as central to its mission as undergraduate and professional education, both of which are fully integrated at the collegiate level. Graduate faculties and collegiate deans should be able to plan, integrate, and align their investment in the graduate education portfolio exactly the same as they are empowered to do with the undergraduate program and advanced professional training. They should be able to rely on transparent and equitable decision-making in the distribution of resources earmarked for graduate education.

We therefore recommend that a new balance be struck for the future of graduate learning at this University between those services and support that make sense to do collectively, and the authority, responsibility and accountability for decision-making that should belong to the graduate faculties and the deans. A new model of graduate education management is needed that empowers the graduate faculty jointly with the collegiate deans; promotes innovation, simplifies decision-making, eliminates redundancy, and makes efficient use of resources. Integration is key to assure full alignment of graduate programs with collegiate and University directions, investment, and interdisciplinary innovation.

In developing this more integrated approach, we would expect that power over certain decision-making areas would change dramatically. The convoluted and time-consuming processes currently used to accredit and track graduate faculty membership, course changes, new course approvals, program changes and new program proposals should be simplified. Approval of the use of faculty appointments currently centralized decision-making processes about graduate student support. The distribution of fellowships and block grants should be changed to align with collegiate and university priorities, as presented by the deans in their compacts.

We suggest that graduate education should be managed through the Office of the

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Provost, the chief academic officer of the University, just as the undergraduate program is now managed and administered. We also support the report's conclusion that some resource decisions currently made in the Graduate School would be more appropriately administered by the Office for Vice President of Research, such as responsibility for post-doctoral programs.

We recognize that in developing this different approach, it will also be important to maintain collective "rules of engagement" in graduate education to assure that basic principles are adhered to by all. We do not intend a decentralized model to create the "Wild West" of graduate education, nor to sell short the values of excellence and continuous quality improvement. With careful operations planning, we believe this can be accomplished at far less cost than the current model accrues. In fact, we think that substantially more cost savings should be possible - that collegiate units should be able to keep substantial "cost pool" resources they now pay for support of the Graduate School, and re-channel them into their own graduate programs (as a matter of compact agreement with the Provost).

To move forward, we believe that what is needed now is establishing one or more management/operations planning teams to develop and share the operational plans for transition to a new graduate education administrative model over the next 1-2 years. We should be willing to experiment and innovate and tap the best minds and experience we have in management and organization. In the last analysis, this should be about a better model than what we have currently at far less cost and with greater value-added. We certainly do not have all the answers to some very difficult questions, but we also believe that this is a doable task.

Finally, we recognize that the Graduate School model currently in place is one that has developed over many decades, shaped and directed by larger historic forces in the state, nation and world. Proposing a dramatically different approach as we do here in no way denigrates the work of the many dedicated Graduate School staff who carry on the important work of graduate education. We believe today, however, that a new approach is needed.

John R. Finnegan Jr, PhD <[finne001@umn.edu](mailto:finne001@umn.edu)>

Prof & Dean

School of Public Health

University of Minnesota