

**UNIVERSITY OF MINNESOTA**

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

**Alternative Structure for  
Supporting Postbaccalaureate Education**

**Draft Proposal Submitted by Provost Karen Hanson  
to Graduate Faculty and Leaders for Consultation and Feedback**

**April 28, 2015**

April 23, 2015

Dear Colleagues:

I write to invite your thoughts and comments on a proposed realignment of administrative support for postbaccalaureate education at the University. This realignment is in response to feedback from numerous faculty, staff, and students, and the details of the proposed model are informed by conversations and analyses over the last two years, as well as by the work of the Special Committee on Graduate Education, which was convened in Fall 2013 by the Faculty Consultative Committee (FCC) and me.

At present, there is confusion and wasted energy connected with the unclear distinction between programs that are aligned with the Graduate School and those that are, or want to be, considered separate. I am proposing a model that more clearly aligns postbaccalaureate academic programs with one of two communities: The first includes traditional, graduate education, where a major portion of the degree program involves research or creative activity. The second includes professional degree programs—programs whose graduates most often seek applied professional or practice-based employment, where there is often a requirement of licensure to practice, and where outside accreditation bodies play important roles in determining program requirements. I know that the division isn't entirely crisp—that many professional programs involve some research activity and that many research-based degree programs are paying attention to preparing their students for occupations outside of academia or research settings. Still, there is a general distinction that begins with the difference between the Ph.D. and what used to be called “first professional degrees”—M.D., D.D.S., J.D., D.V.M., Pharm. D., etc.—and I think we can work coherently from that distinction to better organize our support for all programs.

I invite you to consider the details of this proposed model outlined on the pages that follow. Two additional points: 1) The schools, colleges, and departments will be the best judges of whether a degree program should be assigned to the graduate or the professional side of this model, and final determinations would be made on the basis of appropriate consultation. 2) This realignment is not expected to increase administrative costs connected with postbaccalaureate education.

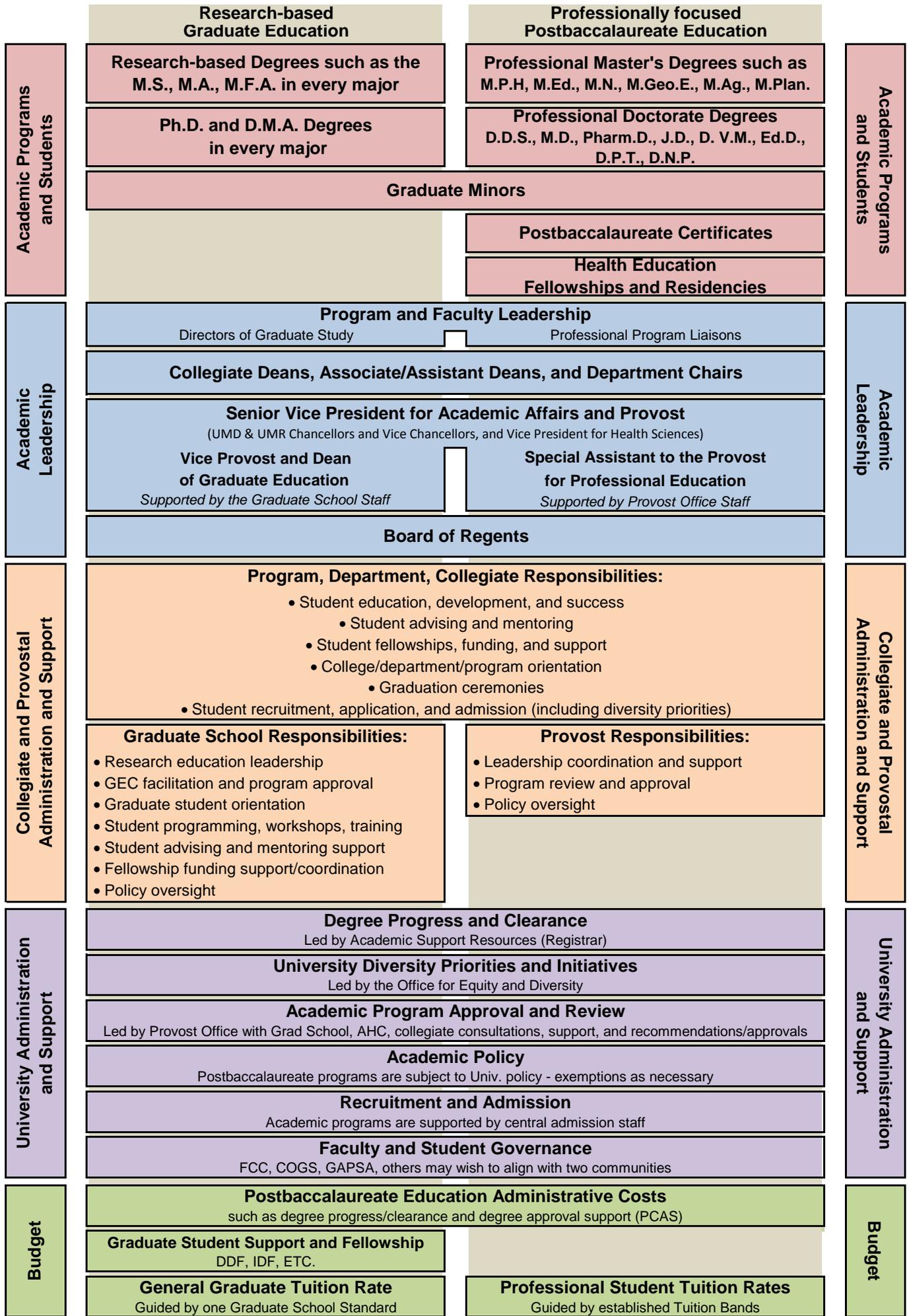
I've already discussed this model with many groups on campus, including the collegiate deans and various associate deans, the FCC and other senate committees, the Council of Graduate Students, the Graduate and Professional Student Assembly, and others. The aim is to 1) recognize these two broadly distinct educational missions, 2) refocus the Graduate School to serve the research-based, graduate education mission, and 3) provide flexibility, clearer communication, and support for the professional education community.

Thank you in advance for taking the time to review the proposed model and for sending me your candid feedback at [provost@umn.edu](mailto:provost@umn.edu).

Sincerely,



Karen Hanson  
Senior Vice President for Academic Affairs and Provost



**Research-based Graduate Education**

**Professionally focused Postbaccalaureate Education**

**Research-based Master's Degrees**

- Will include all M.S., M.A., and M.F.A. degrees
- Characteristics will guide which programs are aligned with research-based community
- Characteristics of research-based degree programs include a preponderance of the following:
  - A major portion of the degree program involves research or creative activity and original scholarship.
  - Offering a Ph.D. degree option
  - Offering an M.S., M.A., and/or M.F.A. degree option
  - Including a master's degree option that requires a thesis comprising original scholarship conducted by the students
  - Including a master's degree option that requires an examination committee comprising graduate education faculty to assess a student's readiness for degree completion
  - Including a master's degree option that requires the completion of a research paper or a report of a research project
- Program/college and Grad School will determine alignment, Provost will decide if necessary
- Alignment will include all plan options, will not subdivide among subplans or programs

**Professional Master's Degrees**

- Will include degrees such as M.B.A, M.P.H, M.Ed., M.N., M.Geo.E., M.Ag., M.Plan.
- Characteristics will guide which programs are aligned with professionally focused community
- Characteristics of professionally focused degree programs include a preponderance of the following:
  - Attracting students whose primary objective upon completion is to acquire an applied professional or practice-based job outside the typical academic or research environment
  - Shaped by ethics or principles established by the respective industry or profession
  - Guided by quality standards enforced by a professional association or accreditation body
  - Requiring professional licensure or passage of examination to practice
- Still subject to University policy (see page 5)
- Will not include M.S. or M.A. degrees
- Program/college & Provost staff will determine alignment, Provost will decide if necessary
- Alignment will include all plan options, will not subdivide among subplans or programs

**Research-based Doctoral Degrees**

- Characteristics (above) will guide alignment
- Will include Ph.D. and D.M.A. degrees in every major
- Program/college and Grad School will determine alignment, Provost will decide if necessary
- Alignment will include all plan options, will not subdivide among subplans or programs

**Professional Doctoral Degrees**

- Characteristics (above) will guide alignment
- D.D.S., M.D., Pharm.D., J.D., D. V.M., Ed.D., D.P.T., D.N.P. Degrees
- Program/college & Provost staff will determine alignment, Provost will decide if necessary
- Alignment will include all plan options, will not subdivide among subplans or programs

**Graduate Minors**

- Will be available to students in programs now aligned in professionally focused community except for students in programs formerly called First Professional (D.D.S., M.D., Pharm.D., D.V.M., J.D., L.L.M.)
  - Records administered by ASR

**Postbaccalaureate Certificates**

- Records administered by ASR

**Health Education Fellowships and Residencies**

- Continue to be administered by collegiate units with support from AHC Office of Education

**Program and Faculty Leadership**

- Departments and faculty are the most significant participants in designing and guiding postbaccalaureate experiences

**Directors of Graduate Study (DGS)**

(could be the same person as Professional Program Liaison if desired)

**Professional Programs Liaison**

(could be the same person as DGS if desired)

**Collegiate Deans, Associate/Assistant Deans, and Department Chairs**

- Colleges continue to be the degree granting homes
- In some exceptions, the Graduate School will continue to be the degree granting home for programs delivered jointly between 2 or more colleges

**Senior Vice President for Academic Affairs and Provost  
(UMD & UMR Vice Chancellors, and Vice President for Health Sciences)**

- The Provost and Vice Chancellors have high-level responsibility or authority for all academic programs
- The Vice President for Health Sciences provides coordination and leadership across health-related academic programs

**Vice Provost and Dean for Graduate Education**

- Supported by the Graduate School Staff
- Charged with positioning graduate education for excellence
- Charged with providing general policy oversight
- Assists Provost with quality oversight responsibilities currently charged to her position

**Special Assistant to the Provost  
for Professional Education**

- Supported by the Provost Office Staff
- Charged with coordinating professional program leaders in the identification and addressing of issues
- Charged with providing general policy oversight
- Assists Provost with quality oversight responsibilities currently charged to her position

**Board of Regents**

- Broad-level Governance
- Academic Program Approval
- Tuition Structure and Rates Approval

Academic  
Leadership

**Research-based  
Graduate Education**

**Professionally focused  
Postbaccalaureate Education**

**Program, Department, Collegiate Responsibilities:**

- Student education, development, and success
  - Student advising and mentoring
- Student fellowships, funding, and support
- College/department/program orientation
  - Graduation ceremonies
- Student recruitment, application, and admission (including diversity priorities)

**Graduate School Responsibilities**

**(Vice Provost and Dean of Graduate Education)**

- The Vice Provost leads the Graduate School and the University's graduate education strategy
- Research education leadership
- Graduate Education Council (GEC) facilitation and program approval
- Graduate student orientation
- Recruitment and application support
- Student programming, workshops, training
- Student advising and mentoring support
- Fellowship funding support/coordination
- Policy oversight
- Leadership with joint and early admission programs

**Provost Responsibilities**

**(Special Assistant to the Provost)**

- Special Assistant aids Provost in addressing responsibilities
- Leadership coordination and support
- Program review and approval
- Policy Oversight
- Leadership with joint and early admission programs

**Collegiate and Provostal  
Administration and Support**

**Research-based  
Graduate Education**

**Professionally focused  
Postbaccalaureate Education**

**Academic Records and Degree Progress and Clearance**

- Led by Academic Support Resources (the Registrar)

**University Diversity Priorities and Initiatives**

- Led by the Office for Equity and Diversity

**Academic Program Approval and Review**

- Academic Program Review is designed to be a holistic evaluation of graduate and professional education as well as undergraduate education, research, resources, etc.
  - Led by Provost Office with Grad School, AHC, collegiate support and approvals or consultation
- Proposals for new, changed, or discontinued programs will be sent by the colleges to the Provost Office, who will engage the Grad School, Spec Assistant, and AHC as appropriate

**Academic Policy**

- Postbaccalaureate programs are subject to University Education policy except those granted an exemption: those previously known as 1st professional (D.D.S., M.D., D.V.M., Pharm.D., L.L.M., J.D.) and the M.B.A (TC campus)
  - Special Assistant to the Provost for Professional Education will facilitate the consideration of other exemptions as needed
- Special Assistant to the Provost for Professional Education will lead discussions with exempt programs about ensuring that their policy needs are met, including the possibility of including them under some policies or adjusting wording in policy to meet their needs

**Recruitment and Admission**

- Student recruitment remains the responsibility of academic programs with support from central admissions staff
- Programs not currently working with the central admissions office may continue to be exempt
  - Apply Yourself remains a centrally available service, funded primarily by application fees
    - Central admissions staff continues to provide International transcript evaluation
    - Ultimate admissions decisions remain with the college/academic program

**Faculty and Student Governance**

- Continue to be served by FCC, SCEP, COGS, GAPSA
- Faculty and student governance groups may wish to align with Research- and prof-focused distinctions

**Research-based  
Graduate Education**

**Professionally focused  
Postbaccalaureate Education**

**Postbaccalaureate Administration**

- Postbaccalaureate administrative costs allocated to existing, campus-wide Support Service-Twin Cities Cost Pool
- Includes costs associated with the maintenance of cross service functions such as degree clearance, academic program approval, and Postbaccalaureate Diversity Office (see University Administration and Support on page 5)

**Graduate Student Support and Fellowship**

- Doctoral Dissertation Fellowship (DDF)
- Interdisciplinary Doctoral Fellows (IDF)
- Thesis Research Travel Grant
- Quality Assessment Allocation Plan
- Diversity of Views and Experiences (DOVE) Fellowship

**General Graduate Tuition Rate**

- Programs will follow a common tuition rate and structure (the “Graduate School” rate).
- The Board of Regents retains the authority to approve all tuition rates.

**Professional Program Tuition**

- Programs may set their own tuition rate and structure
- The Board of Regents retains the authority to approve all tuition rates
- Future discussions will consider establishing set bands for Professionally focused programs such as same as General Graduate Tuition Rate, a little higher, much higher, a little lower, much lower
- Tuition rates outside the band rates would be possible as needed.

**Funding Postbaccalaureate  
Education Programs**