



Faculty & Staff Affairs Committee

October 2014

October 9, 2014

9:45 a.m. - 11:45 a.m.

East Committee Room, McNamara Alumni Center

FSA - OCT 2014

FSA - OCT 2014

1. Human Resource Needs: University Services

Docket item summary - Page 3

Presentation slides - Page 5

2. Collective Bargaining Agreement between the Regents of the University of Minnesota and the University Education Association (UEA) - Review/Action

Docket item summary - Page 13

Briefing materials - Page 14

Resolution - Page 15

3. Update on Student Work

Docket item summary - Page 16

Presentation slides - Page 17

4. Developing Leaders for Workplace 2020

Docket item summary - Page 35

Presentation slides - Page 36

5. Consent Report - Review/Action

Docket item summary - Page 50

Tenure recommendations - Page 51

6. Information Items

Docket item summary - Page 53

Information Report - Page 54



BOARD OF REGENTS DOCKET ITEM SUMMARY

Faculty & Staff Affairs

October 9, 2014

Agenda Item: Human Resource Needs in University Services

Review Review + Action Action Discussion

This is a report required by Board policy.

Presenters: Linda Bjornberg, Director of Human Resources, University Services
Leslie Krueger, Chief of Staff, University Services

Purpose & Key Points

This is one in a series of reviews of the broad and varied human resource needs of various areas across the University. These conversations are intended to provide the committee with insight into how the different academic and administrative units approach workforce planning, development and management, and the support those units need from the Office of Human Resources in meeting their goals. This insight, in turn, informs board policy on compensation, benefits, classification, and labor agreements.

Background Information

University Services is the operational arm of the University, responsible for the businesses and services that “make the University work.” University Services’ units include auxiliary services (bookstores, parking and transportation, housing and residential life, dining services, UMarket services, and printing and mailing services); facilities management; capital planning and project management; university health and safety; and public safety. As a result, every student, faculty, staff member, or visitor to campus relies on its work. University Services staff keep people fed and ensure their food is safe; clear snow and mow grass; build and maintain facilities that are up to code; patrol the campus and adjacent neighborhoods on the Twin Cities campuses; and provide various support across the system.

The more than 3,700 University Services employees cross all labor classifications, age ranges, ethnic demographics, and work shifts. They are represented in seven of the University’s 10 negotiated labor agreements. One in four has worked at the University for more than 10 years. Nearly 20% of University Services’ workforce is on the job between 5:00 pm and 6:00 am. University Services provides a large number of living-wage, entry-level jobs that do not require a postsecondary education, while also employing staff with Ph.D.’s in areas such as health and safety.

University Services' workforce demographics are as follows:

Labor Classification

Student	1,758	47%
Labor Represented.....	1,427	39%
Civil Service	334	9%
P&A	146	4%
Temp/Casual.....	43	1%

Gender

Male	2,193	59%
Female	1,515	41%

Race/Ethnicity

White.....	2,589	70%
Black.....	466	13%
Asian.....	451	12%
Hispanic	90	2%
American Indian.....	36	1%
Hawaiian.....	5	<1%
Not Specified.....	71	2%

Given these data, the presentation will focus on University Services' needs with regard to training and development; creating a welcoming and inclusive work environment for a diverse workforce; succession planning; competition for talent in a market that spans public and private sectors; and other unique needs within such a broad spectrum of staff.

The FSA Committee received a similar presentation regarding the human resource issues in research in October 2013.

The Human Resource Needs of University Services

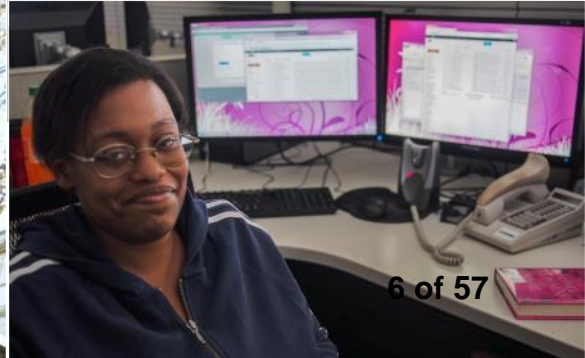
Board of Regents Faculty and Staff Affairs Committee
October 9, 2014



UNIVERSITY OF MINNESOTA

Driven to DiscoverSM

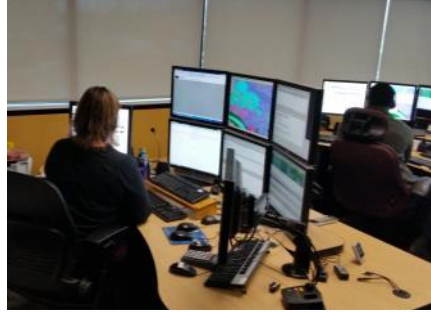
Labor Classification	employee headcount	% of U Services
P&A	146	4%
Labor Represented	1,427	39%
Civil Service	334	9%
Student	1,758	47%
Temp/Casual	43	1%



Race/Ethnicity	employee headcount	% of U Services
American Indian	36	1%
Asian	451	12%
Black	466	13%
Hawaiian	5	<1%
Hispanic	90	2%
White	2,589	70%
Not Specified	71	2%



Gender	employee headcount	% of U Services
Female	1,515	41%
Male	2,193	59%





Uniqueness of our staff



The U as a competitive employer



Challenges



UNIVERSITY OF MINNESOTA
Driven to DiscoverSM



UniversityofMinn



UMNews



UofMN



BOARD OF REGENTS DOCKET ITEM SUMMARY

Faculty & Staff Affairs

October 9, 2014

Agenda Item: Collective Bargaining Agreement between the Regents of the University of Minnesota and the University Education Association (UEA)

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

Presenters: Kathryn F. Brown, Vice President, Office of Human Resources

Purpose & Key Points

This contract provides the terms and conditions of employment for Duluth and Crookston faculty between the date of signing and June 30, 2016. A summary of this contract, the members covered and the associated financial impacts are attached.

President's Recommendation

The President recommends adoption of the Resolution.

**UNIVERSITY EDUCATION ASSOCIATION
PELRA UNIT 9**

This unit is composed of faculty with the ranks of Professors, Associate Professors, Assistant Professors and Instructors on the Duluth and Crookston campuses. The total number of employees in this unit is approximately 558.

ECONOMIC SETTLEMENT – CROOKSTON

2.5% in Fiscal Year 2015, 2.5% in Fiscal Year 2016, and same percentage as academic salary memo in Fiscal Year 2017.

Distribution

0.75% will be delivered in equal dollars

0.75% will be delivered in equal percentage

1% will be delivered as merit

BASE ANNUAL PAYROLL \$3,009,175

Recurring Cost 2014-2016 \$152,339

NON-ECONOMIC HIGHLIGHTS

Restructure rates and payment methods for distance education, overload compensation and summer session.

ECONOMIC SETTLEMENT - DULUTH

2.5% in Fiscal Year 2015, 2.5% in Fiscal Year 2016 and same percentage as academic salary memo for Fiscal Year 2017.

Distribution:

¼ of the salary pool will be delivered in equal dollars

¼ of the salary pool will be delivered in equal percentage

½ of the salary pool will be delivered as merit

BASE ANNUAL PAYROLL \$37,575,285

Recurring Cost 2012-2014 \$1,902,219

NON-ECONOMIC HIGHLIGHTS

Adjust minimum salary for 9 month base salary to no less than \$39,000.



REGENTS OF THE UNIVERSITY OF MINNESOTA

**RESOLUTION RELATED TO
THE PROPOSED LABOR AGREEMENT WITH
UNIVERSITY EDUCATION ASSOCIATION
FOR FACULTY ON THE DULUTH AND CROOKSTON CAMPUSES
(OUTSTATE INSTRUCTIONAL UNIT 9)**

WHEREAS, the parties have met and negotiated over the course of the summer and have reached agreement regarding terms and conditions of employment regarding the employees of this bargaining unit (a complete copy of which is available in the Board of Regents Office); and

WHEREAS, the University Education Association (UEA) has ratified acceptance of the agreement; and

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

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 October 9, 2014.



BOARD OF REGENTS DOCKET ITEM SUMMARY

Faculty & Staff Affairs Committee

October 9, 2014

Agenda Item: Update on Student Work

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

Presenters:

- Kathryn Brown, Vice President, Office of Human Resources
- Laura Negrini, Employment Director, Office of Human Resources

Purpose & Key Points

Board of Regents Policy: *Employee Group Definitions* offers as a guiding principle the provision of employment opportunities for students during their enrollment. The University upholds this principle in a variety of ways, resulting in meaningful opportunities for nearly 10,000 students annually. The University considers these opportunities as a form of student financial aid, and for many a very helpful way to gain experience and help cover the costs of their education.

This presentation will provide an overview of the University's student employment program. Key topics will be:

- Relevant Board policy
- How the University supports student workers
- An explanation of the federal and state work study program
- Statistics and a sampling of jobs
- Student development outcomes
- How the University's student employment program compares with other universities
- A recent streamlining of University policies for hiring students
- Testimonials from student workers

Background Information

Board of Regents Policy: *Employee Group Definitions*

Update on Student Work

Board of Regents Faculty and Staff Affairs Committee

Kathryn F. Brown, Vice President, Office of Human Resources
Laura Negrini, Employment Director, Office of Human Resources
October 9, 2014

What We Will Cover Today

- Relevant board policy
- Why hire student workers?
- Types of job opportunities
- Statistics
- Student development outcomes
- Student testimonials
- Takeaways
- Discussion

Workforce 2020

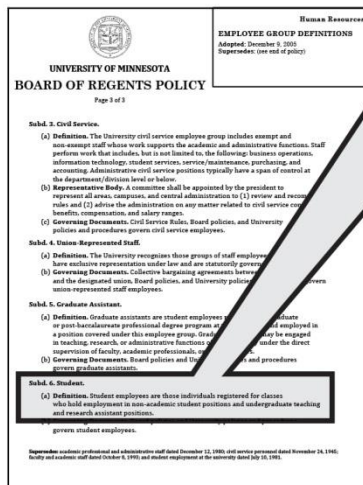
Strategic Direction for OHR

- **Mission:** The Office of Human Resources strategically leads and partners with our community to provide the diverse workforce and organizational capabilities that drive excellence in the University.
- **Vision:** Create the diverse workplace of the future where people are engaged, connected, thriving, and achieving.
- **Values:** Integrity, service, innovation, collaboration, and responsibility.

Board of Regents Employee Group Definition

Subd. 6. Student.

(a) **Definition.** Student employees are those individuals registered for classes who hold employment in non-academic student positions and undergraduate teaching and research assistant positions.



Source: Board Policy: *Employee Group Definitions*

Why Hire Student Workers?

Students are capable individuals who have:

- Energy, enthusiasm, and new ideas and perspectives
- The flexibility to vary work hours each week, handle seasonal workloads, and staff non-routine hours
- An understanding of the needs and viewpoints of other students, helping student customers feel more comfortable, and letting full-time staff know about issues from the student point of view



Benefits for Students

- Income to support the costs of education
- Flexible, part-time jobs that allow time for school
- The convenience of working on campus
- Lifelong workplace skills and habits
- Résumé work experience

Student Job Classifications

Job Code Description	Number of Students
Academic Support	1,088
Administrative/Support Services	2,249
Food Service/Labor/Security	1,200
Health Support Services	90
Recreation/Fitness/Wellness	445
Technical Support Services	1,214

Variety of Student Jobs (a recent sampling)

- Graphic designer (College of Pharmacy)
- Archives assistant, performing arts (University Libraries)
- Civil engineering assistant (Facilities Management)
- Lab worker (Microbiology)
- Web designer (College of Biological Sciences)
- Security monitor
(University Police Department)
- Custodian (Boynton Health Center)
- Office assistant (Student Affairs)
- Vocal jazz sound engineer
(School of Fine Arts, Duluth campus)
- Marketing assistant
(University Press)
- Ice-skating lessons instructor
(Student Affairs, Morris campus)



Work Study

- What is work study?
 - State and federal program pays for part-time jobs for students with financial need
 - Funds awarded as part of a student's financial aid package
 - Award is paid by University in the form of a paycheck every two weeks
 - Work study reimburses 70% of student pay; department provides 30%
 - Students do not have to claim work study income in applying for the next year's financial aid package
- Students on work study: 3,128
- Work study funds that benefit the University:
 - Federal: \$1,305,584
 - State: \$2,345,778



Statistics

Total undergraduate workers (all campuses): 9,562

Average pay rate: \$8.50 per hour

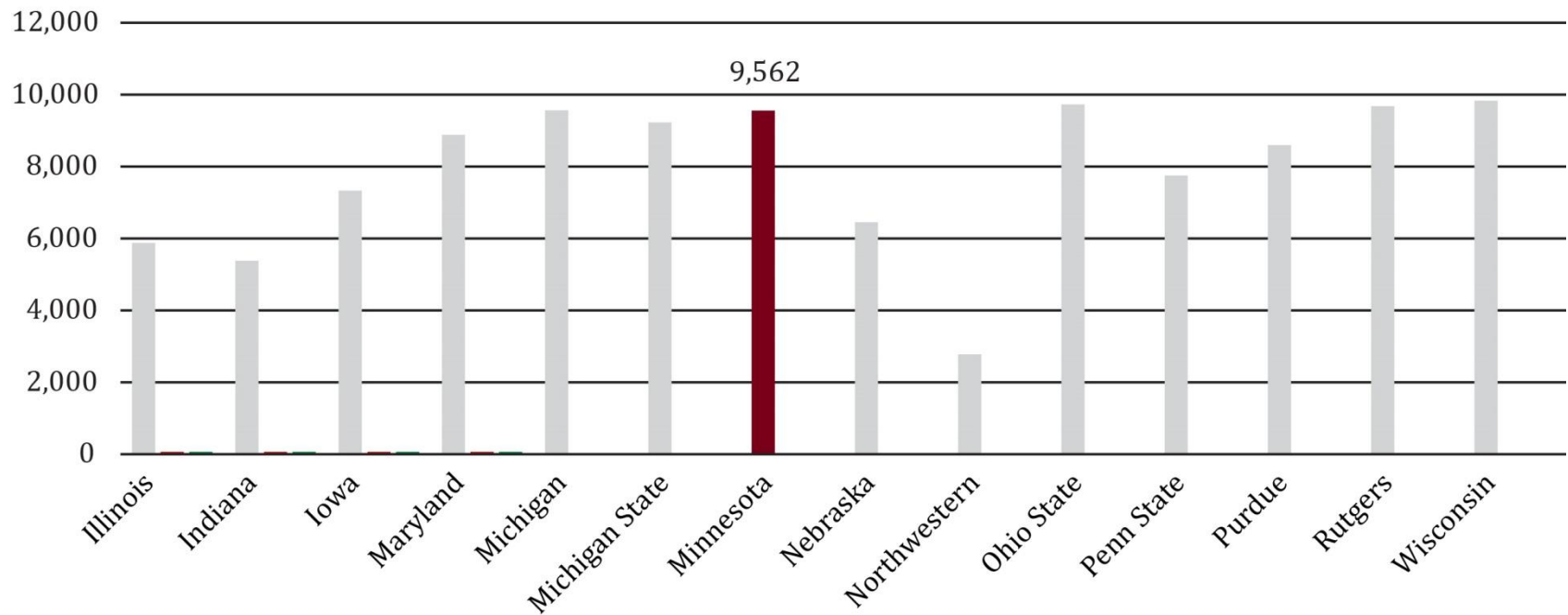
Average annual income: \$2,610

Average length of employment: 9-10 months per job

Average hours worked per week: 19

Comparison with Big 10 Universities

Number of Student Workers (Academic Year)

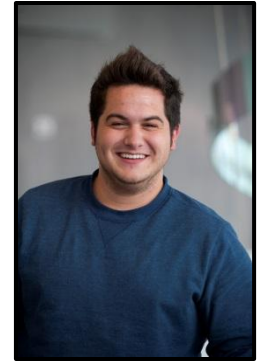


Student Development Outcomes

Working at a student job fulfills all of the University's formal Student Development Outcomes, which define a common vision for the characteristics we hope to instill in our graduates:

- Responsibility and accountability
- Independence and interdependence
- Goal orientation
- Self-awareness
- Resilience
- Appreciation of differences
- Tolerance of ambiguity

Student Development Outcomes have been incorporated into job descriptions, supervisory training, and feedback sessions.



Student Development Outcomes

Student Unions and Activities has been measuring Student Development Outcomes of employment for 10 years. Students report that working has had a positive impact on their:

Personal lives	89%
Career development	87%
Academic performance	63%

Student workers rank an average of 15% to 20% higher on all seven Student Development Outcomes compared to the general student population.*

*Source: 2014 Coffman Union survey



Initiatives Unique to the University

- Tying jobs to Student Development Outcomes
- Freshman Job Guarantee Program
 - 500 students chosen by lottery
 - Access to Job Guarantee Fair
 - Partnership with Office of Admissions

Simplifying and Improving the Student Hiring Process

- Departments will have broader latitude in:
 - Assigning duties and setting requirements for jobs
 - Determining hourly pay (minimum \$8 an hour)
 - Classifying student jobs
- Student postings not required for all student openings
- Student Quick Hire Form eliminated
- Student job classifications reduced from 39 to 6
- ESUP upgrade will allow students to fill out time cards online

Student Testimonials

- **Aaron Christensen**

Senior, religious studies major

Student Human Resources Specialist, OHR Job Center

- **Samantha Schleicher**

Senior, kinesiology major

Student manager, Coffman Union Information Desk

Takeaways

- The University considers student jobs to be a form of financial aid, and for many students it is a very helpful way to gain experience and help cover the costs of their education.
- The Job Center has simplified and improved the student hiring process.
- The University compares favorably to similar universities in the Big 10 in number and variety of job opportunities for students.
- Having a job helps prepare students personally and professionally for the next stage of their lives.

Discussion



BOARD OF REGENTS DOCKET ITEM SUMMARY

Faculty & Staff Affairs Committee

October 9, 2014

Agenda Item: Developing Leaders for Workplace 2020

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

Presenters:

- Kathryn Brown, Vice President, Office of Human Resources
- Karen Hanson, Senior Vice President for Academic Affairs and Provost
- Allen Levine, Vice Provost, Faculty and Academic Affairs
- Brandon Sullivan, Director, Leadership and Talent Development, Office of Human Resources

Purpose & Key Points

Leaders in public higher education are facing unprecedented financial, operational, and culture challenges. In addition, the successful implementation of the University of Minnesota's strategic plans will require leaders at all levels taking collective action in alignment with key priorities. As a result, the continued and future success of the University will require academic and administrative leaders with consistently strong leadership and management skills.

This item provides the Board with an update on the strategic direction and actions that support leadership development at the University. It also includes information on the University's leadership development framework.

Leadership Development Strategy

Board of Regents Faculty and Staff Affairs Committee

Kathryn F. Brown, Vice President, Office of Human Resources
Karen Hanson, Senior Vice President for Academic Affairs and Provost
Brandon Sullivan, Director, Leadership and Talent Development
Allen S. Levine, Vice Provost, Faculty and Academic Affairs

October 9, 2014

What We Will Cover Today

- Why leadership is critical here and now
- Three things we need to emphasize
- Focusing on what works
- Academic leadership development
- General leadership skill assessment and development
- Roles and responsibilities
- Next steps

Why Leadership is Critical Here and Now

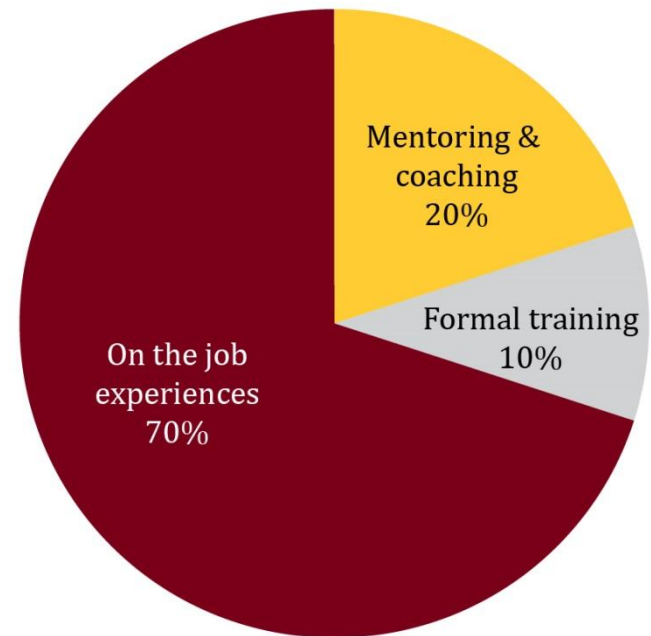
- Implementation of the University's strategic plan requires leaders to take collective action
- Leaders in public higher education face unprecedented challenges:
 - Global competition for top talent
 - Shifting enrollment trends
 - Rapid change in disciplines
 - Shrinking state and federal funding
 - Greater competition for grants
 - Need for greater interdisciplinary research collaboration

Three Things We Need to Emphasize

1. Development must be a part of everyone's job.

- Leaders-of-leaders play a pivotal role in driving accountability and recognizing development.
- Formal training plays a key **supporting** role.

How Leaders Grow and Develop*



**Based on research from the Center for Creative Leadership*

Three Things We Need to Emphasize

2. Campus, college, and unit practices must drive development.

Common Factors in Organizations Known for Excellence in Leadership*

Clear Leadership Expectations	Development Culture	Talent-Strategy Integration
<ul style="list-style-type: none">• Everyone understands how success is defined and measured• Common basis for discussion, evaluation, and development of leadership skills	<ul style="list-style-type: none">• Ongoing, regular development and performance discussions• Development of leaders is woven into planning and goal-setting and becomes a part of daily work	<ul style="list-style-type: none">• Campus, college, and unit leaders are clear on the leadership skills needed to achieve strategic objectives• As priorities change and new challenges emerge, development efforts are re-aligned

**Based on a 2013 Hay Group study of 2,200 organizations and a 2011 study of 470 organizations by Aon Hewitt, the RBL Group, and Fortune*

Three Things We Need to Emphasize

3. Our approach must focus on what works.

	Traditional Approach	What Works*
Purpose	<ul style="list-style-type: none"> • Teach information and content 	<ul style="list-style-type: none"> • Opportunity to network, learn from one another, share knowledge and best practices
Ownership	<ul style="list-style-type: none"> • Development “outsourced” and separate from day-to-day work 	<ul style="list-style-type: none"> • Development is owned by the individual and her/his supervisor as part of day-to-day work
Role of Participants’ Leaders	<ul style="list-style-type: none"> • Limited to nomination or approval 	<ul style="list-style-type: none"> • Fully engaged and driving accountability and recognition
Context	<ul style="list-style-type: none"> • No organizational context 	<ul style="list-style-type: none"> • Focus on current strategic priorities and challenges
Program Delivery	<ul style="list-style-type: none"> • Trainers and consultants 	<ul style="list-style-type: none"> • Experienced leaders, subject matter experts

*Based on Dugan & O’Shea (2014). *Leadership development: Growing talent strategically*. Society for Human Resource Management (SHRM) and Society of Industrial and Organizational Psychology (SIOP) Science of HR White Paper Series.

Focusing on What Works

- Support the success of leaders through:
 - Application of learning back on the job (an important new role for leaders-of-leaders)
 - Coaching/mentoring
 - Programs—both in-person and online
- Focus development to support the strategic needs of the University
- Address unique needs at each level of leadership
- Differentiate readiness for a new role versus in-role development
- Build consistent talent practices to support and sustain development
- Recognize the unique nature of academic and department head leadership

Focusing on What Works

Our strategy must address the unique needs of academic and of administrative leaders.

- Enhancing the effectiveness of the work environment requires solutions that involve academic and administrative units respectively, and jointly.
- Addressing the challenges facing higher education and implementing the University's strategic plan requires strong engagement and collaboration across units.
- Development for academic leaders requires disciplinary advancement, faculty development, and academic accountability.

Academic Leadership Development: Training

Office of the Senior Vice President for Academic
Affairs and Provost

- New faculty orientation
 - Follow-up promotion and tenure sessions
- Year-long department head / chair training
- CIC Academic Leadership Program (ALP)
- CIC Department Executive Officers (DEO)
- APLU leadership training

Academic Leadership Development: Peer Networking and Awards

Office of the Senior Vice President for Academic
Affairs and Provost

- Academy of Distinguished Teachers
- Senior Distinguished Faculty luncheons
- Department heads/chairs chats (new program)
- Annual Promotion and Tenure recognition
- Distinguished faculty awards ceremony

General Leadership Skill Assessment and Development

Office of Human Resources

- Identified common challenges faced by leaders across the University
- Developed competency model to describe key leadership skills based on these challenges
- Introduced tools for assessment and development
 - 360-degree assessments
 - Developmental action-planning and consulting
 - Leadership assessments to inform selection and onboarding

General Leadership Skill Assessment and Development

Office of Human Resources

Leadership Level	Key Challenge	Current and Proposed Programming
Chancellor, Vice-President	Leading a campus, college, or unit	<ul style="list-style-type: none"> In-Role Development Program Leadership Team Development
Director	Leading a department or division	<ul style="list-style-type: none"> In-Role Development Program Readiness Program
Manager, Supervisor	Leading a team	<ul style="list-style-type: none"> Leadership Essentials and Rules of Supervision
Aspiring Leader	Preparing for first leadership role	<ul style="list-style-type: none"> Preparing to Lead
Individual Contributor	Peer leadership	<ul style="list-style-type: none"> New Employee Orientation

Roles and Responsibilities

Office of the Senior VP for Academic Affairs and Provost	Office of Human Resources	Campus, College, and Unit Leaders	HR Leads
<ul style="list-style-type: none"> • Work together to refine overall leadership development strategy • Share information with faculty and staff on available programs, training opportunities, and other resources • Collaborate to identify current and emerging leadership development needs • Academic leadership programs developed by the Office of the Sr. VP for Academic Affairs and Provost 		<ul style="list-style-type: none"> • Provide ongoing feedback & coaching • Provide challenging assignments • Create opportunities for reflection • Support learning • Identify candidates for programs • Advance academic excellence (Deans, Chancellors, Dept. Heads, Academic VPs) 	<ul style="list-style-type: none"> • Support unit leaders and program participants throughout each phase of the talent management cycle

Next Steps

- Fully engage Deans, Chancellors, Vice-Presidents, and other senior leaders.
- Integrate support for the strategic plan into new and enhanced leadership development efforts.
- Finalize design and plan for the implementation of new programs.



BOARD OF REGENTS DOCKET ITEM SUMMARY

Faculty & Staff Affairs

October 9, 2014

Agenda Item: Consent Report

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

Presenters: Kathryn Brown, Vice President, Office of Human Resources

Purpose & Key Points

As required by Board of Regents Policy: *Reservation and Delegation of Authority*, the administration seeks approval for the conferral of tenure for faculty who have been hired at the University of Minnesota and the appointment of senior leaders. This report includes:

- Conferral of Tenure for outside and internal hires

Background Information

Board of Regents Policy: *Reservation and Delegation of Authority*, calls for items, such as proposed changes to retirement provisions, senior administrative appointments, tenure and/or promotion recommendations, and appointments of certain trustees and board members, to be brought before the Faculty and Staff Affairs Committee for action.

President's Recommendation

The President recommends approval of the consent report.

Tenured Outside Hires

The decision of the Board of Regents to confer tenure and rank for any individual faculty hire from outside the University of Minnesota becomes effective on the first day of that faculty member's academic appointment at the University.

Tenured Hires for October 2014 Board of Regents meeting – Crookston campus Recommended by Senior Vice President for Academic Affairs and Provost Karen Hanson

Joseph Shostell

**Professor with tenure and department head
Department of Math, Science and Technology
University of Minnesota Crookston**

Joseph Shostell received his Ph.D. in biology from the University of Louisville in 2001. Prior to his arrival at the University of Minnesota Crookston, he was an associate professor with tenure at Penn State University, Fayette Campus. Dr. Shostell has a diverse research agenda that has resulted in numerous funded grants, peer-reviewed publications, book chapters, reports, presentations and numerous awards for his work with undergraduate researchers. He has demonstrated teaching excellence in a wide range of topical areas, and has been a highly engaged advisor and mentor to numerous undergraduates. He will serve as the new head of the department and brings with him an exemplary record of service.

Tenured Hires for October 2014 Board of Regents meeting – Duluth campus Recommended by Chancellor Lendley Black

Desineni “Subbaram” Naidu

**Professor with tenure and endowed chair
Department of Electrical Engineering
Swenson College of Science and Engineering**

Subbaram Naidu received his Ph.D. in electrical engineering and his M.S. in control systems engineering from the Indian Institute of Technology (IIT). Dr. Naidu joins UMD from Idaho State University where he was professor in the Department of Electrical Engineering since 1990 and Director of the Measurement and Control Engineering Research Center since 1998. Dr. Naidu's extensive research areas include electrical engineering, optimal control, nonlinear control, intelligent control, industrial control systems and cyber security, biomedical engineering, and time scales in engineering, physical and life sciences. He brings with him a lengthy and impressive list of awards, honors and invited presentations and he is Fellow of the World Innovation Foundation, UK. Dr. Naidu will serve as the Minnesota Power Jack Rowe Endowed Chair in the Department of Electrical Engineering.

Marcus Seigar

**Professor with tenure and department head
Department of Physics
Swenson College of Science and Engineering**

Marcus Seigar received his Ph.D. in astrophysics from the Liverpool John Moores University in Liverpool, England in 1998. Dr. Seigar's most recent position was as a tenured professor in the

Department of Physics and Astronomy at the University of Arkansas at Little Rock. During his time at UALR, he directed the astronomy program, led a significant revision of the undergraduate program, and developed many new courses. His field of research is extragalactic astrophysics, in particular the structure and dynamics of disk galaxies and galaxy evolution. Recently, Dr. Seigar's research team secured a \$1.4 million grant from NASA for their discovery of a correlation between supermassive black hole (SMBH) mass and spiral arm pitch angle (the M – P relation). Dr. Seigar will utilize his strong instructional background, administrative experience and impressive body of research to serve as professor and department head of Physics at the University of Minnesota Duluth.

Tenured Internal Hire

Tenured Hires for October 2014 Board of Regents meeting – Twin Cities campus Recommended by Senior Vice President for Academic Affairs and Provost Karen Hanson

Michael Lee

**Professor with tenure
Department of Ophthalmology and Visual Neurosciences
Medical School**

Michael Lee received his M.D. from the University of Pennsylvania School of Medicine in 1997. Currently, he is a professor on the clinical scholar, non-tenure track in the Department of Ophthalmology and Visual Neurosciences; he has been at the University of Minnesota since 2005. Dr. Lee's research and publications span a wide range of topics such as novel treatments for giant cell arteritis, nonarteritic anterior ischemic neuropathy and the effect of patient positioning on opening pressure during spinal tap. External reviewers emphasized his national and international reputation, the impact of his work on clinical practice, the breadth of his work which spans the spectrum from bench to clinical research and his continued productivity through his career.



BOARD OF REGENTS DOCKET ITEM SUMMARY

Faculty & Staff Affairs

October 9, 2014

Agenda Item: Information Items

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

Presenters: Kathryn Brown, Vice President, Office of Human Resources

Purpose & Key Points

To inform the Board of Regents of noteworthy items, administrative actions, and local, regional, and national policy issues affecting University units and departments. Specific items covered include personnel highlights, University highlights, and faculty and staff activities and awards.

Background Information

This report appears as a regular item on the Faculty and Staff Affairs Committee agenda.

UNIVERSITY OF MINNESOTA

BOARD OF REGENTS

October 9, 2014

Faculty and Staff 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 and staff affairs.

Personnel

No updates this month.

University Highlights

The work of former chemistry professor Izaak M. Kolthoff in establishing the field of analytical chemistry as a scientific discipline has been named a 2014 American Chemical Society National Historic Chemical Landmark. Kolthoff was a professor at the U of M from 1927 to 1962 and Kolthoff Hall was named in his honor in 1972.

For the second year in a row, the University of Minnesota Crookston ranks number one in U.S. News Best Colleges rankings in the category Midwest Top Public Regional Colleges. Also, the *Princeton Review* named UMC one of 159 colleges and universities in its Best in the Midwest list for 2015.

Several college ranking systems include University of Minnesota Morris on their latest lists:

- *U.S. News and World Report* ranked UMM 7th among Public Liberal Arts Colleges and 139th in the top tier of National Liberal Arts Colleges and also included UMM on its A-Plus Schools for B Students list, which identifies colleges that consider individual applicants during the admissions process rather than relying solely on test scores and class standing.
- *Washington Monthly's* Best-Bang-for-the-Buck list ranked UMM 1st in Minnesota, 3rd among liberal arts colleges, and 36th overall. In the public-good listings, the campus was ranked 121st out of 246 notable liberal arts colleges.
- *Winds of Change* named UMM one of the top 200 institutions in the nation in support of American Indian students. *Winds of Change* is a nationally distributed magazine with a focus on career and educational advancement for American Indian and Alaska Native peoples.

The University's employee engagement program received the Midwest Region Excellence in Human Resource Practices Award from the College and University Professionals Association for Human Resources (CUPA-HR) in 2014. The engagement program was specifically recognized

for improving the quality of programs through effective human resource administrative practices, creative application of human resource principles, and strong leadership.

The University of Minnesota Libraries' leadership in key areas of service and technology were cited in the New Media Consortium's recently released *2014 Horizon Report Library Edition*. U of M Libraries' contributions highlighted in the report include Digital Course Packs, the SMART Learning Commons, rethinking the roles and skills of librarians, developing and expanding research data management services, and being an early adopter of mobile apps in academic and research libraries.

The University of Minnesota moved up five places to rank at number 10 on the Academic Ranking of World Universities in the subject field of economics/business. The achievement recognizes the quality of faculty in both the Carlson School and the College of Liberal Arts Department of Economics. The University is one of only two public schools to rank among the top 10 in the category, and is the highest ranked Big Ten school.

The Tucker Center for Research on Girls & Women in Sport was presented with a 2014 Upper Midwest Emmy Award in the Sports Documentary category for its video "Media Coverage and Female Athletes," an evidence-based research project co-produced with tptMN that examines the amount and type of coverage given to female athletes.

Faculty and Staff Activities and Awards

The Extension Business Retention and Expansion Team Menahga, comprised of Adeel Ahmed, Michael Darger, Maxine Norman, Ryan Pesch, and Brigid Tuck, along with community partners, won the "Outstanding Single Community with a Population under 20,000" Business Retention and Expansion International Award of Excellence.

Eighteen U of M researchers were recently named to Thomson Reuter's World's Most Influential Scientific Minds of 2014. The list was created by analyzing data to determine which researchers produced work that was most frequently acknowledged by peers over the past 11 years. U of M researchers on the list include:

Douglas Arnold, mathematics
Karen Ashe, neurology
Bernardo Cockburn, mathematics
Lawrence Edwards, earth sciences
Kristine Ensrud, medicine
Jonathan Foley, ecology, evolution and behavior
Aaron Folsom, epidemiology
Georgios Giannakis, electrical engineering
Jane Glazebrook, plant biology
Nihar Jindal, electrical and computer engineering
Zhi-quan (Tom) Luo, electrical and computer engineering
Dianne Neumark-Sztainer, epidemiology
Stephen Polasky, applied economics
Peter Reich, forest resources
Andreas Stein, chemistry

David Tilman, ecology, evolution, and behavior
Donald Truhlar, chemistry
Shaker Zahra, strategic management/entrepreneurship

Bob Craven, Kevin Klair and Dale Nordquist, and Jeff Reisdorfer, all from applied economics, were awarded the Extension Outstanding Electronic Media Education Award for AgPlan at the annual meeting of the Agricultural and Applied Economics Association. More than 35,000 business plans have been developed using AgPlan.

The George Family Foundation recognized Bobbi Daniels, U of M Physicians, Mary Jo Kreitzer, Center for Spirituality & Healing, and Regent Patricia Simmons among 84 exceptional women leaders at its Celebrating Twin Cities Women Leaders event. The honor celebrates women who have served as CEO, board chair or president of large corporations, colleges and universities, government and nonprofit organizations, health care, and major arts organizations in the Twin Cities.

Martin Ganco, strategic management and entrepreneurship, is the 2014 recipient of the Past Chairs' Emerging Scholar Award by the Technology and Innovation Division of the Academy of Management. The annual award acknowledges an emerging scholar who has already achieved a solid publication record and whose scholarly contributions show great promise to become influential or path breaking in the Technology and Innovation Division domain.

Michael Georgieff, Institute of Child Development and Department of Pediatrics, has been awarded the Samuel J. Fomon Nutrition Award from the American Academy of Pediatrics (AAP). The award has been given out annually by the AAP since 1944 to recognize an individual for outstanding research achievement relating to the nutrition of infants and children.

Alan G. Gross, communication studies, is one of the 2014 recipients of the Distinguished Scholar Award from the National Communication Association (NCA). Given annually, the award recognizes and rewards NCA members for a lifetime of scholarly achievement.

Three sociology faculty members have been elected to positions with the American Sociological Association: Doug Hartmann to the Publications Committee; Jeylan Mortimer to chair-elect of the Section on Aging and the Life Course for 2014-2015; and Joshua Page to the Sociology of Law Section Council.

Cathy Jordan, Child, Youth and Family Consortium, will be inducted as an inaugural fellow into the Academy of Community Engagement Scholarship, a new society that is modeled on the national academies idea. This honorific designation involves a life-long organizational commitment to be a thought leader and to promote the advancement of community-engaged scholarship.

Pinar Karaca-Mandic, health policy and management, was recently elected as a research associate in the National Bureau of Economic Research's (NBER) programs on health economics and health care. NBER is a private, non-profit, non-partisan research organization dedicated to promoting a greater understanding of how the economy works.

Peter Kennedy, plant biology, received the 2014 International Mycological Association Arthur Henry Reginald Buller Medal. The award is given only once every four years to outstanding mycologists early in their career.

Mohamed Khan, sugarbeet specialist for both the U of M and NDSU, has received the Excellence in Extension Award from the American Phytopathological Society. The award recognizes individuals who have made contributions to Extension plant pathology programs and have shown significant leadership in the field.

Vice Provost Allen Levine, food science and nutrition, has been elected vice president of the Obesity Society, the first step toward becoming president of the society in three years.

Chris Nachtsheim, supply chain and operations, received the 2013 Jack Youden Prize, awarded by the American Statistical Association for the best expository paper that appeared during 2013 in the organization's journal, *Technometrics*. The paper, "Experimental Design for Engineering Dimensional Analysis," was co-authored by Mark Albrecht, master's student, Tom Albrecht, Boston Scientific, and Dennis Cook, School of Statistics.

Sally Noll, animal science, has been named a fellow of the Poultry Science Association for her lifetime of contributions to the field of poultry science. Fellowship is the highest honor awarded by the Poultry Science Association.

Lisa Park and David Pellow, both sociology, won the Allan Schnaiberg Outstanding Publication Award, given by the Environment and Technology Section, American Sociological Association, for best book published from 2011-2013 for *The Slums of Aspen: Immigrants vs. the Environment in America's Eden*.

Steve Ruggles, Minnesota Population Center, has been elected the 2014 president-elect of the Population Association of America. He is the first historian ever to hold that position.

David Tilman, ecology, evolution, and behavior, has received a 2014 Balzan Prize in recognition of his outstanding scholarly contributions in ecology. The international award recognizes achievements in the humanities and natural sciences, as well as in advancing peace among humanity. Tilman was one of four scholars from around the world to receive the prize this year. Past recipients of the award include Mother Teresa of Calcutta and the International Committee of the Red Cross.

Chris Uggen, sociology, won the American Sociological Association's Crime, Law and Deviance and Sociology of Law Sections' joint Peterson-Krivo Mentoring Award for 2014.

Susan Weller, an entomology professor and director of the Bell Museum, has been elected future president of the Entomological Society of America (ESA). She will serve as vice president-elect in 2015, then as vice president in 2016, and finally as ESA president in 2017.