UNIVERSITY OF MINNESOTA
BOARD OF REGENTS
Faculty, Staff and Student Affairs Committee
Thursday, December 10, 2009
8:15 – 10:15 a.m.
600 McNamara Alumni Center, West Committee Room

Committee Members
Dean Johnson, Chair
Dallas Bohnsack, Vice Chair
Anthony Baraga
Linda Cohen
David Larson
Maureen Ramirez

Student Representatives
Sarah Shook
Lauren Snively

AGENDA

1. Faculty & Staff Recruitment: Challenges & Opportunities – Coordinate Campuses - R. Jones/C. Casey/J. Johnson/S. Lehmkuhle/K. Martin (pp. 2-7)

2. Equity & Diversity: Pathways to Success – N. Barceló/R. Hall/P. Troup (pp. 8-11)

3. Consent Report - Review/Action - C. Carrier (pp. 13-17)

4. Information Items - C. Carrier (pp. 18-32)
Faculty, Staff, and Student Affairs Committee

December 10, 2009

Agenda Item: Faculty & Staff Recruitment: Challenges & Opportunities - Coordinate Campuses

☐ review  ☑ review/action  ☐ action  ☑ discussion

Presenters: Senior Vice President Robert Jones
Chancellor Charles Casey
Chancellor Jacqueline Johnson
Chancellor Stephen Lehmkuhle
Chancellor Kathryn Martin

Purpose:

☐ policy  ☑ background/context  ☐ oversight  ☐ strategic positioning

One of the pillars of strategic positioning is to “recruit, mentor, reward, and retain world class faculty and staff who are innovative, energetic, and dedicated to the highest standards of excellence.” Each of our campuses has unique attractions and challenges in the recruitment of world class faculty and staff, and this panel discussion will provide an opportunity to outline the approaches taken at each of the coordinate campuses to meet this strategic challenge.

Outline of Key Points/Policy Issues:

How do the chancellors engage all categories of employees with the mission of their institutions?

For campuses located in smaller metropolitan areas, how do we attract a diverse pool of candidates when the geographic area from which we typically draw our employees is not very diverse?

Background Information:

In October 2006, the Board endorsed the Human Resources Guiding Principles, which included, “Recruit, engage, and retain talented, diverse faculty and staff who contribute to and support the mission of a top ranked public research university.” This panel will provide information on the approaches each of the campuses have pursued in addressing the challenges of recruiting and retaining faculty and staff.
Faculty and Staff Recruitment: Challenges & Opportunities – Coordinate Campuses

Exceptional Faculty and Staff

Recruit, mentor, reward and retain world class faculty and staff who are innovative, energetic, and dedicated to the highest standards of excellence.

Recruitment of world class faculty and staff is one of the four pillars supporting our strategic positioning framework for the University of Minnesota that underscores the critical importance we place on the successful recruitment of top talent. As further acknowledgement of the high value we place on this activity, the Board of Regents has featured this recruitment, engagement, and retention as the first of the eight Human Resources Guiding Principles that were adopted in October of 2006:

Recruit, engage, and retain talented, diverse faculty and staff who contribute to and support the mission of a top ranked public research university.

While successful recruitment of top talent is always a focus of our plans for achieving our strategic goals, the challenges of our current financial reality and the aging of our work force mean that our ability to attract and retain top talent is more important than ever. While the economy has resulted in job loss for many individuals, it has also caused more apprehension among those who continue to be employed. Talented individuals who may have been willing to take on the risks associated with moving to a new state to work for one of our institutions now must take into account the realities of a challenging real estate market, and a more challenging job market for their spouse or partner, in addition to the usual factors such as new colleagues, new educational environments, and new schools.

To meet the rising challenges of recruitment in this more risk adverse labor market requires innovation and persistence. Because each of our campuses offers a unique environment, mission, and geographic location, our approach to these challenges cannot be the same. In this panel presentation we will provide a brief context to the unique challenges of recruiting and retaining top talent to each of our coordinate campuses, and will then engage in a facilitated discussion of approaches and strategies for the future. Framing questions will include how Chancellors engage all categories of employees with the mission of their campuses; A few questions to be addressed in this discussion are the following:
1. How do we as Chancellors engage all categories of employees with the mission of our institution?

2. For campuses located in smaller metropolitan areas, how do we attract a diverse pool of candidates when the geographic area from which we typically draw our employees is not very diverse?

What follows are a few charts which provide an overview of the numbers and diversity of our current faculty and staff on each of our campuses as background for this discussion.
University of Minnesota Human Resources by Campus: Morris*

Employee Distribution by UM Jobcode
Group: Morris

- Professionals in Training - 0.0%
- Graduate Assistants - 0.0%
- Faculty - 105, 26.7%
- CIVIL SERVICE - 40, 10.2%
- Academic Administration - 45, 11.5%
- Academic Professionals - 64, 16.3%
- BARGAINING UNIT 139 - 35.4%

* Counts may not match previous IPEDS submissions due to the recent reclassification of phased-retirement faculty as part-time

Faculty** by Tenure Status: Morris

- Fall 2009: 6 not on tenure track/no tenure system, 24 on tenure track, 75 tenured
- Fall 2008: 7 not on tenure track/no tenure system, 35 on tenure track, 66 tenured
- Fall 2007: 8 not on tenure track/no tenure system, 38 on tenure track, 69 tenured

** "Faculty" excludes Academic Professionals and includes both full- and part-time ("Faculty" includes clinical, visiting, instructors, and U of M-internal adjuncts)
* Part-time defined as less than 100%

** 2009 Ethnic counts do not match current IPEDS definition - 2008/2007 definition used for consistency
University of Minnesota Human Resources by Campus: Crookston*

Employee Distribution by UM Jobcode Group: Crookston

- Faculty 48 18.7%
- CIVIL SERVICE 45 17.5%
- Academic Professionals 55 21.4%
- BARGAINING UNIT 79 30.7%
- Academic Administration 30 11.7%
- Professionals in Training 0.0%
- Graduate Assistants 0.0%

* Counts may not match previous IPEDS submissions due to the recent reclassification of phased-retirement

Faculty** by Tenure Status: Crookston

** "Faculty" excludes Academic Professionals and includes both full- and part-time ("Faculty" includes clinical, visiting, instructors, and U of M-internal adjuncts)
* Part-time defined as less than 100%

** 2009 Ethnic counts do not match current IPEDS definition - 2008/2007 definition used for consistency
University of Minnesota Human Resources by Campus: Rochester*

**Employee Distribution by UM Jobcode Group: Rochester**

- Graduate Assistants 0 0.0%
- Faculty 5 8.9%
- CIVIL SERVICE 12 21.4%
- BARGAINING UNIT 12 21.4%
- Professionals in Training 3 5.4%
- Academic Administration 19 33.9%
- Academic Professionals 5 8.9%

* Counts may not match previous IPEDS submissions due to the recent reclassification of phased-retirement

**Faculty** by Tenure Status: Rochester

- Fall 2009: 0 Not on tenure track/no tenure system, 5 On tenure track, 0 Tenured
- Fall 2008: 1 Not on tenure track/no tenure system, 1 On tenure track, 0 Tenured
- Fall 2007: 1 Not on tenure track/no tenure system, 1 On tenure track, 0 Tenured

**"Faculty" excludes Academic Professionals and includes both full- and part-time ("Faculty" includes clinical, visiting, instructors, and U of M-internal adjuncts)
* Part-time defined as less than 100%

** 2009 Ethnic counts do not match current IPEDS definition - 2008/2007 definition used for consistency
University of Minnesota Human Resources by Campus: Duluth*

**Employee Distribution by UM Jobcode Group: Duluth**

- Graduate Assistants: 228 (12.7%)
- Faculty: 531 (29.6%)
- BARGAINING UNIT: 453 (25.3%)
- CIVIL SERVICE: 352 (19.7%)
- Academic Administration: 115 (6.4%)
- Academic Professionals: 108 (6.0%)
- Professionals in Training: 4 (0.2%)

* Counts may not match previous IPEDS submissions due to the recent reclassification of phased-retirement

**Faculty** by Tenure Status: Duluth

- Fall 2009: 199 (Not on tenure track/no tenure system), 111 (On tenure track), 221 (Tenured)
- Fall 2008: 216 (Not on tenure track/no tenure system), 115 (On tenure track), 219 (Tenured)
- Fall 2007: 205 (Not on tenure track/no tenure system), 118 (On tenure track), 212 (Tenured)

**"Faculty" excludes Academic Professionals and includes both full- and part-time ("Faculty" includes clinical, visiting, instructors, and U of M-internal adjuncts)
* Part-time defined as less than 100% 

** 2009 Ethnic counts do not match current IPEDS definition - 2008/2007 definition used for consistency
Faculty, Staff, and Student Affairs Committee  December 10, 2009

Agenda Item:  Equity & Diversity: Pathways to Success

☐ review  ☐ review/action  ☐ action  ☒ discussion

Presenters:  Rusty Barcelo, Vice President and Vice Provost Equity and Diversity
           Rickey Hall, Assistant Vice President, Equity and Diversity
           Patrick Troup, Director, Multicultural Center for Academic Excellence

Purpose:

☐ policy  ☒ background/context  ☐ oversight  ☐ strategic positioning

A review of the cultural and academic support services that are designed to ensure that underrepresented and other diverse students have the opportunity to reach their full potential to be successful scholars and leaders.

Outline of Key Points/Policy Issues:

Are there ways to enhance the holistic and collaborative approach to creating pathways to success for the University’s diverse student population?

What is the role and responsibility of the University to enhance the outreach to and retention of diverse students?

Background Information:

In February 2009, Vice President Barcelo and Associate Vice President Lockhart presented “Reimaging Equity and Diversity: A Framework for Transforming the University of Minnesota.” This presentation follows up on some of the priorities for implementation that were outlined in that presentation.
PATHWAYS TO SUCCESS: THE OFFICE FOR EQUITY AND DIVERSITY’S ROLE IN SUPPORTING STUDENT ACADEMIC SUCCESS

“In a global economy where the most valuable skill you can sell is your knowledge, a good education is no longer just a pathway to opportunity—it is a prerequisite.”

President Barack Obama, Address to Joint Session of Congress, February 24, 2009

The United States is undergoing dramatic shifts that make President Obama’s remarks even more salient. There is an aging of America. “In just four years for the first time ever there will be more workers over 40 than there are workers under 40” (learnframe.com). At the same time the country is becoming more racially and ethnically diverse. And educational achievement has not kept pace with the skills needed in a knowledge-based economy. These shifts illuminate the importance of degree attainment in this “new reality.”

In their new book, Crossing the Finish Line: Completing College at America’s Public Universities, William G. Bowen, president emeritus of the Andrew W. Mellon Foundation and Princeton University; Matthew M. Chingos, PhD student in the Department of Government at Harvard University; and Michael S. McPherson, president of the Spencer Foundation and former president of Macalester College; assert that “too much discussion has focused on initial access to educational opportunities (‘getting started’) rather than on attainment (‘finishing’).” The University of Minnesota’s strategic positioning goal—to recruit, educate, support, challenge and graduate outstanding students who become highly motivated lifelong learners, leaders, and global citizens—has broadened the discussion on campus to include, not only access, but also the quality of the student experience, and what is needed to maximize students’ timely completion.

The December 10, 2009, presentation to the Board of Regents Faculty, Staff, and Student Affairs Committee, will focus on cultural and academic support services that are designed to ensure that underrepresented and other diverse students have the opportunity to reach their full potential to be successful scholars and leaders. The presentation builds on the implementation of the University’s equity and diversity vision framework, Vice Provost McMaster’s February presentation on Student Support Initiatives, and Kent Pekel and Rickey Hall’s July presentation on College Readiness. This presentation will briefly highlight relevant undergraduate student data for underrepresented and diverse populations that illustrate some of the major challenges. And while the primary focus will be on the support offered to students of color, the presentation will also provide examples of programs and initiatives that demonstrate how we are addressing challenges for all of the undergraduate constituencies served by the Office for Equity and Diversity.

Reimagining Strategies

In 2007 and 2008 the Office for Equity and Diversity initiated internal and external reviews of its units. Those reviews led to a reimagining of strategies for achieving the University’s retention and success goals for diverse students. In one case the review resulted in a reorganization of a unit so that the unit could be better situated to serve as a resource to collegiate units and to address identified gaps. In another, there was a reallocation of human resources to create a position focused on assessment and evaluation. Subsequently, we established a data team made up of representatives from across the units. This shift demonstrates our realization that the programs and services offered and the decisions made must be driven by data.
In addition, we recently developed a curriculum focused on preparing students of color, by year level, for graduate and professional education. The curriculum culminates with a credit-bearing course designed to assist junior and senior level students in preparing for graduate and professional school. By creating this curriculum we hope to send the message to students first and foremost, that we expect them to attain their degree and, secondly, that we expect them to consider pursuing a graduate or professional degree.

Office for Equity and Diversity’s Holistic Approach to Student Development and Retention
The University cannot reach its retention and graduation goals without enhancing the success of undergraduate students of color and other underrepresented and diverse student groups. To do that, we must strengthen pre-collegiate outreach efforts aimed at improved student preparedness, enhance support services provided to these populations, and ensure that the campus is welcoming and supportive for all students. There are many programs in the Office for Equity and Diversity, across campus, and across the system that are working to do just that. However, this presentation will highlight a few pre-collegiate and outreach initiatives and post-matriculation programs in the Multicultural Center for Academic Excellence.

Policy Questions for the Board of Regents to Consider:

Are there ways to enhance the holistic and collaborative approach to creating the pathway to success for the University’s diverse students?

What is the role and responsibility of the University in enhancing the outreach to and retention of diverse students?
Faculty, Staff, and Student Affairs Committee  September 10, 2009

Agenda Item:  Consent Report

☐ review  ☑ review/action  ☐ action  ☐ discussion

Presenters:  Vice President Carol Carrier

Purpose:

☐ policy  ☐ background/context  ☑ oversight  ☐ strategic positioning

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

- Conferral of tenure for faculty who have been hired at the University of Minnesota since June 2009.

Outline of Key Points/Policy Issues:

Item for Consideration:

- Conferral of tenure

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.

In May 2009, the Board approved 140 individuals for promotion and/or tenure. The attached document outlines faculty who have been hired by departments since June 2009, 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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<tr>
<th>College or Campus</th>
<th>Department</th>
<th>Recommendation</th>
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<td>College of Veterinary Medicine</td>
<td>Veterinary and Biomedical Sciences</td>
<td>Associate Professor with Tenure</td>
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Faculty, Staff, and Student Affairs Committee  December 10, 2009

**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
The Institute of International Education’s annual “Open Doors” report on international study abroad shows that the University of Minnesota’s Twin Cities campus ranks third in the nation among research institutions in the number of students who participated in an education experience abroad in 2007-08. This is the highest the university has ever ranked on this list, up from fourth place in the previous year’s report. In addition, the university ranked 20th among research institutions in international student enrollment, up from 23rd place in the previous year’s report.

Other University of Minnesota campuses ranked as follows: Crookston ranked 36th among baccalaureate institutions in the number of international students; Morris ranked 37th among baccalaureate institutions in study abroad; and Duluth ranked 40th among master’s institutions in study abroad.

Faculty and Staff Activities and Awards
Professor emeritus R.K. Anderson, public health, received the George T. Angell Humanitarian Award from the Massachusetts Society for the Prevention of Cruelty to Animals. Anderson is an expert in human-animal relationships and environments.

Civil engineering professors Roger Arndt and Fotis Sotiropoulos have been elected Fellows of the American Physical Society.

J. Brian Atwood, dean of the University of Minnesota’s Humphrey Institute of Public Affairs, has been elected president of the Association of Professional Schools of International Affairs. The association is comprised of 34 member schools in North America, Asia and Europe.

Linda Bearinger, school of nursing, began a four-year term as president of the International Association for Adolescent Health. Bearinger is the first American and first nurse to ever serve as president of the organization.
Mária and Daniel Brewer, both from the department of French and Italian, were recently made chevaliers in the French Ordre des Palmes Académiques for their major contributions to the expansion of French culture. The chevalier is the highest decoration in France, equivalent to knighthood in Britain.

Peter Carr, chemistry, received the Martin Medal from the Chromatographic Society, United Kingdom, in recognition of his sustained and important contribution to promoting separation science globally.

Abhishek Chandra, computer science and engineering, and graduate student Dave Boutcher received a best paper award at the Association for Computing Machinery’s HotStorage 2009 conference for their paper titled, “Does Virtualization Make Disk Scheduling Passé?”

Gary Goldstein, veterinary clinical sciences, has been elected to a third term as secretary of the American Veterinary Dental College.

Linda LeGarde Grover, American Indian studies at UMD, was awarded the Flannery O’Connor Short Fiction Award for her manuscript The Dance Boots. The University of Georgia Press gives this award each year to a writer for “a superlative book-length collection of short stories.”

Mark Hudon, campus security officer at UMC, recently received the Vigil Honor from the Order of the Arrow (OA), the national honor society of the Boy Scouts of America. The Vigil Honor is the highest honor the OA can bestow upon a member and is awarded for exemplary service to lodge, council, community, and scouting.

Pamela Hughes, oral and maxillofacial surgery, was selected as a member of the American Board of Oral and Maxillofacial Surgery Examination Committee and was also appointed to the American Association of Oral and Maxillofacial Surgeons Committee on Resident Education and Training.

David Kohlstedt, geology and geophysics, has been elected a Fellow of the Mineralogical Society of America.

Brent Larson, orthodontics, was elected to represent the Midwestern Society of Orthodontists on the Board of Trustees of the American Association of Orthodontists.

University librarian Wendy Pradt Lougee has been elected to a three-year term on the board of directors of the Association of Research Libraries (ARL). ARL provides leadership in public and information policy to the scholarly and higher education communities.

Meredith McQuaid, associate vice president and dean for international programs, is among four leaders in the field of international education from across the country who
will join the board of directors of NAFSA: Association of International Educators. NAFSA, with nearly 10,000 members, is the world’s largest nonprofit professional association dedicated to international education.

Deborah Powell, associate vice president for new medical education programs, began her one-year term as chair of the Association of American Medical Colleges (AAMC). The AAMC represents all 131 accredited U.S. and 17 accredited Canadian medical schools; approximately 400 major teaching hospitals and health systems, and nearly 90 academic and scientific societies.

Pat Redig, veterinary clinical sciences, was the recipient of the Eagle Conservation Alliance’s Lifetime Achievement Award for his career accomplishments in raptor biology and medicine. Redig is co-founder of The Raptor Center.

Professor John Riedl, computer science and engineering, has been elected Fellow of the Association for Computing Machinery.

Kevin Stepaniuk, veterinary clinical sciences, has been named president-elect of the American Veterinary Dental Society.

Deborah Swackhamer, water resources center, is the 2009 recipient of the Society of Environmental Toxicology and Chemistry’s Founders Award, the highest award given by the organization. She was chosen for her research on the behavior and bioaccumulation of persistent organic pollutants in the Great Lakes, as well as her contributions to environmental education and leadership in key environmental science organizations.

Susan Carlson Weinberg, director of real estate for the University of Minnesota, received the 2009 Weinberg Award sponsored by the Association of University Officials in recognition of significant lifetime career contributions to the profession of higher education real estate and for advancing the professional development of the real estate function within higher education.

Jon Weissman, computer science and engineering, and his colleagues received a best paper award at the 10th IEEE/ACM International Conference on Grid Computing for their paper, “Critical Perspectives on Large-Scale Distributed Applications and Production Grids.”

Bonnie Westra, nursing, was inducted as a fellow into the American Academy of Nursing. She was selected for her contributions to the development, translation, and effective use of electronic health records in nursing practice and research.

Sue Wick, plant biology, received an award for most effective poster presentation at the Lilly Conference on College and University Teaching and Learning for her poster, “Engaging Students for Enhanced Learning in Introductory Biology.”

**Student Activities and Awards**
Law School students Danielle Bailey and Emily Van Vliet took first place at the Region 7 ABA Negotiation Competition at Drake University in November.

Graduate student Vasileios Christopoulos, computer science and engineering, received the American Legion Brain Sciences Award, recognizing his outstanding achievement in brain research.

HaeWon Ju, a Ph.D. student in the apparel studies, received the outstanding research award from the International Textiles and Apparel Association for her master’s thesis research. Her thesis was entitled, “Young women’s visual processing of fashion advertisements using eye tracking.”

Out of 203 teams competing in the Association for Computing Machinery North Central Regional programming competition, teams from UMM placed 14th and 20th. Only one other strictly undergraduate school (Northwestern College) placed in the top 20. Team members were: Stephen Adams, Jason Biatek, and Justin Mullin, 14th place; and Eugene Butler, Brian Goslinga, and Chad Seibert, 20th place.

A team from the Carlson School of Management finished second at the sixth annual American Bankruptcy Institute’s Corporate Restructuring Case Competition held in November at Northwestern University. Students in the competition propose solutions to a hypothetical case of a distressed company. The Carlson School team was made up of MBA students Mia Adams, Ben Bowman, Adam Engebretson and Karen Vasko.

College Broadcasters, Inc., a national organization representing student-run media ventures, named the University of Minnesota’s student radio station, “Radio K,” as the Best Student Media Web site for 2009. The station’s Web site is www.radiok.org.

Six students from the U of M, Crookston were honored with the FFA American Degree, the highest level an individual can achieve as an FFA member: Amanda Adkins, Jonathan Borge, Bradley Kappes, Michael Kitchell, Samantha Lahman, and Travis Stanton.

A team of students involved with UMC’s Horticulture Club earned third place honors overall at the 37th Mid-American Collegiate Horticulture Society Conference. Team members were Jada Ellenberg, Kristine Neu, Stepheni Tietje, and Jennifer Zoch. Zoch also earned first place honors in individual knowledge and tied for first place in herbaceous identification. Tietje tied for second place in herbaceous identification.