AGENDA


2. Retirement Programs: Trends, Issues, and Benchmarks - C. Carrier/J. Singer (pp. 4-7)

3. Impact of Activities of the Office for Office for Equity and Diversity - C. Carrier/K. Lockhart/K. Boyd/A. Phibbs (pp. 8-13)

4. Consent Report - Review/Action - C. Carrier (pp. 14-16)

5. Information Items - C. Carrier (pp. 17-21)
Agenda Item: Board of Regents Policy: Conflict Resolution Process for Employees
- review
- review/action
- action
- discussion

Presenters: Senior Vice President Robert Jones
Carolyn Chalmers, Director, Office for Conflict Resolution

Purpose:
- policy
- background/context
- oversight
- strategic positioning

To review proposed amendments to Board of Regents Policy: Conflict Resolution Process for Employees.

Outline of Key Points/Policy Issues:

To review proposed amendments to Board of Regents Policy: Conflict Resolution Process for Employees. Modifications include:

1. Removing the requirement for review every five years. This requirement is now in the administrative procedure.
2. Adding a prohibition on retaliation for using the conflict resolution process.
3. Administrative policy and administrative procedures have been developed to implement the Regents Policy. Procedural guidelines were not previously in the administrative policy and procedure format.

Background Information:

The Board of Regents Policy: Conflict Resolution Process for Employees was adopted July 12, 2002, and last amended on February 11, 2005.

President's Recommendation for Action:

The President recommends that the Board of Regents adopt amendments to Board of Regents Policy: Conflict Resolution Process for Employees.
CONFLICT RESOLUTION PROCESS FOR EMPLOYEES

The University of Minnesota shall have an internal process for the good faith review and resolution of employment-related conflicts.

Subd. 1. Scope. The conflict resolution process shall apply to the employment conflicts of faculty, academic professional and administrative staff, civil service staff, and student employees, including graduate student teaching and research assistants. The process also shall apply to complaints of faculty emeriti in accordance with the terms of the administrative procedures implementing the policy. This process shall not otherwise apply to non-employees or to employees represented by labor organizations.

Subd. 2. Delegation of Authority. The following delegations shall govern the administration of this policy:

(a) Except as provided in subd. 2 (b), the Board of Regents (Board) delegates to the president authority to administer this policy. The president, after consultation with the University Senate and the Conflict Resolution Advisory Committee, is authorized to adopt and amend administrative procedures to implement this policy; and

(b) Complaints alleging that the president personally engaged in a challenged action shall be referred to the chair of the Board, who shall determine whether the conflict resolution process must be adjusted to ensure fair consideration of the matter.

Subd. 3. Review. The administrative procedures implementing this policy will be reviewed every five years pursuant to provisions established in those procedures.

Subd. 3. No Retaliation. Retaliation against any person for using the conflict resolution process is prohibited.
The University of Minnesota sponsored or contributed to fourteen retirement plans and programs for its faculty and staff in the fiscal year ending June 30, 2010. The majority of the University’s full-time employees are required to participate in one of two mandatory retirement plans: the Minnesota State Retirement System (MSRS) for civil service and collectively bargained staff, or the University of Minnesota Faculty Retirement Plan for faculty and academic professionals and administrative staff (P&A). This first of two discussions will cover the funding status, recent legislative developments and future prospects of the first of these two plans, the Minnesota State Retirement System. A similar discussion of the Faculty Retirement Plan is planned before the Committee in the spring.

Outline of Key Points/Policy Issues:

On May 14, 2004, the Board of Regents adopted the Board of Regents Policy: Faculty and Staff Retirement, which provided the broad structure for retirement programs at the University, as well as documenting the plans and programs which the University sponsors and funds. Included in this policy is MSRS, a defined benefit plan in which the University participates, along with the State of Minnesota and several other employers. A defined benefit plan, by design, provides a certain benefit at retirement for employees, regardless of the contributions, investment returns or various other factors necessary to fund that benefit. As a result, the financial risk for the funding of that benefit is born by those responsible for the contributions – in this case, shared equally by employees and employers, as each contribute the same amount.

Because a drop in investment returns can have a significant impact on defined benefit plans, the recent recession has focused much attention on the funding status of public pensions across the country. The last legislative session included a bill to help ensure the stability of
MSRS well into future years, a bill which was signed into law and which did not include contribution rate increases for employees or for participating employers.

**Background Information:**

On May 14, 2004, the Board of Regents adopted the Board of Regents Policy: *Faculty and Staff Retirement*, which provided the broad structure for retirement programs at the University. During the discussion of the committee workplan in October, the committee expressed interest in learning more about the retirement plans in place for University employees. This presentation, the first of two, will focus on the defined benefit plan in place for civil service and bargaining unit employees. A discussion of the comparison group for the FRP, as well as its replacement ratio will be forthcoming in the Spring.
The University of Minnesota sponsored or contributed to fourteen retirement plans and programs for its faculty and staff in the fiscal year ending June 30, 2010. University contributions to these plans during the year exceeded $136 million, or more than 22 percent of the total fringe pool budget for the period. The University offers its faculty and staff a mix of defined contribution and defined benefit plans and programs, with substantially all full-time employees participating in one of several mandatory plans. Voluntary pre-tax savings plans are available to all employees paid on a regular basis.

**Defined Benefit Plans**

Defined benefit (DB) plans pay a certain monthly benefit at retirement, generally calculated using a percentage of compensation multiplied by years of service. For example, the Minnesota State Retirement System (MSRS) pays retirees a monthly benefit equal to 1.7% multiplied by the participant’s average monthly compensation during his or her highest 5 years of service, multiplied by the participant’s years of service. For a career employee with 35 years of service and a starting salary of $50,000, MSRS pays a monthly benefit of approximately 56% of the employee’s final monthly salary. This percentage is commonly known as the plan’s replacement ratio. Because a DB plan defines the benefit, not the funding level, risk is born by those entities responsible for funding the plan. As employers and employees share the funding requirements for MSRS, they similarly share the risk that contribution levels will need to increase in the future to cover benefits payable.

MSRS is the largest DB plan at the University, covering over 9,200 civil service and collectively bargained employees. The MSRS replacement ratio is identical to that of the defined benefit plans offered by the University’s 5 benchmark public entities. Required contribution rates, however, are higher, as detailed below. In addition, the 6.0% and 7.0% PERA contribution rates below are scheduled to increase on January 1, 2011, ending in an employee contribution rate of 6.25% and an employer contribution rate of 7.25%. Again, these contribution increases do not increase benefits, only maintain them.

**Defined Benefit Benchmarks**

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<tr>
<th></th>
<th>Percentage of Pay</th>
<th>Current Employee Contribution</th>
<th>Current Employer Contribution</th>
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</table>

**Defined Contribution Plans**

Defined contribution (DC) plans do not promise a benefit at retirement. Instead, DC plans promise a certain contribution level, which is generally invested according to the participant’s direction. As a result, the participants, rather than the employer, bear the risk that their investments will not result in adequate retirement income.
Faculty Retirement Plan (FRP)
The FRP is by far the largest defined contribution plan at the University of Minnesota. As of June 30, 2010, FRP assets totaled over $2.4 billion, with annual contributions of over $132 million. Employees contribute 2.5% of salary, with the University contributing an additional 13% of salary, which is deposited according to the employees’ investment instructions each pay period. The plan offers 52 investment funds from Securian Retirement Services, TIAA-CREF, Fidelity, and Vanguard. Securian holds the majority of FRP funds, with 49% of total assets invested in Securian/Minnesota Life products. Vanguard follows with 31% of total assets. TIAA-CREF and Fidelity trail with 14% and 6%, respectively.

A discussion of the comparison group for the FRP, as well as its replacement ratio will be forthcoming in the Spring.
Faculty, Staff, and Student Affairs Committee  December 9, 2010

Agenda Item:  Impact of Activities of the Office for Equity and Diversity

☐ review  ☐ review/action  ☐ action  ☒ discussion

Presenters:  Vice President Carol Carrier
Kris Lockhart, Associate Vice President (Office for Equity and Diversity)
Kimberly Hewitt Boyd, Director (Office of Equal Opportunity and
Affirmative Action)
Anne Phibbs, Director (Gay, Lesbian, Bisexual, Transgender, and Ally
Programs Office)

Purpose:

☐ policy  ☒ background/context  ☒ oversight  ☐ strategic positioning

In this session, the Office for Equity and Diversity will seek the committee’s input as to its
realignment of resources to effectively leverage the transformative power of equity and
diversity in the next five years.

Outline of Key Points/Policy Issues:

• The University’s progress on equity and diversity supports the institution’s strategic goals as
measured by its key indicators.
• Update on the progress on equity and diversity achieved during President Bruininks’s term,
and the impact of the first two implementation phases of the University’s Equity and Diversity
Vision Framework.
• The recommended plan for phase three of implementation of the University’s Equity and
Diversity Vision Framework and the planned reallocation of resources in the next five years.
• Discussion of the types of transformational collaborations that such a reallocation would
allow, and request for feedback on the philosophical shift envisioned.
**Background Information:**

At the February 2009 Faculty, Staff, and Student Affairs Committee meeting, Vice President and Vice Provost Barcelo, Associate Vice President Lockhart, and Associate Vice Provost Mendoza shared the Office for Equity and Diversity’s Vision Framework, its nexus to the University’s strategic goals, and the plan for the first two phases of the system-wide implementation of this vision.

This session will provide an opportunity to review the impact of the first two phases of implementation and to seek input from the committee as to the planned third phase of implementation, which envisions a significant philosophical shift and reallocation of resources.
In making diversity a core value, the institution has recognized that the University flourishes only when all its students, staff, faculty and external supporters have a community in which to grow and thrive. **Excellence is achieved when the core values of equity and diversity are infused** into all aspects of teaching, learning, research, service, and outreach throughout the University of Minnesota system.

**What we mean by diversity:**

Diversity is not just numeric representation. Nor is it just an institutional asset or benefit. Far from just enriching or enhancing campus life or the academic enterprise, it is **fundamental to everything we do at the University of Minnesota.**

It is our responsibility as an institution—as part of our commitment to creating a welcoming and affirming climate—to serve and support the following individuals and groups at the University of Minnesota:

- People of color, including underrepresented groups and new immigrant populations
- People with both visible and invisible disabilities
- Women
- People of various gender and sexual identities and expressions
- First-generation students from economically disadvantaged backgrounds.

We also address issues of access and climate for individuals who might encounter barriers based on their religious expression, age, national origin, ethnicity, or veteran status. Furthermore, we recognize the importance of working with people who claim more than one of the above identities.

Institutional transformation requires the awareness and participation of every member of the University, which means **equity and diversity is everyone’s responsibility every day.** To this end, the Office for Equity and Diversity works with every campus, college, unit, and department—and with individuals of all identities—to create a truly inclusive university.
OED units:

The Office for Equity and Diversity is comprised of seven units that work together, and in collaboration with many faculty, staff, students and administrators system-wide, to educate and serve all members of the university community. The seven OED units include:

**Disability Services** promotes access and equity for all students, faculty, staff and guests of the University. It does this through design of innovative learning and working environments, and the collaborative education and partnership with the University community.

The **Equal Opportunity and Affirmative Action (EOAA) Office** is committed to eliminating individual and systemic barriers that inhibit individuals and groups from attaining equal access to University of Minnesota employment, education, programs, and services. EOAA provides expertise and system-wide leadership in: policy development and issue identification; education; discrimination consultation and investigation; community connections; and compliance.

The **Gay, Lesbian, Bisexual, Transgender, Ally (GLBTA) Programs Office** improves the campus climate for all University students, staff, faculty, alumni, and visitors by developing and supporting more inclusive understandings of gender and sexuality. It does this by bridging and building communities that create affirming and welcoming environments in which people can be their whole selves and which honor all identities and experiences.

**Institute for Diversity, Equity, and Advocacy (IDEA)** is a research initiative that convenes scholars from the University of Minnesota and around the world to collaborate across disciplines, departments, colleges, and campuses. It supports the development of new research, and is designed to enhance retention and faculty diversity by fostering stronger ties among faculty and with faculty and the local community.

The **Multicultural Center for Academic Excellence (MCAE)** addresses issues that affect the University community, including various types of diversity as well as ethnic and racial issues. MCAE also helps students explore internship opportunities, and provides access to campus resources, scholarship information, mentoring programs, academic offerings and study abroad opportunities.

The **Office for Diversity in Graduate Education** coordinates and leads the University's initiatives in the recruitment, funding, retention and graduation of a diverse graduate and professional student body. It also works closely with other University offices concerned with diversity and multiculturalism, specifically in the areas of admissions, and academic support and mentoring.

The **Women's Center** increases connections for women’s success, cultivates socially responsible leaders, and advocates for organizational culture change toward excellence for all. The Women’s Center celebrated its 50th anniversary in 2010, and is the oldest of its kind in the nation.

*Learn more about the Office of the Vice President and Vice Provost for Equity and Diversity: [www.academic.umn.edu/diversity](http://www.academic.umn.edu/diversity)*
Reimagining Equity and Diversity: A Framework for Transforming the University of Minnesota

As the magnitude and complexity of diversity have grown in Minnesota, belief in the “power of broadened perspectives” has moved the University to rededicate itself to equity and diversity as both a practical and an ethical imperative. With the onset of Strategic Positioning, the University reaffirmed the importance of diversity as a core value and undertook a critical self-examination of its approach to equity and diversity. This process led to the establishment of the Systemwide Task Force on Diversity, and then to the repositioning of the Office for Equity and Diversity.

The findings and recommendations of the Systemwide Task Force on Diversity—in particular, the assertion that diversity is “inextricably” linked to excellence—are supported by comprehensive research that reveals extensive advantages and benefits at educational institutions where equity and diversity are core values.

The dynamic cultural and intellectual transactions that occur at the intersections of diverse perspectives and knowledge systems spur the kind of questioning and innovative thinking that advance and even define discovery and scholarly excellence. As Provost Thomas Sullivan said, in a presentation titled “The Importance of a Diverse Faculty,” “We cannot achieve the widest and best range of carefully reasoned independent views ... without diversity.”

Diversity As a Driving Force
In proposing a transformational framework, we are defining diversity as not only a driving force but also a necessary condition for excellence. We are saying that excellence is truly achievable only in an environment that fully supports engagement with diverse cultures and perspectives. An academy of the highest stature, as measured against ideals of both academic excellence and social justice, is one in which excellence and diversity are inextricably intertwined—not either-or, but both-and.

We envision an institution where equity and diversity are woven into the work and the lives of every student, faculty, and staff member. As core institutional values, equity and diversity will infuse and inform thinking, policies, and practices throughout the University—from mission statements to strategic plans to student admissions to hiring, promotion, and tenure.

Transformed by diversity, our University will be looked to by institutions and organizations around the world for its unequivocal commitment to social justice; its equitable and transparent recruitment, hiring, and promotion policies and practices; its welcoming and respectful climate; its affirmation and support of the multiple identities of faculty, staff, and students; its innovative, culturally infused curricula and pedagogies; its engagement with diverse communities throughout the state; and its dedication to developing and rewarding the intellectual, creative, professional, and community achievements of its diverse faculty, students, staff, and alumni.

Integrative Vision, Shared Responsibility
To achieve the transformation we aspire to, we must recognize that all of our access and diversity goals, values, and practices are interconnected and interdependent, and that we all share the responsibility for equity and diversity.

The University of Minnesota is already a leader in this integrative thinking. When the Office for Equity and Diversity was repositioned in 2006, the new model brought together into a single unit several units dedicated to equity and diversity: Disability Services; the Office of Equal Opportunity and Affirmative Action; the Gay, Lesbian, Bisexual, Transgender, Ally Programs Office; the Multicultural Center for Academic Excellence; and the Women’s Center.
Along with the appointment of Dr. Rusty Barceló as the institution’s chief diversity officer at the vice presidential and vice provostial level, this integrative restructuring underscores the University’s commitment to equity and diversity both administratively and academically and advances the University’s capacity for national leadership.

We are now at a critical juncture. Working together, we must build the kind of institutional infrastructure that will sustain what we’ve set in motion and take us to the next level. In the same way that the strategic positioning process exhorts us to reimagine everything we think we know about the University of Minnesota, the framework presented here asks that we reimagine everything we think we know about equity and diversity. It asks us to reimagine a University transformed by diversity.

Much good equity and diversity work is already underway at the University, but it will be fully realized and sustainable only as part of an integrated and comprehensive effort. The time has come for us to coordinate our efforts and resources; to agree on common paths; to stay focused but flexible, adjusting our strategies when new circumstances require; and to make University transformation a collective enterprise. What follows is a holistic model for that enterprise.

**Core Values and a New Model for Change**

Seven core values inform and drive our transformational work on equity and diversity. These values are applicable to the work of every campus, college, department, and administrative unit. They underlie and infuse every facet of teaching, research, outreach, and day-to-day life at the University of Minnesota: social justice, excellence, system-wide collaboration, community engagement, accountability, sustainability, and transformation.

Building on these core values, we have identified eight priority areas for initial focus and attention, as well as a number of action items within each priority area. The Office for Equity and Diversity will guide the implementation of these action items. Yet no single office can accomplish this work alone. We must link expertise and resources and align efforts across colleges, departments, and units on all of the University’s campuses.

We will call upon the knowledge and expertise of the six units of the Office for Equity and Diversity, as well as of collegiate and administrative units across the system, each with specific knowledge and understanding of its own constituencies. The plan will thus serve both as an institutional framework for action and as a kind of dynamic, evolving organism that can be shaped, adapted, and applied as appropriate within each unit and across all campuses.

**Eight Priorities for Implementation**

1. Develop leadership capacity around equity and diversity work across the system.
2. Improve campus climate for diverse students, faculty, staff, and visitors.
3. Support and strengthen University-wide pre-collegiate programs and community outreach efforts.
4. Engage internal and external communities in reimagining strategies for achieving the University’s retention and success goals for diverse students.
5. Engage internal and external communities in reimagining programs that support the recruitment, retention, and success of diverse faculty and staff.
6. Engage faculty in reimagining curriculum, pedagogy, and research to insure inclusivity and accessibility throughout the academic enterprise.
7. Support institutional assessment, accountability, and collaboration through the use of innovative metrics, technologies, and communication tools.
8. Engage University alumni, donors, and other community partners and stakeholders in achieving equity and diversity goals.
Agenda Item: Consent Report

Presenters: Vice President Carol Carrier

Purpose:

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

- Granting the title of Faculty Emeritus utilizing the special circumstances provision of the Board of Regents Policy: Faculty Emeriti.
- Conferral of tenure for faculty members who have been hired at the University of Minnesota.

Outline of Key Points/Policy Issues:

- Granting of the title of Faculty Emeritus
- Conferral of tenure
  The attached document outlines faculty members who have recently been hired, and whose colleges have voted to grant tenure upon hire. All files are reviewed by the Provost’s office following departmental and collegiate review.

Background Information:

Board of Regents Policy: Reservation and Delegation of Authority calls for items, such as 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.
Pending approval by the Board of Regents, the title of Faculty Emeritus will be granted to Professor Malcolm Blumenthal to recognize his many accomplishments at the University of Minnesota, effective July 1, 2011.

In recognition of his long and dedicated service to the Medical School and the University of Minnesota, the Senior Vice President of Health Sciences and Medical School Dean and the Medical School Executive Vice Dean endorse the recognition of Professor Blumenthal as a Faculty Emeritus. This recommendation meets all requirements set forth in the Board of Regents Policy: Faculty Emeriti and accompanying administrative procedures.

The President recommends that the Board of Regents grant Dr. Malcolm Blumenthal the title of Faculty Emeritus.

submitted by:
Robert H. Bruininks
President
December 9, 2010
# Tenured Faculty Hires

## Board of Regents

Faculty, Staff, and Student Affairs Committee  
December 9, 2010

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Faculty, Staff, and Student Affairs Committee December 9, 2010

Agenda Item: Information Items

☐ review ☐ review/action ☐ action ☒ discussion

Presenters: Vice President Carol Carrier

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.

University Highlights
The University of Minnesota-Twin Cities is one of only three schools in the nation that has received all “A’s” in this year’s College Sustainability Report Card scores. This is the fifth annual Report Card issued by the Sustainable Endowments Institute, a non-profit organization engaged in research and education to advance sustainability in campus operations and endowment practices. This year, 322 schools were surveyed.

The Bagley Outdoor Classroom at UMD, designed by Salmela Architect in Duluth, won an Honor Award at the annual convention of the Minnesota chapter of the American Institute of Architects. The building is a highly energy-efficient free-standing classroom.

During the 14th annual Minnesota Publishing Excellence Awards, the Institute on the Environment’s Momentum magazine won four gold awards, two silver awards, and a bronze award in the Best Overall Publication category. The Minnesota Publishing Excellence Awards recognize and foster outstanding publishing achievements from across the state.

During the annual Trick or Can Drive in October, about 40 students and staff from the University of Minnesota, Morris collected 1,561 pounds of food for the Stevens County Food Shelf.

Faculty and Staff Activities and Awards
Jennifer Alexander, history of science, technology, and medicine, won the Sidney Edelstein Prize from the Society for the History of Technology for her book, Mantra of Efficiency.

Karlyn Kohrs Campbell, communication studies, has been selected as the 2010 recipient of the Donald H. Ecroyd Award for Outstanding Teaching in Higher Education by the National Communication Association, the oldest and largest communication association in the United States.

Rod Carter, college of pharmacy, was sworn in as president of the American Association of Colleges of Pharmacy.
In its recently released 2011 education rankings, Design Intelligence named Renee Cheng, architecture, and Denise Guerin, interior design, as two of the 25 most admired educators. The rankings also recognized the University’s landscape architecture graduate program as the fifth most admired program and the interior design graduate program as the first most admired, cited for its depth of research and emphasis on evidence-based design.

The Boomerang House, a lakeshore home in the Twin Cities and a project of architecture professor William Conway’s firm, Conway+Schulte Architects, has received a Design Award of Recognition in the 2010 Society of American Registered Architects Professional Design Awards Program.


James Dillon, music, won France’s prestigious Grand Prix de l’Académie du Disque Lyrique award for his opera Philomela.

Conrad E. Firling, UMD professor emeritus of biology, was decorated with the Gold Medal of University of Wroclaw in Poland. The Gold Medal recognizes Firling’s work in establishing collaborative educational programs between Wroclaw and UMD.

College of Design Dean Tom Fisher’s article, “Minnesota Modernisms,” from the November/December 2009 issue of Architecture Minnesota, won a Minnesota Magazine & Publications Association Gold Award for Best Feature Article in the category of general interest, under 60,000 circulation.

Mary Guzowski, architecture, has been elected to the board of directors of the American Solar Energy Society, representing the Solar Buildings Division. The American Solar Energy Society, founded in 1954, is the nation’s oldest and largest non-profit organization dedicated to the advancement of renewable energy, energy efficiency, and the transition to a sustainable energy economy.

Kerry Haglund, center for sustainable building research, has been elected vice president of the National Fenestration Rating Council (NFRC) executive committee. NFRC is a non-profit organization that administers the only uniform, independent rating and labeling system for the energy performance of windows, doors, skylights, and attachment products.

Retail merchandising faculty members Kim Johnson, Hye-Young Kim, and Juanjuan Wu received several awards for outstanding research papers from the International Textile and Apparel Association at its annual meeting. The awards were shared with graduate student co-authors Dooyoung Choi, Cara Damminga, Kristy Janigo, HaeWon Ju, Jieun Kim, Ji Young Lee, and Jung Mee Mum.
Linda Olson Keller, nursing, was named Distinguished Nurse of the Year in Minnesota by the March of Dimes in recognition of significant contributions to nursing in Minnesota, including the creation of the Public Health Intervention Wheel.

Patricia Maus, UMD library, has received the Historic Preservation and Interpretation Award from the Duluth Depot Foundation. She was cited for “making a substantial impact in preserving and interpreting the history of our region.” Maus was instrumental in completing an intensive East End Historic Resources Survey and has aided research for hundreds of books, articles, and projects on Duluth and Northeast Minnesota history.

J.B. Mayo, Jr., curriculum and instruction, was recently awarded the Kipchoge Neftali Kirkland Social Justice Award at the annual meeting of the College University Faculty Assembly of the National Council for the Social Studies. Mayo was recognized for his conference paper entitled “Native Americans’ Acceptance of Diversity: Lessons Learned from the Two Spirit Tradition.”

Meredith McQuaid, associate vice president and dean of international programs, will be the next president of NAFSA: Association of International Educators effective January 2011. With 10,000 members, NAFSA is the world’s largest nonprofit professional association dedicated to international education.

Toben Nelson, epidemiology, has been awarded the Youth Determined to Succeed Impact Award in recognition of his efforts to combat childhood obesity. Youth Determined to Succeed is a non-profit dedicated to developing healthy, responsible lifestyles among children and youth.

Regents professor emeritus Ron Phillips was honored at the recent Crop Science Society of America annual conference with its Presidential Award, given to “persons who have influenced the science or practice of crop production so greatly that the impact of their efforts will be enduring on future science.”

Paul Ranelli, UMD pharmacy, has been appointed to the Public Health Special Interest Group Program Committee of the American Association of Colleges of Pharmacy for 2010-2011.

Jeff Simpson, psychology, received the Society of Personality and Social Psychology’s 2010 Diener Award for Mid-Career Achievement in Social Psychology.

Traci Toomey, epidemiology, received the College-Based Leadership Award at the annual conference of the American Public Health Association. Each year the Alcohol, Tobacco, and Other Drugs (ATOD) Section recognizes an individual who has shown leadership among college students to engage and involve them in the ATOD field.

**Student Activities and Awards**
Two undergraduates from the College of Food, Agricultural, and Natural Resources Science won proficiency awards at the recent National FFA Convention: Erin Daninger in dairy production placement and Charlie Tank in vegetable production entrepreneurship placement.
Caitlin Kasper, a senior majoring in agricultural education, took top honors in this month’s Minnesota Collegiate Discussion Meet, sponsored by the Minnesota Farm Bureau.

Brianna Kazmarek, a senior in the U of M/ Mayo Clinic Respiratory Care Program, earned first place in the H.F. Helmholz Jr. Minnesota Respiratory Care Foundation Student Paper Competition for her paper, “Breathing With You: Advanced Ventilator Modes to Improve Patient-Ventilator Synchrony.”

University of Minnesota Morris students Diane Blommel, Kali Cordes, and Julie Rohling have been named to the National Fastpitch Coaches Association (NFCA) annual list of Scholar Athletes. The NFCA All-Academic and Scholar Athlete program is a national honor and recognizes players from across Division III.

University of Minnesota, Morris students in Beginning Modern Chinese have placed in the 2010 Cheng & Tsui SuperStar Karaoke Contest for Chinese Language Students and Teachers. Out of 150 entries, Dia Lee won first place in the solo category and the Chinese I class won second place in the group category.

A team of five College of Biological Sciences (CBS) undergraduates captured a gold award at the recent International Genetically Engineered Machine (iGEM) competition hosted by the Massachusetts Institute of Technology. Members include Matthew Adams, Rachel Farr, Anthony Goering, Annie Kathuria, and Ian Windsor. This year’s competition, which challenged teams to design, build and test a biological system that could operate within a cell, attracted 130 teams from 25 countries for a total of more than 2,000 students.