AGENDA

1. Collective Bargaining Agreement with Graphic Communications International Union, Local 1B (Printers, Unit 2) - Review/Action - C. Carrier/P. Dion (pp. 2-4)

2. Collective Bargaining Agreement with Minnesota State Building and Construction Trades Council - Review/Action - C. Carrier/P. Dion (pp. 5-7)

3. Board of Regents Policy: Student Education Records - Review - R. McMaster (pp. 8-11)

4. Coordinate Campus Student Services - R. Jones/L. Black/C. Casey/J. Johnson/S. Lehmkuhle (pp. 12-18)

5. Staff Compensation: Trends and Benchmarks - C. Carrier/M. Luther/J. Singer (pp. 19-21)

6. Consent Report - Review/Action - C. Carrier (pp. 22-27)

7. Information Items - C. Carrier (pp. 28-31)
Faculty, Staff, and Student Affairs Committee      March 10, 2011

Agenda Item:   Collective Bargaining Agreement with Graphic Communications International Union, Local 1B (Printers, Unit 2)

☐ review       ☒ review/action       ☐ action       ☐ discussion

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

Purpose:  

☐ policy       ☐ background/context       ☒ oversight       ☐ strategic positioning

Recommend approval of the collective bargaining agreement between the University of Minnesota and Graphic Communications International Union Local 1B.

Outline of Key Points/Policy Issues:

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

Background Information:

Negotiations on this contract began in October of 2010, and concluded with a tentative agreement on October 31, 2010. The Union’s contract ratification process was completed on December 14, 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 Graphic Communications International Union, Local 1-B.
RESOLUTION RELATED TO

THE PROPOSED LABOR AGREEMENT WITH GRAPHIC COMMUNICATIONS INTERNATIONAL UNION LOCAL 1-B

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

WHEREAS, Graphic Communications International Union Local 1-B members have ratified acceptance of this agreement; and

WHEREAS, according to Board of Regents Policy: Board Operations and Agenda Guidelines, 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 agreements as outlined in the docket for March 10, 2011
This unit is composed of Journeypersons and Journeyperson Production Workers. The total number of employees in this unit is 6. The contract is for one year duration from November 1, 2010 through October 31, 2011.

**ECONOMIC HIGHLIGHTS**

During the 2010-2011 fiscal year, there will be no salary adjustments:

<table>
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Faculty, Staff, and Student Affairs Committee  March 10, 2011

**Agenda Item:** Collective Bargaining agreement with Minnesota State Building and Construction Trades Council

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

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

**Purpose:**
- [ ] policy
- [ ] background/context
- [x] oversight
- [ ] strategic positioning

Recommend approval of this collective bargaining agreement between the University of Minnesota and the Minnesota State Building and Construction Trades Council on behalf of the craft and trades employees.

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

The contract will provide the terms and conditions for employees between the date of signing and June 30, 2012.

**Background Information:**

Negotiations on this contract were held on December 6, 2010 and an agreement was reached at that meeting. Board approval is required before the contract can be implemented.

**President's Recommendation for Action:**

The President recommends that the board approve this collective bargaining agreement between the University of Minnesota and Minnesota State Building and Construction Trades Council on behalf of crafts and trades employees.
REGENTS OF THE UNIVERSITY OF MINNESOTA

RESOLUTION RELATED TO

THE PROPOSED LABOR AGREEMENT WITH

Minnesota State Building and Construction Trades Council

WHEREAS, the parties have met and have reached agreement regarding terms and conditions of employment regarding the employees of this bargaining unit; and

WHEREAS, The Minnesota State Building and Construction Trades Council have ratified acceptance of this agreement; and

WHEREAS, according to Board of Regents Policy: Board Operations and Agenda Guidelines, approval of labor agreements by the Board of Regents is required;

NOW, THEREFORE, BE IT RESOLVED that on the recommendation of the President, the Board of Regents approves this labor agreement as outlined in the docket for March 10, 2011.
State Building and Construction Trades Council

This unit is composed of crafts and trades employees represented by nineteen different locals at all twin city locations. The total number of employees in this unit is approximately 236. Classifications include Pipefitter, Electrician, Carpenter, Painter, Plumber, etc.

ECONOMIC HIGHLIGHTS

During the 2011 fiscal year some of the employees covered by this agreement will receive a single wage and fringe adjustment on May 1, 2011 and some will not. We have committed to having the prevailing wage rates (market rate) as negotiated between the locals and the General Contractor Association in the metropolitan area for 2011. At the present time, that expected adjustment of wages and fringes on 5/1/2011 is approximately 1.57 percent.

In 2012 we have agreed to a wage reopener as neither party is able to accurately predict respective economic positions at this time.

The parties have also agreed to a $150 lump sum payment in July of 2011 and a $75 in June of 2012.

Base Annual Payroll $15,239,406
Faculty, Staff, and Student Affairs Committee  March 10, 2011

Agenda Item:  Board of Regents Policy: Student Education Records

☑ review  ☐ review/action  ☐ action  ☐ discussion

Presenters:  Robert McMaster, Vice Provost/Dean of Undergraduate Education

Purpose:

☑ policy  ☐ background/context  ☐ oversight  ☐ strategic positioning

To present revisions to current policy on student education records. This policy governs information maintained by the University of Minnesota in the performance of its functions as an educational institution regarding enrolled or prospective students.

Outline of Key Points/Policy Issues:

See attached.

Background Information:

President's Recommendation for Action:

The President recommends that the Board adopt the proposed revisions.
STUDENT EDUCATION RECORDS

SECTION I. SCOPE.

This policy governs information provided to maintained by the University of Minnesota (University) in the performance of its functions as an educational institution by regarding enrolled or potential prospective students so that the University can assess applications, provide services, and render advice regarding appropriate courses of study.

SECTION II. GUIDING PRINCIPLE.

The University shall respect maintain the privacy of student education records. Student education records shall be disclosed only to the student, to persons within the University with a legitimate educational interest, to persons authorized by the student to receive the student’s education records, and to persons authorized to receive education records without the student’s consent.

SECTION III. DEFINITIONS.

Subd. 1. Directory Information. Directory information shall mean the student’s name, address, electronic (e-mail) address, telephone number, dates of enrollment, enrollment status (full-time, part-time, not enrolled, withdrew, and date withdrawn), major, adviser, college, class, academic awards and honors received, and, upon graduation, the degree awarded.

Subd. 2. Legitimate Educational Interest. Legitimate educational interest shall mean an interest in reviewing student education records for the purpose of performing an appropriate University research, educational, or administrative function.

Subd. 3. Student Education Records. Student education records shall mean any record maintained by the University that contains personally identifiable information about a student, regardless of its format or method of storage. Student education records shall not include law enforcement records maintained separately from education records, University employment records, and medical or psychological counseling records, all of which are protected according to provisions of state and federal law and University policy.

Subd. 4. School Official. School official shall mean a person employed by the
University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted to perform an institutional service or function in accordance with law; a person serving on the Board of Regents; or a student serving on a University committee or otherwise assisting another school official in performing institutional tasks.

**SECTION IV. ACCESS TO STUDENT RECORDS.**

**Subd. 1. Access to Directory Information.** Directory information shall be publicly available and may be disclosed to any person without the student’s consent unless the student has suppressed or prohibited disclosure of the information. Students shall be given the opportunity to suppress their directory information during the term of their enrollment.

**Subd. 2. Access to Private Student Education Records.** Student education records other than publicly available directory information are private and shall not be disclosed except as appropriate and to the extent permissible under federal and state laws as to the following:

(a) to the student;
(b) to school officials with a legitimate educational interest in the information;
(c) to persons specifically authorized by the student in writing to receive the information;
(d) to other educational institutions in which the student seeks to enroll or is already enrolled so long as the disclosure is for purposes related to the student’s enrollment or transfer, provided the disclosure is limited to official copies of student transcripts or test scores from the appropriate University office;
(e) to other organizations conducting educational research studies, provided the studies are conducted in a manner that does not permit identification of students and the information will be destroyed when no longer needed for the specific purpose;
(f) to persons in compliance with a court order or lawfully issued subpoena, provided that a reasonable attempt is made to notify the student where required prior to release;
(g) to appropriate members of the court system when legal action against the University is initiated by the student and the disclosure is part of the University’s defense;
(h) to appropriate persons in connection with during an emergency, provided if knowledge of the information is necessary to protect the health or safety of the student.
or other individuals;

(i) to accrediting organizations and state or federal education authorities using information for auditing, evaluating, or enforcing legal requirements of educational programs, provided the data is protected to prohibit the identification of students and all personally identifiable information is destroyed when no longer needed;

(j) to appropriate persons or agencies in connection with a student's application for or receipt of financial aid to determine eligibility, amount, or conditions of financial aid and to enforce the terms and conditions of the aid;

(k) to parents of a dependent student as defined under the Internal Revenue Code; and

(l) the final results of a disciplinary proceeding, regardless of outcome, to the victim of an alleged perpetrator of a crime of violence or a nonforcible sex offense;

(m) findings from a disciplinary proceeding that a student has violated an institutional rule or policy in connection with a crime of violence or nonforcible sex offense; and

(n) disclosures concerning sex offenders and other persons required to register as offenders under federal law.

SECTION V. ADMINISTRATIVE PROCEDURES.

The University shall maintain administrative procedures that fulfill its legal obligations regarding student education records, including, but not limited to, notice of rights to students, access to education records, recordkeeping requirements, the right to request amendment of education records, and hearing rights.

Agenda Item: Coordinate Campus Student Services

Presenters: Senior Vice President Robert Jones
Chancellor Lynn Black, University of Minnesota Duluth
Chancellor Charles Casey, University of Minnesota Crookston
Chancellor Jackie Johnson, University of Minnesota Morris
Chancellor Stephen Lehmkuhle, University of Minnesota Rochester

Purpose:

One of the stated goals of the University of Minnesota is to “recruit, educate, challenge, and graduate outstanding students who become highly motivated lifelong learners, leaders, and global citizens.” Among the key indicators for attaining this goal, the university has identified student engagement. This presentation will focus on the various approaches of each of our campuses to ensuring student engagement and development.

Outline of Key Points/Policy Issues:

This presentation will focus on programs and approaches to student engagement, with a focus on three questions:

1) What is the value to the student?
2) What is the value to the community and to the State of Minnesota?
3) What is the value to the particular campus and to the University?

Background Information:

This presentation focuses on key indicators related to the goal of Extraordinary Education. In March of 2010, this committee heard a presentation on “Student Outreach, Recruitment and Success on the coordinate campuses.” This presentation will continue that theme of ensuring success through programs to enhance student engagement.
Each of our campuses brings a unique approach to preparing our students for work and life after graduation. The purpose of this session is to provide the Board with information about the range of programs in place to enhance student engagement. The presentation by each of the chancellors will address the following questions with respect to such programs:

1) What is the value to the students?

2) What is the value to the community and the State of Minnesota?

3) What is the value to the particular campus and to the university?

University of Minnesota Duluth

The University of Minnesota Duluth provides several programs and opportunities that enhance student engagement while preparing them for work and life after graduation. This work begins before students arrive on campus as freshmen, builds throughout their time at UMD and continues after they graduate. The UMD Office of Civic Engagement partners with over 60 different community organizations, and during the 2009-10 academic year, over 2,000 volunteers provided 33,484 hours of direct service to the community. The student group, Access for All, provides opportunities for students to gain knowledge and leadership skills as they organize and participate in disability awareness events for the campus and community. The group collaborates with many community organizations in its projects and efforts, allowing students to learn from and give to the local community.

Across campus, student employees develop practical skills (customer service, problem solving, create a welcoming space, communicate with clients, teamwork, create work plans, participate in yearly reviews, etc.) while getting feedback and encouragement for improvement. A student who has exposure to working with others in a professional environment facilitates an easier transition into the workplace environment. Besides the additional help students provide to departments, they also provide a more welcoming environment for other students to seek help or ask questions. Student employees assist in all the day-to-day activities that are crucial to how our campus functions; without them it may not be possible to provide all the services to students that are needed. Part of our student leader training and evaluation experience includes asking students to reflect on their transferable skills. Whatever career students may later pursue, they have had the opportunity to connect with other students/community members/families and to reflect on skills that promote communication, self-efficacy and cultural competence. This is a value to the students, who will be more competitive in the graduate school admissions process or the job market, and to the community/state when these students enter the workforce with a better understanding of their skill sets and their own strengths.

Leadership Institute students learn to build an excellent resume and an online portfolio, gain leadership and citizenship skills and knowledge, and give many hours of service (and are immersed) in a wide variety of community endeavors.
Student Association members learn firsthand about the political and lobbying processes, and become experienced leaders in their own right. Students develop self-esteem/confidence and a work ethic instilled through employment and volunteer opportunities at the university along with experience in outreach through community service. The community and the state gain better educated citizens who understand the importance of a wider range of issues and are more involved in our democracy. The better prepared students are when they graduate, the better this reflects on where they were educated. Engagement raises the level of discourse on the campus and creates a culture that honors diversity and leadership.

Engage is a campus/community specific Google search engine that showcases ways for students to get involved on and off campus by connecting them to opportunities that give them new perspectives on how academics connect to life.

ePortfolio is a secure web resource available to all students, faculty, staff, and alumni for efficiently managing their own digital information and records. Building an ePortfolio facilitates self-awareness, critical thinking, responsibility for learning, developing evidence of learning, and habits for lifelong learning. It provides a link between internships and employment and formal learning, while also developing members of the workforce with evidence of skills needed by employers. It also helps integrate formal and informal learning, a vehicle for documenting learning outcomes, and a method for authentic assessment.

Through our 30+ hour tutor training program, UMD tutors develop and demonstrate communication skills, a strong work ethic, initiative, the ability to problem-solve, team-working skills, analytical skills, the ability to be flexible and adaptable, leadership skills, organizational skills, self-confidence, tactfulness, a friendly personality, and creativity. As they gain knowledge and experience in the classroom and through tutoring, tutors become aware of the skills they have acquired and used to become successful students, and they learn methods to guide the academic development of the peers they tutor. Students learn to open their minds to other ways of thinking, problem solving, and being in the world because of their training experiences and interactions with people from all over the university and, thus, the world. They learn patience and understanding, accept and embrace differences in learning, and improve their abilities to listen to others and clearly communicate with them.

University of Minnesota Crookston

Prior to admission, during new student orientation and through graduation, students at the University of Minnesota Crookston are informed of the benefits, responsibilities, and expectations for them to be activity engaged in their community. Students are presented with opportunities for community service, participation in the Early Childhood Education Center, the America Reads tutoring program, AmeriCorps, Youth Camps and Coaching. Many of our students participate in service learning projects, act as student government liaisons, and participate in elections.
Through a collaborative effort between the Admissions Office, Career Services and Academic Departments and the UMC Alumni Association, we have developed a program that strategically helps students focus on careers and jobs as soon as a prospective student walks onto our campus. UMC Career Services has developed a working relationship and collaborative efforts between all other University of Minnesota campuses in sharing resources such as the Gold Pass System, Interview Stream, Portfolio System, and Graduation Planner.

UMC hosts its Annual Job and Internship Fair with 30 to 35 companies in attendance. The campus provides transportation for students who want to attend Job and Career Fairs at UND, NDSU, Bemidji State University and the University of Minnesota, Twin Cities Campus. UMC Career Services has developed a UMC Career Services and Academic Planning Guide for advisors and Career Center to use in helping students plan for their 4 years at UMC and beyond. UMC has collaborated with all other U of M campuses to develop on-line workshops and Webinars to help students plan for their career. These on-line workshops are available on the UMC Career and Counseling website. UMC emphasizes the importance of “hands on learning” that include mandatory internships or practicum job experiences.

A variety of academic and professional student clubs and competitive groups provide opportunities to compete with similar college programs that create great learning opportunities to measure student’s knowledge and to give the student a clearer perception of the job market competition.

UMC student are very active in civic engagement. Over the past three years we have sent 40-70 students to Support the U Day at the state capitol. This has been the largest student representation from any of the U of M campuses. These students emphasize the importance of undergraduate research opportunities, and serve to acknowledge the value of the University presence in northwest Minnesota.

### University of Minnesota Morris

The University of Minnesota Morris understands that employers seek individuals who have broad understanding of humanities, science and the arts; who know “how” to learn; who have developed oral and written communication skills; who have the capacity to create, criticize, and think analytically; who have technical ability; and who are able to work and interact in diversity-rich environments. (How Should Colleges Prepare Students to Succeed in Today’s Global Economy? Association of American Colleges and Universities, 2007). This is precisely the kind of education that an integrative residential undergraduate-focused education provides. Some of the measures that demonstrate the success of the University of Minnesota Morris campus in the preparation of our students are listed below:

- One-third of UMM graduates go on to graduate or professional schools within a year of graduation.
• Of those who sought employment after graduation, almost 75% were employed within twelve months of graduation (data from 2007 survey of graduates).

• In STEM fields, an area where the US is lagging compared to other countries, the following percentages of UMM graduates entered graduate school immediately after graduation (2008-2010):
  - Biology -- 62%
  - Chemistry -- 62%
  - Computer Science -- 25%. (in response to demand, most of these graduates go directly into employment)
  - Geology -- 50%
  - Statistics -- 52%
  - Pre-vet -- 75%
  - Pre-med—65%

In addition to this academic preparation for the world of work and professional life, the liberal arts experience also prepares students for lives of engaged and global citizenship.

One way in which UMM students provide vital services and support to the local community is through efforts organized through the Center for Small Towns, whose mission is to gather together the resources of the University to better and to benefit local communities in rural West Central Minnesota. UMM students further this mission through their work in:

• Green corps—5 students; UMM hosts the only Green Corps site in Minnesota that uses undergraduate students
• Students in Service—11 students, supported by Minnesota’s Campus Compact
• Grants/external sales—21 students supported by grants who work to benefit local communities (e.g., evaluation of county public health programs for newborn mothers; telephone surveys of community residents on broadband internet access)

In addition, UMM’s office of community engagement aligns student engagement with the institutional mission of intellectual growth, civic engagement, intercultural competence, and environmental stewardship. As examples of student engagement from fall semester, 2010:

• A total of 221 students were involved in co-curricular service activities centered in five initiatives: art and culture; elder partnerships; youth partnerships; sustainable living; and social responsibility.
• 177 students met course goals and community needs through service learning courses. Mural art and public art students created an installation for the Morris Public Library children’s collection. Spanish language students helped make the Morris area farmer’s market accessible to the area Latino community. Ceramics students created bowls for the Bread “N” Bowls community fundraiser to combat hunger and family violence.
• 60 students tutored area school children and community members, strengthening their reading competence and capability through the Tutoring, Reading, Enabling Children (TREC) Program.
Engaged students are more likely to graduate from college, and, according to research conducted by George Kuh at Indiana University, engagement is a particularly important variable for first generation students. At UMM, student engagement is also measured in a number of important ways:

- **Study Abroad**: More than one third of UMM students have had a study abroad experience by the time they graduate; in fall of 2010 US News and World Report ranked UMM among the top 100 schools in the country for students studying abroad.
- **Undergraduate research**: Nearly 50% of UMM students have participated in faculty mentored undergraduate research or artistic production by the time they graduate. (The Twin Cites has set 25% as an aspirational goal).
- **Culminating senior experience**: 89% of UMM students have completed a senior capstone, thesis or other project that ties together their baccalaureate experience.

To summarize, UMM students add value to the surrounding community and to the state as they participate in co-curricular projects, in community service, and in service learning classes. This service further advances their own learning experience and better prepares them for active citizenship and professional engagement. As a public liberal arts institution, UMM provides access and excellence at an affordable price for talented students, thereby providing a vital service to the region, the state, and the nation.

University of Minnesota Rochester

Conscious preparation for work and life is intentionally embedded into all aspects of our curricular and student development approaches at the University of Minnesota Rochester, and we operationalize this value in a number of ways. First, all Bachelor of Science in Health Science (BSHS) students participate in a credit-based seminar course every semester. These courses are developmentally sequenced and focus on self-awareness and career exploration. Students are also exposed to concepts of working on teams or in interdisciplinary settings through the infusion of group work in every course. Additionally, every student in the BSHS will complete a capstone experience, which includes up to 30 academic credits for research, internships, preparatory coursework for graduate or professional school, travel experiences, or certificate completion. Finally, throughout their academic careers, UMR students are guided by Student Success Coaches who take a holistic approach to advising students and supporting their success.

In order to keep our finger on the pulse of the world our students will be entering, UMR has also developed a Faculty/Industry Engagement Network in order to build and nurture ongoing faculty relationships with industry professionals. The Network will provide a sustainable infrastructure where industry professionals can give input and participate in co-development of ideas in order
to enrich curriculum design and development. This network will benefit the community and the state of Minnesota by bridging what happens in the classroom with relevant industry and community needs.

UMR's second undergraduate degree, the Bachelor of Science in Health Professions (BSHP) is strategically designed to address the shortage of baccalaureate level prepared health care professionals, particularly in fields which are expanding to new and improved technology. The BSHP will prepare students to become practitioners with advanced-level clinical skills in the following professional careers: Echocardiography, Radiation Therapy, Radiography, Respiratory Care, and Sonography. The degree is offered in collaboration between Mayo School of Health Sciences and the University of Minnesota Rochester. This collaboration creates a considerable efficiency by sharing general and clinical courses across two institutions avoiding duplication and optimally utilizing the strengths of each institution. The BSHP combines a rigorous science education with liberal education to focus on deepening the academic preparation for students in these technically complex health professions. Students graduating from this program will be able to seek immediate employment in areas of workforce need.
Faculty, Staff, and Student Affairs Committee March 10, 2011

**Agenda Item:** Staff Compensation: Trends and Benchmarks

- □ review
- □ review/action
- □ action
- ☒ discussion

**Presenters:** Vice President Carol Carrier
Mary Luther, Director Compensation
Jackie Singer, Director Retirement Benefits

**Purpose:**

- □ policy
- ☒ background/context
- □ oversight
- □ strategic positioning

To provide the Board with comparative information and an opportunity to discuss total compensation comparisons for staff employees.

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

This discussion will focus on staff compensation comparisons.

**Background Information:**

In March, 2007 the Board of Regents adopted the Board of Regents Policy: *Employee Compensation and Recognition*, which provided the broad structure for staff compensation programs at the University. A key guiding principle of the University’s compensation and recognition systems is to maintain a pay structure that, when combined with benefits and other rewards, is competitive to appropriate labor markets and serves to attract and retain a high performance workforce. Maintaining competitive compensation structure contributes to the goal of the University to engage exceptional faculty and staff who are innovative, energetic, and dedicated to the highest standards of excellence. Competitive and well designed compensation systems allow the University to recruit, reward, and retain talented and diverse staff.
University staff positions cross multiple employee groups, functions, and levels.

**Employee Groups**

Academic Staff includes the following sub-groups:
- Academic Professionals. Academic professionals have the requisite preparation and specialized knowledge in an academic discipline or field.
- Academic Administrators. Academic administrators are involved in policy development and execution, and in directing, coordinating, or supervising activities of the University.

Nonacademic Staff includes the following sub-groups:
- Civil Service. Civil Service employees include staff whose work supports the academic and administrative functions. Civil Service employees utilize professional knowledge and independent discretion to perform technical, operational and administrative work.
- Union-Represented. Union-Represented employees include staff that operate under collective bargaining agreements between the Board and the designated union. Union-represented positions include clerical, technical, maintenance, service, labor, law enforcement, and health care positions.

As of April, 2010 the staff count of employee’s holding a 75% or more position are as follows:

<table>
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<tr>
<th>Employee Type</th>
<th>Count</th>
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<tr>
<td>Civil Service</td>
<td>4779</td>
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<tr>
<td>Union Represented</td>
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**Functions**

Staff positions cover a large number of job functions to include but not limited to professionals in the following functions:

- Administration
- Athletics & Recreation
- Business Development
- Campus Operations
- Communication, Marketing & Public Relations
- Community Relations
- Development & Alumni Relations
- Educational/Instruct Services & Teaching
- Finance & Purchasing
- Grants Administration
- Health & Animal Care
- Human Resources
- Information Technology
- Legal Services
- Libraries & Museums
- Research
- Student Services
Levels

Staff positions cover a broad range of career levels from maintenance, service, and labor positions, which do not require extensive training, to the President of the University.

Staff compensation comparison

The University’s compensation division maintains comparative data on a broad selection of staff positions. Staff positions are primarily compared to three distinct external markets: local private sector, local public sector, and institutional peers. Most civil service and union represented positions as well as many of our academic staff are recruited locally. However, there are some positions that are matched best to our institutional peers (e.g. Academic Advisor).

Pay is only one component of the total reward package the University offers employees.
Faculty, Staff, and Student Affairs Committee March 10, 2011

**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 this month.

University Highlights
UMD’s production of Richard III was one of five plays selected by the Kennedy Center American College Theatre Festival for participation in the Region V festival held at Iowa State.

Pirates of the Carrot Bean, a promotional DVD addressing childhood obesity issues, which was produced by UMD School of Fine Arts and performed by UMD Voyageurs, was part of a presentation to First Lady Michelle Obama’s “Let’s Move” executive team in January.

Faculty and Staff Activities and Awards
Massoud Amin, electrical and computer engineering, received a 2011 Alumni Achievement Award from the College of Engineering at Washington University.

Bjoern Bauer, UMD pharmacy, was invited to join the editorial board of the journal Fluids and Barriers of the CNS.

Richard Bianco, surgery, was elected for a two-year term as chairman of the International Medical Devices Society.

President Robert Bruininks, professor of educational psychology, received the Champion for Children award from the Minnesota Elementary School Principals’ Association.

Carme Calderer, mathematics, has been appointed to a three-year term as chair of the Activity Group on Mathematical Aspects of Materials Science of SIAM, the Society for Industrial and Applied Mathematics.

Physics professors Cynthia Cattell and Michel Janssen have been named as fellows of the American Physical Society.

Don Cavalier, UMC Career and Counseling Services, has been named the 2012-13 district governor for Rotary International District 5580, which includes Rotary clubs located in North Dakota, Northern Minnesota, Wisconsin, and Ontario.
Jon Christianson, health policy and management, has been appointed to the Institute of Medicine’s Board on Health Care Services for a three-year term. The board promotes independent, reliable, and scholarly analysis and advice to government, professional groups, patient and consumer audiences, members of the health industry, and the general public.

Will Craig, Center for Urban and Regional Affairs, has been named a fellow of the University Consortium for Geographic Information Science, a consortium of more than 70 U.S. universities that focus on research and education related to geographic information systems.

The U.S. National Academy of Sciences has selected Lawrence Edwards, geology and geophysics, to receive the Arthur L. Day Prize and Lectureship honoring his scientific contributions to the study of the physics of the earth. Edwards is only the 14th recipient of the prize since its inception in 1972 and the first from the University of Minnesota. He is best known for his development of extremely precise methods for measuring the ages of rocks.

Alexander Fiterstein, music, was recently named in The League of American Orchestra’s Symphony magazine 2011 annual listing of emerging artists. His instrument is the clarinet.

Ron Huesman, Office of Institutional Research, will serve as chair of the Association of American Universities Data Exchange (AAUDE) Council beginning in May 2011. The AAUDE is a public service organization, comprised of AAU institutions, whose purpose is to improve the quality and usability of information about higher education.

Joe Konstan, computer science and engineering, was elected to the CHI Academy, a group of researchers honored by SIGCHI, the Special Interest Group in Computer-Human Interaction of the Association for Computing Machinery.

Chemistry professors Ken Leopold and Kent Mann have been selected as co-winners of the Brasted Award for Excellence in College Chemistry Teaching from the Minnesota Section of the American Chemical Society for outstanding contributions to undergraduate education.

Laura Musacchio, landscape architecture, was selected as the U.S. representative on the executive board of the Society of Urban Ecology based in Salzburg, Austria.

Mary Schuster, writing studies, and her co-author Amy Propen of York College have been awarded the Hayes Award for Excellence in Writing Research for 2010 for their article "Understanding genre through the lens of advocacy: the rhetorical work of the victim impact statement," published in Written Communication.

**Student Activities and Awards**

Apparel Design undergraduates Lizzie Hillman and Silvia Geclova-Borovova Guttmann won first place at the 2010 Minnesota State Fair in the adult garments ensemble category for their skirted suit inspired by turkey feathers. They also received the Sweepstakes Award for adult garment.
Sarah Olson, a sophomore in the College of Food, Agricultural, and Natural Resources Sciences, won the Minnesota Make It With Wool Contest senior division with a Victorian era inspired jacket, vest, and pants that took her about a year to complete. She also received the exemplary construction award.

Public Health graduate student Lorna Schmidt was one of four winners across the country in a text message-based quiz on new tobacco regulations and was profiled in a video on her efforts in the area of tobacco prevention, produced by the Food and Drug Administration.

Women’s athletic teams from the University of Minnesota Morris have received both athletic and academic honors this year from the Upper Midwest Athletic Conference (UMAC). The cross country team was named best in the classroom for a 3.654 team GPA, the best for any team in any sport in the UMAC last fall. In February, the women’s basketball team won their second straight UMAC championship.

The UMD football team is a NCAA Division II Champion for the second time in three years. The Bulldogs were undefeated throughout the entire 2010 season.

UMM’s student improve troupe, The Unusual Suspects, won first place in the regional division of the Chicago Improv Festival and competed at nationals in February.

The College of Design's student journal, There, received the 2010 Douglas Haskell Award for Student Journals from the Center for Architecture Foundation.