

**UNIVERSITY OF MINNESOTA**

**BOARD OF REGENTS**

**Faculty, Staff and Student Affairs Committee**

**Thursday, September 11, 2008**

**10:15 – 11:45 a.m.**

**600 McNamara Alumni Center, East Committee Room**

**Committee Members**

John Frobenius, Chair  
David Metzen, Vice Chair  
Clyde Allen  
Dallas Bohnsack  
Venora Hung  
Dean Johnson

**Student Representatives**

Jordan Bronston  
Adam Yust

**A G E N D A**

1. Strategic Talent Management System: Supporting Exceptional Leaders Throughout the University - C. Carrier/M. Mitchell (pp. 2-4)
2. Strategies for Competitive Recruitment - C. Carrier/N. Barcelo/A. Carney/M. Everley (pp. 5-8)
3. Committee Workplan, 2008-09 - J. Frobenius/C. Carrier (pp. 9-12)
4. Consent Report - Review/Action - C. Carrier (p. 13)
5. Information Items - C. Carrier (pp. 14-19)



**UNIVERSITY OF MINNESOTA  
BOARD OF REGENTS**

**Faculty, Staff, and Student Affairs Committee**

**September 11, 2008**

**Agenda Item:** Strategic Talent Management System: Supporting Exceptional Leaders Throughout the University

review       review/action       action       discussion

**Presenters:** Vice President Carol Carrier  
Mel Mitchell, Director, Organizational Effectiveness

**Purpose:**

policy       background/context       oversight       strategic positioning

This is the second in a two-part presentation. The purpose of the first part of this presentation was to overview the strategic talent management system and focus on the President's Emerging Leaders Program. The second part of this presentation will feature an in-depth discussion of the talent management system. We will discuss the purpose of the talent management system and how it will help the University of Minnesota differentiate itself through its focus on leadership. We will describe how the competency models that anchor the system have been developed and we will explain how we intend for the competencies to be used.

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

These presentations address the following Board of Regents Human Resources guiding principles:

- Develop and support leadership at all levels of the organization, recognizing its importance in creating a culture of excellence; and
- In partnership with employees, support the professional development, growth and vitality of all employees in an engaged environment.

The use of leadership competencies will enable the University to differentiate itself from its peers. A few other Universities are experimenting with competencies but none is implementing a comprehensive model like the Talent Management System. Not only will it provide a framework under which existing development programs can be housed it also enables us to pull together four HR systems; hiring and selection, employee development, succession, and performance management .

**Background Information:**

The first part of this presentation in April described our plans for a 3-5 year project. We are now in the initial implementation phase of the project. This phase includes the use of the competency models to develop a 360 feedback process for vice presidents and to use the competencies to enrich the feedback process already in place as part of the dean's comprehensive review. Hiring guides based on the competencies are also being created. Development and succession management programs are also being discussed.

**University of Minnesota  
Board of Regents  
Faculty, Staff, and Student Affairs Committee**

**September 11, 2008**

**Strategic Talent Management System: Supporting Exceptional Leaders  
Throughout the University**

**Background**

The last ten years have seen a steady growth in the number and quality of leadership development programs at the University. While each of these programs does an excellent job of addressing the needs of a particular population, because each has been developed independently from the rest, none are aligned with a comprehensive strategy or philosophy of leadership. Because these programs are independent in terms of purpose, design, content, and outcome, they do not offer a holistic approach to leading at the University. Identified leadership competencies will serve as one step toward synthesizing current programs and developing new ones.

**A New Approach**

This presentation will focus on the role that talent management and leadership development will play in the transformation of the University. The presentation will explore in-depth the development of a talent management system that articulates the competencies that are expected of leaders and explains how the knowledge, skills and abilities identified will be used in development planning, succession management, selection/hiring, and performance management.

The first step in developing the University's Talent Management System is to clearly articulate the competencies that are expected of leaders as they execute their responsibilities now and in the next three to five years. A team charged by the Vice President - Office of Human Resources has conducted interviews or focus groups with each dean, Vice Presidents and Senior Vice Presidents. This talent management team has created drafts of the competency models for both Deans and Vice Presidents. The result is an overall architecture that, integrates, aligns and supports the following:

**Development** – We are currently translating the behavioral descriptors from the VP competency model into 360 survey questions. We plan to develop a survey for every significantly different role/level within the University. We will engage each leader in individual development planning based on the results.

**Selection/Hiring** – Working with HR Pros and Directors the team is beginning to create behavioral interview questions based on the competency behaviors that specify “good”, “better” and “best” answers for each question related to a competency. Hiring authorities, search firms and selection committees can select from a series of questions

the ones that are most pertinent for a particular position. We are also producing guidelines and tools that outline some best practices for the hiring process including; how to put together a search committee, how to navigate the on line employment system and how to assess candidates objectively.

**Succession** - The talent management team will design and implement a succession management process that will enable senior managers to compare and discuss talent across units of any size and enable them to target development resources for specific individuals. The competencies could be used as one measure of “how” an individual does his or her job and may be used in conjunction with performance ratings that measure “what” a person has accomplished.

**Performance Management** – Finally, we will integrate competencies into existing performance appraisal forms and processes. Ultimately, we intend to develop standard processes across the University resulting in a consistent approach to managing performance.

**Benefits of this initiative:**

- Leaders will be more energized because the University’s investment in their development will be more obvious to them.
- The University will be able to retain its high performing and high potential leaders because talent will be deployed more effectively and development will be more purposeful.
- Leaders will feel supported because they will have better tools and processes to help them not only make better hires but also work on their own development as well as that of their employees.
- Productivity will increase because extraordinary performance and poor performance can both be more objectively assessed and rewarded or corrected.
- Career mobility will be enhanced because leaders will have a clearer picture of where their strengths and abilities lie, as well as what developmental opportunities exist.



**UNIVERSITY OF MINNESOTA  
BOARD OF REGENTS**

**Faculty, Staff, and Student Affairs Committee**

**September 11, 2008**

**Agenda Item:** Strategies for Competitive Recruitment

review       review/action       action       discussion

**Presenters:** Vice President Carol Carrier  
Nancy Barcelo, Vice President, Equity and Diversity  
Arlene Carney, Vice Provost  
Mary Everley, Director, Relocation Assistance Program

**Purpose:**

policy       background/context       oversight       strategic positioning

The University of Minnesota's efforts to recruit and retain top academic talent are affected by its ability to accommodate dual-career couples. In this presentation, a panel representing the offices that work together to address dual-career hiring will discuss the University's current programs, policies, practices, and resources surrounding the issue and highlight the complexity of the process.

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

The panel will provide a brief overview of the status of dual-career couples and the implications of the data for hiring at the U of M. University policies and procedures that guide the actions of hiring units in spouse/partner situations and provide direction for programmatic initiatives include the following:

- Recruitment and Selection of Faculty and Academic Professional and Administrative Employees
- Conducting a Spousal/Partner No-Search Hire
- The University allocates funds for the purpose of spousal/partner hiring through the Office for Equity and Diversity Budget Fund Program. In addition, a portion of the Relocation Assistance Program budget is devoted to assisting accompanying spouses/partners with their job searches.

**Background Information:**

Earlier presentations on recruiting, and work/life presentations that have addressed faculty quality of life and benefits, have been presented to the Faculty, Staff and Students Affairs Committee.

**University of Minnesota  
Board of Regents  
Faculty, Staff, and Student Affairs Committee  
September 11, 2008**

**COMPETITIVE RECRUITMENT: DUAL-CAREER COUPLES**

In the University of Minnesota's competition to attract and retain top academic talent, focusing an offer solely on the prospective faculty member is no longer sufficient. That highly-valued chemist or engineer is likely to be part of a dual-career couple and the decision to accept or reject a position will hinge on career opportunities for both partners. A 2006 survey of full-time faculty by Stanford University's Clayman Institute for Gender Research (Schiebinger, Davies Henderson, & Gilmartin, 2008) revealed that approximately 86% are partnered, 72% consider themselves members of dual-career couples, and one-half of those couples are dual-academic couples. The study cast light on the scope and significance of dual-career employment issues and encouraged institutions to develop formal hiring guidelines.

At the University of Minnesota, there is a concerted effort to proactively address both the opportunities and challenges presented by dual-career couples. The Office of Human Resources, Office for Equity and Diversity, Office of the Vice Provost for Faculty and Academic Affairs, Academic and Corporate Relations Center, and many other units across campus work in concert to support departments that are faced with dual-career hiring and retention situations. In this presentation, a panel representing these offices will discuss the University's current programs, policies, practices, resources, and data surrounding dual-career hiring and highlight the complexity of the process.

### **Couple Overview**

Ferber and Loeb's 1997 book, *Academic Couples: Problems and Priorities*, drew attention to the dual-career issue for colleges and universities and gave a collective voice to concerns that had been expressed by individuals and institutions. The more recent study by Schiebinger et al. (2008), which queried faculty members at 13 leading research universities, including the University of Minnesota, revealed that over the last ten years the issue has grown in importance. (Data specific to the University of Minnesota will be available in the fall of 2008.)

Dual-career issues affect institutions' efforts not only to hire their top candidates, but also to diversify their faculties, particularly in relation to gender. Female academics, more often than male academics, indicate that their partner's career is of equal importance and weighs heavily in their decisions to pursue employment. Career opportunities for a spouse/partner are a major reason cited by faculty members for either accepting or refusing outside employment offers (Schiebinger et al., 2008). In the Collaborative on Academic Careers in Higher Education (COACHE) survey, U of M male probationary faculty indicated spousal/partner hiring was ineffective (Chait & Trower, 2006).

The issue becomes even more complicated for institutions when the partner is an academic and is in the same or a similar field. Consistent with earlier data (Astin & Milem, 1997; McNeil & Sher, 1999), Schiebinger et al. (2008) found that 40% of female faculty and 34% of male faculty have academic partners and nearly "63% of all academic couples work within the same general field of inquiry. . . . Eighty-three percent of women scientists and 54 percent of men scientists (in

academic couples) are partnered with another scientist” (p. 28). Law, engineering, medicine and the humanities were also noted as fields where “couple hiring may be key to recruiting and retaining women” (p. 28).

## **University of Minnesota Policies, Programs and Services to Support Dual Career Couples**

Policies. Undergirding the University’s spouse/partner employment initiatives are policies that encourage and support dual career hiring. Spouses/partners, in certain circumstances, and following institutional guidelines, may be hired into University positions without a search (*Administrative Policy: Recruitment and Selection of Faculty and Academic Professional and Administrative Employees*). Spouses/partners may also be considered for some positions that are open to only internal candidates. When examining dual-career-couple hiring practices in higher education, Wolf-Wendl, Twombly and Rice (2003), found that institutions varied in the type and formality of their spouse/partner accommodation policies. As at the University of Minnesota, senior administrators were typically involved in the application of the policies, especially when central funding was attached to the hire or the position being filled was tenure-track.

Hiring a highly-desirable dual-academic couple whose areas of expertise correspond with institutional priorities has multiple benefits for the University. Research by Smart and Smart (1990) indicated that when both members of a dual-academic couple are employed at the same institution retention is encouraged. Joint employment fosters institutional commitment, increases productivity, buoys institutional involvement, and allows for economies of time and effort in relation to a couple’s personal life.

However, when a couple is not jointly recruited, extra effort must be expended to guarantee a successful recruitment or retention. Whether the accompanying spouse/partner is an academic or nonacademic, the University of Minnesota offers assistance in finding suitable employment. Through central administrative and departmental offices, the University facilitates the job searches of spouses/partners.

Programs and Services. Recruiting and retaining outstanding academic talent cannot be accomplished by any single office working alone. A strong team effort is required from the very beginning of the search process, with multiple individuals and offices playing key and distinct roles. A savvy search committee chair sets the tone, giving clear signals that the university of Minnesota is family-friendly, attentive to accommodating spouse or partner needs. The hiring authority must be prepared to work in creative ways to pave the way for opportunities for the spouse/partner. When that spousal/partner hire is within the university itself, the Office of the Vice Provost for Faculty and Academic Affairs works with hiring authorities and units to ensure that spousal/partner positions are well defined and that employment details are clearly specified. The Office for Equity and Diversity administers a bridge funding program to provide financial support to “academic departments that have identified a finalist in a search process for whom a major condition of acceptance of an offer is the employment of their spouse or partner” and in certain retention situations where the “spouse or partner’s employment situation is a major factor in a valued faculty or staff member’s decision to stay or leave.” The money may be used, for example, to encourage the hiring of the spouse/partner by a department other than that of the primary hire and to supplement a department’s existing resources to accommodate such a hire.

Within the Office of Human Resources, the Relocation Assistance Program’s Dual Career Services offers job search assistance to accompanying faculty and staff spouses/partners.

Serving both academic and nonacademic spouses/partners, the program provides many options based on the spouse/partner's needs, desires, and background. For instance, the vitae of academic spouses/partners are circulated among U of M units and are forwarded to the appropriate departments at area colleges and universities. Spouses/partners seeking employment outside higher education are put in touch with liaisons in a significant number of large Minnesota companies and nonprofit organizations; a part-time professional in this program stays connected to key HR people within those entities. The spouses/partners resumes/vitae are posted on a web site that is viewed by area hiring managers and in the Academic and Corporate Relations Center newsletter and career counseling is made available to them.

The Relocation Assistance Program also deals with dual-career couples' work-life related issues, as well. It helps couples locate child care providers, evaluate school districts, identify desirable neighborhoods, estimate their Twin Cities cost of living, and connect with social, religious, and ethnic groups. These factors influence the overall attractiveness of the University's employment offer.

In an exciting new development to be launched this fall, the University of Minnesota has assumed the role of the lead institution in the Upper Midwest Higher Education Recruitment Consortium (UMW HERC). The UMW HERC is comprised of 52 colleges and universities in Minnesota and Wisconsin that collaborate to promote dual career and diversity hiring. The HERC's web site, <http://www.uppermidwestherc.org>, accommodates dual career searches and can be used to find faculty and staff job listings at all member institutions.

## **Challenges**

Despite the many efforts the University of Minnesota makes to assist dual-career couples, challenges remain. Failed searches are expensive, time consuming, and disappointing. The loss of a key faculty member may force a department to rethink its direction. Inherent in hiring a spouse/partner within the University are broad issues related to long-range planning and priorities, faculty autonomy, merit, and resource allocation.

On the logistical side, the timing of the employment offer is often problematic. It is extremely difficult to identify or negotiate an internal or external position for a spouse/partner within the time frame given a candidate for accepting an offer. A spouse or partner's long-distance job search may be encumbered by the existing commitments of the couple. Local job market conditions, as well as the spouse/partner's personal qualifications and motivation, employment field, salary expectations, and visa status, greatly affect the time it takes the spouse/partner to secure employment.

## **Conclusion**

The University of Minnesota is taking a comprehensive approach to assisting dual-career couples. Over the past year, it has augmented its bridge-funding program and devoted additional time to building relationships with external employers. As will be brought forth in this presentation, it has in place many of the programs and policies recommended for success by Schiebinger et al. (2008). However, because each situation is unique, the University will continue to be challenged in its efforts to hire its top choices for faculty and administrative jobs when those individuals are members of dual-career couples.



**UNIVERSITY OF MINNESOTA  
BOARD OF REGENTS**

**Faculty, Staff, and Student Affairs Committee**

**September 11, 2008**

**Agenda Item:** Committee Workplan, 2008-09

review       review/action       action       discussion

**Presenters:** Regent John Frobenius  
Vice President Carol Carrier

**Purpose:**

policy       background/context       oversight       strategic positioning

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

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

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

**Background Information:**

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

**Faculty, Staff and Student Affairs Committee Workplan  
September 2008 – September 2009**

**Annually Scheduled Committee Topics**

Committee Workplan 2008-2009

UPlan Update

Student Athlete Academic Progress and NCAA Update\*  
(included within Information Items)

Promotion & Tenure Recommendations

Continuous Appointment Recommendations

Faculty Compensation Comparisons and Analyses

Post Tenure Review Update

In addition to the above, policy review/approvals and collective bargaining agreements will be scheduled as appropriate.

**Supporting our Faculty and Staff through:**

*A Healthy Work Environment*

- How do our employees feel about the U as a workplace? Report highlights from the Employee PULSE Survey, administered every two years, and the efforts underway to address areas cited for improvement.
- How can the University further the health and wellness of its employees through workplace practices? Reports on the impact of wellness and disease management interventions in changing behaviors.
- The Duluth campus is already smoke free. A committee has been charged to investigate whether the Twin Cities campus should also be smoke free. What are the findings and recommendations of this committee?

*Meaningful Rewards and Recognition*

- Beyond compensation, how does the University recognize excellence? Faculty and staff employees experience a range of formal programs and informal practices that recognize excellence and help to build community and reward excellence across a variety of endeavors. A report on the many forms of formal and informal programs that recognize excellence.

*Developing strong leaders at all levels of the organization*

- What are we doing to ensure strength at the supervisory, managerial and senior levels of the institution? This report will outline the identification of leadership competencies for different levels of the organization, and the impact on selection, performance management, assessment and development planning, and succession management.

*Stronger, more efficient, and continually improving administrative models and services*

- What strategies are we pursuing to ensure that our administrative practices will move us to be the best among our peers in quality and efficiency in service? Reports on key policy and service philosophies that have emerged from Strategic Positioning that will drive a stronger service culture.

*A more clearly articulated culture of excellence*

- What are the cultural norms of the University and how do we promote a culture where key values are articulated and driven throughout the organization? Does every employee know how his/her work contributes to the overall mission and direction of the U? A report on the findings from the most recent PULSE survey, and the initiatives that result from these findings.

**Students**

**Student Profiles and Quality Indicators**

- What changes have occurred in student interests during the past five years? Have our programs and services adjusted appropriately to these changes?
- How well do our curricula and programs prepare students for the world they meet upon graduation? Do alumni attitudes and perspectives on their undergraduate experience change as they age? A campus-wide Graduate Tracking Survey was developed and administered in Fall 2005 to assess the status of students at one year and three years following their completion of a bachelor's degree. The results from such surveys assist us in the development of curricula and programs as we move toward our strategic goals.

## **Careers and Post Degree Outcomes**

### *Enhancing Career Services for Undergraduates: Goldpass; New Models of Providing Career Services*

- Student and parent concerns regarding career opportunities upon graduation continue to rise. Discussion will include new initiatives in providing careers services for students and providing improved access to the University for the employment community.

## **Student Development**

### *Enhancing Student/Community Relations*

- What is the University doing to improve relations between student renters and the neighborhoods around the U? This report will highlight the progress of the Student and Community Relations office, created 2 ½ years ago, including updates on community outreach and the University's participation in a Restorative Justice program with area neighborhoods.

### *Student Engagement Initiative/Student Engagement Planner*

- How can the University be more intentional in preparing a talented workforce and educating an engaged citizenry for a diverse democracy? This report will highlight the transformative efforts of the Undergraduate Student Engagement Initiative/Student Engagement Planner to help students create an intentional path of engagement focused on the development of leadership and civic skills.

## **Student Wellness**

### *Student Focused Wellness Initiatives*

- The University regularly gathers data about the wellbeing of our students on a variety of dimensions, including physical, mental, and financial health. What types of programmatic interventions are effective in enhancing student wellness across the various dimensions of health? This presentation will focus on the types of policies and programs we have initiated to address issues highlighted by the data.



**UNIVERSITY OF MINNESOTA  
BOARD OF REGENTS**

**Faculty, Staff, and Student Affairs Committee**

**September 11, 2008**

**Agenda Item:** Consent Report

review       review/action       action       discussion

**Presenters:** Vice President Carol Carrier

**Purpose:**

policy       background/context       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.



**UNIVERSITY OF MINNESOTA  
BOARD OF REGENTS**

**Faculty, Staff, and Student Affairs Committee**

**September 11, 2008**

**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:**

- 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.

**UNIVERSITY OF MINNESOTA**  
**BOARD OF REGENTS**

**September 11, 2008**

**Faculty, Staff, and Student Affairs Committee**  
**Information Report**

*This report does not capture and record a complete listing of the significant awards and activities of the University community but, rather, 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.*

**Highlights**

The University of Minnesota is ranked 28<sup>th</sup> in the world, according to the Shanghai Jiao Tong University's Institute of Higher Education latest ranking. The international ranking of 500 public and private universities worldwide looks at the strength of faculty research, publishing impact, and faculty honors. This is the first time since the ranking appeared in 2003 that the University has reached the top 30.

The University of Minnesota Crookston was selected by The Princeton Review as one of 159 institutions recommended in its "Best in the Midwest" section of "2009 Best Colleges: Region by Region."

MIS Quarterly, a journal published by the Management Information Systems Research Center at the Carlson School of Management, with sponsorship from the Association for Information Systems, ranked as the highest impact journal in the categories of management, computer science/information systems, and information science/library science in the 2007 Journal Citation Reports produced by Thomson Scientific.

Last school year UMD students and faculty spoke to a new record of 6,593 elementary school students in 74 schools in communities throughout the state during the Brain Awareness Week outreach.

**Faculty and Staff Activities and Awards**

Jean Abraham, health policy and management, was appointed to the President's Council of Economic Advisers (CEA) for the coming academic year. As one of ten senior staff economists on CEA, Abraham will provide the president and other government departments and agencies with current academic thinking on a wide range of subjects.

Terrill Bradford, instructor of animal science at UMC, received the Graduate Student Teacher Award at the annual conference of the North American Colleges and Teachers of Agriculture (NACTA). NACTA is a professional society that focuses on promoting,

recognizing, and rewarding excellence in teaching agriculture and related areas at the post secondary level in North America.

Cynthia Cattell, physics, R. Lawrence Edwards, geology and geophysics, and Renata M. Wentzcovitch, chemical engineering and materials science, were elected Fellows of the American Geophysical Union. Wentzcovitch also received the Humboldt Research Award for her interdisciplinary work in materials science, mineral physics, and geophysics.

Governor Tim Pawlenty appointed two University of Minnesota employees to a high-speed broadband taskforce. Stephen Cawley, vice president for information technology and chief information officer, was appointed as the representative for higher education systems. Jack Geller, professor of arts, humanities and social sciences at University of Minnesota Crookston, was appointed as the representative of rural residential citizens at-large. The taskforce was created by the 2008 Legislature to make recommendations regarding the creation of a state high-speed broadband goal and a plan to achieve it.

Bradley G. Clary, law school, has been named to a three year term on the Minnesota Supreme Court Advisory Committee on the Rules of Civil Appellate Procedure. The committee is charged with reviewing and potentially modifying the Rules of Civil Appellate Procedure, which govern Supreme Court and Court of Appeals procedure in civil appeals and certain criminal appeals.

Alison Davis-Blake, dean of the Carlson School of Management, was recently appointed to a three-year term on the board of directors for the Association to Advance Collegiate Schools of Business (AACSB). AACSB is considered one of the world's most prestigious accrediting bodies for business schools and the largest advocacy association for management education. Davis-Blake joins 29 other prominent management education professionals from business schools around the world on the board.

Joanne Disch, nursing, is among seven alumni of the University of Wisconsin-Madison to be honored with the 2008 Distinguished Alumni Awards, the highest honor bestowed by the Wisconsin Alumni Association. The award celebrates outstanding UW-Madison graduates whose professional achievements, contributions to society, and support of the university exemplify the Wisconsin Idea. Disch directs the Katharine J. Densford International Center for Nursing Leadership, serves as chair of AARP's national board of directors, and is a former president of the American Association of Critical Care Nurses.

Margaret Duxbury, veterinary clinical sciences, was elected to the board of regents of the American College of Veterinary Behaviorists, a professional organization of veterinarians who are board-certified in the specialty of veterinary behavior.

Barry Feld, law school, has been selected to receive the 23rd Annual Livingston Hall Juvenile Justice Award, given by the Juvenile Justice Committee of the American Bar Association's Criminal Justice Section.

Irving Gottesman, psychiatry, received the 2008 Alexander Gralnick Investigator Prize from the American Psychological Foundation. The award recognizes exceptional individuals who work in the area of serious mental illness, including but not limited to schizophrenia, bipolar disorder, and paranoia.

Allison Hubel, mechanical engineering, has been elected a Fellow of the American Society of Mechanical Engineers in recognition of her work in cryopreservation of cellular therapies and engineered tissue.

Mark Huglen, associate professor of communication at UMC, received the distinguished service award at the Seventh Triennial Conference of the Kenneth Burke Society (KBS) in recognition of his role in creating the society's peer-reviewed publication, the KB Journal. KBS is a national/international organization for scholarship in areas such as communication studies, English, rhetoric, composition, literature, gender, sociology, philosophy, and more.

Richard Lee, psychology, received the Asian American Psychological Association's K. Patrick Okura Award for community service and leadership. The award was created to recognize a leader who demonstrates outstanding community service and/or leadership that benefits the Asian American community. Lee's current research has a particular focus on families formed through international adoption. He and his graduate students also conduct research on incoming students of color at the university and the ways in which personal, family and cultural factors affect their psychological development and academic success.

Sally Noll, animal science, is the 2008 recipient of the National Turkey Federation Research Award for her excellence in providing the turkey industry with science-based, practical solutions for turkey production.

Carl Osborne, veterinary clinical sciences, was the 2008 recipient of the World Small Animal Veterinary Association's Healthcare Award.

Dan Philippon, English language/literature, was recently elected vice president of the Association for the Study of Literature and Environment, an international scholarly organization with approximately 1,000 members from 23 countries. He will become president in 2009.

Peggy Root, veterinary clinical sciences, has been appointed to the American Veterinary Medical Association (AVMA) Council on Education, the accrediting body for the AVMA.

Jan Swanson, veterinary outreach programs director, was re-elected to the executive board of the Association of Veterinary Advancement Professionals, an organization of development, public relations and alumni relations professionals that seeks to promote the success of veterinary medical education through the professional development of its membership.

Diane Treat-Jacobson, nursing, was awarded the Jeanne E. Doyle Excellence in Vascular Nursing award from the Society of Vascular Nursing (SVN). The award is the highest given by the SVN. Treat-Jacobson has been a national leader in educational efforts to increase awareness and early detection of peripheral arterial disease.

Regents professor Don Truhlar, chemistry, has been awarded the 2009 Dudley R. Herschbach Award for Excellence in Research in Collision Dynamics, recognizing work that is “bold and architectural, inspiring and empowering.”

Andrew Van de Ven, strategic management and organization, received the 2008 George Terry Book Award for his book, “Engaged Scholarship.” The award is presented annually by the Academy of Management, a leading professional association for scholars dedicated to creating and disseminating knowledge about management and organizations.

Sarah Westberg, pharmaceutical care and health, has been named the 2008 Distinguished Pharmacist of the Year in Minnesota, an award sponsored by Pharmacists Mutual Companies.

Diane Wiese-Bjornstal, kinesiology, was elected to the President’s Council on Physical Fitness and Sports Science Board for 2009-2012. The board’s activities include review and input on the President’s Challenge program as well as other initiatives related to physical activity and health across the lifespan. Board members are selected because of their significant contributions to the research and science of physical activity, fitness, health, and sports.

### **Student Activities and Awards**

UMD senior Vicky Braegemann, Labovitz School of Business and Economics, was voted the nation’s top Division II collegiate female athlete. The honor was based on the results of national balloting among Division II schools as part of the 32nd Annual Collegiate Women’s Sports Awards. Braegemann, a senior volleyball star, is the most decorated individual in the history of UMD athletics.

Tonya Hansen, a Ph.D. student in applied economics, placed first in the Agricultural and Applied Economics Association Graduate Student Extension Competition.

Kristy Mussman, an applied economics major from Claremont, Minnesota, was crowned the 55<sup>th</sup> Princess Kay of the Milky Way. During the coming year she will serve as the goodwill ambassador for the nearly 5,000 dairy farmers in Minnesota.

College of biological sciences senior Anh Tran was recently named one of the five recipients of the 2008 Howard R. Swearer Student Humanitarian Award by Campus Compact, a national coalition of more than 1,100 college and university presidents who are committed to fulfilling the civic purposes of higher education. The award is given to students whose work shows an extraordinary commitment to improving their local and global communities. Tran, who is pursuing a dual degree in neuroscience and

psychology, was recognized for launching the organization Biology Without Borders to “offer students the opportunity to broaden their international perspective while providing them some financial support.”

Centaurus, the University of Minnesota’s entry in the 2008 North American Solar Challenge, finished fifth. The 2,400-mile race from Plano, Texas, to Calgary, Alberta included teams from 26 colleges and universities in the United States, Canada, and Germany. The race was won by the University of Michigan, with Pricipia College of Elsah, Illinois, in second place and the FH Bochum Solar Car Team from Germany in third. More than 20 students from the University’s Institute of Technology spent more than 30,000 hours over the past year building Centaurus, which weighs about 420 pounds, produces 1,500 watts of power on a sunny day, and is capable of reaching a maximum speed of 80 miles per hour.

The University of Minnesota, Crookston chapter of Alpha Lambda Delta National Honor Society for First Year Students was received the Gold Membership Award, which is presented by the national organization. to chapters that show a notable increase in membership during a single year. The UMC chapter’s membership increased by 54% during the 2007-08 academic year. Alpha Lambda Delta is a national honor society that recognizes and encourages academic excellence among first-year students.