



GOVERNANCE & ORGANIZATION: LESSONS FROM DECENTRALIZING

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Vice Provost and Dean of Graduate Education



GRADUATE SCHOOL

UNIVERSITY OF MINNESOTA

Driven to Discover[®]



University of Minnesota

Carnegie Classification: R1

5 campuses (3 with Grad/Prof)

44,001 Undergraduate students

4,814 Ph.D. students

2,235 Research Master's students

9,705 Professional students

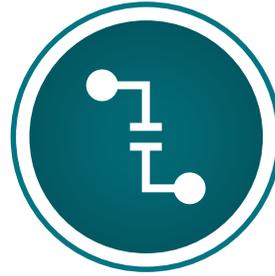
Graduate School staff size: 27

RCM Budget Model

Why do institutions decentralize graduate education?



Collegiate desire to capture resources from central



Collegiate desire for more autonomy



Realignment of support services



Save money by reducing Grad School staff

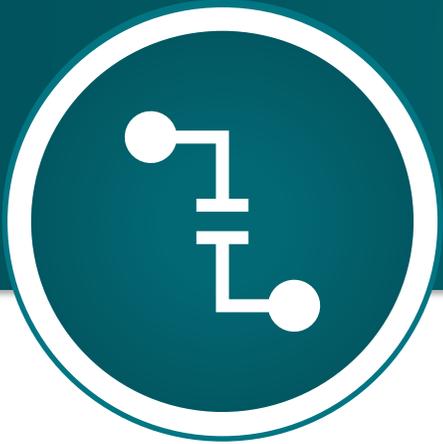


Perceived poor performance of Graduate School



Collegiate Desire to Capture Resources from Central





Collegiate desire for more autonomy



**Local
decision-making**





Realignment of support services



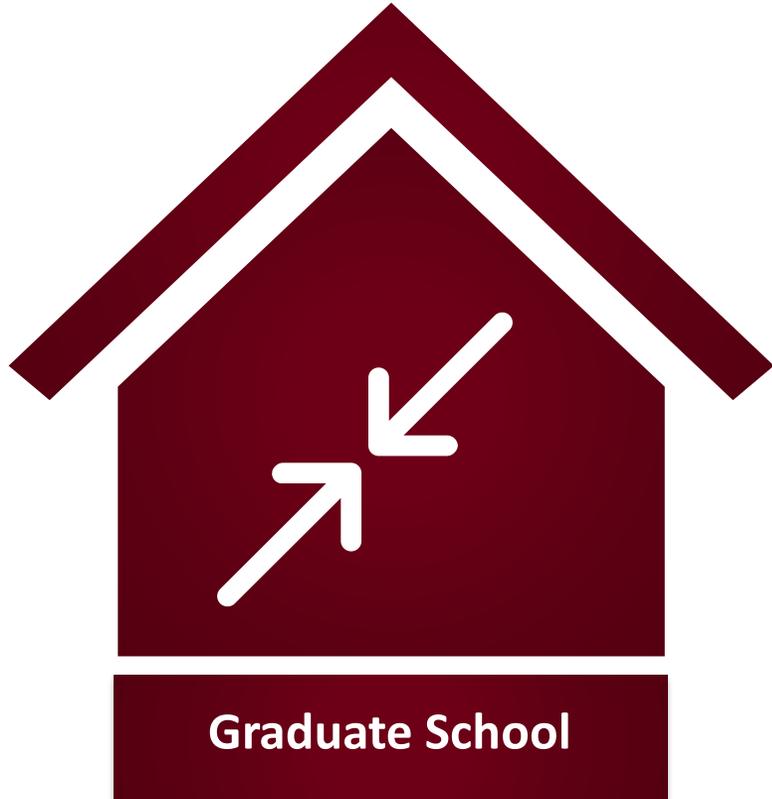


Realignment of support services





Save money by reducing Graduate School staff



Colleges & Graduate Programs





Perceived poor performance of Graduate School

- Lack of transparency
- Unresponsive or slow to respond
- Central “one-size-fits-all” mandates that don’t make sense for all disciplines
- Make work for faculty, staff and students
- Biased distribution of resources





Unanticipated benefits

- Rethinking, and subsequently changing, processes and procedures
- Making conscious decisions about what is best done by:
 - the graduate program,
 - the college,
 - the Graduate School, and
 - by other central units



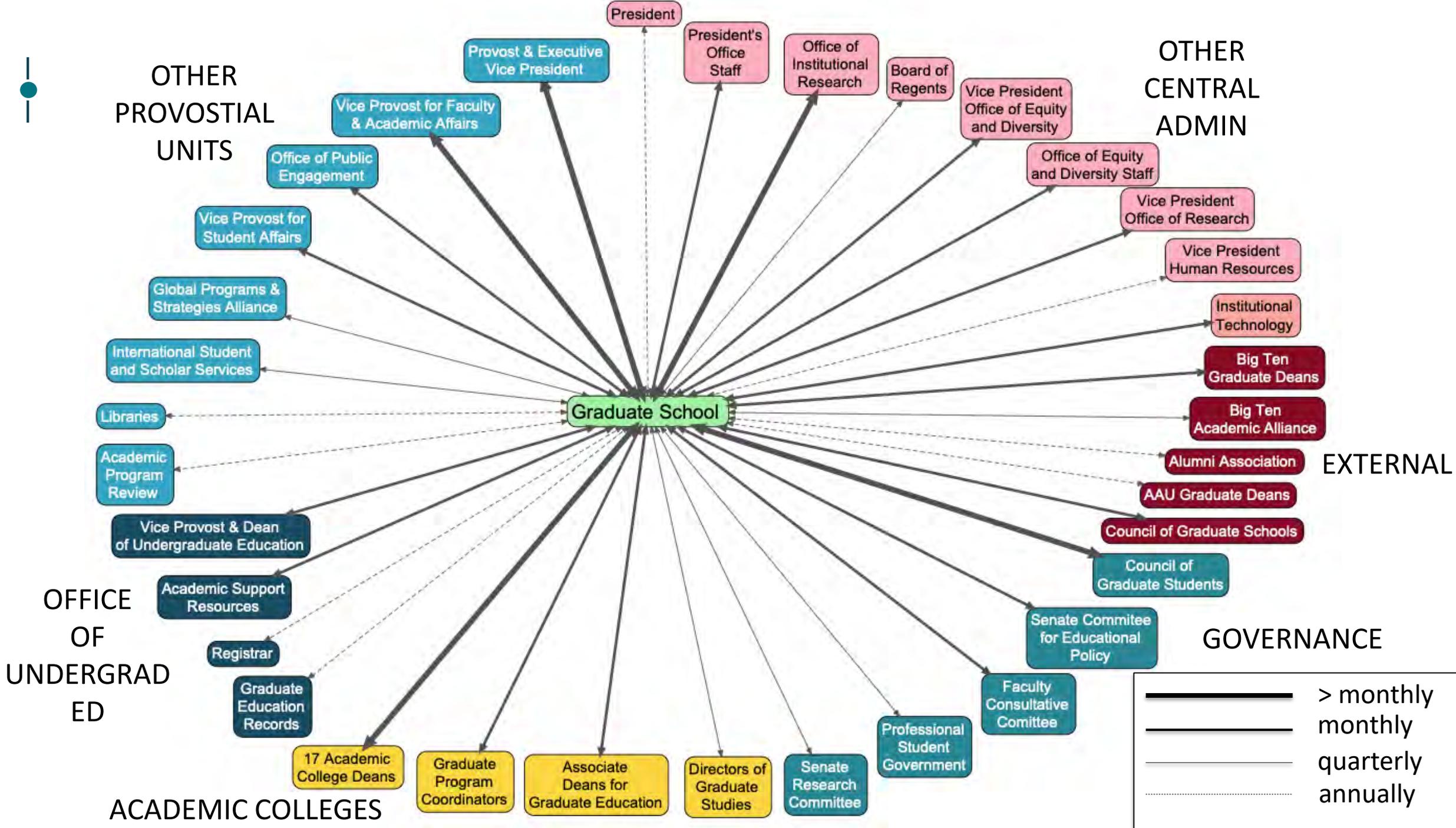
Overall Conclusion:

There was too much focus on what people wanted to *change from*, and not enough thought given to what they wanted to *change to*

100% Centralized



100% Decentralized



10/16/2019, 9:58PM

'A complete nightmare for me': Grad students concerned with UMN health insurance

Last week, students hand delivered a letter to President Gabel's office signed by 1,600 people expressing frustrations.

By EMILY SIZEN



LIAM ARMSTRONG

A group of graduate students enters Morrill Hall on Thursday, Oct. 10 to petition the change in their University sponsored health plans.

Sept 26th I received an email from a student who was just notified that her surgery scheduled for Oct 8th was not covered by the new insurer which went into effect the start of the semester.

First time I heard anything about it.

Pre-2015:

PROFESSIONAL
EDUCATION

GRADUATE
EDUCATION

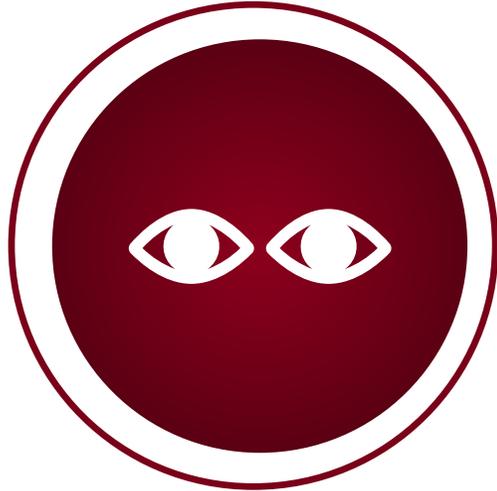


Graduate School

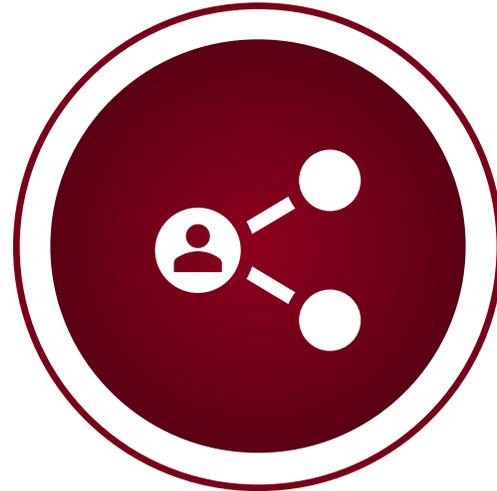
2015



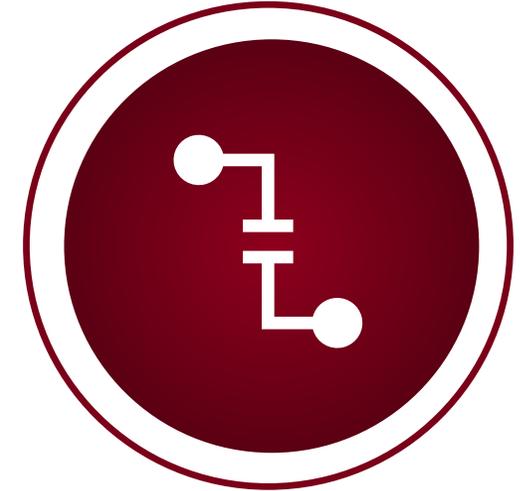
Why did we divide post-baccalaureate education?



Unnecessary additional oversight since professional programs are mostly accredited



Pressure for grad school to distribute resources to both grad and prof – desire to **build a firewall around grad resources**



Professional programs **wanted still more autonomy** (to set tuition, to do their own admissions in some cases)



Unnecessary additional oversight since professional programs are mostly accredited



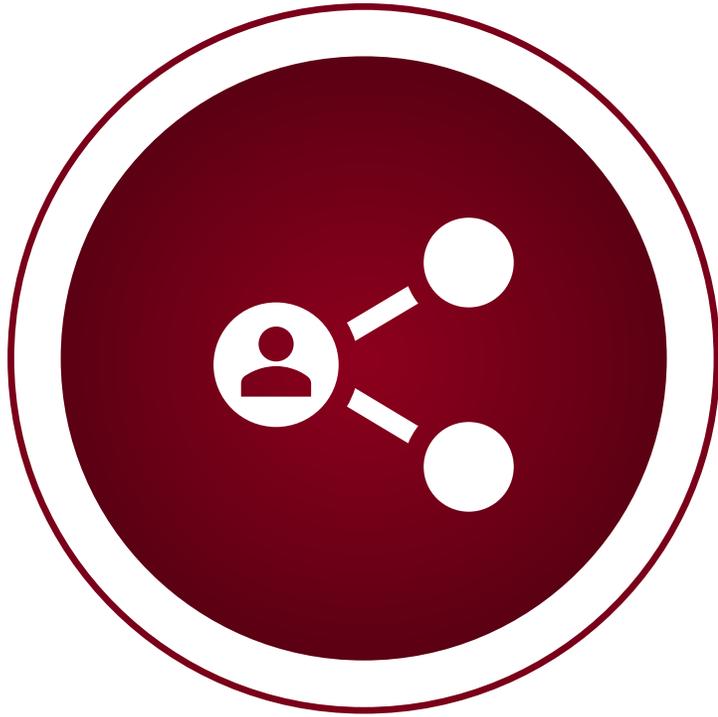
Colleges have been very happy to not have to duplicate effort where they are reviewed one way by the external accrediting body and then have to do yet another review that conforms to a Graduate School review structure and format.



The Provost's Office sometimes plays little or no role in program review.



There is no central advocate for professional education

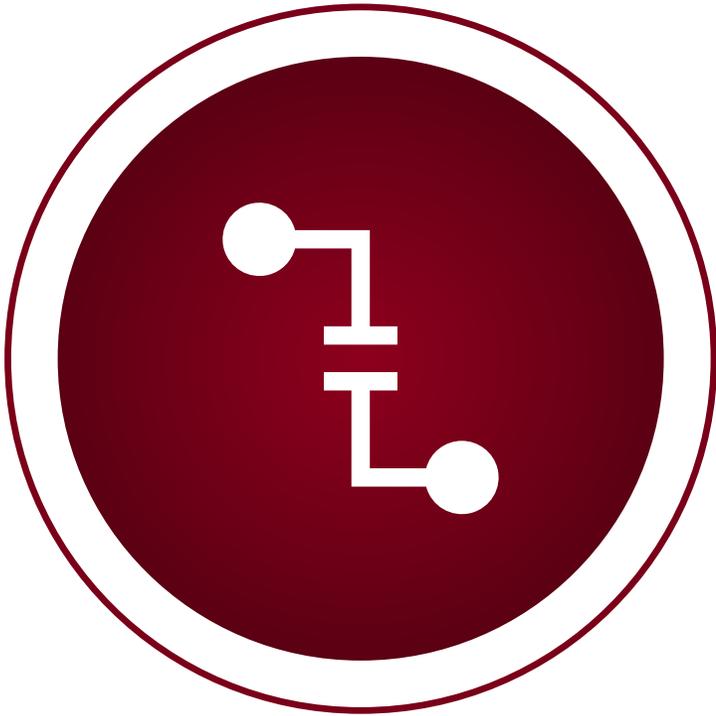


Pressure for grad school to distribute resources to both grad & prof—desire to **build a firewall around grad resources**



The division clarified the intent of the institution. Central resources are largely intended for the research programs and now that is made clear. Since the split there has been less complaints about why professional students aren't eligible for various Grad School fellowships etc....

Furthermore, Graduate School programs are clearly offered to graduate students but we welcome professional students, and that makes the Professional Programs feel like they are getting a benefit.



Professional programs **wanted still more autonomy** (to set tuition, to do their own admissions in some cases)



Professional programs have been able to set their own tuition to track what is happening nationally.



Many programs did their own admission with their own office and infrastructure.

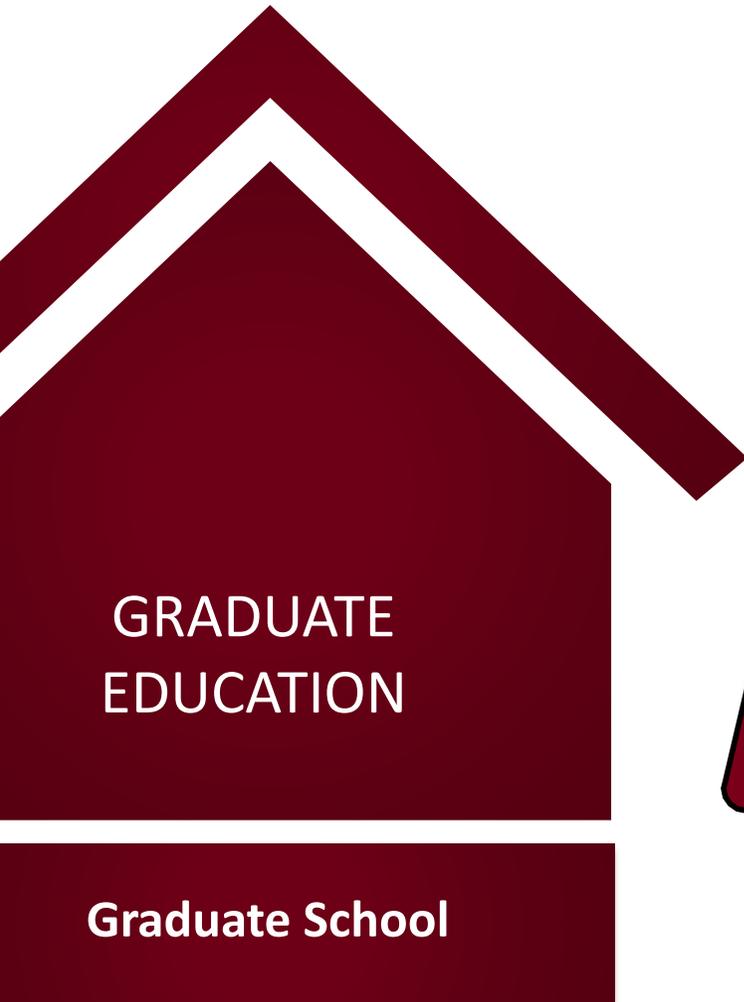


Many programs recognized that this was inefficient and so have asked the Graduate School to handle their admissions infrastructure for them.

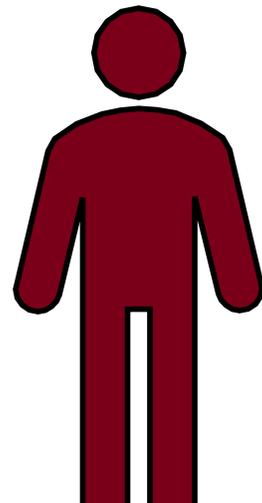


GRADUATE SCHOOL

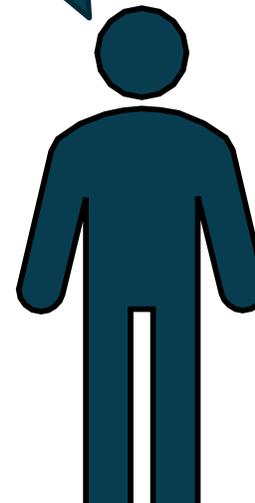
2015



Hi, I'm a grad student.



Oh, I'm a grad student, too.





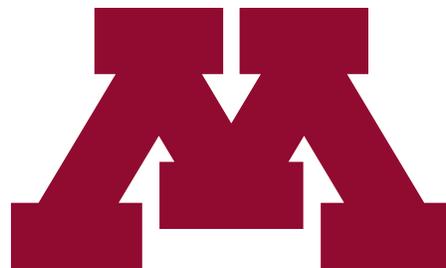
Recommendations

Based on
Actual Data

- Identify current strengths
- Specify new desired outcomes

Based on
Best Practices

- Engage the entire Grad Ed community in developing an implementation plan



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