AGENDA

1. Collective Bargaining Agreement with Teamsters Local 320 - Review/Action - K. Brown/P. Dion (pp. 2-4)

2. Collective Bargaining Agreement with AFSCME Local 3800 & 3801 - Review/Action - K. Brown/P. Dion (pp. 5-7)

3. Collective Bargaining Agreement with AFSCME Local 3937 & 3801 - Review/Action - K. Brown/P. Dion (pp. 8-10)

4. Collective Bargaining Agreement with AFSCME Local 3260 - Review/Action - K. Brown/P. Dion (pp. 11-13)


6. Online Education at UMC - K. Brown/C. Casey/M. Christopherson/B. Brorson (pp. 15-18)

7. Consent Report - Review/Action - K. Brown (pp. 19-20)

8. Information Items - K. Brown (pp. 21-30)
Agenda Item: Collective Bargaining Agreement with Teamsters Local 320 (PELRA Unit 3)

☐ review  ☒ review/action  ☐ action  ☐ discussion

Presenters: Vice President Kathryn Brown
            Patti Dion, Director of Employee Relations

Purpose:

☐ policy  ☐ background/context  ☒ oversight  ☐ strategic positioning

Recommend approval of this collective bargaining agreement between the University of Minnesota and Teamsters Local 320.

Outline of Key Points/Policy Issues:

This contract will provide the terms and conditions of employment for employees between the date of signing and June 30, 2013. A summary of the contract, the members covered, and the associated financial impact is attached.

Background Information:

Negotiations on this contract began on May 17, 2011, and concluded with a tentative agreement on September 30, 2011. The Union’s contract ratification process was completed on October 24, 2011. Board approval is required before the contract can be implemented.

President's Recommendation for Action:

The President recommends that the Board approve this collective bargaining agreement between the University of Minnesota and Teamsters Local 320.
REGENTS OF THE UNIVERSITY OF MINNESOTA

RESOLUTION RELATED TO

THE PROPOSED LABOR AGREEMENT WITH

TEAMSTERS LOCAL 320 SERVICE/MAINTENANCE EMPLOYEES

WHEREAS, the parties have met and negotiated over the course of the past several months and have reached agreement regarding terms and conditions of employment regarding the employees of this bargaining unit; and

WHEREAS, members of the Teamsters Local 320 have ratified acceptance of this agreement; and

WHEREAS, according to Board of Regents Policy: Reservation and Delegation of Authority, approval of labor agreements by the Board of Regents is required;

NOW, THEREFORE, BE IT RESOLVED that on the recommendation of the President, the Board of Regents approves this labor agreement as outlined in the docket for December 8, 2011.
TEAMSTERS LOCAL 320
PELRA UNIT 3

This unit is composed of service, maintenance and labor employees at all campuses and research and outreach centers working in such classifications as Building and Grounds Workers, Mechanics, Food Service Workers and Farm Animal Attendants. The total number of employees in this unit is approximately 1500.

ECONOMIC HIGHLIGHTS

During the 2011-2012 fiscal year, no salary adjustments will be made:

All salary ranges will be frozen. No general wage adjustment or salary progression step movement will occur for any employee.

During the 2012-2013 fiscal year, the following salary adjustments will be made:

Effective July 1, 2012 employees in all classifications shall receive a 1.25% salary range adjustment.

Eligible employees will receive a step progression increase on their anniversary date.

Base Annual Payroll $51,705,702

RECURRING COSTS 2011-2013

Base salary adjustments $646,321
Progression steps $646,321

TOTAL RECURRING COST $1,292,642

NON ECONOMIC HIGHLIGHTS

The University agreed to meet and confer with the Union regarding training and development opportunities for their members.

Eliminated language regarding pay checks as the University will pay employees through direct deposit or pay cards.
Faculty, Staff, and Student Affairs Committee       December 8, 2011

Agenda Item:  Collective Bargaining Agreement with AFSCME Local 3800 & 3801

☐ review       ☑ review/action       ☐ action       ☐ discussion

Presenters:  Vice President Kathryn Brown
             Patti Dion, Director of Employee Relations

Purpose:

☐ policy       ☐ background/context       ☑ oversight       ☐ strategic positioning

Recommend approval of this collective bargaining agreement between the University of Minnesota and AFSCME Clerical Unit 6, Locals 3800 and 3801.

Outline of Key Points/Policy Issues:

This contract will provide the terms and conditions of employment for employees between the date of signing and June 30, 2013. A summary of the contract, the members covered, and the associated financial impact is attached.

Background Information:

Negotiations on this contract began on June 29, 2011, and concluded with a final offer on October 13, 2011. The Union’s contract ratification process was completed on November 9, 2011. Board approval is required before the contract can be implemented.

President's Recommendation for Action:

The President recommends the Board approve this collective bargaining agreement between the University of Minnesota and AFSCME Clerical Unit 6, Locals 3800 and 3801.
REGENTS OF THE UNIVERSITY OF MINNESOTA

RESOLUTION RELATED TO

THE PROPOSED LABOR AGREEMENT WITH

AFSCME LOCALS 3800 AND 3801 CLERICAL EMPLOYEES

WHEREAS, the parties have met and negotiated over the course of the past several months and have reached agreement regarding terms and conditions of employment regarding the employees of this bargaining unit; and

WHEREAS, members of AFSCME Locals 3800 and 3801 have ratified acceptance of this agreement; and

WHEREAS, according to Board of Regents Policy: Reservation and Delegation of Authority, approval of labor agreements by the Board of Regents is required;

NOW, THEREFORE, BE IT RESOLVED that on the recommendation of the President, the Board of Regents approves this labor agreement as outlined in the docket for December 8, 2011.
This unit is composed of 8 separate classifications of Clerical workers including Office Specialists, Executive Administrative Specialists, and Principal Accounts Specialists. The total number of employees in this unit is approximately 1800.

ECONOMIC HIGHLIGHTS

During the 2011-2012 fiscal year, no salary adjustments will be made:
All salary ranges will be frozen. No general wage adjustment or salary progression step movement will occur for any employee.

During the 2012-2013 fiscal year, the following salary adjustments will be made:
Employees in all classifications shall receive a 1% salary range adjustment effective July 1, 2012

Eligible employees will receive a salary progression step increase on their anniversary date.

BASE ANNUAL PAYROLL $68,852,624

RECURRING COSTS 2011-2013

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NON-ECONOMIC HIGHLIGHTS

Temporary Appointment:
The University and the Union agreed to clarify the Temporary Posted Appointment language for clarification and ease of administration.
Faculty, Staff, and Student Affairs Committee       December 8, 2011

**Agenda Item:** Collective Bargaining Agreement with AFSCME Technical Unit 7 Locals 3937 and 3801

- [x] review/action
- [ ] action
- [ ] discussion

**Presenters:** Vice President Kathryn Brown  
Patti Dion, Director of Employee Relations

**Purpose:**

- [ ] policy
- [ ] background/context
- [x] oversight
- [ ] strategic positioning

Recommend approval of this collective bargaining agreement between the University of Minnesota and AFSCME Technical Unit 7 Locals 3937 and 3801.

**Outline of Key Points/Policy Issues:**

This contract will provide the terms and conditions of employment for employees between the date of signing and June 30, 2013. A summary of the contract, the members covered, and the associated financial impact is attached.

**Background Information:**

Negotiations on this contract began on June 29, 2011, and concluded with a tentative agreement on October 11, 2011. The Union’s contract ratification process was completed on November 9, 2011. Board approval is required before the contract can be implemented.

**President's Recommendation for Action:**

The President recommends that the Board approve this collective bargaining agreement between the University of Minnesota and AFSCME Technical Unit 7 Locals 3937 and 3801.
WHEREAS, the parties have met and negotiated over the course of the past several months and have reached agreement regarding terms and conditions of employment regarding the employees of this bargaining unit; and

WHEREAS, members of AFSCME Locals 3937 and 3801 have ratified acceptance of this agreement; and

WHEREAS, according to Board of Regents Policy: Reservation and Delegation of Authority, approval of labor agreements by the Board of Regents is required;

NOW, THEREFORE, BE IT RESOLVED that on the recommendation of the President, the Board of Regents approves this labor agreement as outlined in the docket for December 8, 2011.
This unit is composed of Technical Workers in classifications such as Library Assistants, Principal Lab Technicians, Information Technology Specialists and Research Plot Technicians. The total number of employees in this unit is approximately 1025.

**ECONOMIC HIGHLIGHTS**

**During the 2011-2012 fiscal year, no salary adjustments will be made:**

All salary ranges will be frozen. No general wage adjustment or salary progression step movement will occur for any employee.

**During the 2012-2013 fiscal year, the following salary adjustments will be made:**

Employees in all classifications shall receive a 2.5% salary range adjustment effective July 1, 2012

**BASE ANNUAL PAYROLL**

$37,803,311

**RECURRING COSTS 2011-2013**

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**NON-ECONOMIC HIGHLIGHTS**

Respectful Workplace:
The University and the Union agree to meet and confer for the express purpose of considering best practices and education for managing and modifying forms of hostile, intimidating, threatening, humiliating or violent behavior.
Faculty, Staff, and Student Affairs Committee December 8, 2011

Agenda Item: Collective Bargaining Agreement with AFSCME Local 3260 (Health Care Unit 4)

☐ review ☑ review/action ☐ action ☐ discussion

Presenters: Vice President Kathryn Brown
Patti Dion, Director of Employee Relations

Purpose:

☐ policy ☐ background/context ☑ oversight ☐ strategic positioning

Recommend approval of this collective bargaining agreement between the University of Minnesota and AFSCME Health Care Unit 4 Local 3260.

Outline of Key Points/Policy Issues:

This contract will provide the terms and conditions of employment for employees between the date of signing and June 30, 2013. A summary of the contract, the members covered, and the associated financial impact is attached.

Background Information:

Negotiations on this contract began on June 23, 2011, and concluded with a tentative agreement on October 11, 2011. The Union’s contract ratification process was completed on November 9, 2011. Board approval is required before the contract can be implemented.

President's Recommendation for Action:

The President recommends that the Board approve this collective bargaining agreement between the University of Minnesota and AFSCME Health Care Unit 4 Local 3260.
WHEREAS, the parties have met and negotiated over the course of the past several months and have reached agreement regarding terms and conditions of employment regarding the employees of this bargaining unit; and

WHEREAS, members of AFSCME Local 3260 have ratified acceptance of this agreement; and

WHEREAS, according to Board of Regents Policy: Reservation and Delegation of Authority, approval of labor agreements by the Board of Regents is required;

NOW, THEREFORE, BE IT RESOLVED that on the recommendation of the President, the Board of Regents approves this labor agreement as outlined in the docket for December 8, 2011.
This unit is composed of health care workers located primarily at Boynton Health Services, the Dental School and CUHCC in such classifications as Dental Hygienist, Licensed Practical Nurses, and Nursing Assistants. The total number of employees in this unit is approximately 190.

**ECONOMIC HIGHLIGHTS**

**During the 2011-2012 fiscal year, no salary adjustments will be made:**

All salary ranges will be frozen. No general wage adjustment or salary progression step movement will occur for any employee.

**During the 2012-2013 fiscal year, the following salary adjustments will be made:**

Effective July 1, 2012 employees in all classifications shall receive a 2.50% salary range adjustment.

No salary progression steps will occur.

**Base Annual Payroll**

$7,434,087

**RECURRING COSTS 2011-2013**

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**NON-ECONOMIC HIGHLIGHTS**

Respectful Workplace:
The University and the Union agree to meet and confer for the express purpose of considering best practices and education for managing and modifying forms of hostile, intimidating, threatening, humiliating or violent behavior.
Faculty, Staff, and Student Affairs Committee  December 8, 2011

Agenda Item:  The Student Experience: Financial Aid & Financial Literacy

☐ review  ☐ review/action  ☐ action  ☒ discussion

Presenters:  Vice President Kathryn Brown
Robert B. McMaster, Vice Provost and Dean of Undergraduate Education
Kris Wright, Director, Student Finance

Purpose:

☐ policy  ☒ background/context  ☐ oversight  ☐ strategic positioning

To report on the status of undergraduate student financial aid for 2011-12, provide an update on financial aid strategies, and emphasize the importance of financial literacy

Outline of Key Points/Policy Issues:

This report focuses on the principles and strategies for undergraduate student financial aid, outlining the 2011-12 cost of attendance, typical undergraduate financial aid packages at various income levels, how the University of Minnesota strategically packages various forms of aid, and the effects of recent changes in federal and state aid programs. To assist students and parents, the University of Minnesota has increased the resources and educational programming around financial literacy. A key message is that graduating in a timely manner is one of the best ways for students to manage the costs of their education.

Background Information:

June 11, 2009, Undergraduate Education: Quality, Tuition, and Financial Aid, Board of Regents, Work Session

July 7, 2010, Financial Access: 2010-11 Undergraduate Financial Aid Update, Board of Regents, Faculty Staff & Student Affairs Committee

February 20, 201, Financial and Advising Support for Undergraduate Students, Board of Regents, Educational Planning & Policy Committee
Faculty, Staff, and Student Affairs Committee              December 8, 2011

Agenda Item:  Online Education at UMC

☐ review  ☐ review/action  ☐ action  ☒ discussion

Presenters:  Vice President Kathryn Brown
             Chancellor Charles Casey
             Bruce Brorson, Associate Professor Marketing and Management
             Michelle Christopherson, Director Center for Adult Learning

Purpose:

☐ policy  ☐ background/context  ☒ oversight  ☐ strategic positioning

This presentation is before the Board to highlight continued progress in the use of best practices in technology innovations and excellence in teaching through ongoing faculty development.

Outline of Key Points/Policy Issues:

• Crookston is a leader in online education, with almost 30 percent of UMC credit hours delivered through online courses.
• Crookston supports the growth in online education through the academic quality of the courses and excellent student services.
• A comprehensive process is in place to design, review, and evaluate online courses and degree programs for quality and learner outcomes.
• Faculty are given the training, the tools, and the support needed to adapt their teaching expertise for an online environment.

Background Information:

Previous presentations to this committee have highlighted the breadth of faculty development programs at the university, but this presentation will highlight that development specific to online coursework. In December 2008, this committee participated in a discussion on New Student Expectations: Learning, Trends, and Technologies. This discussion on online courses and the development to support this mode of teaching is a further example of how the university is meeting student expectations.
Online Teaching and Learning at
the University of Minnesota, Crookston

Background
Each of the University’s campuses has a distinctive history, mission, and strategy for contributing to the University’s excellence in the way that best serves its students, the region, and the state. The Crookston campus offers traditional students a small, close-knit campus environment and a commitment to experiential learning with unique degree programs that meet regional needs. The campus continues to offer technology-enhanced learning to support its vision of innovation, entrepreneurism, regional sustainability, leadership development, and global and diverse cultural experiences.

In 1993, the University of Minnesota, Crookston was the first 4 year University in the country to issue laptop computers to all students. Since that time, our investments in technology and its applications have continued to expand, first in hardware, then in software and other applications, and finally in our human capital, as we have invested in the development of faculty and staff, to support their efforts to effectively utilize technology in the delivery of our curriculum to both traditional and nontraditional students.

New degree programs continue to be developed to better serve the needs of students, employers, the region, and the state. This expanded array of programs has helped attract and retain more students, leverage existing resources and strengths, fully utilize faculty and staff expertise and capacity, and take full advantage of the technology capabilities of the campus.

Expansion of courses and degrees offered via Online technologies
In addition, Crookston now offers 10 of its 29 degree programs entirely online to expand educational opportunities by removing geographical barriers and scheduling constraints for both traditional and non-traditional learners. Online programs also provide more flexibility for campus-based students in scheduling courses, thereby improving retention and graduation rates. In addition, students who did not complete their degrees are better able to do so even if their circumstances do not allow them to return to campus.

Current online degrees include: Bachelor of Applied Health, Bachelor of Manufacturing Management and Quality Management, and Bachelor of Science degrees in Accounting, Applied Studies, Business Management, Communication, Health Management, Information Technology Management, and Marketing. UMC plans to further expand online education in high-demand fields in which the program can be effectively delivered to online learners; appropriate instructional technologies and support services are available; and student achievement and satisfaction will remain as high as they are for classroom-based learners.
Characteristics of UMC students who enroll in Online courses
The typical UMC online learner is 31-33 years of age, has already earned at least 60 semester credits, is pursuing a baccalaureate degree and taking 9 credits per term, has a grade point average of 3.1, and is active in the workforce. Online student credit hours have more than tripled since 2006 to 11,455, representing 27 percent of the total credit hours delivered by UMC.

Quality Assurance
Today’s traditional and nontraditional learners demand access to convenient, user-friendly, and learner-centered educational opportunities, and there has been an explosion of online programming from institutions of all kinds. UMC’s comparative advantage in the online education marketplace is based on the reputation and resources of the University of Minnesota, academic quality, and exceptional student service. To ensure this, a comprehensive and rigorous process has been developed to design, review, and evaluate online courses and degree programs.

An Online Quality Assurance Committee convened in 2006 implemented a review and approval process required of all departments proposing new online courses and degree programs. Based on best practices in online education this process ensures that each course is of the highest quality and produces the same learner outcomes as a campus-based course.

With few exceptions, online classes are developed and taught by tenured or tenure track faculty members. Online courses use the same textbook and are required to go through a focus group design review process prior to being delivered. The policies followed by the Online Quality Assurance Committee ensure that each course meets or exceeds quality expectations of the academic unit offering the program, as well as the guidelines of the Higher Learning Commission of the North Central Association of Colleges and Schools.

Faculty Development
The key to ensuring the highest quality online learning experience for students is to give faculty the training, tools, and support they need to adapt their teaching expertise for an online environment. Extensive faculty development opportunities are offered at UMC, supported by (1) internally funded mini-grants and other grant programs, (2) Quality Matters involvement, (3) the UMC Faculty Development fund, (4) departmental budgets, and (5) University of Minnesota Technology-Enhanced Learning (TEL) grants.

UMC’s Center for Teaching, Learning and Technology provides faculty training and development, including familiarizing faculty with the wide array of learning and communication technologies available, assisting with the overall “look and feel” of the online class, and helping faculty adapt curriculum, assessment, and evaluation methods and tools for the online courses.

Student Service
UMC also ensures that students and prospective students receive exemplary service in the online learning environment. Prospective students can easily access accurate and timely information about the institution, its degrees, courses, costs, and policies on the distance education website or by contacting the Center for Adult Learning (CAL). The CAL works with academic, administrative, and student service units to adapt systems and protocols designed for in-person
student service delivery so they meet the needs of prospective online learners. CAL also developed and manages unique online student recruitment initiatives that have helped the campus meet its online enrollment goals.

**University System Enhancement**
Additionally, as part of the University’s commitment to leverage resources and eliminate redundancy across the state, the CAL at UMC serves as the Digital Campus Calling Center for all University campuses, providing information about online learning throughout the system and delivering exceptional student support services for all online students.

Online learning initiatives are enhancing UMC’s mission to provide high quality, experiential degree programs that serve northwestern Minnesota and beyond, and are serving the entire University by 1) making online courses available to learners throughout the state and at all University campuses, 2) developing and modeling faculty training and support methodologies that can be utilized throughout the institution, and 3) providing seamless information and student services to all UM online students.
Facility, Staff, and Student Affairs Committee  December 8, 2011

Agenda Item:  Consent Report

☐ review  ☒ review/action  ☐ action  ☐ discussion

Presenters:  Vice President Kathryn Brown

Purpose:

☐ policy  ☐ background/context  ☒ oversight  ☐ strategic positioning

As required by Board of Regents Policy: Reservation and Delegation of Authority, the administration seeks approval for the following:

• Conferral of tenure for faculty who have been hired at the University of Minnesota

Outline of Key Points/Policy Issues:

• Conferral of tenure

Background Information:

Board of Regents Policy: Reservation and Delegation of Authority calls for items, such as proposed changes to retirement provisions, senior administrative appointments, bargaining unit contract approvals, tuition and fees policies, and appointments of certain trustees and board members, to be brought before the Faculty, Staff, and Student Affairs Committee for action.

President’s Recommendation for Action:

The President recommends approval of the Consent Report.
Karen Hanson received her Ph.D. in Philosophy from Harvard University in 1980 after receiving a bachelor of arts degree (summa cum laude) from the University of Minnesota. Currently, Provost-designate Hanson has had a tenured appointment as the Rudy Professor of Philosophy in the Department of Philosophy at Indiana University Bloomington where she began her academic career as an assistant professor. In addition, she has served as Executive Vice President and Provost at Indiana University since 2007. Provost-designate Hanson is a distinguished scholar in the areas of philosophy of mind, aesthetics, American philosophy, and moral philosophy. She has published two books and numerous peer-reviewed articles and has received awards for both excellence in teaching and scholarship at Indiana University. Most recently, she has been honored by the American Philosophical Association with its 2011 Quinn Prize for Service to Philosophy and Philosophers.

Fredericus (Erik) van Kuijk received his medical and doctoral (Biochemistry) degrees from the University of Nijmegen in the Netherlands in 1988. Subsequently, he completed an internship in internal medicine, a residency in ophthalmology, and a medical retina fellowship at the University of Texas Medical Branch in Galveston TX. Most recently, Dr. van Kuijk has been the Tillman and Paige Fertitta Professor (with tenured) in the Department of Ophthalmology & Visual Sciences at the University of Texas Medical Branch where he served as the Vice Chair for Clinical Services and Medical Director in his department. Dr. van Kuijk has published 88 peer-reviewed articles along with numerous book chapters and abstracts; he has served as principal investigator and co-investigator on numerous externally funded projects totaling over $4.5 million in his career. He is recognized internationally for his work in vision science.
Faculty, Staff, and Student Affairs Committee    December 8, 2011

Agenda Item: Information Items

☐ review   ☐ review/action   ☐ action   ☒ discussion

Presenters: Vice President Kathryn Brown

Purpose:

☐ policy   ☐ background/context   ☒ oversight   ☐ strategic positioning

To inform committee members of noteworthy items, administrative actions, and local, regional, and national policy-related issues affecting University units and departments.

Outline of Key Points/Policy Issues:

• Personnel highlights  
• University highlights  
• Faculty and staff activities and awards  
• Student activities and awards

Background Information:

This report appears as a regular item on the Faculty, Staff, and Student Affairs Committee agenda.
This report does not capture and record a complete listing of the significant awards and activities of the University community, but instead makes note of unit reported items in these areas. It also highlights reports and activities at the local, regional, and national level in the area of faculty, staff, and student affairs.

Personnel
None

University Highlights
The Emerging Technologies in Reference (MARS) section of the Reference and User Services Association of the American Library Association has recognized the University Libraries’ Plant Information Online as one of the MARS Best Free Reference Web Sites of 2011. Plant Information Online is one of the world’s largest collections of databases for botanical and horticultural information, and is of interest to plant and gardening enthusiasts, students, and professional botanists and horticulturalists alike.

“Troubled Waters,” a documentary produced by the Bell Museum of Natural History, won the 2011 Upper Midwest Emmy Award for Documentary – Topical. Film editor Steve Fisher and writer Larkin McPhee also won Emmys for their work on the film.

The Humphrey School of Public Affairs received the inaugural Diversity Award given by the National Association of Schools of Public Affairs and Administration (NASPAA), the 275-member organization that promotes excellence in education and training for public service. The newly created award recognizes the public affairs or public policy program that “exemplifies the highest standards of promoting and supporting diversity in research, teaching, and/or service.”

CBS Dean’s Scholars, a student leadership program launched in 2007, won the Minnesota College Personnel Association’s Innovations in Student Development Award. The award goes to a program with a new or creative approach to a student development issue. Dean’s Scholars is designed to identify students with leadership potential and help them learn to increase self awareness, become engaged citizens, and create change in their communities.

The 2011 Sustainable Design Award from the Preservation Alliance of Minnesota was presented to the Morris Welcome Center renovation project participants “for forging a new path that recognizes the green value of adaptive reuse, the respect for low-tech, sustainable design features in historic buildings, and the sensitive integration of high-tech energy-efficient systems...”
The University of Minnesota Morris has recently been showcased in several publications:

- awarded a “Military Friendly School” designation by G.I. Jobs magazine in its annual list honoring the top 20 percent of colleges, universities, and trade schools that support American military service members and veterans as students.
- named as one of the top 200 institutions in the nation in support of American Indian students by Winds of Change, the leading national magazine focusing on career and educational advancement for American Indian and Alaska Native peoples.
- included in Sierra Club’s list of “Cool Schools” in the U.S., compiled as a guide for prospective students to compare schools based on commitment to environmentalism.
- included in The Washington Monthly's 2011 national ranking of liberal arts colleges, which highlights colleges whose students, faculty, and alumni provide “contributions to public good.”

UMC has been recognized as a top regional college in the Midwest for the 14th consecutive year in the 2012 edition of Best Colleges, published by U.S. News Media Group. This year's rankings place UMC in the top three public colleges in the category "Best Regional Colleges."

The Carlson School of Management was ranked #1 by Bloomberg Businessweek for job placement. The magazine said 97 percent of Carlson’s MBA graduates had job offers within three months of graduation. Columbia University and Harvard University ranked second and third on the magazine’s list.

Faculty and Staff Activities and Awards
A team from the Veterinary Medical Center—Kim Barrett, Andrea Johnston, Lisa Powell, and Nate Rose—received 2011 Minnesota Public Safety Service Awards for their efforts to help Major, a police dog who was stabbed in the line of duty last November. The annual awards are sponsored by North Memorial Hospital.

Garfield Bowen, Office of Information Technology, was elected 2013 president of the Minnesota Chapter of the Project Management Institute (PMI-MN). The vision of PMI-MN is to provide value to members and the community through opportunities for career development and to advocate the advancement of the project management profession and its disciplines. The Minnesota chapter has 3,300 members.

Laura Breshears, experimental and clinical pharmacology, won best poster award at the Staphylococcal Diseases Gordon Research Conference.

Former president Bob Bruininks and first lady Susan Hagstrum were recognized for their lifelong commitment to youth education and development throughout the state of Minnesota with the 2011 Special Tribute from the Federated Challenge for Kids of Minnesota.

UMM chemistry professors Nancy Carpenter, Ted Pappenfus, and Tim Soderberg were honored with the American Chemical Society Committee on Environmental Improvement’s 2012 Award for Incorporating Sustainability into Chemistry Education. They were recognized for creating new courses and adding new aspects to existing courses on nuclear, solar, wind, fuel cell, and biofuel energy sources.
Renee Cheng, architecture, and Tom Fisher, dean of the College of Design, have been recognized as two of the top 25 most admired design educators for 2012 by DesignIntelligence (DI) magazine. DI selects educators from the disciplines of architecture, interior design, industrial design, and landscape architecture who exemplify excellence in design education leadership. This is the fourth time Fisher has received this recognition, and the second time for Cheng.

Jay Clark, Center for Urban and Regional Affairs, received a VISION award from Validating and Inspiring Successful Initiatives for Outreach and Network for his many years of dedicated service to strengthen the Hmong community.

Dara Kay Cohen, Humphrey School, received the American Political Science Association’s Women and Politics Section’s award for the best dissertation of 2010 for her dissertation, “Explaining Sexual Violence During Civil War.”

Tracey Deutsch, history, won the prize for the best book of 2010 awarded by the Association for the Study of Food and Society, for her Building a Housewife’s Paradise: Gender, Politics, and American Grocery Stores in the Twentieth Century.

Two faculty members from theatre arts and dance were honored at the seventh annual Sage Awards program. Marcus Dillard was the lighting designer for “Heaven” by Flying Foot Forum, whose creative team won a design award, and Toni Pierce-Sands was named Outstanding Dance Educator. Sage Awards are named for Sage Cowles, a dancer and longtime supporter of the dance community.

Joycelyn Dorscher, UMD Center of American Indian and Minority Health, was named a Woman of Distinction by the Duluth YWCA. The Women of Distinction award recognizes women from Duluth who have made significant contributions related to the Y’s mission of eliminating racism, empowering women, and promoting peace, justice, freedom, and dignity for all.

Mohamed El-Halawani, animal science, has been named a fellow of the Poultry Science Association.

Teresa Gowan, sociology, has won two American Sociological Association (ASA) awards for her book Hobos, Hustlers and Backsliders: Homeless in San Francisco. They are the Mary Douglas Prize for Best Book from the ASA Culture Section, and the Robert E. Park Book Award, given to the best book-length research monograph in community and urban sociology published in the past two years.

Linda LeGardeGrover, American Indian Studies at UMD, received the Janet Heidinger Kafka Award for her book The Dance Boots. The award is presented annually by the Susan B. Anthony Institute for Gender and Women’s Studies and the English department at the University of Rochester.

Thomas R. Hrabik, department of biology at UMD, was elected president of the Minnesota Chapter of the American Fisheries Society.
Kathleen Hull, sociology, was elected secretary-treasurer of the American Sociological Association Sociology of Law section.

Erin Kelly, sociology, is chair-elect of the American Sociological Association Organizations’ Occupations and Work section.

History professor Erika Lee’s Angel Island: Immigrant Gateway to America has been honored with the Caughey Western History Prize for the best book of the year in western history, awarded by the Western History Association.

Scott D. Lipscomb, music education, assumed editorship of the Journal of Technology in Music Learning.

University Librarian Wendy Pradt Lougee has been elected vice president/president-elect of the Association of Research Libraries (ARL). ARL is a nonprofit organization of 126 research libraries at comprehensive, research-extensive institutions in the U.S. and Canada.

MacDonald & Mack Architects, the firm of School of Architecture adjunct professor Robert C. Mack and assistant adjunct professor Todd Grover, has been selected to receive the 2011 AIA Minnesota Firm Award.

Krishnan Mahesh, aerospace engineering and mechanics, has been elected fellow of the American Physical Society for his research on numerically modeling complex turbulent flows.

Annette McCoy, veterinary population medicine, is this year’s AAEP (American Association of Equine Practitioners) Foundation Past Presidents’ Research Fellow.

Jaime Modiano, animal cancer care and research, received the Asa Mays Excellence in Canine Health Research Award from the American Kennel Club. The award is a biennial honor presented to research investigators who demonstrate meritorious advancements in furthering the mission of identifying, characterizing, and treating canine disease and ailments.

Extension professor Barbara Muesing was honored by the Northwest Minnesota Women’s Fund as a 2011 Outstanding Community Builder. The award is presented to women who have demonstrated leadership in improving the quality of life for those around them, making Northwest Minnesota a better place to live, work, and raise families.

Phil Pardey, applied economics, is a co-winner of the Agricultural Economics Association of South Africa’s award for best journal article.

Jean R. Perrault, UMD department of music, was honored at his alma mater, Temple University, with the Gallery of Success Award from the Boyer College of Music and Dance.

Steve Poppe, West Central Research and Outreach Center, has been named an All American Selections judge. All America Selections are flowers and vegetables that are rated “the best”
because they have been tested by a network of independent judges who determined their garden performance was superior.

Dona Schwartz, journalism and mass communication, placed third in the Taylor Wessing Photographic Portrait Prize competition organized by the National Portrait Gallery in London. More than 2,500 photographers submitted their work for the competition. Schwartz’ portrait is “Christina and Mark, 14 months” from her series On the Nest, which examines the lives of parents as their children leave home.

Mark Snyder, psychology, has been chosen to receive the Distinguished Scientist Award from the Society of Experimental Social Psychology.

Diane Tedick, curriculum and instruction, will serve as founding co-editor (with Siv Björklund, University of Vaasa, Finland) of a new international research journal, *Journal of Immersion and Content-Based Language Education*. The journal has a launch date of Spring 2013.

Harvey Thorleifson, earth sciences, has been elected a Fellow of the Geological Society of America.

Tetsuya Yamada, art, was awarded the grand prize at Gyeonggi Ceramix International, held in Gwangju, South Korea. The competition draws hundreds of competitors from over 70 countries. Held since 2001, the contest has established itself as one of the largest and most prestigious of its kind in the world.

Several University of Minnesota Extension educators won awards from the National Extension Association of Family and Consumer Sciences (NEAFCS) in September:

- Shirley Anderson-Porisch, Jean Bauer, Rosemary Heins, and Cindy Petersen, all in family resource management, (Florence Hall Award, first place central region, second place national).
- Sara Croyman, Jan Gilman, Lori Hendrickson, and Rebecca Hagen Jokela, all in family resource management, (Dean Don Felker Financial Management Award, first place central region); Hendrickson and Jokela also won (Educational Publications Award, first place central region, first place national).
- Kathy Brandt, food science, (Newsletters Award, first place central region, second place national).
- Dee Ann Leines, Mary Schroeder, and Sara Van Offelen, all in health and nutrition, (Educational Curriculum Package Award, third place central region).

Another group of Extension educators were recently honored by the Association of Natural Resource Extension Professionals (ANREP):

- Rob Blair, Nate Meyer, Karen Oberhauser, Amy Rager, and Andrea Lorek Strauss, all in environmental science education, and DNR partner Dawn Flinn received the 2011 ANREP Silver Award for Educational Materials—Long Publication.
- Charles Blinn, water resource management and policy, Larry Coyle, distance education, Eli Sagor and Diomy Zamora, both in natural resource management and utilization, and partners won the 2011 ANREP Gold Award for Outstanding Team.
The Extension Nonpoint Education for Municipal Officials (NEMO) Watershed Game Train-the-Trainer Program, led by water resource educators John Bilotta, Cindy Hagley, and Jesse Schomberg, won the 2011 ANREP Bronze Award for Innovative Programming.

Student Activities and Awards
Animal science major Karen Anderson, COAFES, is the 2011 Merle Howard Award winner. The award is presented to the top junior exhibitor at World Dairy Expo who demonstrates exemplary skills in fitting, showmanship, and overall passion for the dairy industry.

Rachel Hardeman, School of Public Health, won an award for her abstract submission to the eighth Annual Women’s Health Research Conference. Her project was “Medical Student Well Being: Where Do African American Women Stand in Relation to their White Counterparts?”

Dance student Galen Higgins was part of an ensemble that won two Sage Awards: an Outstanding Performance award for Rhythmic Circus’s production of “Feet Don’t Fail Me Now!” and the Outstanding Ensemble award.

Graduate student Tim Ortyl, sociology, was awarded the Martin P. Levine Memorial Dissertation Fellowship Award, in the American Sociological Association Sexualities Section.

The Housing Education and Research Association awarded the Tessie Agan Outstanding Undergraduate Student Paper Award to Krista Skoglund, BA Arch, 2011. Her paper, entitled, “Grandfamilies and Potential Housing Concerns,” was originally completed as a course assignment for HSG 4467W, Housing and the Social Environment.

Morris student Katia Vantries received the Miss Morris Community Award for her volunteer work with the elderly.

The University & College Designers Association has recognized the College of Design’s student-run journal THERE with its award of excellence for the 2010 issue titled Craft. The "craft" of each contributor is reflected in the individualized design of the articles, which are visually woven together as a cohesive collection of works. Readers are invited to make paper objects and contribute their ideas on pages dedicated to “doodling, note-taking, problem-solving, and other such creative things.”

The Team Ag Ed from the College of Food, Agriculture, and Natural Resources Sciences was selected as the 2011 National Teach Ag Day Statewide Contest winner in the “Best Use of Media” category.

Other
The Regents Policy: Faculty Tenure was revised and approved by the Board of Regents on June 10, 2011. Subsection 16.3 of the Faculty Tenure policy indicates that the Senior Vice President for Academic Affairs and Provost and the Academic Freedom and Tenure Committee may jointly approve a set of procedures that describe in detail the review of cases for tenure and/or promotion at the unit level, the college or campus level, and the central level. These procedures
are binding on those conducting reviews of probationary faculty for tenure and/or promotion to associate professor or conducting reviews of tenured associate professors for promotion to professor; the procedures are also binding for those candidates being reviewed. Subsection 16.3 specifies that these Procedures be reported to the Faculty Senate and the Board of Regents after their joint approval by the Senior Vice President for Academic Affairs and Provost and the Academic Freedom and Tenure Committee.

After the last revision of the Faculty Tenure policy in June, 2007, the existing procedures were revised and expanded to address the changes in the rigor of the tenure and promotion criteria. They were entitled the Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty and were dated October, 2007. The Procedures also clarified such issues as voting rules, assembly of tenure and/or promotion dossiers, annual reviews, extensions of probationary periods, and promotion to the rank of professor.

The Procedures have been revised again in 2011 to reflect the changes made in the 2011 Faculty Tenure policy and to clarify processes that have caused confusion or discussion in the handling of cases since 2007. A subcommittee of three individuals drafted the Procedures, including Professor Carol Chomsky (Law School), Professor Paula O’Loughlin (Social Sciences – Morris campus and Chair, Senate Judicial Committee), and Vice Provost Arlene Carney. The Procedures draft was reviewed by the Faculty Consultative Committee, faculty senators, and associate deans for faculty from colleges and campuses before its approval by the Senior Vice President for Academic Affairs and Provost and the Academic Freedom and Tenure Committee.

There were several new sections added as well. The new sections incorporated content from provostal memos to deans and chancellors, Senate policies, and general practices across colleges and campuses. These new sections included a set of procedures for: hiring faculty from outside the University of Minnesota with tenure; conducting post-tenure reviews of tenured faculty; conducting reviews for promotion to the rank of professor; handling extensions of probationary periods. There were also a few new provisions in the Procedures, including the review of associate professors every four years to determine their eligibility for promotion to professor and the use of memoranda of understanding for faculty whose work is interdisciplinary.

The contents of these Procedures are as follows:

I. General provisions
   A. Scope
   B. Definitions
   C. Variances
   D. Confidentiality of review materials
   E. Candidate review of the file and addition of materials
   F. Candidate’s withdrawal from consideration for tenure

II. Tenure Procedures
   A. Unit statement of criteria (7.12)
   B. Application of unit 7.12 statement to candidates with dual appointments or doing interdisciplinary work
C. Regular voting rules
   1. Scheduling tenure and promotion meetings; who is eligible to participate and vote
   2. Disqualifications
   3. Voting procedures
   4. Questions to be voted upon
   5. Required majority
   6. Candidate's withdrawal from consideration for tenure
   7. Report of the vote
   8. Rules governing the use of an exceptional majority
D. Explaining the process to the candidate
E. Annual review during the probationary period
   1. Elements of the annual review process
   2. Collecting information on the candidate's performance
   3. Annual review by the tenured faculty; effect of extension of the probationary period under subsection 5.5 of Faculty Tenure
   4. Annual conference with the candidate
F. Unit consideration of the candidate for tenure or for termination of appointment
   1. Tenure decision may be made at any time.
   2. A decision to terminate an appointment may be made at any time.
   3. Schedule for unit action
   4. Preparation of the file for tenure decisions
   5. Vote and report of action
G. Review of the unit recommendation
   1. Nature of second-level review
   2. Second-level review by senior academic administrator
   3. Composition of second-level review committees
   4. Criteria, standards, and process for second-level review of the unit recommendation
   5. Criteria, standards, and process for review of the unit recommendation by the dean or chancellor
   6. Requests for reconsideration or for more information
H. Central review and action
   1. Central review
   2. Standards for review and action
   3. Action by the senior vice president for academic affairs and provost; explanations to dean/chancellor, other academic administrators, and unit

III. Promotion Procedures
   A. General
   B. Regular voting rules; report and review of the unit recommendation

IV. Extension of the Probationary Period

V. Appointment of new faculty members with tenure

VI. Annual Review of Tenured Faculty
A. Goals and expectations  
B. Annual review  
C. Special peer review in cases of alleged substandard performance by tenured faculty  
D. Salary reductions

The new Procedures are comprehensive and clear and have addressed some outstanding issues in the tenure and promotion processes. They provide a thorough complementary document to accompany the Regents Policy: Faculty Tenure (2011).