AGENDA

1. Collective Bargaining Agreement with Law Enforcement Labor Service (Police Officers Unit 1) - Review/Action - C. Carrier/P. Dion (pp. 2-4)

2. Best Practices in Performance Management - T. Ames/M. Berthelsen/M. Mitchell (pp. 5-10)


4. Consent Report - Review/Action - C. Carrier (p. 12)

5. Information Items - C. Carrier (pp. 13-18)
Faculty, Staff, and Student Affairs Committee  February 11, 2010

Agenda Item: Collective Bargaining Agreement with Law Enforcement Labor Services, Inc. (Police Officers, Unit 1)

☐ review  ☒ review/action  ☐ action  ☐ discussion

Presenters: Vice President Carol Carrier  
Patti Dion, Director of Employee Relations

Purpose:
☐ policy  ☐ background/context  ☒ oversight  ☐ strategic positioning

Recommend approval of the collective bargaining agreement between the University of Minnesota and Law Enforcement Labor Services, Incorporated, Unit 1.

Outline of Key Points/Policy Issues:

This contract will provide the terms and conditions of employment for employees between the date of signing and December 31, 2011. A summary of the contract, the members covered, and the associated financial impacts is attached.

Background Information:

Negotiations on this contract began in November of 2009, and concluded with a tentative agreement on January 20, 2010. The Union’s contract ratification process was completed on January 31, 2010. Board approval is required before the contract can be implemented.

President’s Recommendation for Action:

The President recommends that the Board approve the collective bargaining agreement between the University of Minnesota and Law Enforcement Labor Services, Inc.
REGENTS OF THE UNIVERSITY OF MINNESOTA

RESOLUTION RELATED TO

THE PROPOSED LABOR AGREEMENT WITH

LAW ENFORCEMENT LABOR SERVICES EMPLOYEES.

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

WHEREAS, Law Enforcement Labor Services members have ratified acceptance of this agreement; and

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

NOW, THEREFORE, BE IT RESOLVED that on the recommendation of the President, the Board of Regents approves this labor agreement as outlined in the docket for February 11, 2010.
This unit is composed of police officers and sergeants. The total number of employees in this unit is approximately 57.

**ECONOMIC HIGHLIGHTS**

**During the 2010 calendar the following salary adjustments will be made:**

All salary ranges will be frozen. Four employees hired at the start step will progress to the 12 month step no other salary step progression will occur for any other employees.

Effective June 1, 2010 the salary structure will be modified by eliminating the start step.

**During the 2011 calendar year, the following salary adjustments will be made:**

Employees in all classifications shall receive a 1% salary range adjustment effective January 1, 2011.

No salary progression steps will occur.

**BASE ANNUAL PAYROLL**

$3,725,077

**RECURRING COSTS 2007-2009**

<table>
<thead>
<tr>
<th>Cost Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base salary adjustments</td>
<td>$37,250</td>
</tr>
<tr>
<td>Progression steps</td>
<td>$37,250</td>
</tr>
</tbody>
</table>

**TOTAL RECURRING COST**

$74,500

**NON-ECONOMIC HIGHLIGHTS**

Established two pilot projects at UMD. One project establishes an opportunity for police officers to exercise a second bid for vacations after each officer has had an initial opportunity to bid on vacations. The second pilot project permits police officers to bid on rotating shift schedules in which the police officer will be scheduled on a particular shift for four consecutive months where in the past their rotation on a shift was for only one month.
Faculty, Staff, and Student Affairs Committee        February 11, 2010

Agenda Item:  Best Practices in Performance Management

☐ review        ☐ review/action        ☐ action        ☒ discussion

Presenters:  Trevor Ames, Dean, College of Veterinary Medicine  
             Mike Bertelson, Associate Vice President, Facilities Management  
             Mel Mitchell, Director, Organizational Effectiveness

Purpose:

☐ policy        ☒ background/context        ☐ oversight        ☐ strategic positioning

Board of Regents Policy: Employee Performance Evaluation and Development states, “University leaders, responsible administrators, and supervisors shall conduct performance reviews for purposes of evaluation and development. The University expects ongoing evaluation of employee performance, with regularly conducted and documented reviews of all employees administered according to applicable administrative policies, rules, and collective bargaining agreements.”

This presentation will focus on best practices in performance management from an administrative unit and from college.

Outline of Key Points/Policy Issues:

Within the University framework of talent management, and the Board and administrative policies, there is latitude given to particular units to develop a performance management system that meets their local needs. As units work to establish and refine these programs, it is important to share the best practices and successful programs utilized across the university.

Background Information:

In September 2008, the Faculty, Staff, and Student Affairs committee heard a presentation entitled Strategic Talent Management Systems: Supporting Exceptional Leaders throughout the University. This presentation will highlight aspects of the performance management and evaluation section of the talent management model.
Performance Management at the U
Pursuing a Comprehensive Model of Performance Management to Enhance Productivity and Employee Well Being

As part of a more systematic approach to talent management, the University is taking steps to strengthen its methods of managing employee performance for several reasons. The current Regents policy states that “University leaders, responsible administrators, and supervisors shall be accountable for implementing a performance evaluation process that is consistent in treatment of employees, provides for accurate performance reviews and encourages open communication.”

Although this policy sets out clear expectations for performance management, there are many examples in the university where the quality and consequences of these reviews could be improved. Employees who understand what is expected of them, and who receive regular feedback regarding their performance, are more satisfied with their organization. Identifying internal candidates who can move into other roles within the organization requires knowledge of their performance strengths and deficits. Our success in recognizing and rewarding faculty and staff for their productivity and university citizenship results in employees who feel valued. This leads to retention and engagement, which makes sense from a financial perspective as well as from a human capital perspective.

A comprehensive approach to Performance Management is the goal. The University promulgates a comprehensive model of performance management that includes the component of the annual performance appraisal but which is explicit about other key components that are equally important. The model (described in narrative below and graphically in the attached Appendix A) contains the following five elements:

**Performance Planning** - This is where performance management begins. Here, supervisors discuss with employees what they should be doing and how they need to do it, while ensuring alignment with the mission of the college or unit and the University as a whole.

**Performance Standards** – The goal is to provide employees with specific performance expectations for their major job duties. According to research done by the Corporate Leadership Council, the single most powerful driver of performance within a performance management process comes from employees having a clear understanding of performance standards. In their research, the Gallup organization has concluded that this same clarity of expectations is one of the main elements contributing to employee satisfaction.

**Coaching** - This component is comprised of a set of skills that managers use to help employees move along the continuum of performance in a positive direction.
**Feedback** - This is an important foundational skill for all managers. Employees should not have to wait until their annual performance review to be told how they are doing. Employees should be given feedback on an on-going basis, so they know what they need to strengthen and can develop in those areas. They also need to know what they are doing well, so they can continue to do it.

**Performance Reviews** - These provide a kind of “rear view mirror,” look at the cumulative performance over a year, and help the employee understand how well they have completed their work, met performance standards, or achieved annual goals/objectives. The review is often used to determine merit increases.

**Benefits of Performance Management accrue to individual employees, their units, and to the institution as a whole.** The following are seen as benefits of an effective performance management system.

- Helps improve productivity and quality
- Fosters communication between supervisors and direct reports
- Increases skill development of staff and faculty
- Helps identify training issues
- Helps identify strong performers for promotional opportunities
- Helps link performance to compensation (when appropriate)
- Cultivates a change in perspective from activities to results
- Depersonalizes issues; supervisors focus on behaviors and results, not personalities
- Helps ensure equitable treatment of staff and faculty because performance reviews are based on results
- Increases employee satisfaction and engagement

**Executing unit-based performance management is critical.** As today’s panel on performance management will demonstrate, deans and other senior leaders of units must be accountable for ensuring that their respective units have effective performance management systems in place. An important aspect of the performance of our leaders is the degree to which they have put in place people and systems to ensure this outcome.

**Preparing leaders, supervisors, and managers to implement comprehensive performance management models is paramount.** Education and training of key personnel are in place to help facilitate the widespread use of effective performance management systems at the unit level. All supervisors are required to participate in training that prepares them to understand the reasons why performance management is linked to productivity and to employee commitment. During Core training, supervisors and managers actually learn how to manage performance and practice the necessary skills. Sessions for department chairs and heads and orientation for new deans on their responsibilities are among the various ways that the messages regarding
performance management are conveyed. In addition, the community of Human Resource Professionals who serve our colleges, campuses, and administrative units has devoted itself to better understanding and advising unit leaders on the best practices for performance management within their own units. Joining the global Corporate Leadership Council has been one important action that assists the Human Resources leaders in having the latest research and practice information available to inform our own practices.

The panel presentation will show results from this partnership between key unit leaders and their Human Resources leaders.

**Monitoring the execution of performance management is done in several ways.** Many units and colleges have guidelines in place that require managers and supervisors to conduct annual performance reviews, at a minimum. Others emphasize the need for on-going performance communication and discussions between supervisors and employees. The PULSE Survey is one tool used to assess employee satisfaction with the performance management systems in place within their units.

**Linking performance to the compensation system.** Pay is linked to performance for the majority of our employees. A merit system is in place for faculty, P&A and many civil service employees. Special ongoing programs, with financial awards, are also used extensively to reward outstanding performance in select areas, such as teaching, advising, or service. An examination of annual recurring salary increases each year is conducted by Institutional Research to determine how college, campus, and business units distribute pay increase funds. These reports are monitored by the senior administration.

**Conducting selected, more comprehensive approaches to performance management for major administrators.** More comprehensive reviews or evaluations are conducted on administrators. Deans, for example, go through a periodic, comprehensive review every three years. These reviews provide the opportunity for a longer-term examination of a dean’s performance across all of his or her areas of accountability, including people management, and typically are followed up with coaching and/or opportunities to further develop existing strengths as well as to address areas of deficiency that need strengthening.

In recent years, critics of performance management (for example, T. Coens and M. Jenkins’ book Abolishing Performance Appraisals) argue that performance management is flawed within most organizations. They charge that reviews rarely change behaviors, but cause serious morale problems among employees. They assert that reviews are viewed with cynicism by most employees, and that managers themselves view performance management as little more than simply “filling out the paperwork required by HR.”
Most of the criticism, however, focuses mainly on the annual review/appraisal component of performance management. There is very little criticism that can be leveled at setting clear expectations or coaching for improvement. In many cases, this criticism is not about the philosophy or the systems, processes, or tools employed in performance management, but is instead about how those things are practiced by individual managers and supervisors. This, of course, speaks to the need of having robust training and consulting programs in place.

An important part of raising the bar with respect to accurate and meaningful performance feedback is to learn from those who are doing it well. By highlighting the systems and practices in place in these areas of the university, we can continue to learn and to share best practices and successes with other units across the university.
Each employee’s assigned work is aligned with the University’s mission and vision.

University Mission & Goals

College/Unit Mission & Goals

Performance Planning
Dialogue between a supervisor and employee to establish clear and specific annual performance goals at the beginning of the performance cycle. These annual performance goals help the college/unit achieve its mission.

Performance Standards
Are the behavioral descriptions of different levels of an employee’s performance. This information provides the foundation for measuring performance.

ANNUAL PERFORMANCE REVIEW
Summative two-way discussion and written documentation focusing on employee performance:
- areas of excellence
- goals for improvement and development needs

Feedback

COACHING
Coaching is ongoing two-way communication between two individuals. There are two types of coaching:
- Performance Coaching
- Development Coaching

Office of Human Resources
Faculty, Staff, and Student Affairs Committee February 11, 2010

Agenda Item: Preparing Graduates for the World of Work

☐ review  ☑ review/action  ☐ action  ☑ discussion

Presenters: Gerald Rinehart, Vice Provost, Student Affairs
Laurie McLaughlin, Director, Central Housing
Bob Ruekert, Associate Dean, Carlson School of Management

Purpose:

☐ policy  ☑ background/context  ☐ oversight  ☐ strategic positioning

In addition to providing a well rounded and challenging education for our students, the graduates of the University of Minnesota will be the next generation to make up and lead our work force. It is necessary that we have the structures and systems in place to ensure that we are graduating students who are well prepared to succeed in the positions and careers they seek.

Outline of Key Points/Policy Issues:

How is the University organized to support student preparation for the world of work?
What goes into creating a highly effective career support program?
How do we know what the employment community expects of our graduates?
What are key current issues or trends the University and our students need to be aware of in considering life after graduation?

Background Information:

In our July and September discussions of the annual workplan, committee members expressed an interest in learning more about how the university assures that our graduates are properly prepared for the transition from student to employee.
Faculty, Staff, and Student Affairs Committee  February 11, 2010

**Agenda Item:** Consent Report

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

**Presenters:** Vice President Carol Carrier

**Purpose:**

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

To seek approval of senior administrative appointments and institutional appointments to other boards, agencies, or organizations as required by Board of Regents Policy: Reservation and Delegation of Authority.

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

No Consent Report is anticipated this month for the Faculty, Staff, and Student Affairs Committee.

**Background Information:**

Board of Regents Policy: *Board Operations and Agenda Guidelines* calls for items, such as senior administrative appointments, bargaining unit contract approvals, and appointments of certain trustees and board members, to be brought before the Faculty, Staff, and Student Affairs Committee for action.
Faculty, Staff, and Student Affairs Committee          February 11, 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 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**

HGA Architects and Engineers has won an American Institute of Architects Honor Award for Architecture for the design of the Biomass Research and Demonstration Facility at the University of Minnesota, Morris. “Because this is both an energy plant and a demonstration facility in renewable-energy resources, we created an architecture of transparency, in which much of the mechanical infrastructure is visible through metal screening and wood slats,” noted project designer Steven Dwyer of HGA. “The facility will meet approximately 80 percent of the campus demand for heat, using up to 9,000 tons of corn stover each year for fuel.”

The Institute of Technology will change its name to the College of Science and Engineering effective July 1, 2010. The new name is intended to more clearly describe the unique combination of science and engineering disciplines to prospective students and research-granting agencies.

According to a recently released report from the National Science Foundation, the University of Minnesota recorded $683 million in research and development expenditures in 2008, a 9.5 percent increase over 2007. The increase is the largest percentage gain of the top 20 research institutions.

The American Dental Education Association Gies Foundation will honor the University of Minnesota School of Dentistry with its Award for Vision in recognition of the dental school’s role in advancing new standards for initial licensure of its dental graduates. In March, the School of Dentistry will offer its 2010 graduates the opportunity to take the National Dental Examining Board of Canada’s non-patient based licensure exam. The decision positions Minnesota as the first in the U.S. to move beyond reliance on examinations that require applicants for licensure to perform procedures on live patients. The change has the potential to influence the way dentists are licensed to practice throughout the U.S.
Faculty and Staff Activities and Awards
Jasjit Ahluwalia, Medical School, has been awarded the 2010 Cullen Award from the American Society of Preventive Oncology. The award recognizes distinguished achievement in national tobacco control efforts through research, program development, and public policy initiatives, as well as leadership in fostering collaboration among the wide network of scientists, health care professionals, and public health advocates involved in the fight against tobacco and tobacco-related disease.

Eray Aydil, chemical engineering and materials science, was awarded the 2009 Plasma Prize of the American Vacuum Society Plasma Science and Technology Division. Aydil received the award for his pioneering work on the characterization of plasma species and their energy distributions in plasma assisted deposition and etching of materials.

Ronald Caple, UMD professor emeritus of chemistry, was awarded the St. Olaf College 2009 Alumni Achievement Award.

The Republic of Austria has awarded Gary Cohen, professor of history and director of the Center for Austrian Studies, its Medal of Honor for Science and Art, First Class (Österreichische Ehrenkreuz fuer Wissenschaft und Kunst, Erste Klasse).

Architecture professor William Conway’s firm, Conway+Schulte Architects, has received a 2010 American Institute of Architecture Honor Award for Regional and Urban Design for its work on the MacArthur Park district master plan in Little Rock, Arkansas. Conway served as the principal in charge on the project.

Gordon Davis, emeritus professor of management and information systems, was selected as the Fellow of INFORMS Information Systems Society.

Dean and School of Nursing professor Connie Delaney was selected as the 2009 recipient of the American Medical Informatics Association Virginia K. Saba Informatics Award in recognition of her distinguished career using informatics to transform patient care. She is the first Fellow in the American College of Medical Informatics to serve as a dean of nursing.

A proposal by literacy researchers from the department of curriculum and instruction was selected as an award winner for the National Reading Conference’s 2009 annual program. Research team members are Deborah Dillon, David O’Brien, and Cassandra Scharber (faculty) and Brad Biggs, Catherine Kelly, and Megan Mahowald (graduate students/instructors).

Chris Douglas, chemistry, was chosen as a Journal Awardee for 2010 by the Synlett and Synthesis publications. Awards indicate promising young professors at the beginning of their career.

Nancy Ehlke, agronomy and plant genetics, has been recognized as an Honorary Premier Seed Grower by the Minnesota Crop Improvement Association.
Haim Einat, UMD pharmacy program, has been named associate editor of Frontiers in Psychopharmacology, a new journal and publishing platform that uses open discussion among editors, reviews, and authors to develop better manuscripts.

John Erwin, horticulture science, recently was elected president of the Minneapolis Park Board.

Chuck Habstritt, agriculture/natural resources, who retired in December from the U of M, Crookston, received the Minnesota Crop Improvement Association's Achievement in Crop Improvement Award in recognition of his life-long career in the field.

Three University of Minnesota professors are among 531 individuals to be named Fellows to the American Association for the Advancement of Science (AAAS): Marc Hillmyer, chemistry, for outstanding contributions to the field of biorenewable polymers; David Norris, chemical engineering and materials science, for distinguished contributions to the field of semiconducting nanocrystals and photonic crystals; and Carol Windels, plant pathology, for definitive research on ecology of soil borne plant pathogens on field crops and integrated control of diseases, and for national professional leadership. Election as a fellow is an honor bestowed upon AAAS members by their peers.

Wei-Shou Hu, chemical engineering and materials science, recently received two prestigious awards from the American Institute of Chemical Engineers. He received the Food, Pharmaceutical, and Bioengineering Division Award for his groundbreaking contributions in cell-culture engineering, genomics, liver-tissue engineering, and metabolic engineering. He was also presented with the Society for Biological Engineering Award for Excellence and Service for his work in founding the Consortium of CHO Cell Genomics.

Mike Kilgore, forest resources, received a Conservation Minnesota Leadership Award for his work as chair of the Lessard-Sams Outdoor Heritage Council, a Minnesota Legislature advisory body.

David Kohlstedt, geology and geophysics, has been elected a Fellow of the Geological Society of London, the oldest national geological society in the world.

Robert Lysak, physics, has been appointed senior editor of the Journal of Geophysical Research in Space Physics for the American Geophysical Union, the leading publication in its field.

Tom McRoberts, former director of continuing education and regional programs at University of Minnesota, Morris, has been recognized by United States Representative Collin C. Peterson in the Congressional Record, the official record of the U.S. Congress. In his statement, Peterson congratulated McRoberts on his retirement and noted his service to the Morris community, saying that McRoberts achieved “a legacy of accomplishments that will pay dividends for generations to come.”
Christine Mueller, nursing, was selected as the 2009-10 chair of the Expert Panel on Aging for the American Academy of Nursing. Margaret Moss, nursing, was selected as one of two co-chairs of the panel.

William Robiner, medical school, recently began a two-year term as president of the Association of Psychologists in Academic Health Centers.

Elizabeth R. Seaquist, medical school, has been elected to the American Diabetes Association Board of Directors for a three-year term.

Larry Smith, Northwest Research and Outreach Center, received the Sugarbeet Distinguished Service Award for 2009 from the Sugarbeet Research & Education Board for his significant contributions to the success of the sugarbeet industry in Minnesota and North Dakota.

UMD pharmacy professors Timothy P. Stratton and Marcia Worley received the American Society of Health-System Pharmacists (ASHP) Research and Education Foundation’s 2009 Award for Innovation in Pharmacy Practice. The award is one of five that are awarded annually as part of the ASHP Foundation’s Literature Awards Program. Award recipients exemplify excellence in research and writing that foster improvements in the medication-use process, pioneer new uses of technology and pharmacy personnel, and promote the pharmacist’s role in patient care.

Loren Terveen, computer science and engineering, has been selected as a Distinguished Member of the Association of Computing Machinery. Terveen is one of 58 Distinguished Scientists selected for 2009.

David Treuer, English, was named by Diverse Magazine as one of its “Emerging Scholars” for 2010. Twelve scholars from around the country were selected for their research, educational background, publishing record, teaching record, competitiveness of field of study, and uniqueness of field of study. Diverse is the most widely read magazine in the nation on issues about and affecting under-represented groups in higher education.

Donald Truhlar, chemistry, was awarded an honorary degree from the Technical University of Lodz, Poland.

Renata Wentzcovitch, chemical engineering and materials science, was elected as a fellow of the Mineralogical Society of America.

**Student Activities and Awards**
UMD sophomore industrial engineering student Courtney Basara was crowned Miss Minnesota USA November 29 and will compete for the national title in April.

Jeanette Blalock-Davis, UMM class of 2011, was a finalist in The Nation’s annual student essay contest. Her essay, “The New Okies: Brain Drain in Class of ‘09” was published at TheNation.com in November 2009.
Four Cougar soccer players have been named to the Scholar-Athlete Teams by the National Soccer Coaches Association of America: Maddy Gerbert, a senior with a double major in biology and psychology; Jeff Lind, junior physics major; Amber O’Connor, junior biology major; and Patrick O’Connor, a senior with a double major in math and statistics. In addition, the Cougar Women’s team earned the College Team Academic Award. The award was based on the year from fall 2008 through spring 2009, during which the women’s soccer team posted a 3.21 grade point average. It’s the 11th time the Cougar women’s soccer team has earned the award.

PhD student Exequiel Hernandez, strategic management and organization, won both the best PhD Student Paper and the Best Practical Implications Paper awards at the recent Strategic Management Society annual conference and also was one of ten finalists for the overall Best Paper award.

Valeria Silva, doctoral candidate in education administration, was named superintendent of St. Paul Public Schools.

The Graduate and Professional Student Assembly (GAPSA), which represents 25,000 graduate and professional students at the University of Minnesota, was named Organization of the Year at the National Association of Graduate-Professional Students conference. GAPSA is the largest graduate governance structure in the nation and has helped shape best practices for other student organizations across the country.

A team of Institute of Technology students were awarded a Gold Medal at the 2009 International Genetically Engineered Machines competition for their work on SynBioSS, a software tool that assists in designing and constructing synthetic biological systems.