A G E N D A

1. Post-Tenure Review: Update - T. Sullivan/A. Carney (pp. 2-8)

2. Maximizing Opportunities for Student Services in the new Science Teaching & Student Services (STSS) Building - C. Carrier/G. Rinehart/L. Coffin Koch (pp. 9-16)

3. Committee 2010-11 Workplan - D. Johnson/C. Carrier (pp. 17-19)

4. Consent Report - Review/Action - C. Carrier (pp. 20-23)

5. Information Items - C. Carrier (pp. 24-30)
Agenda Item: Post-Tenure Review: Update

Presenters: Senior Vice President/Provost Thomas Sullivan
Arlene Carney, Vice Provost for Faculty & Academic Affairs

Purpose:

To provide members of the Faculty, Staff and Student Affairs Committee with an update on post-tenure review procedures and outcomes.

Outline of Key Points/Policy Issues:

- The purpose of post-tenure review is to affirm and maintain the vitality of faculty members through review and recognition of their contributions by peers and administrators.
- Post-tenure review was fully implemented in the 2000-01 academic year, according to Board of Regents Policy: Faculty Tenure and academic unit goals and expectations.
- Data from last year show that more than 99% (2182 reviewed; 3 found by unit head and faculty committee to be below expectations) of faculty members reviewed in the 2008-2009 academic year successfully met or exceeded the goals and expectations established by their academic units.

Background Information:

Board of Regents Policy: Faculty Tenure, Section 7a; Rules and Procedures for Annual and Special Post-Tenure Review (approved by Tenure Subcommittee January 5, 1998; revised by the Tenure Subcommittee March 5, 1998). Prior discussions at March 8, 2001 and September 12, 2002 Faculty, Staff and Student Affairs Committee.
Post-Tenure Review Update

**Background:** Post-tenure review is a natural part of the life course of a faculty member, beginning with the initial appointment through promotion and/or tenure and continuing throughout the career of a tenured faculty member. The post-tenure review process is an important component of the University’s commitment to faculty accountability, faculty development, and faculty renewal. This process helps ensure that the University can further acknowledge faculty contributions to their fields and to the continued promotion of excellence at this institution.

One of the most important long-term outcomes of post-tenure review has been the ability of a chair or unit head to discuss annual performance with each tenured faculty member following his or her own review and/or peer review from faculty. In addition to implementing the formal processes described below, a chair or unit head is able to counsel faculty at certain points in their careers about choices such as phased retirements. These numbers are not included in any tallies of faculty whose performance is below established departmental or unit standards. Nevertheless, this informal process plays a critically important role in working with tenured faculty at the end of their careers. The more informal channels among deans, department chairs/heads, and faculty are often the most efficient and effective means of resolving performance issues at certain times in a faculty member’s career.

**History:** The purpose of post-tenure review is to affirm and maintain the vitality of faculty members through review and recognition of their contributions by peers and administrators. The secondary purpose is to improve, if necessary, the performance of each tenured faculty member in the areas of teaching, research, and service. The post-tenure review process was introduced as a part of the 1997 revision of the Regents’ Policy on Faculty Tenure. It is a peer-driven process conducted at the departmental or other academic unit level, with primary oversight by the unit heads and deans. The University of Minnesota’s post-tenure review process is consistent with the standards, policies, and practices on post-tenure review as adopted by the American Association of University Professors (AAUP) in 1983 and amended by its Committee on Academic Freedom and Tenure in 1999. The AAUP recognizes post-tenure review as a system of periodic evaluation that goes beyond many traditional forms of continuous evaluations that already encourage responsible performance and academic integrity, conducted according to standards that protect academic freedom and the quality of education.

**Development:** The University fully implemented post-tenure review in 2000-01. The tenured faculty in each academic department developed goals and expectations regarding teaching, research or scholarly productivity, and contributions to service and outreach functions, along with the procedures they planned to use for post-tenure reviews. These post-tenure review criteria and procedures were reviewed and approved by the corresponding deans, vice presidents,
and/or chancellors. In addition, all post-tenure review documents were reviewed and approved by the vice provost for faculty and academic affairs, the vice president for human resources, and the chair of the Tenure Committee of the Faculty Senate to ensure compliance with the Tenure Committee’s rules and procedures for annual and special post-tenure review. Through this comprehensive review, we learned that most units conduct post-tenure reviews in conjunction with the annual review process for merit and compensation. Some units, however, developed separate post-tenure review processes on a rotating basis. For University Education Association (UEA) faculty at the University of Minnesota Duluth, their post-tenure review process was initiated in spring 2002 in accordance with the UEA collective bargaining agreement.

**Changes as a Result of Strategic Positioning:** The Senior Vice President for Academic Affairs and Provost requested that each department or unit include its Post-Tenure Review policy as part of its new revised 7.12 Statement (the departmental statement of criteria and standards of performance for tenure and/or promotion in that unit). This has allowed departments or units to revisit and potentially revise their procedures for post-tenure review in light of their new criteria and standards for promotion and/or tenure. Currently, approximately 70% of the 7.12 statements have received final approval from the Provost’s Office and are posted on the Promotion and Tenure web site of the Office of the Senior Vice President for Academic Affairs and Provost; an additional 30% are in the intermediate or final stages of approval.

**Current Process Followed for Post-Tenure Review** (extracted from the Regents Policy on Faculty Tenure):

**Annual review:** Each academic unit, through its merit review and post-tenure review process, annually reviews the performance of each faculty member in light of the goals and expectations of the academic unit established under the Faculty Tenure policy. This review is used for salary adjustment and faculty development. The faculty member is advised of the evaluation and, if appropriate, of any steps that should be taken to improve performance and will be provided assistance in that effort. If the head of the unit and the elected post-tenure review committee find a faculty member’s performance to be “substantially below the goals and expectations adopted by that unit,” they shall advise the faculty member in writing, including suggestions for improving performance, and establish a time period within which improvement should be demonstrated.

**Special review:** If at the end of the specified time period a tenured faculty member’s performance continues to be “substantially below the goals and expectations of the unit,” and there has not been a sufficient improvement of performance, the head of the academic unit and the post-tenure review committee may jointly request that the dean initiate a “special review” of that faculty member. The special peer review shall be conducted by a panel of five tenured faculty members of equal or higher rank selected to review that individual. The special review panel shall prepare a report on the teaching, scholarship, service, governance, and (when appropriate) outreach performance of the faculty member. It will also identify any supporting service or accommodation that the University should provide to enable the faculty member to improve performance. Depending on its findings, the panel may recommend one or a combination of varying remedies to maximize the faculty member’s contribution to the mission of the University or to commence formal proceedings for
termination or involuntary leave of absence under sections 10 and 14 of the Faculty Tenure policy.

**Annual surveys for post-tenure review implementation:** Annual surveys are administered to report post-tenure review outcomes and provide summary data by each college and coordinate campus. The data from annual surveys are reviewed by the vice provost for faculty and academic affairs, senior vice presidents, the vice president for human resources, other administrators and chancellors, and the Academic Freedom and Tenure Committee of the Faculty Senate. Each year, the report to the Board of Regents is for the academic year prior to the current academic year.

**Outcomes:** Annual review and post-tenure review data from the University’s most recent survey in AY 2008-2009 are similar to the 2007-2008 review. The summary data for annual reviews of tenured faculty are presented in Appendix A. Approximately 92% of tenured faculty received an annual review. This is decreased somewhat from 2007-2008. All but one college reviewed over 95% of its tenured faculty. With the exception of one college, those who did not receive a faculty review (about 2% per college/campus) consisted of those with administrative appointments, faculty on leave, faculty on phased retirement, faculty who have resigned, or faculty who were deceased during the academic year.

Survey results from AY 2008-09 indicate that more than 99% of reviewed faculty successfully met or exceeded the goals and expectations established by their academic unit. Less than one-half percent (4 out of 2,182 tenured faculty who were reviewed) had performance “substantially below the goals and expectations of the unit” as judged by the unit head; a smaller number (3 of the 4) were judged by both the unit head and the elected faculty committee to be “substantially below the goals and expectations of the unit. During AY 2008-09, one faculty member was in the special review phase of post-tenure review.

The outcome data for individual faculty are presented in Appendix B. These outcomes are quite variable depending upon the specific case. One faculty member elected retirement after an unsuccessful completion of a performance improvement plan. Another faculty member is completing a performance improvement plan that continues into early 2011. A third faculty member has entered a phased retirement after failing to meet goals and expectations of the unit. For those faculty who were identified in previous academic years as not meeting goals and expectations, one began a phased retirement and the other has completed the special review process.

**Faculty Development:** Post-tenure review is primarily developmental and supported by institutional resources for professional development or change of professional direction. Resources are available for developmental guidance and support to assist faculty members to enhance their performance and address areas of need. The majority of faculty access a variety of professional development opportunities for research such as sabbaticals and other forms of leave, professional conference participation, workshops, seminars, and fellowships. For the improvement of teaching effectiveness, faculty access the services of the Center for Teaching and Learning. Faculty with performance “substantially below the goals and expectations of the unit” receive a significant investment of time and resources leading to a formal development plan.
that lends itself to improved performance, opportunities for reallocated efforts or career transitions, or sanctions.
Appendix A

Summary Data
Reporting of Post-Tenure Review Outcomes
For AY 2008-2009
University of Minnesota
16 Twin Cities Academic Colleges and 3 Coordinate Campuses

Number of Tenured Faculty 2,361
Number of Annual Reviews of Tenured Faculty 2,182
Percent of Tenured Faculty Reviewed 92%

Number of cases in which the unit head found performance to be “substantially below the goals and expectations in the unit” for post-tenure review (percent cases in parentheses)

4 (0.2%)

Number of cases in which the elected tenured faculty post-tenure review committee found performance to be “substantially below the goals and expectations in the unit” for post-tenure review (percent cases in parentheses)

4 (0.2%)

Number of cases in which both the unit head and the elected tenured faculty post-tenure review committee found performance to be “substantially below the goals and expectations in the unit” for post-tenure review (percent cases in parentheses)

3 (0.14%)
Appendix B

Outcomes for Cases of Two Faculty Identified in Post-Tenure Review as “substantially below the goals and expectations of the unit” during AY 2008-2009

Professor A Was asked to complete a performance improvement plan during 2008-09 but did not complete the plan successfully. The faculty member retired in May, 2010.

Professor B Found to be below goals and expectations for the unit and is in the process of completing a performance improvement plan during AY 2009-10 and part of AY 2010-2011.

Professor C Found to be below goals and expectations for the unit and has entered a phased retirement agreement.

Outcomes for Cases of Faculty Identified in Post-Tenure Review as “substantially below the goals and expectations of the unit” during previous academic years

Professor D Chose phased retirement instead after successfully completing a performance improvement plan in 2006-07. Phase began 7/1/07 and will end 6/30/12.

Professor E Completed the special review process. Case is continuing under Sections 7a and Section 7.7 of the Faculty Tenure policy.
Faculty, Staff, and Student Affairs Committee       October 7, 2010

Agenda Item: Maximizing Opportunities for Student Services in the New Science Teaching & Student Services (STSS) Building

☐ review        ☐ review/action        ☐ action          ☒ discussion

Presenters: Vice President Carol Carrier  
Gerald Rinehart, Vice Provost for Student Affairs  
Laura Coffin Koch, Associate Vice Provost for Undergraduate Education

Purpose:

☐ policy          ☒ background/context        ☐ oversight          ☐ strategic positioning

To provide an overview of the new and innovative student services housed in the Science Teaching and Student Services Building.

Outline of Key Points/Policy Issues:

• Co-locating elements of academic advising, student engagement, and career services in the new STSS building provides a unique opportunity for students to refine and clarify their academic goals and personal interests, plan related co-curricular opportunities, and explore post-graduation options.
• One Stop Student Service’s location at the main entrance off the highly-trafficked Washington Avenue Bridge is a convenient stop for students who need in person assistance with enrollment, financial aid, billing, payment, records, and money management. Counselors offer individual help on a walk-in basis to prospective and current students and their families, as well as to University and industry colleagues.

Background Information:

With the opening of the new STSS facility this fall, the innovative classrooms and interactive learning strategies have rightfully received a good deal of attention. Equally important to student learning and success, however, are the advising, counseling, and other student services available in the new facility.
• The Center for Academic Planning and Exploration (CAPE) is a new approach to serving students who are undecided about their majors and/or who need to develop alternative academic plans because their first choice options are highly competitive.
• The Student Engagement Office provides linkage between academic and career planning by helping develop and promote co-curricular learning and engagement opportunities for students across the University.
• The Career Service Center houses career development and employer relations staff for students in the College of Liberal Arts, the College of Education and Human Development, and for East Bank majors in the College of Design. These offices work collaboratively to provide programming and services for their students, with staff focused on the unique needs of each of their respective student populations.
• Academic Support Resources (ASR) has relocated several key services in the STSS: The East Bank One Stop Student Services; University Veterans Services; and Student Account Assistance. In addition, ASR has developed Helping U, a unique information center to assist and guide visitors to the facility.

The central location of the STSS building, with its beautiful views and comfortable study and social spaces, brings these services directly to the students in one of the highest student traffic areas of the campus.
Innovative Student Services in the Science Teaching and Student Services Building

With the opening of the new Science Teaching and Student Services (STSS) facility this fall, the innovative classrooms and the development of interactive learning strategies have rightfully received a good deal of attention. Equally important to student learning and success, however, are the advising, counseling, and other important student services available in the new facility. The following sections provide an overview of these services and their potential for positively impacting the student experience.

Center for Academic Planning and Exploration (CAPE)

Those involved in designing the new STSS building focused on the potential synergy among the various student service units represented in the building – particularly the advising, career counseling, and student engagement functions. Since the building would be “state-of-the-art” it was also imperative to develop innovative approaches to serving students, particularly those progressing towards graduation, but whom, for one reason or another, have not yet declared a major or have not been accepted into the major of their choice. Building upon the expertise from advising units, career counseling centers, and professionals in student engagement, the planners for CAPE developed an integrated advising, career counseling, and student engagement system for helping students decide upon a major before the end of their second year on campus so they may stay on track to graduate in four years.

Unlike collegiate Academic Advising and Career Services units, CAPE is unique because its services are cross-collegiate, time-intensive, and one-to-one. CAPE coaches are equipped with a breadth of knowledge about most majors across the campus and not focused on the majors of a single college. As a result, CAPE coaches help students navigate the many useful resources at the University of Minnesota and often refer students to other offices to gather information about programs. Coaches and students work together with this new information to develop a personalized Action Plan for exploration.  

The role of CAPE, however, goes beyond that of serving students. CAPE also serves as a “hub” for advising activity across the campus. Because CAPE coaches are advisors or career counselors in colleges and departments outside of CAPE, they take their extensive training back to the colleges to share with their colleagues in their home departments. As CAPE continues to

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1 Sample student survey responses regarding their coaches: “The individual coach was very helpful in discussing my strengths and weaknesses as well as my desires for the future. It was a combination of a career counselor, an academic counselor, and a personal counselor which was very effective.”

“I think that CAPE was EXTREMELY helpful. It was different because instead of feeling like you were told what to do or like it was up to you to do all the work and searching, especially when you really aren't sure where to begin, CAPE gets to the bottom of your main interests and focuses on that as well as incorporating your abilities and your wants, and works WITH you to figure out what will work to help you get where you want to go.”
develop, it will also serve as a center providing campus-wide academic advising workshops, training, and a bi-annual student services retreat.

In developing any new program, it is especially important to ensure there is an effective assessment plan in place. CAPE opened its doors in February 2010, and at the end of the first semester of service, student surveys were administered to help evaluate the experience of students CAPE had served. These students will be followed year-by-year through graduation.2

At the end of the Spring Semester, 41 students successfully had completed their work with CAPE. Here are a few of their stories:

Kylie had reached the 60 credit mark and had to declare a major, but the pre-pharmacy major she was originally pursuing was too academically challenging and needed a lot of time. She took the Strong Interest Inventory and worked a lot with an Action Plan. Kylie ended up transferring colleges from the College of Liberal Arts to the College of Education and Human Development to pursue a Human Resource Development Major.

Sarah was planning on nursing for her degree, however, she wanted to find a Plan B in case she was not accepted into the nursing program. After narrowing down her options for her Plan B, she ended up deciding to transfer colleges to the College of Continuing Education for an Inter-College Program degree with a Health and Wellness theme if she wasn't accepted into the nursing program.

Gregorio was originally a student in the College of Food, Agricultural and Resource Sciences going for a Bio-products and Bio-systems Engineering (BBE) major. Academically he could handle the major, but he was not very enthused about the coursework. Gregorio’s action items helped solidify his interest in geography. In talking through his options, he realized he wasn’t at all passionate about BBE, and he’d rather pursue something he’s interested in than something that sounds good. He will still likely pursue the international agriculture minor, since his family owns an organic farm. Although he is passionate in other majors, including the geographic information systems (GIS) major in CLA. After talking with students about the GIS degree, he ended up deciding to transfer colleges to CLA with a major in GIS.

After working with students for a semester, CAPE staff conducted a small focus group with students who successfully worked with a CAPE coach. The goals of the focus group were to understand (1) how students perceived CAPE, (2) what they thought about the Action Plan and coaching relationship, and (3) what they would have done without CAPE services. Select student responses follow:

2 Overall, student feedback about the CAPE model has been extremely positive. After a first appointment, all students are asked to complete a satisfaction survey. Sample results: “Coming here seems like it will be very beneficial to me. Instantly when I walked in I felt extremely welcomed.” “I am so glad I found CAPE! I have been totally lost for the past 2 years in my search for my major and this is the solution. Thank you!” “This service is very helpful. I have a great CAPE coach who I know is able to help me on this journey.”
“The strongest thing that CAPE has to offer is that it is open to anything. CAPE offered the whole University to me and didn’t close any doors, but my college advisor could only offer the majors in the Social Sciences community.”

“Coaches had lots of generalized information and were not aligned with a particular department, which was nice. I couldn’t go to my advisor because they would want me to stay. It was nice to have a neutral party.”

“CAPE showed me that if you want something, *you* have to be the one to pursue it. I was directed by a slight sense of urgency, which helped. If I didn’t have CAPE, sure I would have had to take responsibility, but I wouldn’t have done it as quick.”

“[Without CAPE], I probably would have stayed with my major in IT, stuck it out, and been unhappy. I maybe would have even switched universities.”

“[Without CAPE], I would have been completely lost. I maybe would have done job shadows in the summer but would have no idea what I wanted. My parents might have demanded that I move back to Eau Claire and switch schools.”

The Future of CAPE

During the next few years, building on the partnerships within the STSS building, CAPE will continue to develop its programs and expand the number of students it serves. Because of the visibility within the new building, the traffic this fall has grown significantly. In order to serve a large cohort of students, the CAPE staff developed a course designed to help students through the decision making process necessary for selecting a major and ultimately, a career. The course has two key components: an on-line module, and a series of one-on-one meetings with a CAPE coach.

The idea for CAPE initially surfaced as part of the University’s Strategic Positioning efforts. Bringing important student services together under a single roof, and using the strengths of those services to increase student satisfaction, retention, and graduation, required collaboration and partnerships across colleges and central administration. During the next few years, as budget challenges continue for the University, maintaining these important collaborations will require additional creativity and commitment.

Office for Student Engagement

Student engagement at the University of Minnesota includes involvement in experiential learning opportunities and, in the context of the University’s Student Development and Learning Outcomes, the intentional planning and reflection regarding these experiences. The Office for Student Engagement on the Twin Cities campus oversees central initiatives that promote and advance student engagement, enhance student retention and graduation, and contribute to the development of life-long learners and global citizens. The office focuses on increasing the
number of students participating in engagement opportunities, expanding the depth and breadth of these opportunities, and intentionally enhancing learning within these contexts.

Key initiatives overseen by the Engagement office include the following:

1. The Student Employment Leadership Program, designed to provide leadership and student development to student employees across campus.
2. A student initiated peer mentor program (Link Up) in conjunction with other collegiate based mentoring programs.
3. The provision of tools (websites, blogs, assessment instruments etc.) and a central location to assist students in finding and reflecting upon engagement opportunities.

Reflecting the collaborative spirit of the units located in STSS, the Office for Student Engagement partners with advisers, career counselors, and students to identify co-curricular opportunities (including internships) which complement student academic and career goals.

Career Service Center

The Career Service Center in STSS houses career development and employer relations staff for students in the College of Liberal Arts, the College of Education and Human Development, and for East Bank majors in the College of Design. These colleges work collaboratively to provide programming and services for their students, with staff focused on the unique needs of each of their respective student populations. The Office for Student Affairs provides administrative oversight to maximize efficiencies and the effective coordination of the Center’s work. In addition, Student Affairs has provided financial support to add two staff to the Center, one providing reception and clerical support, and one assisting in employer relations.

To help students clarify their interests and assist in their academic goal setting and career planning, the Center serves students in a number of formats and venues: individual counseling, group workshops, career events, and credit-bearing coursework. In addition, the Center offers system-wide technological tools to help students explore career options and prepare for the job search, interviewing etc.

- **GOINGGLOBAL** provides career and employment information for 30 countries outside the US, and offers employment information on 41 major cities for international students exploring career options within the U.S. This is a particularly valuable tool as we seek to globalize the University through increased international student enrollments and increased participation in study abroad.
• **INTERVIEWSTREAM** allows students to see and hear themselves online by participating in practice interview sessions via webcam. In addition to their own self-assessment, students can receive immediate feedback from counselors regarding their performance, providing them both realistic understanding of their verbal and non-verbal communication skills and helpful suggestions for improvement. The system is used by students preparing for graduate or professional school admission interviews as well as for job interviews.

• **GoldPASS** is the system-wide web-based job and resume posting service which allows employers to access University students through one contact point, and allows students to search and apply for internship and job opportunities. From August 2009 through September 2010, employers had posted 10,703 opportunities.

One of most transformative elements in the Career Service Center is the state-of-the-art interview suite, featuring ten interview rooms where representatives from corporate and non-profit communities will be hosted on campus and will meet with talented students from these three colleges. The new facility and expansion of interview space (from two rooms previously) is substantially increasing interview activity—by the end of the fall term last year, 33 interview schedules had been hosted; this year, by the end of week two, 33 schedules have already been reserved. Given the current economic environment, this bodes well for our students.

**Academic Support Resources**

The largest of three **One Stop Student Services** centers on campus provides in-person walk-in assistance, as well help by email, phone and on the Web from One Stop administrative offices on the second floor. In addition, One Stop staff share their expertise with students, parents, staff and faculty in workshops, orientations, and presentations held both on and off campus throughout the year.

**Helping U** desk staff greets visitors and provide building-specific and University-wide information in person from staff ready to assist with locating classrooms, offices, conference rooms, scheduled events, and occupants, as well as providing referrals and advice.

**University Veterans Services** offers student veterans assistance in becoming certified and applying for educational benefits, in addition to providing information and referrals to non-educational resources to address housing, medical, employment, family, and transitional needs.

**Student Account Assistance** works with students and alumni who have past due charges on their student accounts. Student can make payments and also get assistance with other account issues.
here. Campus-based student loans are also handled here—Perkins, Health Professions, Nursing
and University Trust Fund loans.

In Conclusion

The central location of the STSS building, with its beautiful views and comfortable furnishings,
brings many important services directly to the students in one of the highest student traffic areas
of the campus. In addition, the unique design of the building creates many nooks and crannies
which allow numerous places for students to study, work together on projects, relax, or chat (in
person or electronically) with friends. Several of the spaces are designed where students can
electronically collaborate on course projects by connecting their individual laptops to a single
monitor. In other spaces, students can solve problems using more traditional methods of
problem solving, large whiteboards and markers.

The student services, the state of the art interactive classrooms, and the engaging study and
gathering spaces promise to make the new Science Teaching and Student Services Building one
of the campus’s most stimulating and vibrant student areas.
Faculty, Staff, and Student Affairs Committee

October 7, 2010

Agenda Item: Committee 2010-11 Workplan Discussion

☐ review    ☐ review/action    ☐ action    ☒ discussion

Presenters: Regent Dean Johnson
Vice President Carol Carrier

Purpose:

☐ policy    ☒ background/context    ☐ oversight    ☐ strategic positioning

An opportunity to discuss future workplan topics for the Faculty, Staff, and Student Affairs Committee.

Outline of Key Points/Policy Issues:

Discuss and identify proposed agenda items for the coming year. The Faculty, Staff, and Student Affairs Committee advises the administration on broad quality of life matters affecting students, faculty, and staff, including health, safety, insurance, retirement and working conditions. This committee also reviews personnel-related issues and policies.

Background Information:

The Board of Regents has determined that standing committees of the Board shall establish a committee workplan for the coming year. Each year the committee engages in a preliminary conversation with the administration in preparation for development and adoption of a formal workplan for the year.
Faculty, Staff & Student Affairs Committee

Board of Regents Faculty, Staff, and Student Affairs Committee Workplan
Tentative Schedule for 2010 - 2011

October 2010

• Post Tenure Review – Tom Sullivan, Arlene Carney
• Maximizing Opportunities for Student Services in the New Science, Teaching and Student Services (STSS) Building – Jerry Rinehart, Laura Coffin Koch
• Work Plan Discussion

November 2010

• PULSE Survey 2010: Measuring Faculty and Staff Satisfaction – Theresa Glomb, Susan Rafferty
• Targeting Communications Strategies for Faculty, Staff, and Students – Karen Himle, Ann Freeman,

December 2010

• Impact of Activities of the Office for Equity and Diversity – Kris Lockhart, Kim Boyd, Ann Phibbs
• International Student Experience – Meredith McQuaid
• Residence Halls, Health Services, Recreation Sports

February 2011

• Student Wellness Initiatives – Gallup grant on thriving and wellness
• Performance Management: Comprehensive Review of Deans – Tom Sullivan; J Kelly
• Trends in Employee Assistance: The Changing Workplace

March 2010

• Coordinate Campus Discussion (To be Determined)
• Creating Communities for Diverse Faculty – Panel Discussion

May 2010

• Promotion and Tenure
• Continuous Appointment
• Faculty Compensation
• Engaging Young Alumni – Phil Esten

June 2010

• UPlan Update
• University Retirement Plans: Trends and Benchmarks
• Threat assessment – preparation/training response plans
Strategies and Key Indicators: Faculty and Staff

**World-Class Faculty and Staff** – Engage exceptional faculty and staff who are innovative, energetic, and dedicated to the highest standards of excellence.

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<th>Strategies</th>
<th>Key Indicators</th>
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<td>Recruit and place talented and diverse faculty and staff to best meet organizational needs</td>
<td>Quality of incoming faculty and staff</td>
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<td>Mentor, develop, and train faculty and staff to optimize performance</td>
<td>Faculty and staff diversity</td>
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<td>Recognize and reward outstanding faculty and staff</td>
<td>Supervisor and departmental support satisfaction</td>
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<td>Engage and retain outstanding faculty and staff</td>
<td>Employee training and development index (in development)</td>
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Faculty, Staff, and Student Affairs Committee  
October 7, 2010

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:

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

• Appointment of Aaron L. Friedman as Vice President for Health Sciences and Dean of the Medical School effective January 3, 2011.

Outline of Key Points/Policy Issues:

• Conferral of tenure

• Appointment of Aaron L. Friedman as Vice President for Health Sciences and Dean of the Medical School effective January 3, 2011.

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.

The attached document outlines faculty who have been hired by departments, and whose colleges have voted to grant tenure upon hire. All files were reviewed by the Provost’s office following departmental and collegiate review.

President’s Recommendation for Action:

The President recommends approval of the Consent Report.
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<th>College or Campus</th>
<th>Department</th>
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<td>College of Food, Agricultural and Natural Resource Sciences</td>
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<td>College of Liberal Arts</td>
<td>Political Science</td>
<td>Associate professor with tenure</td>
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<td>Andrew Karch</td>
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Faculty, Staff, and Student Affairs Committee Consent Report  
October 7, 2010

**Personnel Appointments**

Pending approval by the Board of Regents, Dr. Aaron L. Friedman will be appointed to the position of Vice President for Health Sciences and Dean of the Medical School, effective January 3, 2011.

Dr. Friedman, a Ruben-Bentson Chair and Professor of Pediatrics, is current chair of the Department of Pediatrics at the University of Minnesota Medical School, where he has served since his arrival at the University of Minnesota in 2008. He also holds a number of other appointments at the University, including membership on the University of Minnesota Amplatz Children’s Hospital Philanthropic Board and Executive Committee, on the Board of Directors of the University of Minnesota Physicians, and as chair of the Education Council of the Medical School. Before coming to the University, he was chair of the departments of pediatrics at Brown Medical School in Providence, Rhode Island (2004-2008), and at the University of Wisconsin-Madison (1996-2004). In addition to his role as chair of the Department of Pediatrics, Dr. Friedman is currently the Pediatrician-in-Chief at the University of Minnesota Amplatz Children’s Hospital, a role he previously held at the Hasbro Children's Hospital/Rhode Island Hospital. He serves as a member of the Board of Directors of the American Board of Pediatrics, and has served as chair of the Pediatric Leadership Alliance working group through the American Academy of Pediatrics and as chair of the AAP Committee on Pediatric Workforce. Dr. Friedman’s research and scholarly work have centered on amino acid transport and factors influencing growth in chronic renal failure, and he serves as chair of a steering committee for an NIH-sponsored clinical trial in pediatric nephrology. His background reflects an extensive record of successful administrative experience in large, complex organizations and a broad range of experience in, and knowledge of, the academic health sciences, health professions, health care system, and the healthcare marketplace.

The President recommends the appointment of Dr. Aaron L. Friedman to the position of Vice President for Health Sciences and Dean of the Medical School. The President has the highest confidence in Dr. Friedman’s skills and abilities, and believes that he will work effectively to further refine and advance the mission of the Medical School, the broader health sciences, and the University of Minnesota system.

*submitted by:*

*Robert H. Bruininks*

*President*

*October 7, 2010*
BOARD OF REGENTS  
FACULTY, STAFF, AND STUDENT AFFAIRS COMMITTEE  
October 7, 2010  

ACADEMIC PERSONNEL ACTIONS

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<th>Name</th>
<th>Rank</th>
<th>Unit</th>
<th>Effective Date</th>
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<tr>
<td>Aaron L. Friedman</td>
<td>Vice President for Health Sciences and Dean of the Medical School</td>
<td>Vice President for Health Sciences and Dean of the Medical School</td>
<td>01/03/2011</td>
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Dr. Friedman’s salary for this "A" term, "L" type appointment is set at $425,000.
Faculty, Staff, and Student Affairs Committee  
October 7, 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.

**Personnel**
None

**University Highlights**
The University of Minnesota Women’s Center is celebrating its 50th anniversary this fall. The center was founded in 1960 as the Minnesota Plan for the Continuing Education of Women to address the needs of women who returned to college after having children. It became the first women’s center on a university campus and continues to serve as an example for college women’s centers across the country.

The University of Minnesota Crookston was presented with the Lifetime Achievement Beautification Award by the Crookston Area Chamber of Commerce. The award was given in recognition of the work done by the campus to beautify the community through maintaining the flowers, gardens, and landscaping over the years.

UMD’s Bagley Outdoor Classroom has been awarded LEED Platinum certification, the highest level possible for green building certification. LEED (Leadership in Energy and Environmental Design) certification is a standard for sustainable building design that takes into account energy efficiency, indoor environmental quality, materials used, sustainable site development, and water savings. The Bagley building’s sustainable features include a minimal building footprint, passive solar heat, a solar photovoltaic system, super insulation, and use of recycled and reclaimed building materials. It’s the first building in the U of M system to get the platinum certificate.

*U.S. News and World Report* and *Forbes* have released their fall 2010 rankings, and the University of Minnesota, Morris made the “Best College” list in both publications. In addition, Morris made the Top 100 list of Best Colleges: Most Students Studying Abroad in *U.S. News*.

The Weber Stream Restoration Initiative received the 2010 Environmental Stewardship Award from the Lake Superior Binational Forum. The initiative represents scientists and resource managers from more than 25 groups, coordinated by UMD’s Natural Resources Research Institute, who engage in stream protection and restoration activities in the western arm of Lake Superior. UMD’s Minnesota Sea Grant program and the University of Minnesota Extension Service are also collaborators.
The Goldstein Museum of Design was named Small Museum of the Month for August 2010 by the Small Museum Association.

After a final vote by students, the University of Minnesota Rochester unveiled the Raptor as its school mascot.

For a thirteenth consecutive year, the University of Minnesota, Crookston has been recognized as one of the top four public regional colleges in the Midwest in its category for the 2011 edition of Best Colleges by U.S. News Media Group. Crookston was also named one of the best colleges in the Midwest by The Princeton Review.

*MIS Quarterly* has been ranked as the management journal with the greatest impact factor over five years by Web of Knowledge, an academic database. A journal’s impact factor is defined as the number of times its published research is cited by subsequent articles. *MIS Quarterly* is published by the Management Information Systems Research Center in the Carlson School.

*Minnesota* magazine won the 2010 Circle of Excellence Gold Award from the Council for Advancement and Support of Education for best college and university general interest magazine with a circulation of 30,000 to 75,000. Judges cited *Minnesota*’s “well-thought out and substantive editorial content, especially its strong and varied story selection and willingness to engage with major issues.” The magazine is published quarterly by the Alumni Association.

The University of Minnesota received the 2010 Synergy Award: Program of the Year from the International Collegiate Licensing Association in recognition of successful marketing of the Golden Gopher brand during the inaugural season at TCF stadium.

**Faculty and Staff Activities and Awards**

A photograph of a mayfly, taken by UMM biology professor Tracey Anderson, has been selected as one of the best in the annual photo contest of the North American Benthological Society and American Society for Limnology and Oceanography. It will be included in the organizations’ new calendar as the illustration for the month of June 2011.

Karen Ashe, neurology, received the 2010 Khalid Iqbal Lifetime Achievement Award at the 2010 Alzheimer’s Association International Conference on Alzheimer’s Disease.

Bjoern Bauer, UMD pharmacy program, has been appointed to the Editorial Advisory Board of the *Journal of Pharmacology and Experimental Therapeutics*.

The College of Labor and Employment Lawyers has elected Stephen Befort, law school, to its 2010 Class of Fellows.

Gail Buhl, raptor center, received the Roger Tory Peterson Nature Education Achievement Award from the Roger Tory Peterson Institute of Natural History for her exemplary work in the field of nature education.
Mary Buschette, alumni and constituent relations director in the college of food, agricultural, and natural resource sciences, is the new president of the National Agricultural Alumni Development Association.

Jon Christianson, health policy and management, was appointed to the Advisory Board to the Consumer Operated and Oriented Plan Program. The board will make recommendations to the Department of Health and Human Services on grants and loans to establish nonprofit, member-run health insurers serving the individual and small-group markets.

Kari Ekenstedt, veterinary clinical sciences, won first place in the recent Young Investigator Award competition sponsored by the American Veterinary Medical Association and American Veterinary Medical Foundation.

Kathleen Fagerlund, nurse anesthesia program, received the Program Director of the Year award from the American Association of Nurse Anesthetists. The award is presented to a certified registered nurse anesthetist who has made significant contributions to the educational process of student nurse anesthetists.

Simone French, epidemiology, was named a fellow of the International Society of Behavioral Nutrition and Physical Activity. She is just one of seven current fellows for the society, which has an international presence of nearly 400 members.

Eva Furrow, veterinary clinical sciences, won an abstract presentation award in the neurology category at the American College of Veterinary Internal Medicine Forum for her presentation, “Atypical Collapse in Exercising Labrador Retrievers Unaffected by the Dynamin-1 Mutation.”

Robert Goldstein, finance, and Fan Yang, PhD candidate in finance, along with Pierre Collin Dufresne of Columbia University, were honored with the CME Group Award for Best Paper on Derivative Markets at the 2010 Western Finance Association Meetings. Their paper, “On the Relative Pricing of Long Maturity SP500 Index Options and CDX Tranches,” discussed the proper way to calibrate firm level dynamics.

Larry Jacobson, bioproducts and biosystems engineering, received the 2010 Henry Giese Structures and Environment Award from the American Society of Agricultural and Biological Engineers. He was honored for his achievements as a teacher and extension engineer in agricultural structures, livestock housing, and related environmental quality impacts.

Mary Jo Kane, kinesiology, has joined an advisory panel that will guide ESPN on its future coverage of women’s sports and women athletes as it launches a new business and digital platform called espnW (ESPN women).

Katie Koecher, food science and nutrition, has been appointed to the Saint Paul-Ramsey County Food and Nutrition Commission.

Charlie Lakin, institute on community integration, will receive The Arc’s Research Matters! Award at the organization's 60th Anniversary Convention. He is being recognized for over four decades of experience in services to individuals with intellectual and developmental disabilities.
Bernard Levinson, classical and near eastern studies, has been elected a Fellow of the American Academy for Jewish Research, the oldest professional organization of Judaica scholars in North America. Fellows constitute the most distinguished and most senior scholars teaching Judaic studies at American universities. Levinson specializes in biblical and cuneiform law; Deuteronomy and the history of interpretation; and literary approaches to biblical studies.

Jennifer Lund, UMM campus police department, is this year’s recipient of the Outstanding Ally Award by the Minnesota Coalition Against Sexual Assault. The annual award recognizes the outstanding achievements of an individual addressing sexual violence issues.

Bonnie Marten, office of human resources, won the Best Campaign Coordinator Award from Community Health Charities Minnesota for her work on the U of M’s 2009 Community Fund Drive. The University also won the award for Largest Local Campaign, selected from among nearly 200 partnering organizations, for having raised $142,720 for Community Health Charities.

Pat McGovern, environmental health sciences, was appointed to the Minnesota Department of Health’s Environmental Health Tracking and Biomonitoring Advisory Panel. The panel makes recommendations to the commissioner of health and the legislature on the study of specific chronic diseases, environmental health exposures, chemicals, and related issues.

Robert McMaster, vice provost and dean of undergraduate education and professor of geography, has been named Educator of the Year by the University Consortium for Geographic Information Science (GIS).

Chris Nachtsheim, operations and management science, and co-author Brad Jones of SAS Institute, received the 2010 Lloyd S. Nelson Award from the Journal of Quality Technology, for their paper “Split-Plot Designs: What?, Why? And How?”

Gary Olmstead, environmental health sciences, was named an American Industrial Hygiene Association 2010 Fellow Award winner. Fellows are recognized for achievement in the field of industrial hygiene, through research, leadership, publications, education, or service.

Governor Tim Pawlenty has appointed Stephen Parente, finance, to a new task force on health care reform which will study how Minnesota will implement the federal health care bill.

John Pastor, UMD professor of biology, has been awarded an Honorary Doctorate from the Swedish University of Agricultural Sciences in Uppsala, Sweden, in recognition of his exceptional work in the field of forest sciences and his expertise in the study of boreal forests.

The American Marketing Association Entrepreneurial Marketing Special Interest Group has selected an article by Harry J. Sapienza, strategic management and organization, for the 2010 Gerry Hills Best Paper Award. Co-authors on the paper, entitled “Social Capital, Knowledge Acquisition, and Knowledge Exploitation in Young Technology-Based Firms,” were Erkko Autio and Helena Yli-Renko. The award is presented annually to author(s) who have made a significant impact on entrepreneurial marketing research.
Debbie Sisson, UMD pharmacy program, has been invited to serve as a member of the American Society of Health-System Pharmacists Section Advisory Group on Small and Rural Hospitals.

Susan Staats, postsecondary teaching and learning, received the Cynthia Peterson Article of the Year award presented by the *Journal of College Reading and Learning* for her article “Context in an interdisciplinary algebra writing assignment.” The article was co-authored by Chris Batteen, a graduate student in linguistics.

Meaghan Stein, college of biological sciences student services, has been appointed to serve as the 2010 Minnesota College Personnel Association conference chair.

Raj Suryanarayanan, pharmaceutics, won the 2010 American Association of Pharmaceutical Scientists Outstanding Educator Award. The award recognizes excellence in education in the technologies related to pharmaceuticals.

Craig Taylor, director of business and community economic development (BCED), received the *Minneapolis/St. Paul Business Journal*/Minnesota Minority Supplier Development Council Advocate of the Year award. Sharon Banks, construction project manager for BCED, was also recognized as one of 10 Minority Business Awards Corporate Executives.

Kay Herting Wahl, educational psychology, was named 2010 Counselor Educator of the Year by the American School Counselor Association.

Kendall B. Wallace, biochemistry and molecular biology at UMD, has been appointed to the Medical Expert Panel of the National Vaccine Injury Compensation Program of the U.S. Department of Health and Human Services. Wallace was selected as a medical expert for mitochondrial disorders and metabolic disease. Among the issues that he expects to face are cases involving the role vaccines might play in autism and other childhood diseases.

Douglas Wholey, health policy and management, received the Article-of-the-Year Award from AcademyHealth’s Public Health Systems Research Interest Group for his article, “Public Health Systems: A Social Networks Perspective.”

Cindy Wolf, veterinary population medicine, has been nominated to the Secretary of Agriculture’s Advisory Committee on Animal Health by the American Sheep Industry Association. The committee advises the secretary on means to prevent, conduct surveillance, monitor, control, or eradicate animal diseases of national importance while considering public health, conservation of natural resources, and the stability of livestock economies.

Marcia Worley, UMD pharmacy program, has been elected chair elect of the Economics, Social and Administrative Science Section of the American Pharmacists Association.

Viktor Zhdankin, department of chemistry and biochemistry at UMD, received the American Chemical Society’s Award for Creative Research and Applications of Iodine Chemistry.
Student Activities and Awards
Third-year law school student Kate Kalanick took first place in the National Association of Women Lawyers Selma Moidel Smith Law Student Writing Competition for 2010. Her winning entry was entitled “Thirty Years of Labor Pains: How the Supreme Court Failed to Protect Working Women in *AT&T v. Hulteen* by Allowing Pregnancy Discrimination to Continue Into the 21st Century.” The annual writing competition was created to encourage and reward student writing on issues concerning women’s rights or the status of women in the law.

Apparel Design seniors, Carol Lee (first place), Leslie Randall (second place), and Hilary Hubanks (third place), took the top student awards in Fashion’s Night Out 2010 Fashion Sketch Contest sponsored by Neiman Marcus and MNFashion.

Katie Miron, a sophomore in the college of food, agricultural, and natural resource sciences, was crowned Princess Kay of the Milky Way and will serve as this year’s goodwill ambassador for Minnesota’s dairy farmers.

Graduate student Jeremy Moore was named the 2010 EDC Best Student in Esri’s Development Center (EDC) program for his outstanding achievements in GIS (Geographic Information Science) technology.

The University of Illinois Graduate School of Library and Information Science presented their Alumni Leadership Award to Jessica E. Moyer, U of M Ph.D. candidate in literacy education. The award is given to an alumnus who has graduated in the past ten years and who has shown leadership in the field of library and information science.

Apparel design undergraduate Shannon Smith won the Project OR (Outdoor Retailer) Summer Market design competition with her design for a fashionable jacket suitable for biking. Contestants were asked to produce an original, innovative, and functional prototype garment for the outdoor industry using performance and eco-friendly materials.

Mechanical engineering senior Stephanie N. Zastrow is one of only five students nationally named as a 2010 Laureate by Tau Beta Pi, the world’s largest engineering society. The laureate program is Tau Beta Pi’s highest honor recognizing gifted engineering students who have excelled in areas beyond their technical majors. Zastrow, who was cited for her achievements in figure skating, is the first U of M student to receive this award since its inception in 1982.

The University of Minnesota Solar Vehicle Project team, driving Centaurus II, finished second overall and took home two additional awards in the 2010 American Solar Challenge, a seven-day, 1,100-mile race from Tulsa, Oklahoma, to Chicago, Illinois. The team, made up of students from the Twin Cities’ college of science and engineering, was one of 17 teams from the United States, Canada, Germany and Taiwan competing in designing, building, and driving a car completely powered by the sun. The University of Minnesota won the sportsmanship award for the third consecutive time, as well as the electrical excellence award for the car’s reliable and well-designed electrical and electronic system.