



Faculty & Staff Affairs Committee

February 2015

February 12, 2015

10:00 a.m. - 12:00 p.m.

East Committee Room, McNamara Alumni Center

FSA - FEB 2015

1. Proposed Scholarship Program Pilot: UM Crookston

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2. Human Resource Needs in the College of Liberal Arts

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3. 2014 Employee Engagement Results

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4. Annual Report on Compensation

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5. Report on Workforce Metrics

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BOARD OF REGENTS DOCKET ITEM SUMMARY

Faculty & Staff Affairs

February 12, 2015

Agenda Item: Proposed Scholarship Program Pilot: UM Crookston

Review

Review + Action

Action

Discussion

Presenters: Kathryn F. Brown, Vice President for Human Resources
Fred Wood, Chancellor, University of Minnesota Crookston

Purpose & Key Points

The University of Minnesota Crookston (UMC) is launching a four-year pilot of an employee advanced degree tuition reimbursement program to: a) increase skills and educational credentials of faculty and staff; b) assist in the attainment of campus strategic priorities; c) facilitate recruitment and retention of faculty and staff; and d) support a continuing culture of excellence through educational investments in UMC employees.

Due to the distance between the Crookston and Twin Cities campuses, UMC faculty and staff do not have access to the depth and breadth of educational opportunities on the Twin Cities campus. Consequently, the pilot program is intended to uphold the overarching principle of supporting professional, development, education, and training for employees, as set forth in Board policy, while considering the unique needs and location of UMC in the upper northwest region of the state.

Based on anticipated interest, approximately 3-4 faculty/staff will participate in the first academic year or two, growing to possibly 5-6 people during the last two years of the pilot program. The maximum level of partial reimbursement for actual tuition costs is capped at \$5,000 per year, per person. In order to maximize the retention aspect of the program, faculty and staff will be reimbursed over a number of years as they continue to move toward degree completion. This pilot program has a sunset date of December 31, 2019, after which its success will be evaluated and recommendations prepared.

Background Information

Board of Regents Policy: *Employee Development, Education and Training* governs the professional development, education, and training of eligible employees of the University of Minnesota. In Section V. University-Offered Education Training, and Development Opportunities, Subd. 2. Tuition Benefits, it states that, "The University shall offer eligible employees access to University credit-bearing educational opportunities at a reduced tuition cost through the Regents Scholarship Program."



BOARD OF REGENTS DOCKET ITEM SUMMARY

Faculty & Staff Affairs

February 12, 2015

Agenda Item: Human Resource Needs in the College of Liberal Arts

Review **Review + Action** **Action** **Discussion**

This is a report required by Board policy.

Presenters: Kathryn F. Brown, Vice President, Office of Human Resources
John Coleman, Dean, College of Liberal Arts
Lisa Bachman, Director, College of Liberal Arts Human Resources

Purpose & Key Points

This is the fourth in a series of presentations that address the varied and complex HR needs and issues across the University of Minnesota system. Prior reviews focused on HR needs in research, University Services, and the Academic Health System. This is the first such review to focus on an academic unit – the College of Liberal Arts (CLA) that is a single college, albeit one with many departments and centers.

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 that these units need in meeting their HR goals. This insight, in turn, informs board policy on compensation, benefits, classification, labor agreements and other HR matters.

Background Information

About the College of Liberal Arts

The College of Liberal Arts is committed to intellectual freedom, the pursuit of new knowledge, and the belief that the liberal arts are the foundation of academic learning.

CLA prepares students to be independent and original thinkers, innovators in their chosen fields; to create meaning in their lives and in their life’s work; and to become productive citizens and leaders in their communities and the world.

Established in 1868, the College of Liberal Arts supports the University of Minnesota's land-grant mission as home to disciplines in the arts, humanities, and social sciences. With 31 departments on the Twin Cities campus, it is the largest college in the University system.

CLA's future

Our vision is to transform the CLA into a destination college. Achieving that vision requires an engaged community of students, faculty, staff, alumni, donors and friends. To make that happen, CLA has created a roadmap that focuses on five core goals:

1. CLA alumni will be the most desirable graduates available.
2. CLA will have a relentless focus on research and creative excellence.
3. CLA will lead and flourish in the environment of grand challenges.
4. The CLA community will mirror the community at large.
5. CLA will deepen a culture of engagement for our alumni, community and state.

Nearly 100 faculty, staff and students have been involved in shaping the recommendations that created the [College's Roadmap](#) and guide its future.

CLA's faculty and instructional staff

- CLA has 512 tenured and tenure-track faculty.
- 19% of CLA's tenured and tenure-track faculty are faculty of color.
- 42% of CLA's tenured and tenure-track faculty are women.
- CLA faculty are [distinguished and award-winning](#) in many fields.
- CLA has nearly 200 professional instructional, research, and clinical staff who regularly teach, conduct research, and provide clinical expertise.

CLA's administrative and advising staff

- 129 professional administrative staff provide finance, information technology, grants administration, marketing/public relations, human resources, development and other professional services as do 87 civil service staff.
- 52 advising and career counselor staff support the undergraduate student population.
- 108 labor-represented staff in the AFSCME clerical and technical union.
- CLA also employs close to 2,000 undergraduate and graduate students, providing them with work experience and income while they are supporting both the operations and the mission of the college.

CLA students at a glance

Undergraduate Students	
Student enrollment	13,676
Degrees awarded in 2013-2014	3,173
Students of color	19.4%
Minnesota residents	62%
Wisconsin residents	17%
International students	6%
Graduate Students	
Student enrollment	1,676
Degrees awarded in 2013-2014	437

About the CLA Class of 2018

28,893 students applied for 2,452 undergraduate seats in CLA's class of 2018. Of the students who were admitted:

- 79.5% graduated in the top 25% of their high school class
- 33.8% ranked in the top 10% of their high school class
- 21.2% are students of color
- 58.4% are women
- 64.4% are Minnesota residents
- 13.8% are Wisconsin residents
- 6.8% are international students
- 27 is the average ACT score; 40.1% scored 28 or higher



CLA ROADMAP

The Roadmap, Trends and Workforce for the College of Liberal Arts

Board of Regents

Faculty and Staff Affairs Committee

Dean John Coleman

<http://cla.umn.edu/>

February 12, 2015

COLLEGE OF LIBERAL ARTS

UNIVERSITY OF MINNESOTA

Driven to Discover

**In October 2014,
we committed to a vision to
transform the College of Liberal Arts
into a destination college.**



We identified five goals in our “CLA Roadmap”



Readiness

CLA alumni will be the most desirable graduates available.



Research

CLA will have a relentless focus on research and creative excellence.



Leadership

CLA will lead and flourish in the environment of grand challenges.



Diversity

The CLA community will mirror the community at large.

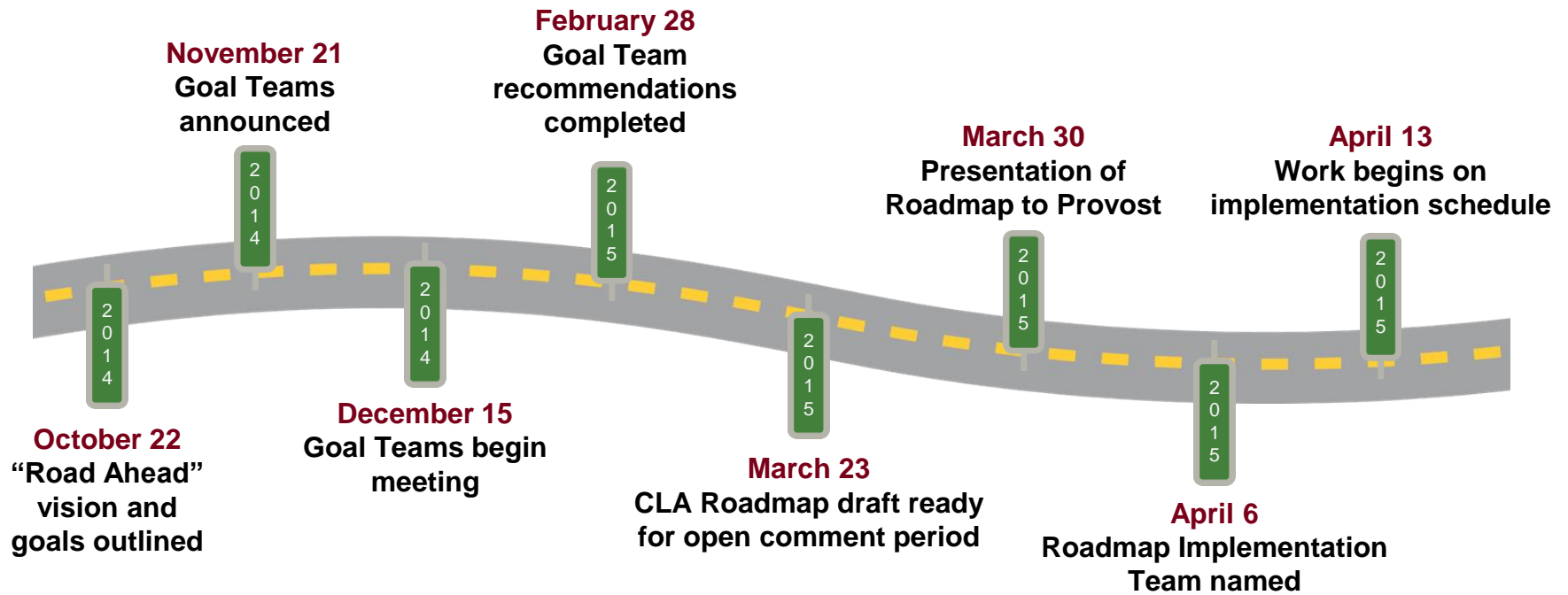


Engagement

CLA will deepen a culture of engagement for our alumni, community and state.



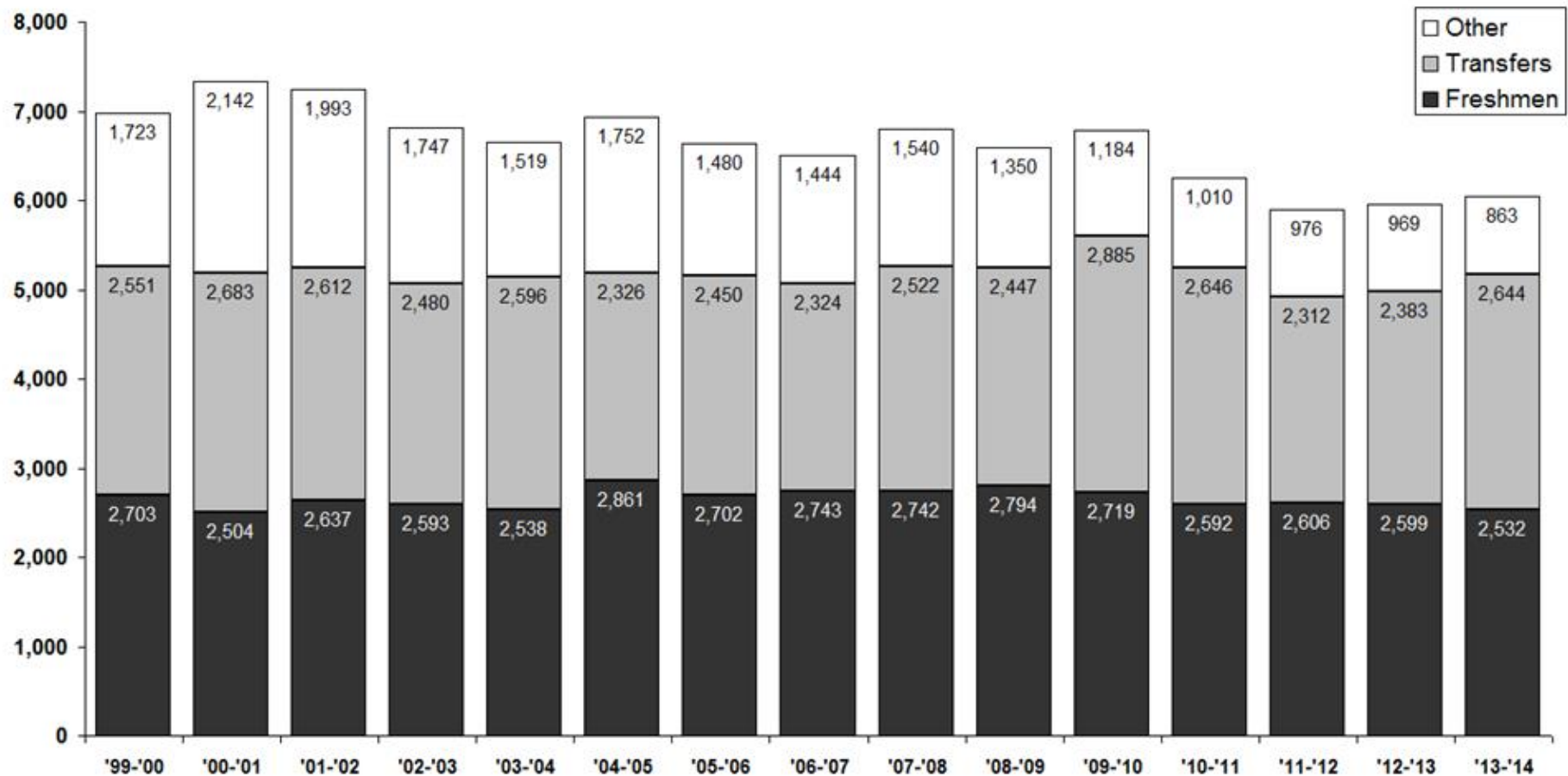
We are moving quickly toward implementing the recommendations so we can move forward with our vision



About our students

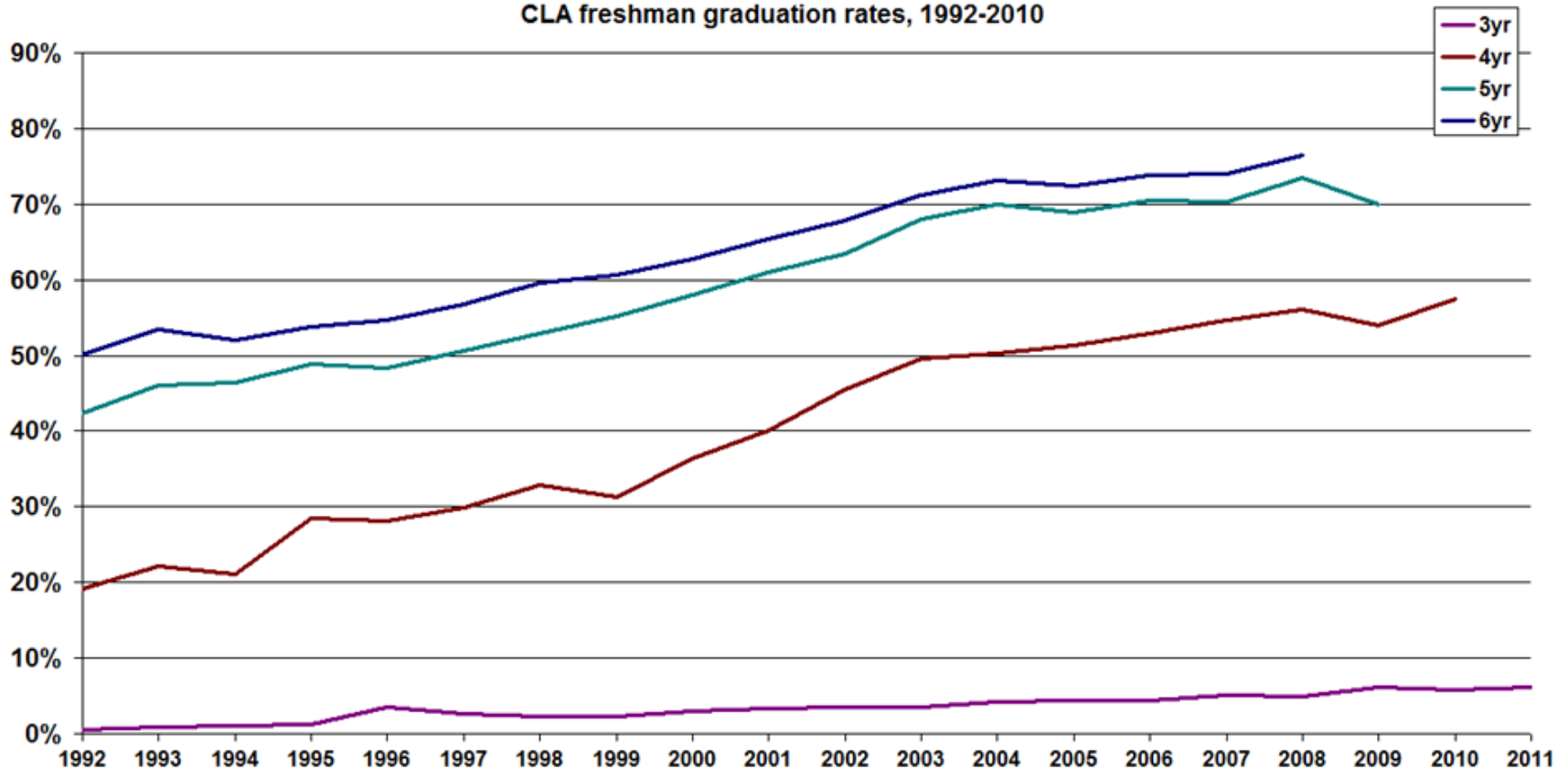


Incoming CLA undergraduates by academic year



Improved graduation rates = more students leaving CLA earlier

CLA freshman graduation rates, 1992-2010



Top 10 gains		
Interest area	New Students - 5yr change	% change
Engineering	+83	+180%
Biology	+83	+319%
Economics	+49	+15%
Nursing	+49	+40%
Computer Science	+39	+60%
Statistics	+37	+176%
Physical Therapy	+35	+318%
Speech- Language- Hearing Sciences	+34	+117%
Medicine	+31	+52%
Pharmacy	+27	+64%

Top 10 losses		
Interest area	New Students - 5yr change	% change
Journalism	-118	-44%
Biology, Society, and Environment	-93	-40%
English	-84	-38%
Political Science	-78	-30%
Art	-71	-53%
Spanish Studies	-65	-63%
Global Studies	-50	-36%
History	-41	-30%
Sociology	-35	-40%
Art History	-35	-76%

Top 10 interests among freshmen applicants

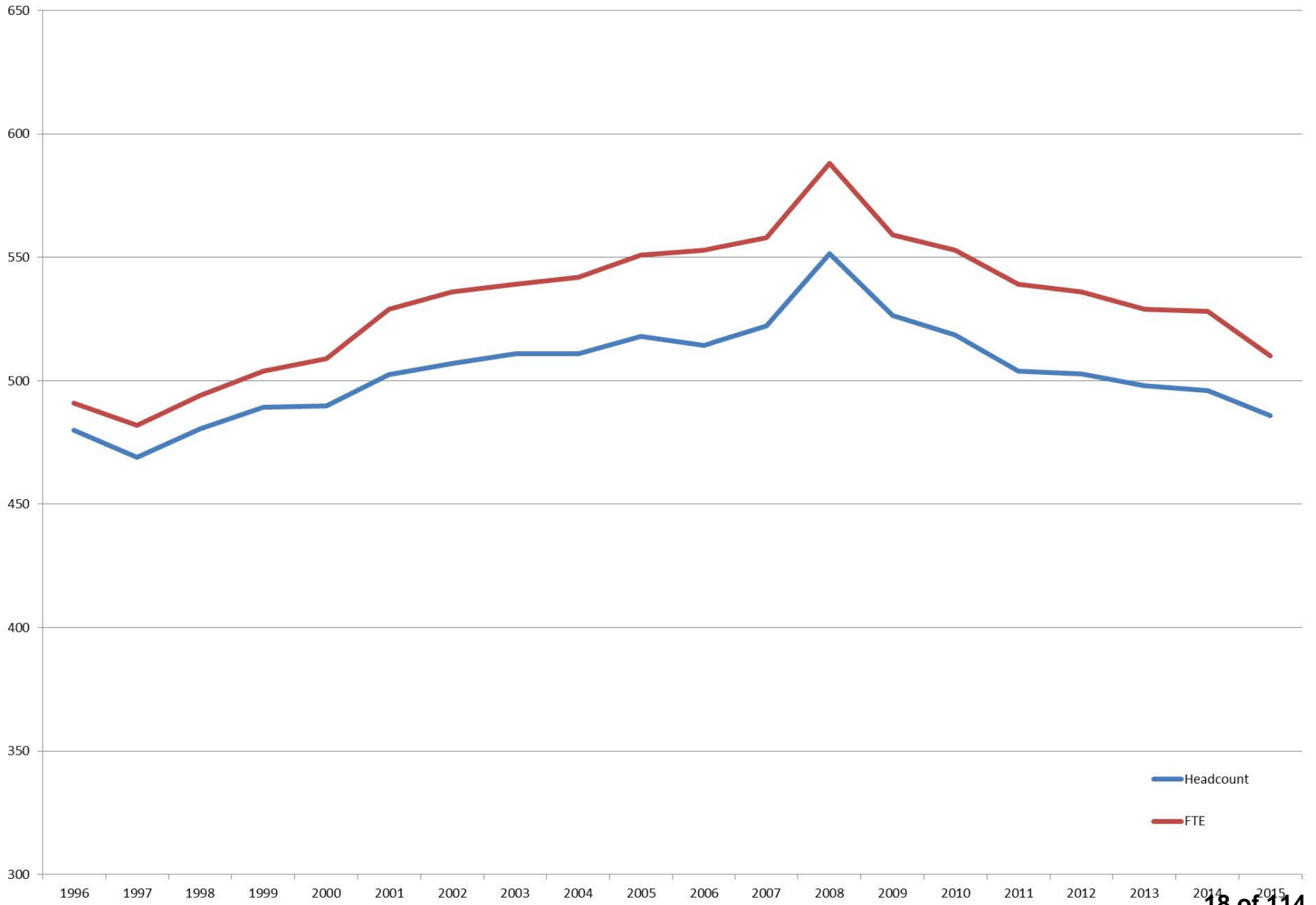
Fall 2015 CLA applicants (as of 01.10.15)				
Interest area	N	% of all	Vs. F14	27+ ACT/SAT equiv
Nursing	2,374	9.3%	526	505
Psychology	2,297	9.0%	324	798
Engineering	2,000	7.8%	491	1,410
Biology	1,635	6.4%	515	844
Business	1,340	5.3%	450	649
Economics	784	3.1%	42	392
Political Science	742	2.9%	149	376
Computer Science	717	2.8%	403	422
Theatre	608	2.4%	77	270
Journalism	528	2.1%	(9)	192

**What does this mean
for our workforce?**

Our Faculty Workforce



CLA Tenure Track & Tenured Faculty, 1995-96 to 2014-15



And Staff



**Rising
to the
challenge
together...**





BOARD OF REGENTS DOCKET ITEM SUMMARY

Faculty & Staff Affairs

February 12, 2015

Agenda Item: 2014 Employee Engagement Results

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

Presenters:

- Kathryn Brown, Vice President, Office of Human Resources
- Brandon Sullivan, Director, Leadership and Talent Development, Office of Human Resources

Purpose & Key Points

In 2013, the University developed a program to support leaders at all levels – including chancellors, deans, department chairs, and front-line supervisors – to address the needs of University faculty and staff through an employee engagement approach.

The University reviewed the work of peer institutions around faculty and staff engagement and opted to create its own approach that connected engagement with the mission of the institution, provided actionable data, was designed to work within a complex and decentralized organization, and enlisted leaders throughout the University to champion and move engagement forward. The first E² Employee Engagement survey was administered from October 14 to November 8, 2013.

2013 Survey Results

- The survey achieved an overall 57% response rate with 47% of faculty and 60% of staff responding. At the time, this was the highest response rate ever for a system-wide employee survey at the University.
- Survey results found a high level of engagement within the University with 49% of faculty and 50% of staff engaged. These results put the University of Minnesota at or above the norms provided by external vendor the Hay Group for high-performing global firms. These results are particularly outstanding given that Minnesota, as a state, had the lowest engagement level at 26% in Gallup's national engagement survey data released in 2013. In addition, highly educated workers tend to have lower engagement scores since they have higher expectations for leaders and institutions.
- All deans, chancellors, and vice presidents received in-person executive presentations on the data specific to their college or unit as well as recommended areas for action.
- Online reports were provided to leaders with at least 10 responses to the faculty or staff survey.
- A community of practice gathered leaders and human resources staff to share successes, challenges, and best practices in employee engagement.
- Many leaders on campus had been interested in measuring faculty and staff engagement, and the E² Employee Engagement Survey provided data that allowed five colleges/units to

suspend planned surveys and use the employee engagement data from the University instead.

In October 2014, the second annual E² Employee Engagement survey of faculty and staff was administered. The presentation will provide an overview of total University of Minnesota results from the survey, including key patterns, trends, and findings. We will also cover survey administration, participation rates, the overall engagement process and timeline, and the University of Minnesota’s employee engagement model. In addition, total University results, key faculty and staff responses, and comparisons to 2013 survey results will be shared.

Background Information

Presentations to the Faculty & Staff Affairs Committee:

- Update on Employee Engagement (September 2014)
- Employee Engagement Survey: Review of University-Wide Results (February 2014)
- Discussion of Plan for Enhancing Employee Engagement (September 2013)

The research behind employee engagement:

- Engagement is “the mental state underlying high degrees of work motivation.”
- Highly engaged people are able to do three things:
 1. Remain fully focused (absorption)
 2. Be energetic and mentally resilient (vigor)
 3. Stay committed and involved (dedication)
- Strong engagement is created by meaningful challenges with the support, resources, and confidence to address them.

Five Factors That Drive Engagement	
<ul style="list-style-type: none"> • Individual characteristics (e.g., personality traits) • Leadership behaviors (e.g., concern for wellbeing of others) • Job resources (e.g., autonomy, positive climate) 	<ul style="list-style-type: none"> • Job hindrance demands (e.g., role ambiguity) • Job challenge demands (e.g., job complexity)

- High levels of engagement have been linked with:

Organizational Performance	Individual Performance	Work-Life
<ul style="list-style-type: none"> • Unit-level financial performance, productivity and turnover • Workplace safety • Customer / patient / student satisfaction 	<ul style="list-style-type: none"> • Individual job performance • Going above and beyond 	<ul style="list-style-type: none"> • Relationship satisfaction • Emotional wellbeing

2014 Employee Engagement Overview of Total University Results

Board of Regents Faculty and Staff Affairs Committee

Kathryn F. Brown, Vice President, Office of Human Resources
Brandon Sullivan, Ph.D., Director of Leadership and Talent Development
February 12, 2015

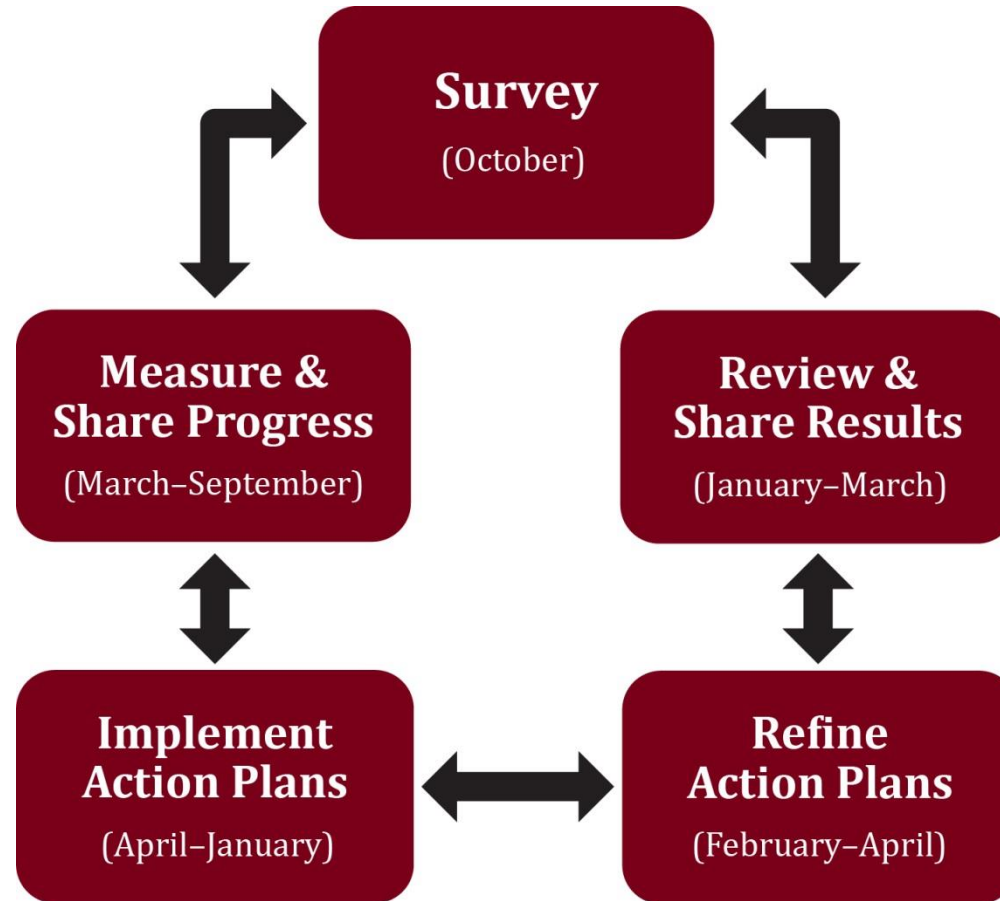
What We Will Cover Today

- Survey administration at the University
- Understanding the context
- Total University engagement results
- Lessons from Year 2
- Next steps

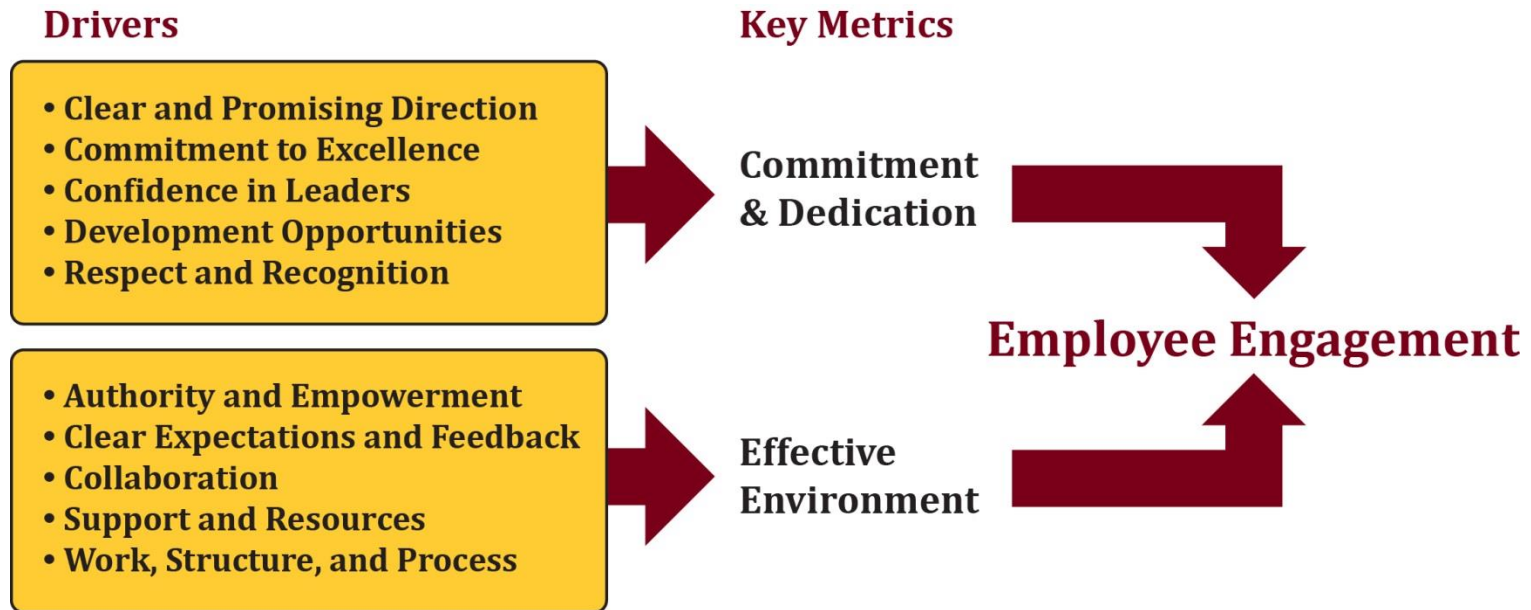
Survey Administration Summary

When	October 13 – 31, 2014
What	Separate faculty and staff surveys 36 scored questions in each survey Assess commitment and dedication plus effective environment
How	Externally managed by Hay Group to ensure confidentiality
Participation	All benefits-eligible University of Minnesota faculty and staff 2,484 faculty responses (52% participation rate; up 5 points from '13) 9,598 staff responses (68% participation rate; up 8 points from '13)

Engagement Process and Timeline



Employee Engagement Model



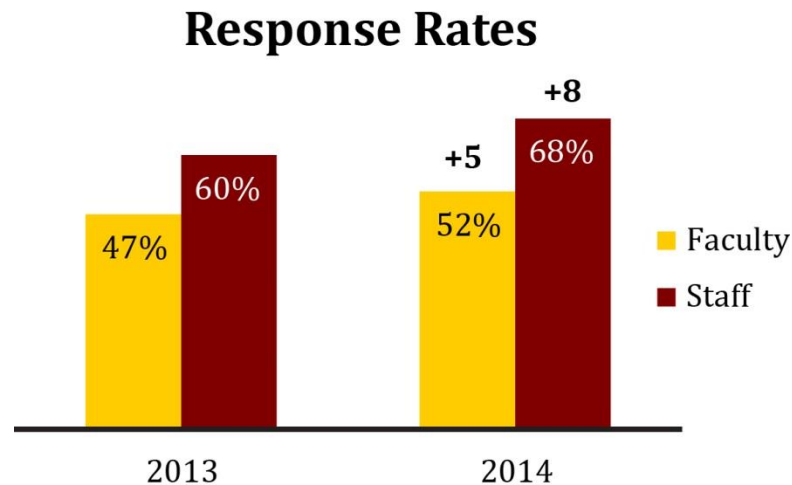
Understanding the Context

(Significant changes in 12 months)

- Development of the Twin Cities strategic plan
- Changes in leadership—nearly 45% of faculty and 25% of staff have a new/transitioning dean
- Decreases in external funding for research and shifts in enrollment continue to pressure budgets
- Changes in how teaching and education are delivered accelerate

Faculty and Staff are Invested in Sharing Their Feedback

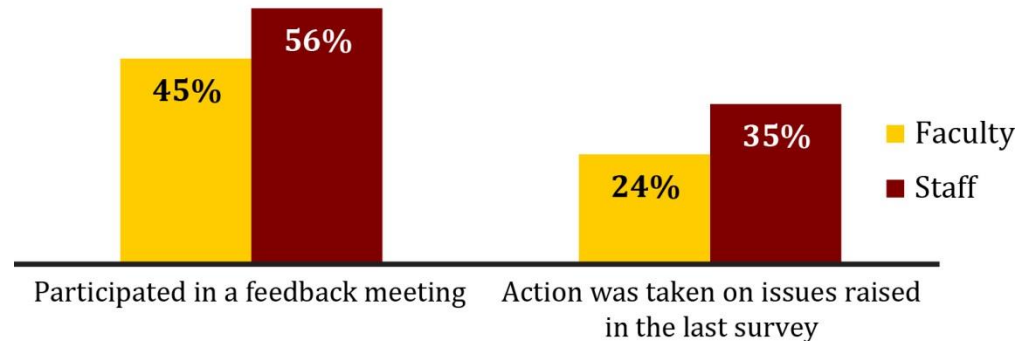
- Faculty and staff want their voices to be heard
- 2014 response rates were higher than last year's record rate



Gap Between Survey and Action

- Most faculty and staff are waiting for action to be taken based on the 2013 survey.
- Engagement data provides the opportunity to more proactively address key issues, but data must be shared and discussed at all levels.

Communication and Action



Total University Headlines

Strengths

- Faculty and staff continue to have very high levels of commitment and dedication and feel motivated to go beyond their day-to-day job responsibilities.
- Faculty and staff experience the University as a respectful, empowering environment and are proud to work here.
- Staff experienced increases in respect, recognition, training, and support for innovation compared to 2013.

Total University Headlines

Strengths, continued

- Faculty report that their work is challenging, interesting, and a good fit for their skills.
- Faculty rate their professional and career development opportunities favorably.

Total University Headlines

Opportunities

- An opportunity exists to develop greater confidence in college leadership and department-level strategies and goals as well as individual goal alignment.
- Faculty and staff have emerging concerns about collaboration and teamwork within and between departments.




Total University Headlines

Opportunities, continued

- There are continued opportunities to reduce barriers to productivity for faculty and staff.
- Faculty results suggest opportunities to build a more inclusive academic environment.




Total University Summary of Engagement

FACULTY

				% Favorable Difference
	% Favorable	% Neutral	% Unfavorable	2013 Same Unit Results
1. Commitment and Dedication	73	16	12	0
2. Clear & Promising Direction	59	23	19	-11
3. Commitment to Excellence	76	16	8	-5
4. Confidence in Leaders	59	21	20	-3
5. Development Opportunities	61	21	18	-1
6. Respect & Recognition	65	18	17	-2
7. Effective Environment	64	15	21	-1
8. Authority & Empowerment	77	12	12	0
9. Clear Expectations and Feedback	69	16	15	-3
10. Collaboration	65	20	16	-7
11. Support & Resources	57	19	24	-6
12. Work, Structure, & Process	49	24	27	-3

Total University Summary of Engagement

STAFF

				% Favorable Difference
	% Favorable	% Neutral	% Unfavorable	2013 Same Unit Results
1. Commitment and Dedication	74	15	11	+1
2. Clear and Promising Direction	65	21	15	-12
3. Commitment to Excellence	83	13	5	-2
4. Confidence in Leaders	67	19	14	-1
5. Development Opportunities	58	24	18	+1
6. Respect and Recognition	71	17	12	+1
7. Effective Environment	63	19	19	0
8. Authority and Empowerment	80	10	11	+4
9. Clear Expectations and Feedback	73	14	13	-2
10. Collaboration	63	21	17	-4
11. Support and Resources	69	17	14	+2
12. Work, Structure, and Process	59	22	20	0

Most Improved and Declined Dimensions

FACULTY

Dimension	Most Improved Items	% Fav	vs. 2013
Effective Environment	"My department proactively identifies and eliminates barriers to getting work done efficiently."	40	+1
Respect and Recognition	"My department demonstrates a commitment to supporting my overall wellbeing."	60	+1
Effective Environment	"My job provides me the opportunity to do challenging and interesting work."	92	+1
Dimension	Most Declined Items	% Fav	vs. 2013
Clear and Promising Direction	"My department has a strategy and goals that address our most important challenges and opportunities."	55	-14
Collaboration	"There is good cooperation and teamwork within my department."	62	-7
Clear and Promising Direction	"I have the opportunity to set my goals in alignment with the strategic priorities of my college and department."	63	-7
Collaboration	"My department supports and encourages interdisciplinary scholarship."	67	-7
Commitment to Excellence	"The people in my department are committed to delivering high impact, high quality scholarship."	77	-7
Commitment to Excellence	"The people in my department are committed to delivering high quality service/clinical care."	78	-7

Most Improved and Declined Dimensions

STAFF

Dimension	Most Improved Items	% Fav	vs. 2013
Authority and Empowerment	"I am encouraged to be innovative to find more effective ways of doing things."	79	+4
Support and Resources	"I receive the training I need to handle my present job well."	72	+4
Respect and Recognition	"I am treated with respect as an individual."	84	+4
Dimension	Most Declined Items	% Fav	vs. 2013
Clear and Promising Direction	"My department has a strategy and goals that address our most important challenges and opportunities."	62	-13
Clear and Promising Direction	"I understand what I can do to support my department's strategy and goals."	68	-11
Collaboration	"There is good cooperation and teamwork within my department."	70	-6
Commitment to Excellence	"The people in my department are committed to delivering high quality services."	83	-4
Clear Expectations and Feedback	"My manager/supervisor provides clear and regular feedback on how well I do my work."	61	-4

Lessons From Year 2

- Faculty and staff want to have their voice heard by leaders.
- Commitment and dedication remains strong and trends reflect current challenges and opportunities.
- More consistent local communication and action is needed.
- Many units are successfully using the data to inform, focus, and add urgency to efforts to enhance support for faculty and staff.
- Data can be especially valuable to new leaders and leaders of units facing change.

What We're Doing

- Supporting Twin Cities strategic planning implementation
- Informing campus climate efforts
- Sharing results across the University
- Providing engagement consultation to campus, college, and unit leaders
- Providing enhanced leadership assessment and development support

Discussion



BOARD OF REGENTS DOCKET ITEM SUMMARY

Faculty & Staff Affairs

February 12, 2015

Agenda Item: Annual Report on Compensation

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

Presenters: Kathryn F. Brown, Vice President, Office of Human Resources
Patti Dion, Director, Employee Relations and Compensation

Purpose & Key Points

Board of Regents Policy: *Employee Compensation and Recognition* calls for an annual report on compensation and recognition programs at the University of Minnesota. This presentation will provide:

- An update on a total compensation policy and definition;
- Trends that impact the cost of compensation;
- The challenges of benchmarking compensation;
- A review of faculty base salaries as compared to peer institutions for each of the University's campuses; and
- A review of the tools being used by the Office of Human Resources to manage compensation in non-faculty employee groups, including setting pay ranges as part of the Job Family Study, performance reviews and the use of merit pay principles and plans, and the negotiation process for labor-represented groups.

Background Information

The Faculty & Staff Affairs Committee received the Annual Report on Compensation presentation at its September 12, 2013 meeting.



BOARD OF REGENTS DOCKET ITEM SUMMARY

Faculty & Staff Affairs

February 12, 2015

Agenda Item: Report on Workforce Metrics

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

During 2013, the Office of Human Resources worked with Towers Watson consulting to develop the Human Resource Enterprise Level Metrics Framework, introduced to the committee at its in December 2013 meeting. The framework includes four primary dashboards of metrics designed to inform leadership on key areas of human resource activity that align at the enterprise level with institutional priorities in attracting and retaining top talent. The dashboards and their component metrics are:

- Workforce Distribution
 - Headcount Distribution by Employee Group
 - Average Age by Employee Group
 - Diversity Headcount Distribution
 - Headcount Distribution by Organizational Role
- Workforce Flows
 - Internal Fill Ratio
 - Turnover Rate by Key Category
 - Percentage of Employees in Retirement Risk Zone
- Workforce Cost
 - Trend in Labor Cost by Component
 - Distribution Cost by Component
 - Distribution of Cost by Spend
 - UMN Base Salary Increase (Mean) vs. Budget Pool and Market Mean
- Workforce Return on Investment
 - Labor Cost as a % of Total Expense
 - Employee Engagement
 - Student Volume Output / Employee
 - Sponsored Dollars / Employee

The presentation will provide an update to the four dashboard metrics as the model matures into its second year, noting differences where applicable. The presentation will also include a discussion

of the importance of connecting this dashboard with wider University efforts in this area, and with the Twin Cities campus strategic plan, to ensure the dashboard supports the Twin Cities campus strategic priorities.

Background Information

Workforce Analytics to Inform Decision Making was presented to the Faculty & Staff Affairs Committee on December 12, 2013.

Report on Workforce Metrics

Faculty and Staff Affairs Committee Board of Regents

Kathryn F. Brown, Vice President
February 12, 2015

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

Strategic Imperatives

- **Define**
 - Re-imagined, integrated OHR portfolio of services
 - Well-articulated partnership between central OHR and HR work in colleges, units, and campuses in which roles and responsibilities are clear and understood
 - Leader in providing HR professional skills and practice and encouraging best practices in HR systems and service delivery
- **Simplify**
 - Simplified employment policies and administrative procedures
 - Streamlined employment processes and management
- **Empower**
 - Leaders and managers to make strategic decisions about talent
 - Employees to optimize their employment experience
 - Human resource professionals to be proactive, responsible, and responsive
- **Deliver**
 - Excellent, high quality service in core OHR business functions
 - Improved business processes that support talent management
 - Strategic organizational development advice and practice

What We Will Cover Today

- The Context for a Metrics Framework
- Enterprise Data
 - Dashboard: Workforce Distribution
 - Dashboard: Workforce Flow
 - Dashboard: Workforce Cost
 - Dashboard: Workforce ROI
- Takeaways
- Discussion

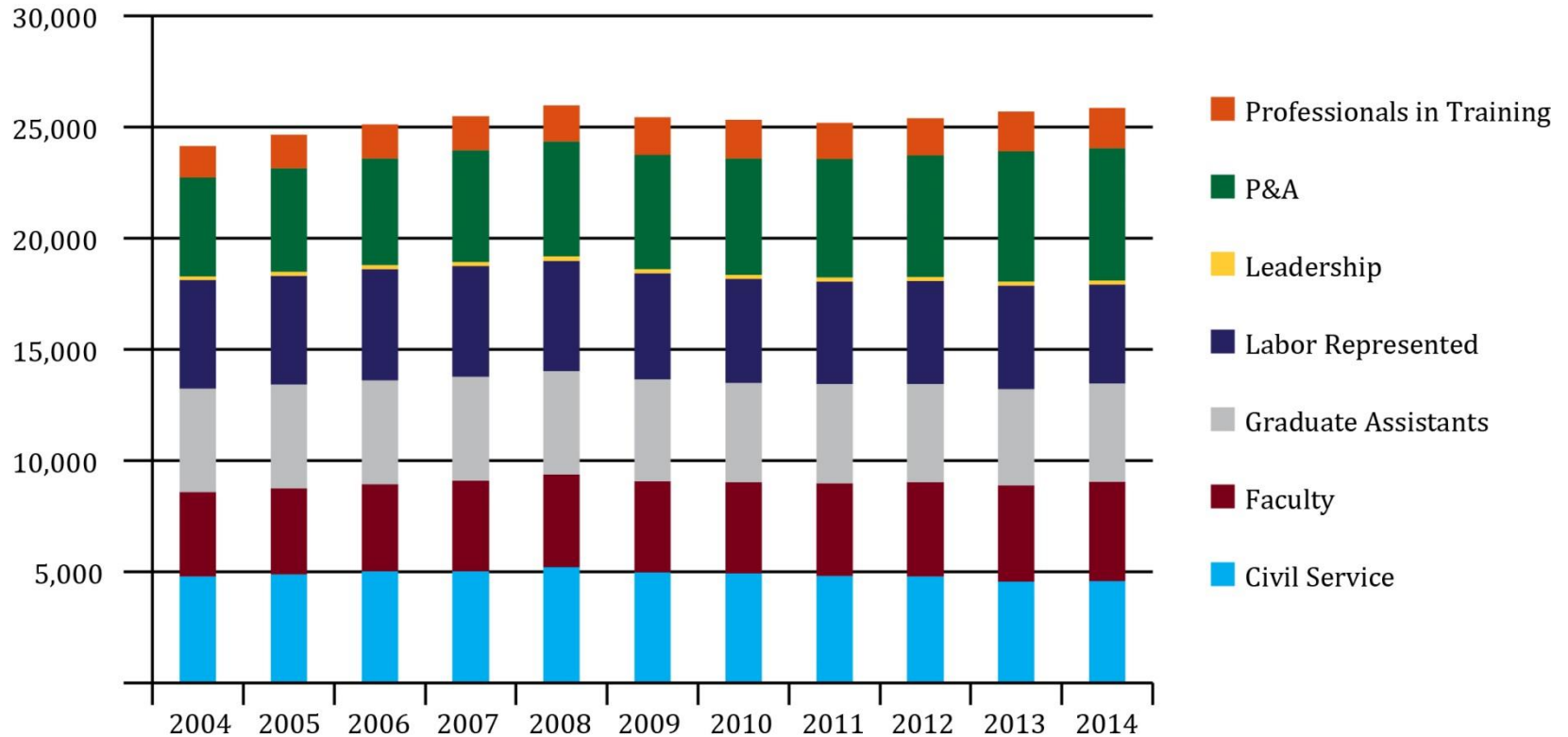
Enterprise Data

- Enterprise data supports decision making at all levels.
- Enterprise data is shared with:
 - Public
 - Board of Regents
 - Executive leadership
 - Campuses/colleges/units

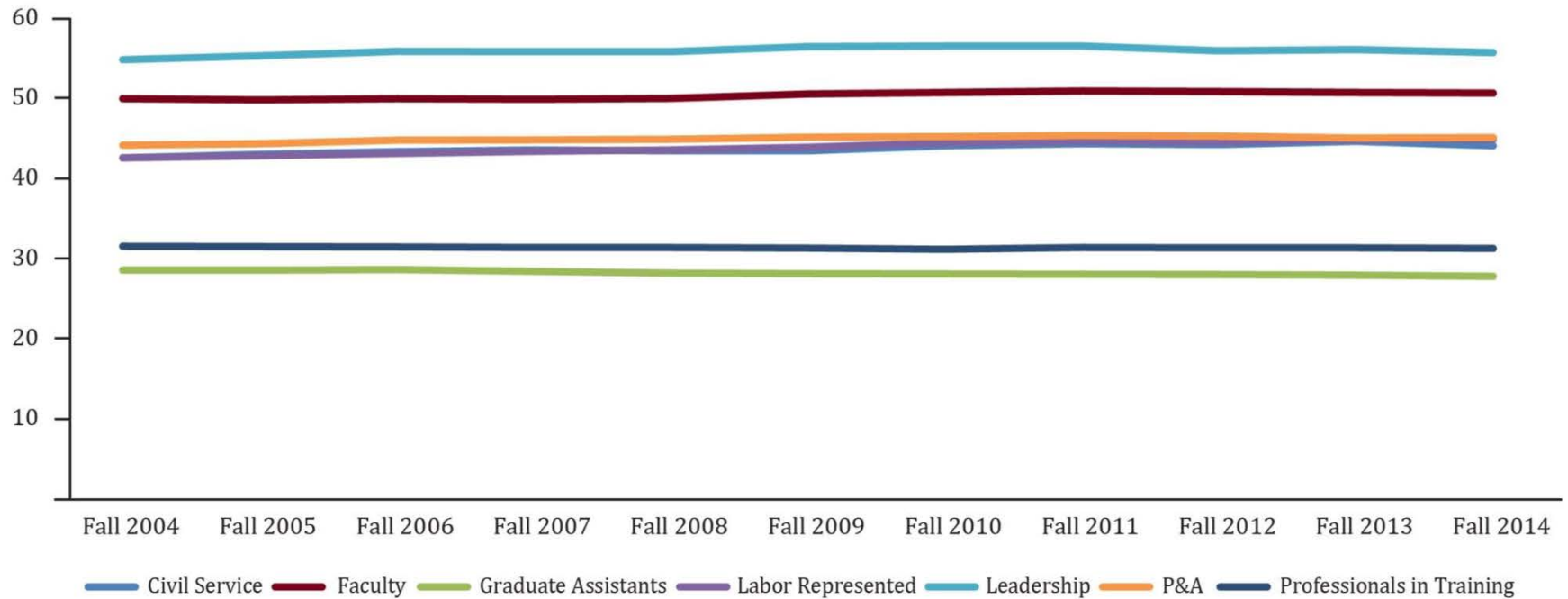
Enterprise Data Dashboard: Workforce Distribution

- Headcount Distribution by Employee Group
- Average Age of Employee Group
- Diversity Headcount Distribution
- Headcount Distribution by Organizational Role

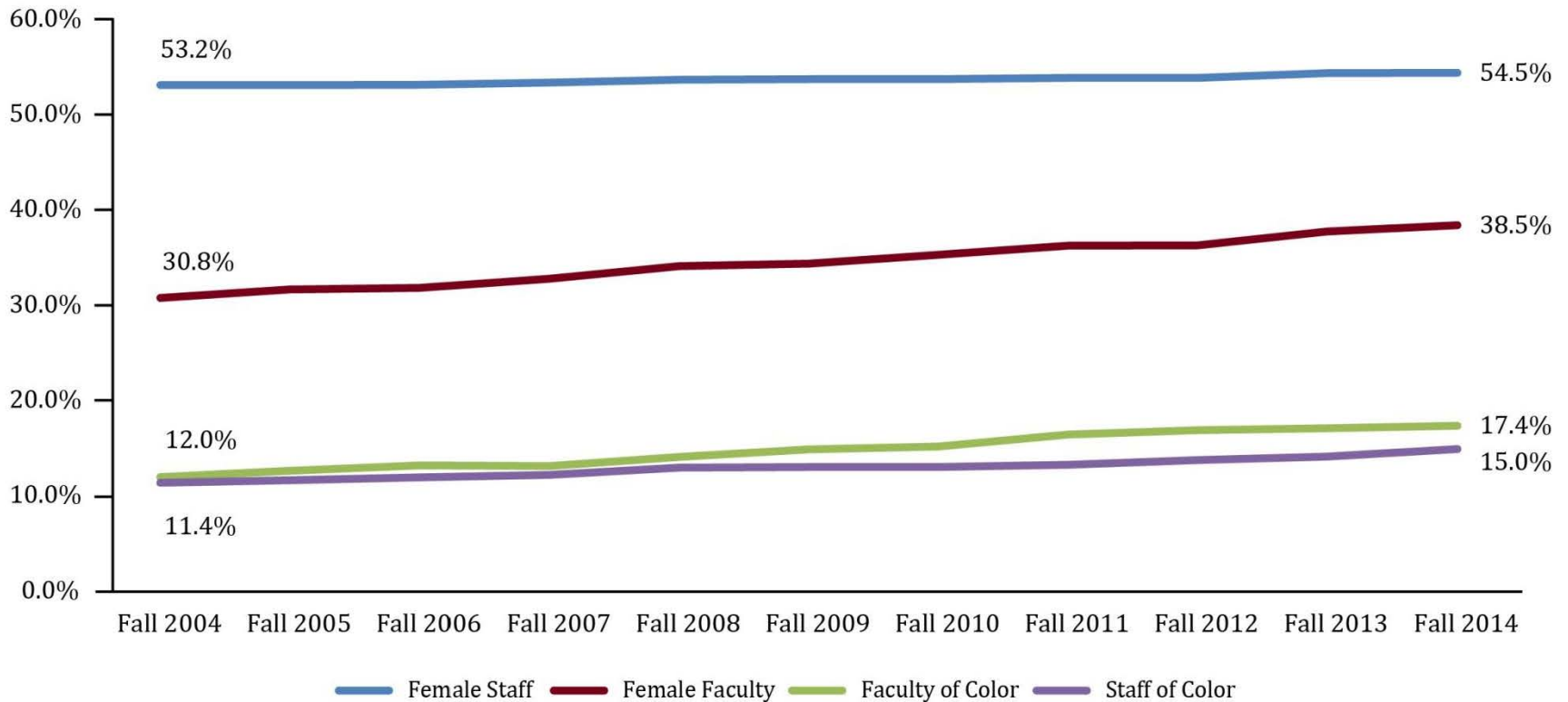
Headcount Distribution by Employee Group



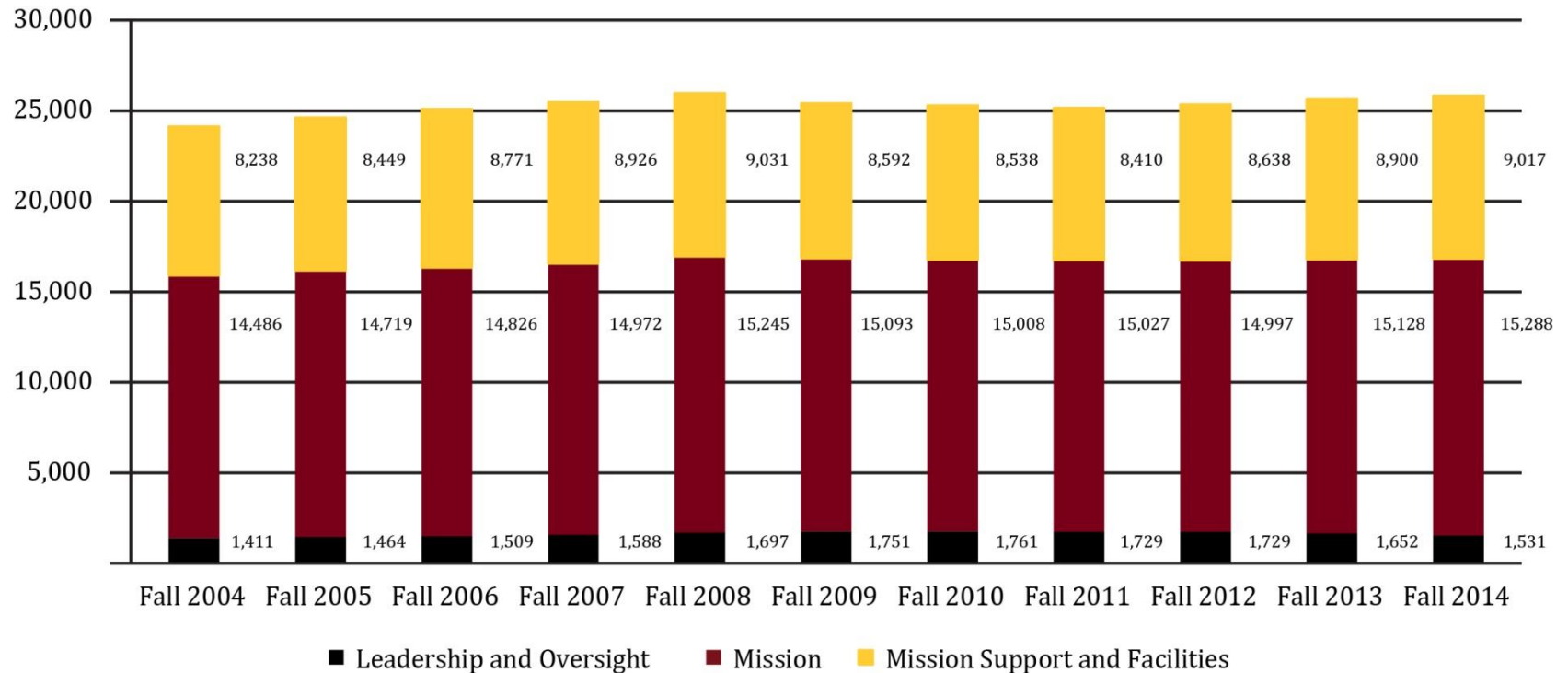
Average Age by Employee Group



Diversity Headcount Distribution

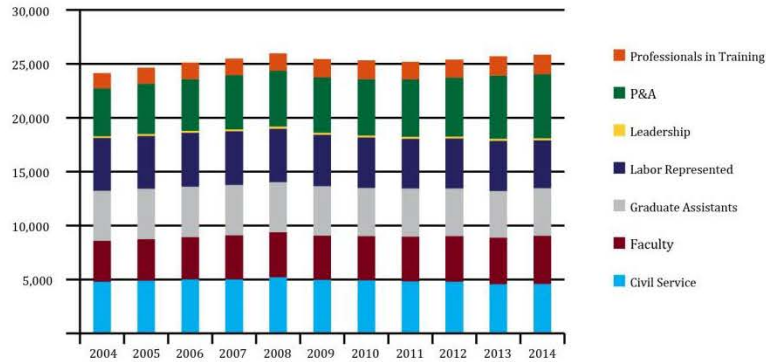


Headcount Distribution by Organizational Role

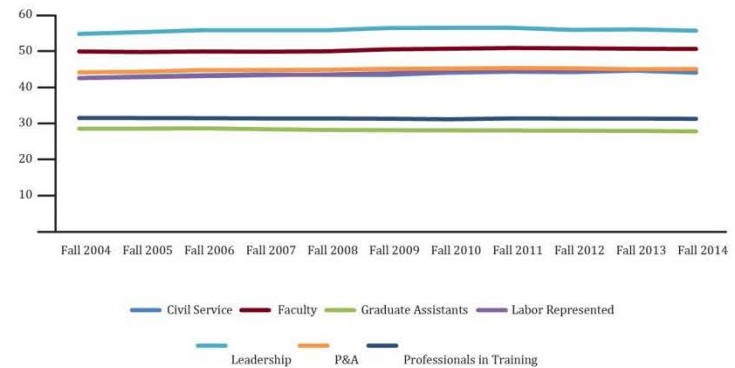


Enterprise Data Dashboard: Workforce Distribution

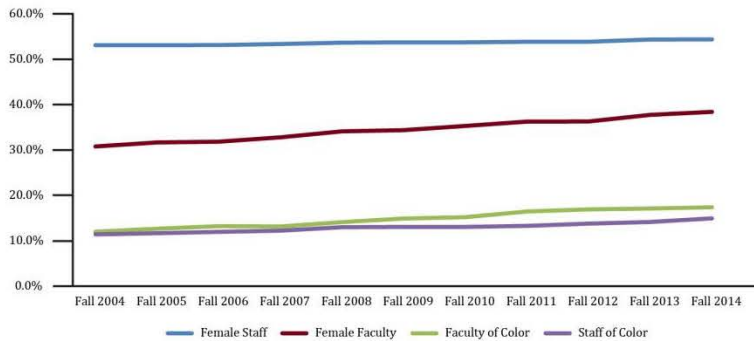
Headcount Distribution by Employee Group



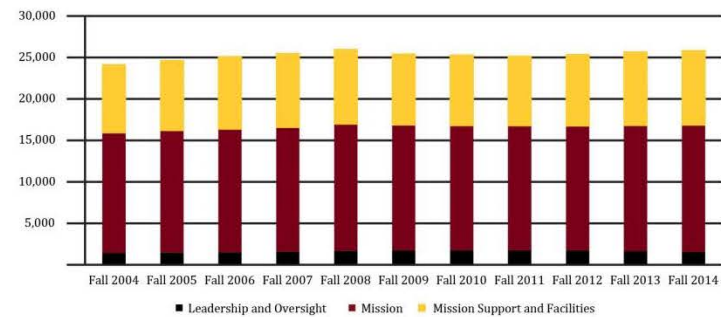
Average Age by Employee Group



Diversity Headcount Distribution



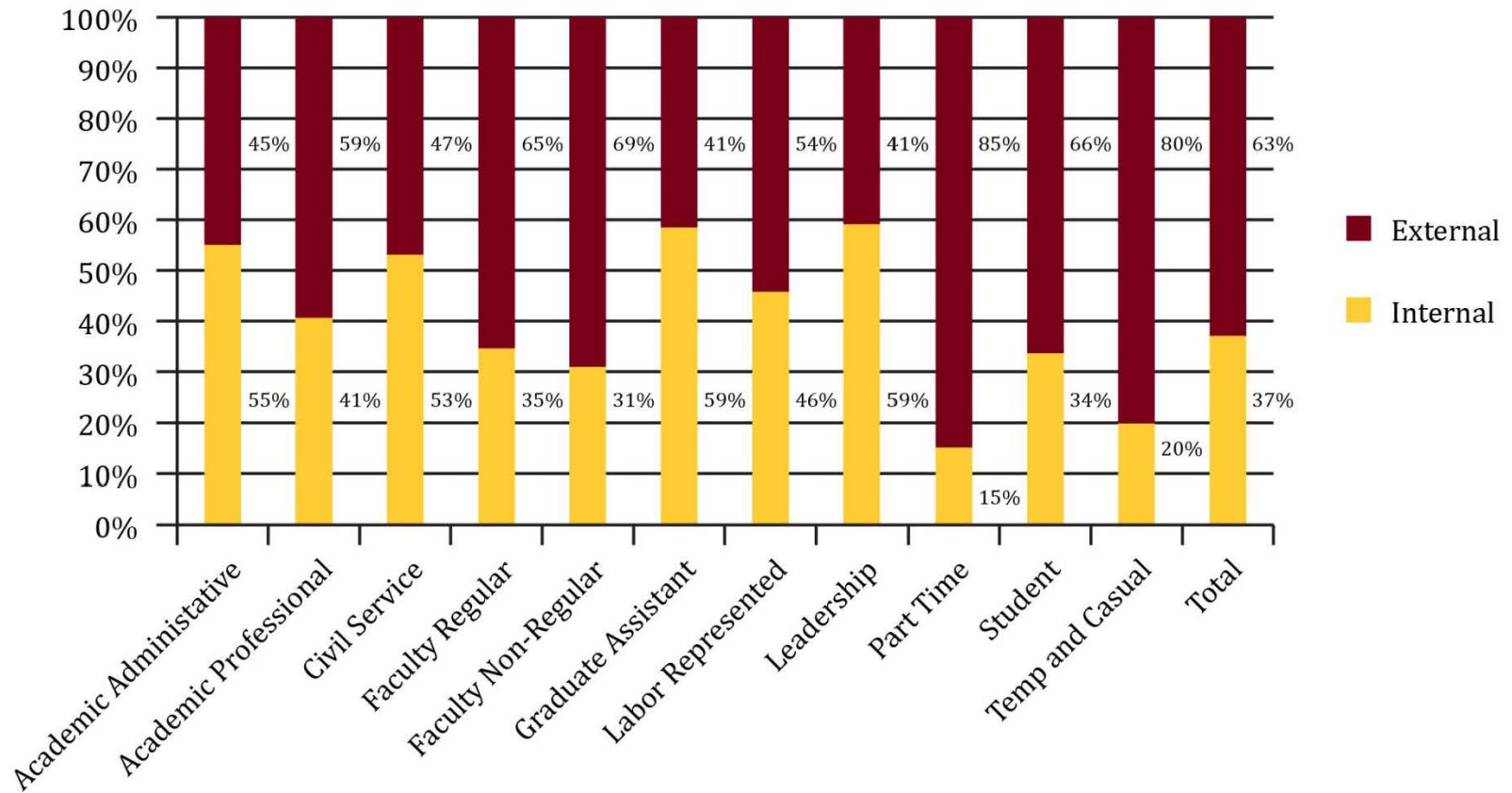
Headcount Distribution by Organizational Role



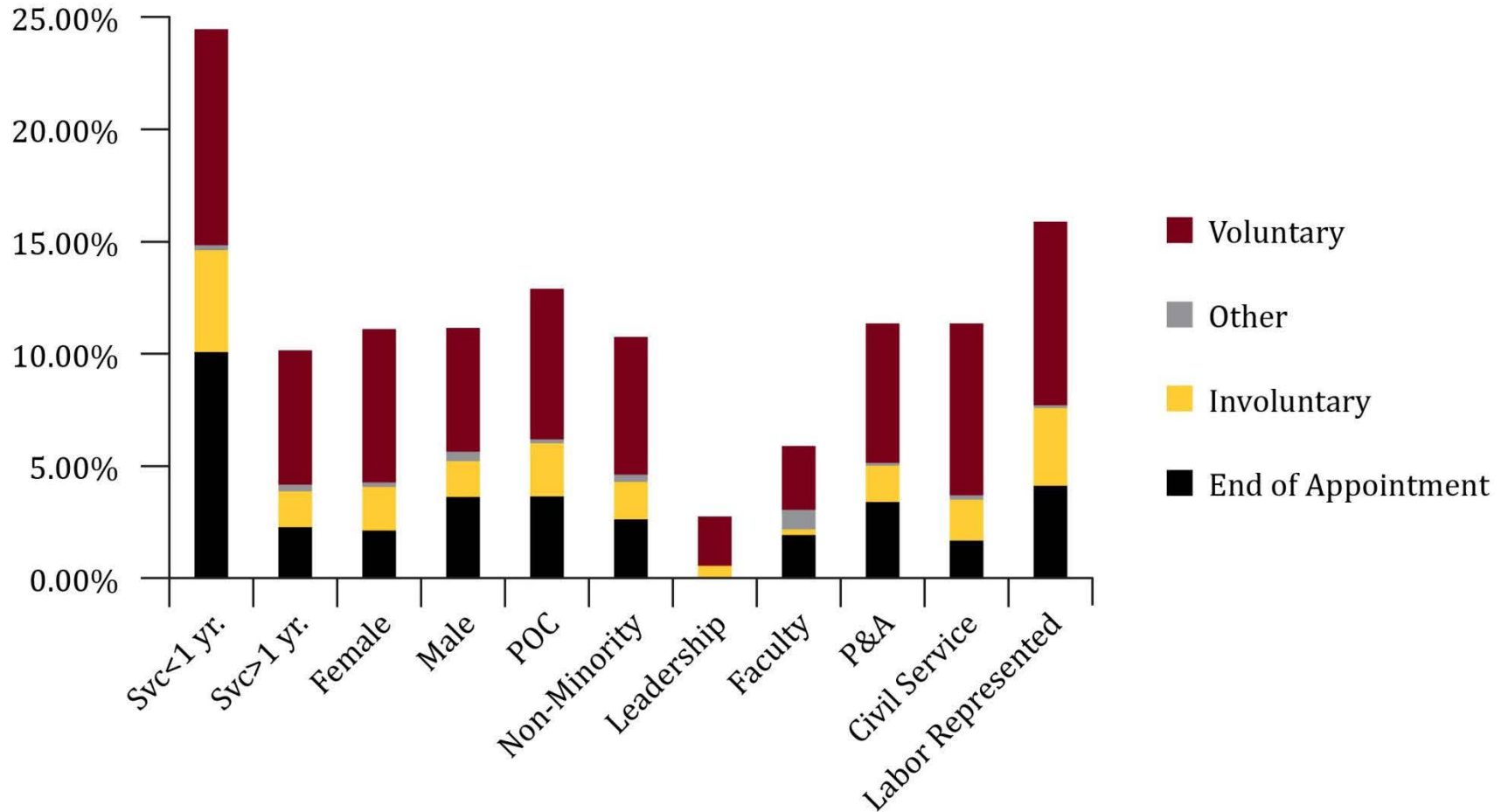
Enterprise Data Dashboard: Workforce Flows

- Internal Fill Ratio
- Turnover Rate by Key Category
- Percentage of Employees in Retirement Risk Zone

Internal Fill Ratio (FY '14)



Turnover Rate by Key Category (FY '14)



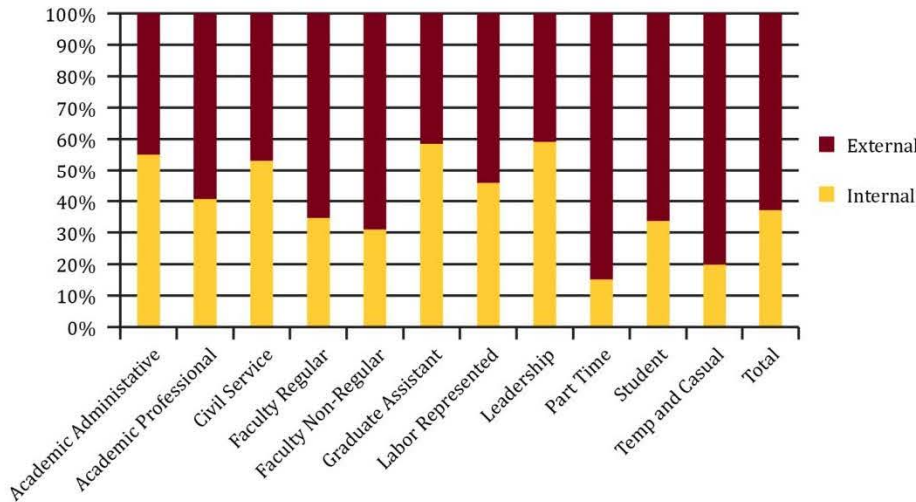
Percentage of Employees in Retirement Risk Zone (FY '14)

Ages 55 and Older by Campus and Job Code Group

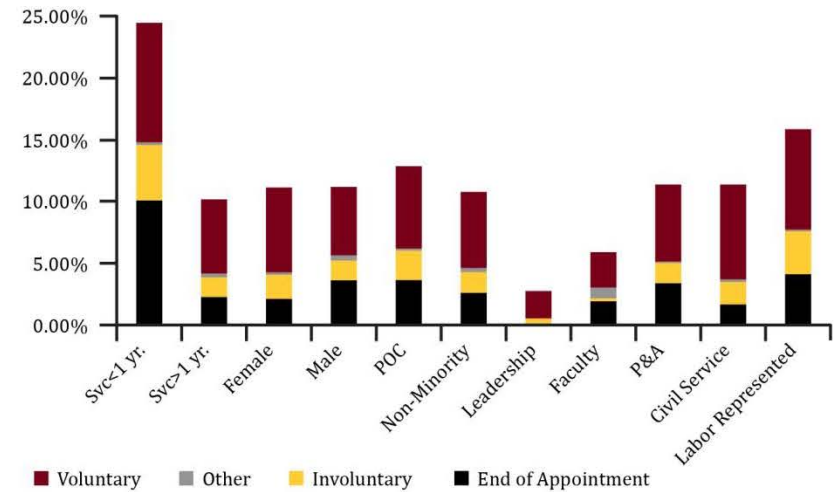
Campus	Academic Administrative	Academic Professional	Civil Service	Leadership	Faculty	Labor Represented
University of Minnesota, Crookston	29.17%	18.60%	26.83%	66.67%	45.00%	31.65%
University of Minnesota, Duluth	37.98%	22.64%	26.57%	52.53%	35.60%	35.95%
University of Minnesota, Morris	16.98%	15.38%	57.89%	100%	29.13%	45%
University of Minnesota, Twin Cities	27.69%	24.04%	27.47%	61.88%	39.71%	27.90%

Dashboard: Workforce Flows

Internal Fill Ratio (FY '14)



Turnover Rate by Key Category (FY '14)



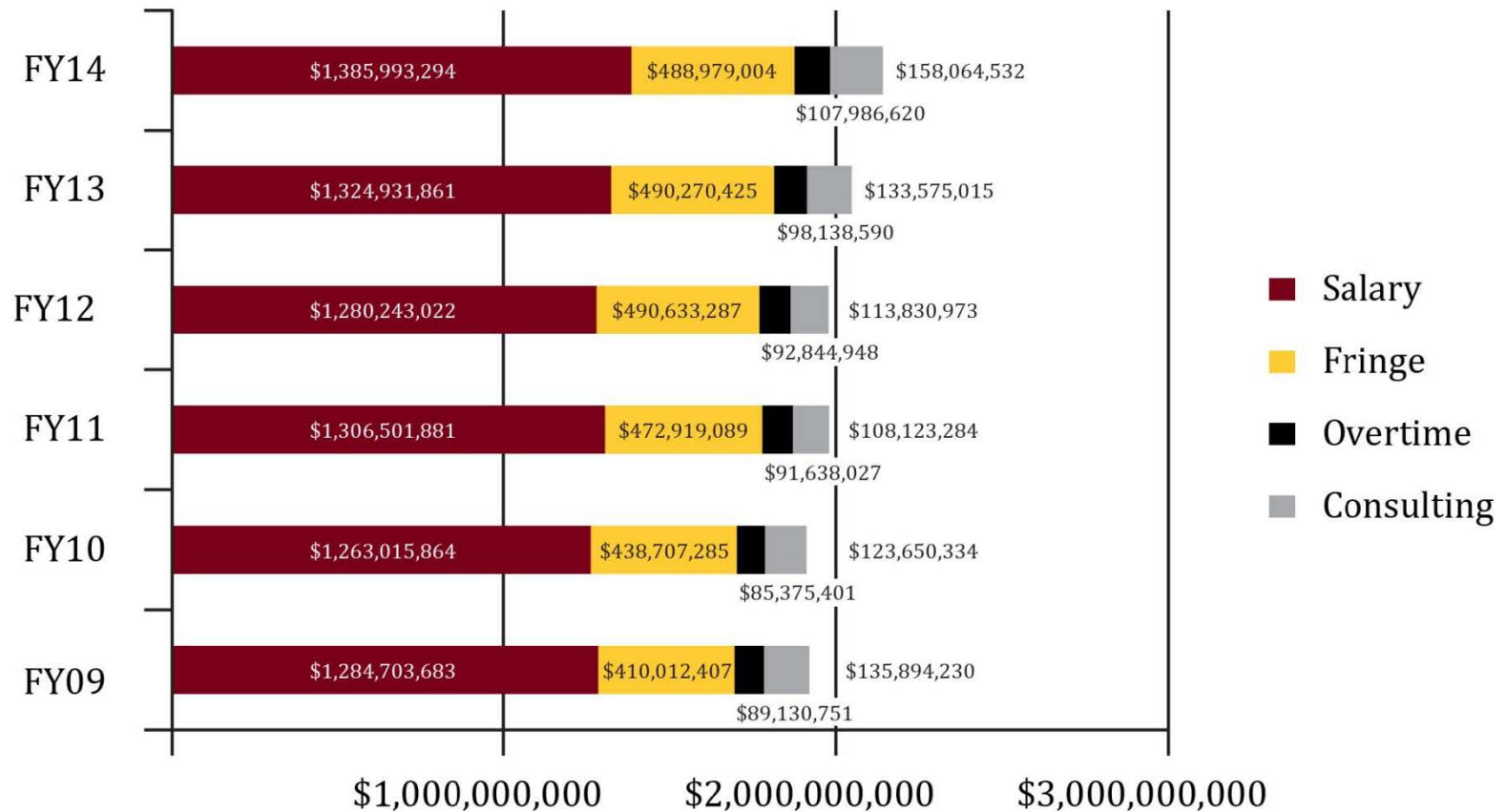
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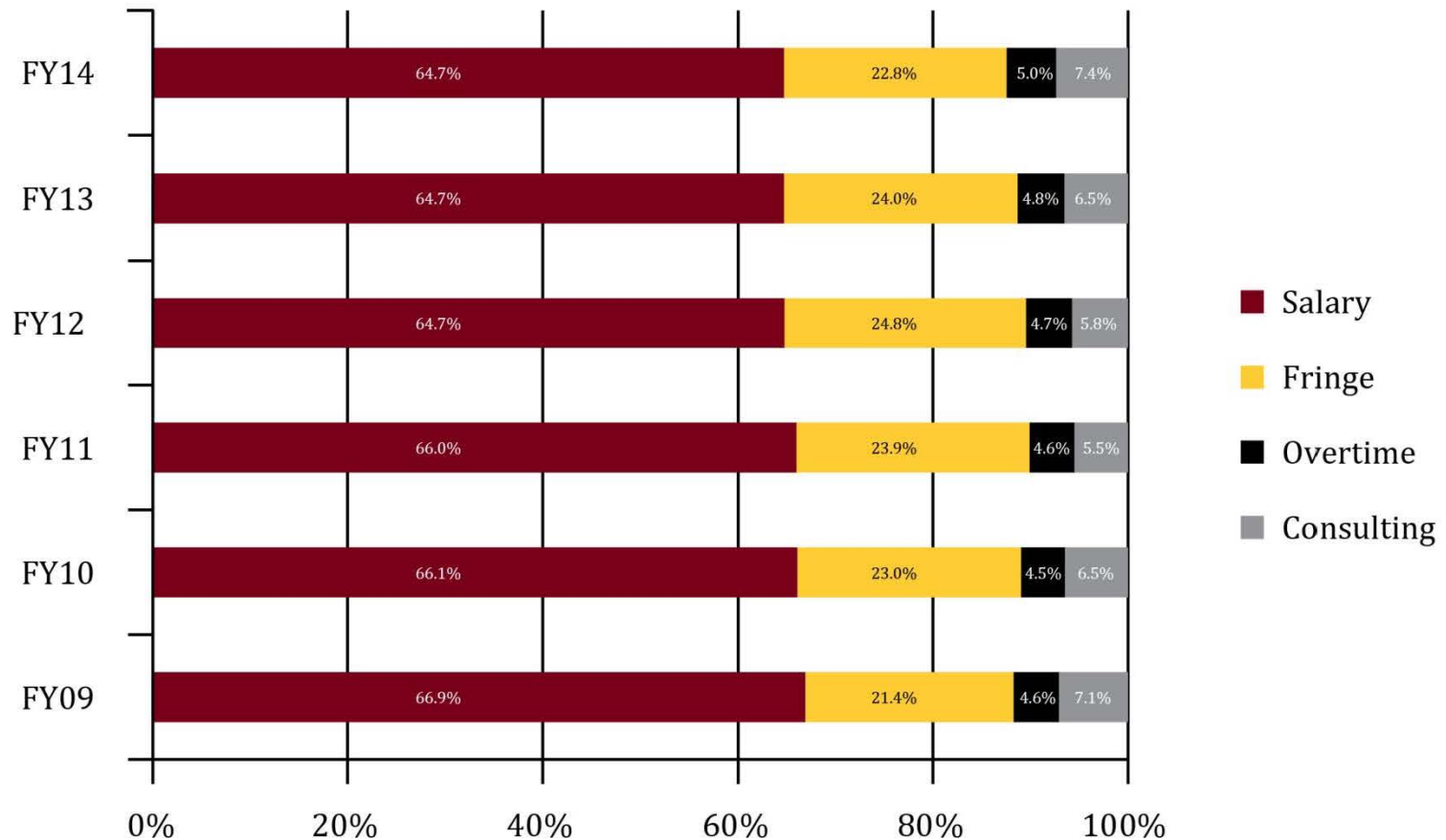
Enterprise Data Dashboard: Workforce Cost

- Trend in Labor Cost by Component
- Distribution of Labor Cost by Component
- Cost of Workforce
- U of M Base Salary Increases Compared to Benchmark

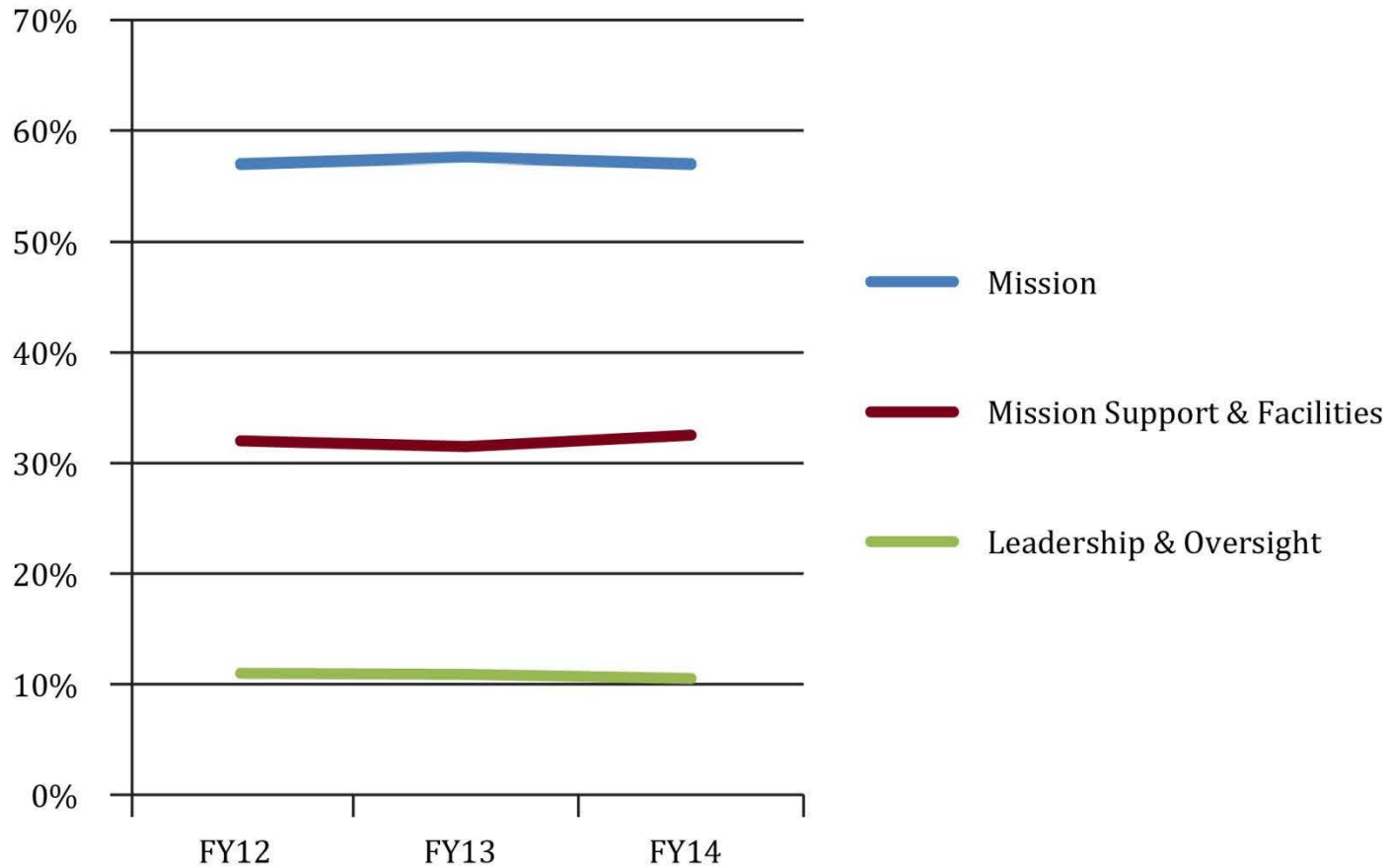
Trend in Labor Cost by Component



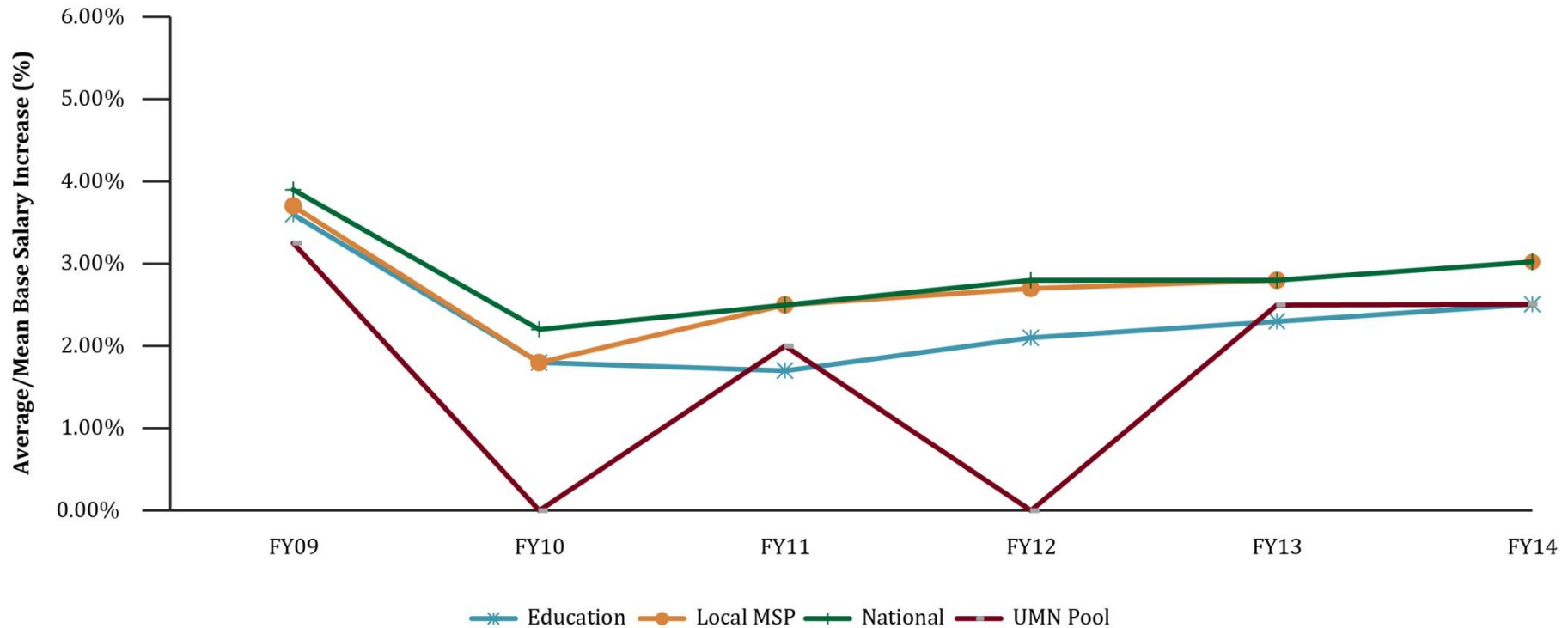
Distribution of Labor Cost by Component



Annual Cost Benchmarking: Personnel



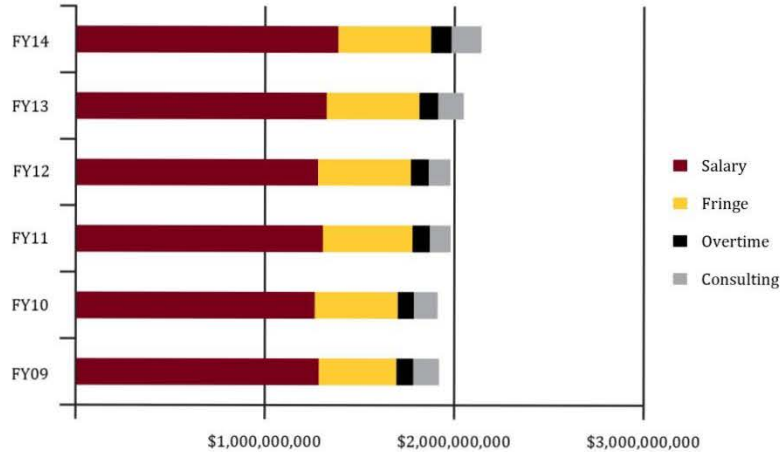
U of M Base Salary Increases Compared to Benchmark



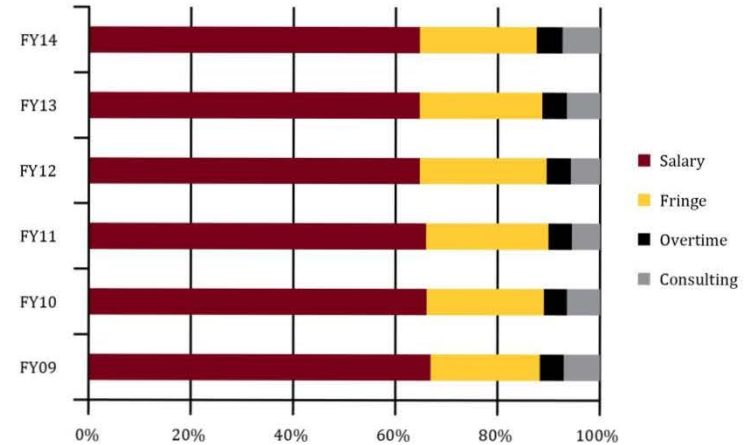
Note: Market data not available for Education FY 2007-2008. UMN budget was used for calculations. FY14 national and MSP data: WorldatWork.org. FY14 Education and UMN data: CUPA.

Dashboard: Workforce Cost

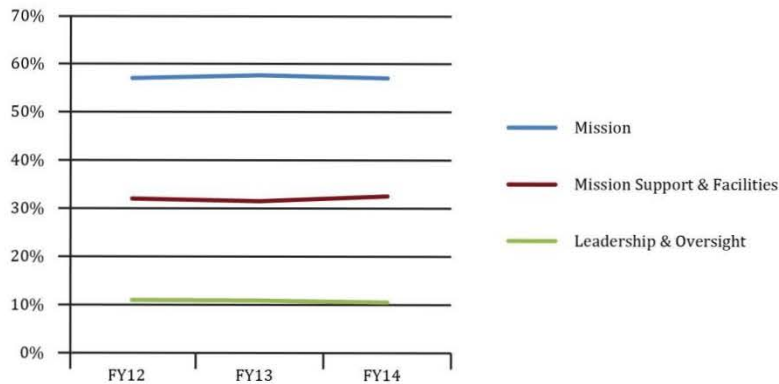
Trend in Labor Cost by Component



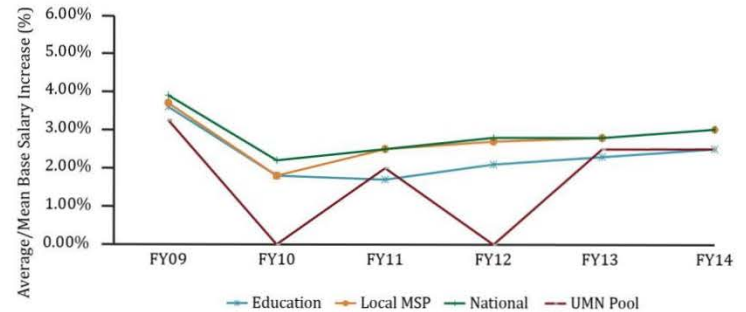
Distribution of Labor Cost by Component



Annual Cost Benchmarking: Personnel



U of M Base Salary Increases Compared to Benchmark

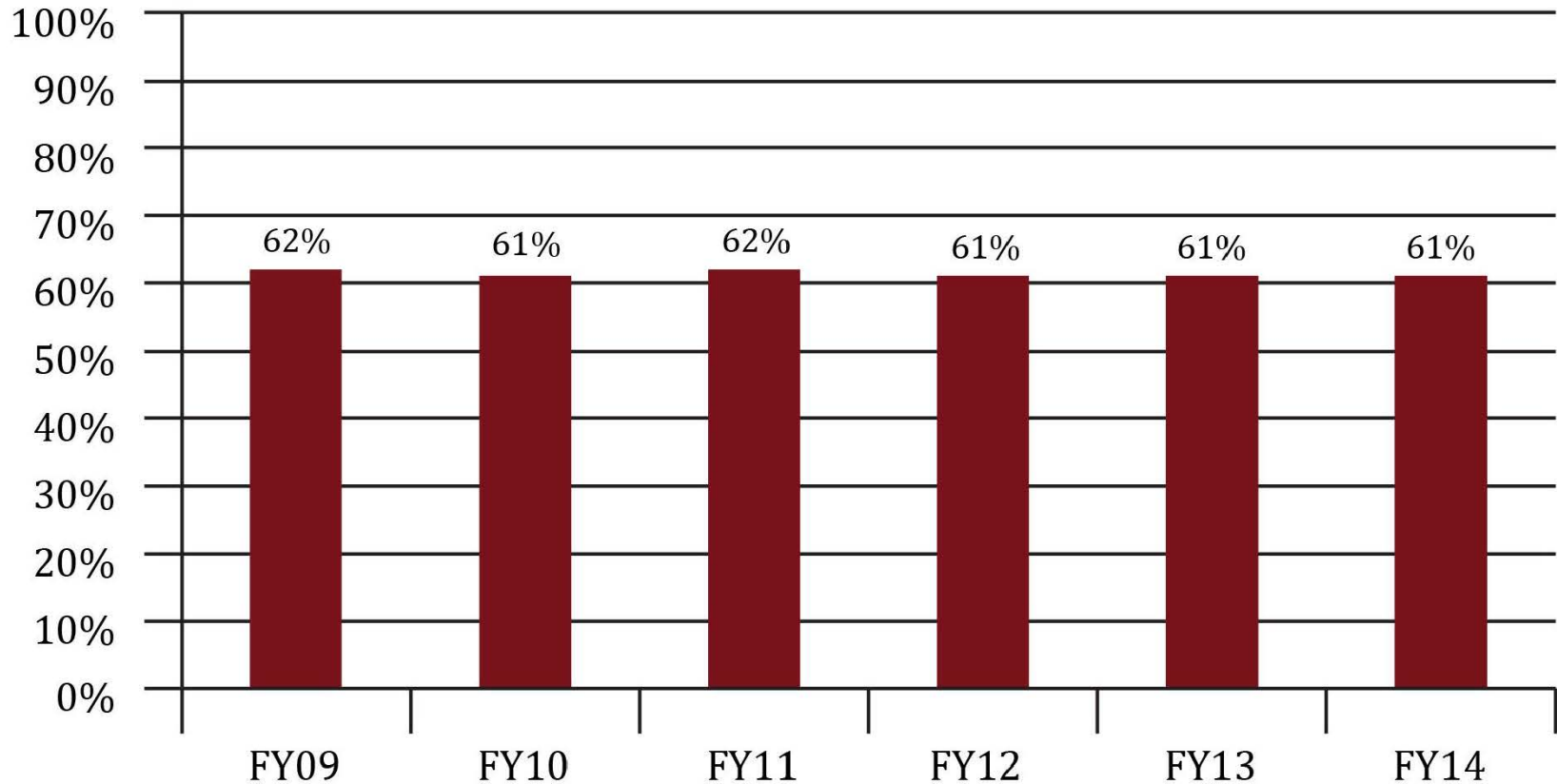


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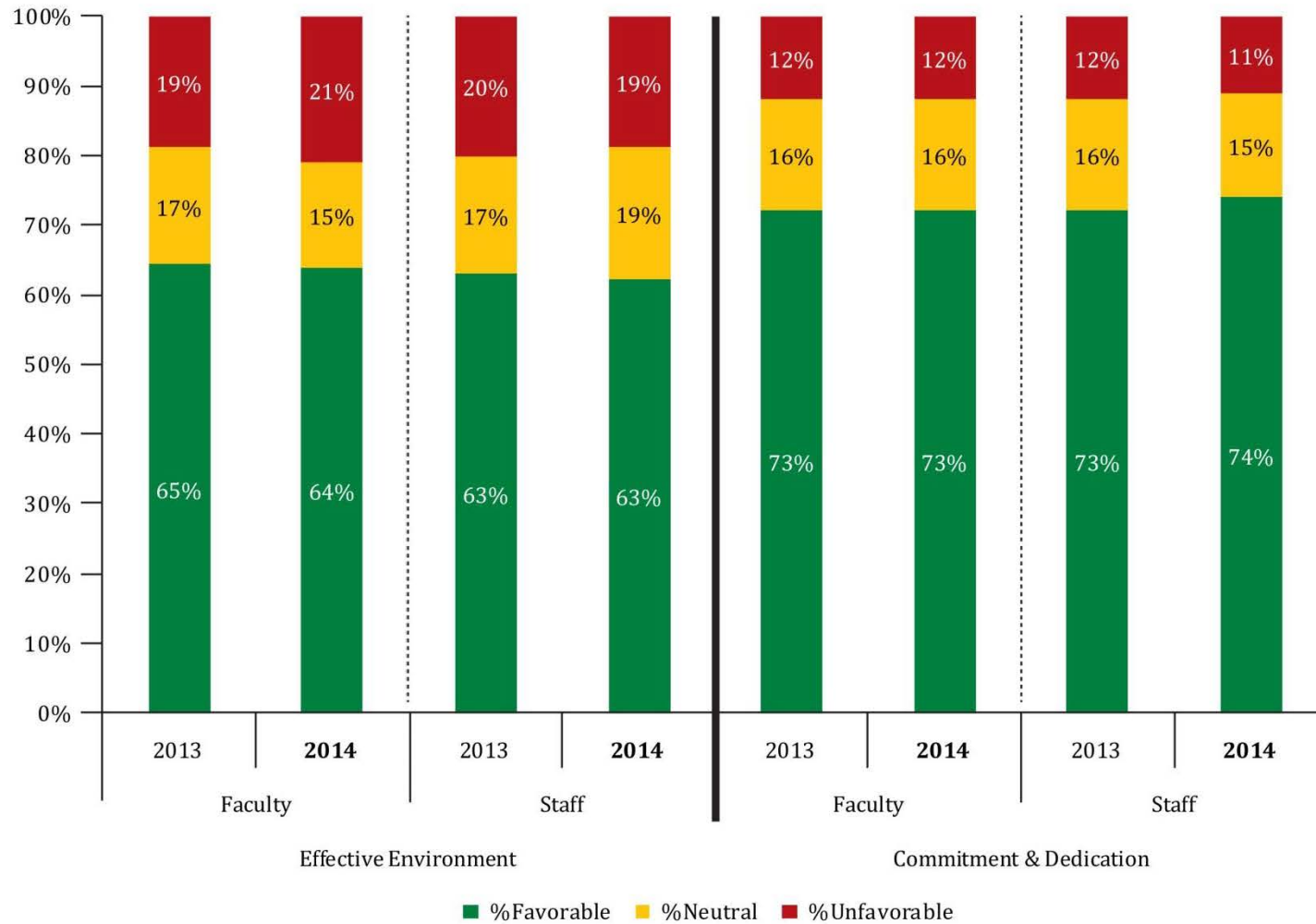
Enterprise Data Dashboard: Workforce ROI

- Labor Cost as a % of Total Expense
- Engagement Results 2014
- Student Volume Output Per Employee
- Sponsored Dollars Per Employee

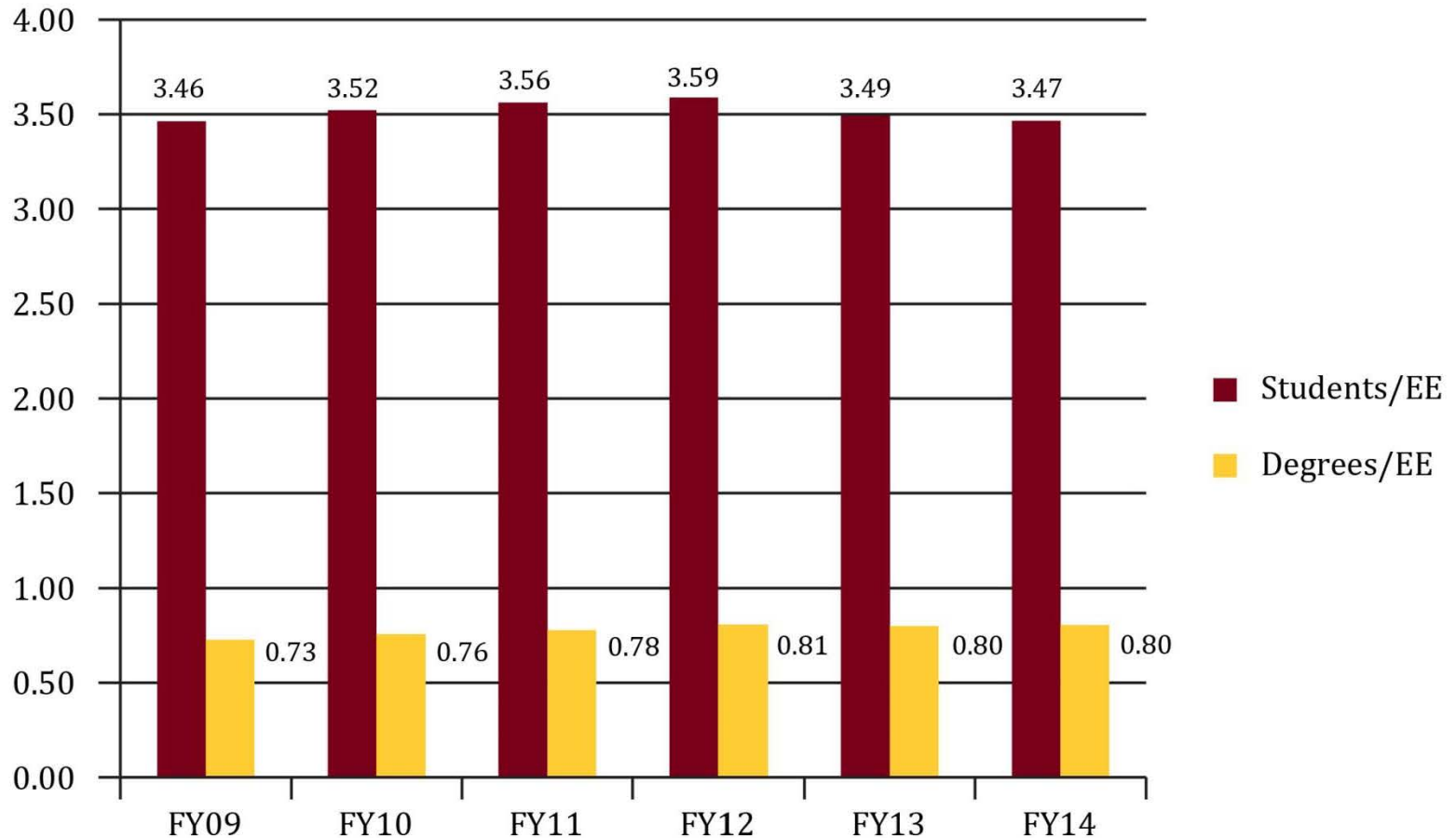
Labor Cost as a % of Total Expense



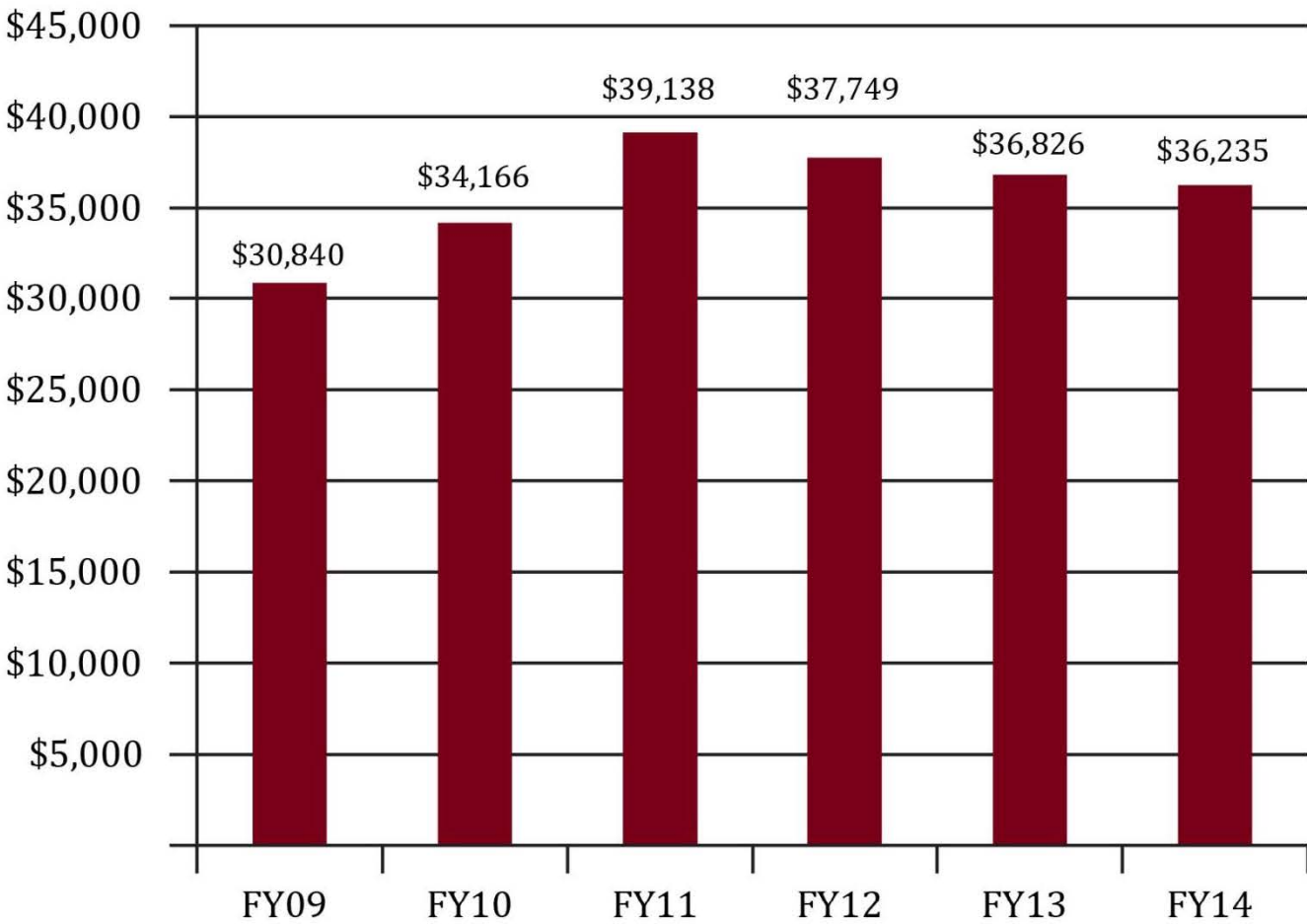
Engagement Results 2014



Student Volume Output Per Employee

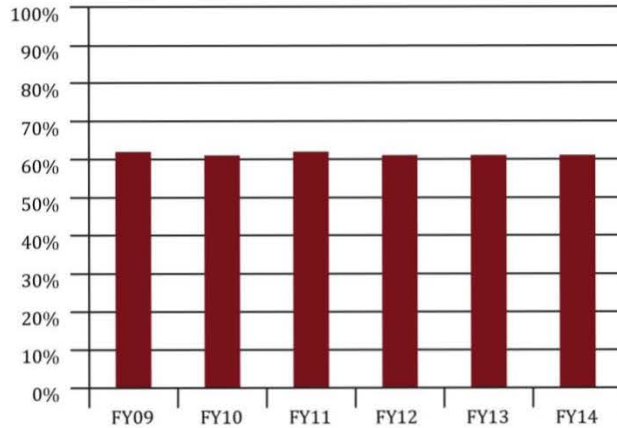


Sponsored Dollars Per Employee

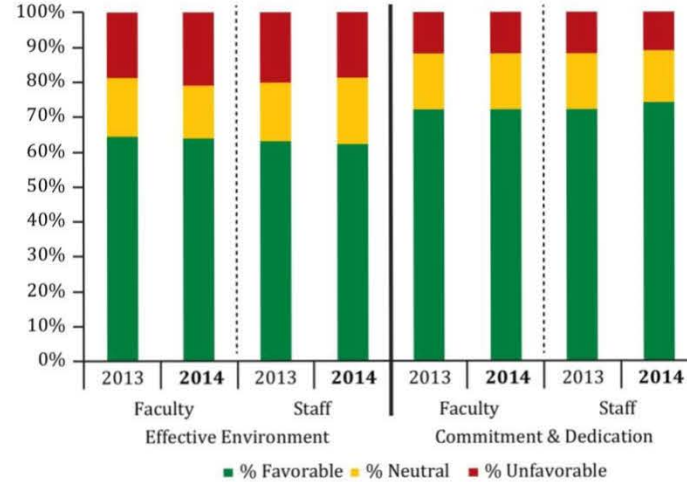


Dashboard: Workforce ROI

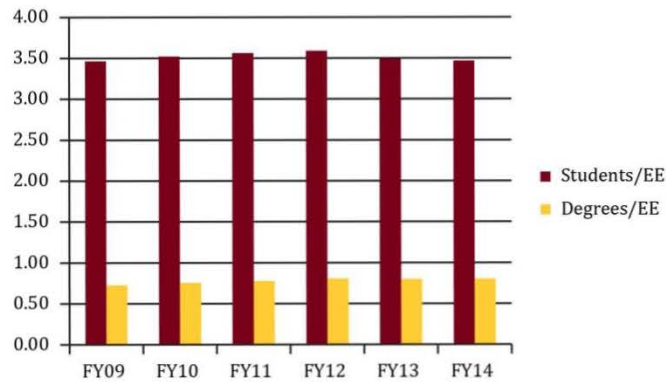
Labor Cost as a % of Total Expense



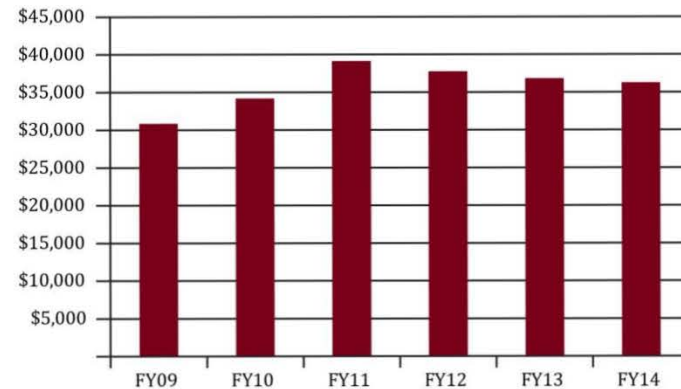
Engagement Results 2014



Student Volume Output Per Employee



Sponsored Dollars Per Employee



HR Tools

- Spans and Layers Analysis
- Employee Engagement Survey

Takeaways

- Enterprise data supports planning and decision making at all levels.
- Diversity headcount is increasing over time.
- Overall headcount has been consistent over time as our organization has grown.
- UMN salary increases are at the Education market, but lower than national and local markets.
- Labor cost as a percentage of total expense has remained stable over the past six years.
- Employee engagement results remain very high.

Discussion



BOARD OF REGENTS DOCKET ITEM SUMMARY

Faculty & Staff Affairs

February 12, 2015

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:

- Appointment of Dr. Valery Forbes as Dean of the College of Biological Sciences, effective July 31, 2015
- Conferral of Tenure for outside hire

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 & Staff Affairs Committee for action.

President's Recommendation

The President recommends approval of the consent report.

Faculty & Staff Affairs Committee
Consent Report
February 13, 2015

Personnel Appointment

Pending approval by the Board of Regents, **Dr. Valery Forbes** will be appointed Dean of the College of Biological Sciences, effective July 31, 2015.

Position Overview

The Dean of the College of Biological Sciences is responsible for providing visionary leadership and administrative oversight of, and accountability for, the college; overseeing the responsible planning, stewardship management and accountability of fiscal, capital and human resources of the college; promoting and representing the interest of the college in a positive fashion in private and public forums; recruiting and retaining distinguished faculty and outstanding students in the college; integrating the college and its many vital resources into the broader community and surrounding region; playing a major leadership role in fundraising for the college, leading energetic efforts to secure philanthropic support for its mission; and garnering support for the college and the biological sciences from both internal and external stakeholders.

Appointees Background and Qualifications

Dr. Forbes is an accomplished academic leader, administrator, and scientist who, since 2011, has been director of the School of Biological Sciences at the University of Nebraska Lincoln (UNL). Previously, she was founding chair of the Department of Environmental, Social, and Spatial Change at Denmark's Roskilde University, where she was also a professor and dean of natural sciences.

A native of New York, Dr. Forbes earned a doctorate in coastal oceanography and a master's degree in marine environmental science from the State University of New York at Stony Brook. She also holds bachelor's degrees in biology and geology from the State University of New York at Binghamton. She has published over 100 articles and two books and is on the editorial board of several international journals. She also provides scientific advice to government and industry.

At UNL, Dr. Forbes has been a strategic and effective leader for the School of Biological sciences. She has worked to advance a framework for interdisciplinary research and teaching—emphasizing stronger ties among the school's biological subdisciplines and expanded collaborations with quantitative fields—with the aims of increasing understanding of biological systems and solving major societal challenges related to food, water, and energy.

Dr. Forbes played a key role in implementing a new core curriculum for life sciences majors and in planning and securing support for state-of-the-art teaching labs and other facilities improvements. Among other accomplishments, she oversaw a comprehensive review of academic programs, led a restructuring of the school's graduate program, improved faculty mentoring, and implemented a strategic hiring plan for faculty and student services. All the while, she maintained a high level of scholarly productivity, including serving as principal

investigator on two interdisciplinary research grants and as a coauthor on numerous peer-reviewed articles in various journals.

Recommended Salary and Appointment Type

Dr. Valery Forbes' annual salary will be \$260,000. Her appointment as Dean is a 100%-time, A-term (12-month), L-type (limited) appointment, reporting to and serving at the pleasure of the Senior Vice President for Academic Affairs and Provost. The full employment agreement between the University of Minnesota and Dr. Forbes is attached as an exhibit.

Individually Negotiated Terms of Employment or Separation Agreements

There are no individually negotiated terms of employment or separation agreements.

Comparable Market Data

With respect to a broad set of all doctoral institutions that submitted salary data for the 2013 CUPA-HR (College and University Professional Association for Human Resources) survey, including public and private institutions, the median salary for the position of dean of biological and life sciences was \$225,000.

Among peer institutions, the colleges vary considerably in size and complexity compared to the College of Biological Sciences at the University of Minnesota.

Dr. Forbes' annual salary falls within the range of the 2013 salaries for similar positions at peer institutions (The Ohio State University, Pennsylvania State University, University of Florida, University of Michigan, University of Texas-Austin, University of Washington):

Minimum – \$244,584

Mean – \$320,658

Median – \$337,620

Maximum – \$399,228

President's Recommendation

The president recommends the appointment of Dr. Valery Forbes as Dean of the College of Biological Sciences.

EMPLOYMENT AGREEMENT

THIS EMPLOYMENT AGREEMENT is entered into as of this 27nd day of January, 2015, by and between Regents of the University of Minnesota, a Minnesota constitutional educational corporation (the "University"), and Dr. Valery Forbes ("Dr. Valery Forbes," "you").

WHEREAS, the University wishes to employ Dr. Valery Forbes as the Dean of the College of Biological Sciences and Dr. Valery Forbes wishes to accept employment as Dean of the College of Biological Sciences;

WHEREAS, this Employment Agreement is subject to the approval of the Board of Regents of the University of Minnesota and the completion of a background check satisfactory to the University;

THEREFORE, the University and Dr. Valery Forbes agree as follows, subject to the approval of the Board of Regents:

I. EMPLOYMENT TERM AND DUTIES

Subject to the terms and conditions of this Agreement and University Policies and Procedures, the University appoints Dr. Valery Forbes as the Dean of the College of Biological Sciences and she agrees to be so employed by the University for a term commencing on July 31, 2015. The Dean of the College of Biological Sciences is a 100 percent time, 12-month L appointment in the professional and academic personnel classification who serves as an at will employee at the pleasure of the Senior Vice President for Academic Affairs and Provost. As such, you report to and serve at the pleasure of the Senior Vice President for Academic Affairs and Provost and your appointment may be terminated at any time without advance notification.

II. DUTIES

During the term of your employment as Dean of the College of Biological Sciences you will diligently and consciously devote your full-time attention and best efforts in performing and discharging the duties of Dean of the College of Biological Sciences as they are set forth in the job description for this position (attached) including, but not limited to, the following duties:

A. Provide visionary leadership and administrative oversight of, and accountability for, the College of Biological Sciences;

B. Oversee the responsible planning, stewardship management and accountability of fiscal, capital and human resources of the College of Biological Sciences;

C. Promote and represent the interest of the College of Biological Sciences in a positive fashion in private and public forums;

D. Recruit and retain distinguished faculty and outstanding students in the College of Biological Sciences;

E. Integrate the College of Biological Sciences and its many vital resources into the broader community and surrounding region;

F. Play a major leadership role in fundraising for the college, leading energetic efforts to secure philanthropic support for its mission;

G. Garnering support for the college and the biological sciences from both internal and external stakeholders; and

H. Performing such other duties as related to your employment position and assigned to you by your appointing authority.

III. PERFORMANCE

In accordance with University policy, you will receive regular annual performance evaluations and, in accordance with University policy, you will receive a broader systemic review of your performance no later than the end of your third year in the position.

IV. FACULTY APPOINTMENT

In addition to your appointment as Dean of the College of Biological Sciences, you will also be considered for appointment as a tenured, full professor in the college. Any such appointment as a professor is subject to Board of Regents Policy: *Faculty Tenure*. Your appointment requires approval of the faculty as well as the Board of Regents. During the time you serve as Dean of the College of Biological Sciences, you will not receive any compensation for your faculty appointment, but a salary for this appointment will be established each year by the University, based on the average increase to base of your same-ranked collegiate peers. In the event you no longer are employed as Dean of the College of Biological Sciences and retain this faculty appointment, this will be your established faculty salary.

V. COMPENSATION

A. Subject to the terms of this Agreement for all services provided by you on behalf of the University, the University shall pay you an annual salary of Two Hundred Sixty Thousand and No/100 Dollars (\$260,000).

B. All base salary shall be paid in accordance with the University's regular payroll procedures for Professional and Administrative employees and shall be subject

to withholding for applicable federal and state income taxes, federal social security taxes, and other applicable taxes and deductions.

C. In accordance with University policies and procedures, you shall be eligible for salary increases on an annual basis based upon the evaluation of the appointing authority or his/her designee.

D. The base salary is subject to furloughs, pay freezes, salary reductions or other adjustments to the same extent they are required of other employees of the University.

VI. BENEFITS

The University shall provide you with a benefits program as provided generally for its Professional and Administrative employees as described in its policies and Procedures (<http://www.umn.edu/ohr/benefits/summary/>). These programs shall be subject to amendments and modifications by the University.

VII. RELOCATION

The University will pay for actual and reasonable costs associated with your move, in accordance with the University's relocation policy (<http://www.policy.umn.edu/Policies/Finance/Travel/EmployeeRelocation.html>).

VIII. SEPARATION

A. Your appointment as Dean of the College of Biological Sciences is an L appointment, which means you serve at the pleasure of your appointing authority. Your appointment may be terminated without any required notice period.

B. In the event you are separated from your administrative position, you may be eligible for certain benefits provided by the University, in accordance with University policy. Any exception from or waiver of University policy related to your separation must be approved by the Board of Regents.

C. If you are a faculty member at the end of your administrative appointment, you may return to the faculty at your established faculty salary.

IX. UNIVERSITY POLICIES AND GENERAL CONDITIONS

A. Your appointment is subject to the University's policies and procedures that govern your position (<http://policy.umn.edu/>), which may be amended from time to time.

B. Amendment. Any amendment to this Agreement shall be in a writing executed and delivered by the parties.

C. Parties In Interest/Assignment. This Agreement shall be binding upon and the benefits and obligations provided for herein shall inure to the parties hereto and their respective heirs, legal representatives, successors, assigns, transferees or donees, as the case may be. No portion of this Agreement shall be assignable without the prior written consent of the other party.

D. Effect of Prior Agreements. This Agreement is intended by the parties as the final and binding expression of their contract and agreement and as the complete and exclusive statement of the terms thereof. This Agreement supersedes and revokes all prior negotiations, representations, and agreements, whether oral or written, relating to the subject matter hereof.

E. Enforceability. If any provision contained herein shall be deemed or declared unenforceable, invalid, or void, the same shall not impair any of the other provisions contained herein, which shall be enforced in accordance with their respective terms.

F. Construction. The headings preceding and labeling the sections of this Agreement are for the purpose of identification only and shall not in any event be employed or used for the purpose of construction or interpretation of any portion of this Agreement. No waiver by any party of any default or nonperformance hereunder shall be deemed a waiver of any subsequent default or nonperformance. As used herein and where necessary, the singular shall include the plural and vice versa, and masculine, feminine and neuter expressions shall be interchangeable.

X. BOARD OF REGENTS APPROVAL AND APPROVAL OF TENURED APPOINTMENT

This agreement is subject to the approval of the Board of Regents and a background check that is satisfactory to the University. This agreement is also subject to the approval of the faculty appointment provided for in Section IV of this agreement.

IN WITNESS WHEREOF, the undersigned have caused this Agreement to be executed as of the date first shown above.

By: Valery Forbes 1/28/15
Dr. Valery Forbes

REGENTS OF THE UNIVERSITY OF
MINNESOTA

By: Karen Hanson 28 Jan 15
Karen Hanson
Senior Vice President for Academic
Affairs and Provost

Approved as to Form and Execution

By: William P. Donohue 1/28/15
William P. Donohue
General Counsel

Tenured Outside Hire

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 February, 2015 Board of Regents meeting – Twin Cities campus Recommended by Senior Vice President for Academic Affairs and Provost Karen Hanson

Valery E. Forbes

**Professor with tenure
Department of Ecology, Evolution, and Behavior
College of Biological Sciences**

Valery Forbes received her Ph.D. in Coastal Oceanography from the State University of New York at Stony Brook in 1988. She is currently a professor with tenure and director of the School of Biological Sciences at the University of Nebraska Lincoln. Professor Forbes will be appointed as dean of the College of Biological Sciences when she begins her position at the University of Minnesota in July, 2015. She is a highly accomplished scholar in the areas of quantitative ecology, ecotoxicology, and ecological risk assessment, with an outstanding record of peer-reviewed articles, published books, and presentations in the most highly regarded journals and conferences. She also provides scientific advice to government and industry. Professor Forbes has a distinguished record of teaching at the undergraduate and graduate levels, and has been involved in major undergraduate curriculum redesign efforts focusing on problem-based, project-oriented teaching and learning.



BOARD OF REGENTS DOCKET ITEM SUMMARY

Faculty & Staff Affairs

February 12, 2015

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 & Staff Affairs Committee agenda.

Faculty & Staff Affairs Committee

February 12, 2015

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

Erin Dady was named special assistant to the president for government and community relations. She will lead the Office of Government and Community Relations and work to advance the interests of the University system at the capitol in St. Paul, in Washington, D.C., and among our community partners and neighbors. Dady has more than 14 years of experience in government relations, management, advocacy, public policy, coalition building, community outreach, fundraising, marketing, and communications. Most recently she served as St. Paul Mayor Coleman's chief of staff. She has a B.A. in political science from Northwestern University and is a candidate for an MBA at the Carlson School of Management.

Paula Termuhlen has been named dean of the University of Minnesota Medical School's Duluth campus and will begin her tenure on March 15. Termuhlen comes to the U of M from the Medical College of Wisconsin, where she was in charge of establishing regional campuses as leader of the Community Medical Education Program. She also served as professor of surgery and director of the Surgery Residency Program and medical director of the High Risk Breast Cancer Program. A graduate of the St. Louis University School of Medicine, Termuhlen completed her surgical training at the University of Texas Health Science Center in Houston.

University Highlights

The Council for Advancement and Support of Education presented two Pride of CASE V Awards to the College of Design. The Design Student and Alumni Board won a Silver Award for Best Student Alumni Programming and the School of Architecture Centennial Celebration won a Silver Award in Best Volunteer Engagement Program

The University of Minnesota's Morris and Twin Cities campuses have earned the Community Engagement Classification from the Carnegie Foundation for the Advancement of Teaching. The classification is awarded to universities and colleges demonstrating excellence in alignment among campus mission, culture, leadership, resources, and practices that support dynamic and noteworthy engagement that strengthen bonds between campus and community. UMM is among 83 colleges and universities selected to receive initial classification for 2015. The Twin Cities campus was one of the few public research universities to receive the community engagement classification during the initial application process in 2006. All institutions that received the classification in 2006 had to

reapply for reclassification, demonstrating substantial advancement in furthering community engagement within the institutional culture.

The Veterinary Medical Center was recently designated a Cat Friendly Practice by the American Association of Feline Practitioners.

The University of Minnesota Crookston was recently included in several national rankings:

- Ranked #34 among colleges and universities offering the nation's Best Online Bachelor's Programs for 2015, according to *U.S. News and World Report's* ranking of 215 schools.
- Listed among the ten safest college campuses in the U.S. by USA TODAY College. The ranking considers crime reports on campus, in the surrounding town or city, as well as the surrounding region.
- Listed among the top ten of the 50 Most Affordable Public Schools for Out-of-State Students by AffordableColleges.com. The web resource provides prospective college students with accurate and relevant information on making higher education more cost-effective.

The University of Minnesota Morris has been included in the following rankings:

- Named one of the ten best colleges in Minnesota by ranking and review site Niche.
- Named a Top 50 Most Affordable Public College for Out-of-State Students by Affordable Colleges.com.
- For the seventh consecutive year, included on *Kiplinger's Personal Finance's* list of 100 best values in public colleges (# 54).

Faculty and Staff Activities and Awards

Stephen Befort, law, has been elected co-chair of the Labor Law Group along with Melissa Hart from University of Colorado Law School. The Labor Law Group is a nonprofit educational trust that promotes educational activities and produces teaching materials in the field of labor and employment law.

Law professor June Carbone's new book, *Marriage Markets: How Inequality is Remaking the American Family*, co-authored with Naomi Cahn of George Washington University, was named one of the best books of 2014 by *Newsweek* and *The Economist*.

Erin Carlson, chemistry, has been elected Councilor of the American Chemical Society Division of Biological Chemistry.

Jeff Coulter, University of Minnesota Extension, has been recognized as one of Vance Publishing's "40 Under 40," honoring leadership among individuals contributing to efforts to double food production by 2050. Coulter, a corn agronomist, works with Minnesota corn farmers at 15 on-farm research sites, as well as U of M Research and Outreach Centers at five locations.

Aaron Doering, Learning Technologies Media Lab, has been inducted as a fellow to the Royal Canadian Geographical Society (RCGS) in recognition of more than a decade's worth of work in the Canadian Arctic and around the world. The RCGS is dedicated to imparting a broader knowledge and deeper appreciation of Canada's people and places, its natural and cultural heritage, and its environmental, social, and economic challenges.

Max Donath, mechanical engineering, was awarded the 2014 Kathy Swanson Outstanding Service Award from Minnesota Toward Zero Deaths (TZD) for his contributions in transportation safety research. TZD is Minnesota's cornerstone traffic safety program, employing an interdisciplinary approach to reducing traffic crashes, injuries, and deaths on state roads.

Kristin Economos, College of Biological Sciences student services, received the Minnesota College Personnel's 2014 New Professional of the Year Award. She earned the accolades for providing outstanding support to CBS students, as well as significant contributions to office initiatives, professional development, and campus involvement opportunities. In addition to advising, Economos developed and implemented the college's new peer advisor program.

Jed Elison, Institute of Child Development, has been awarded the Society for Research in Child Development's (SRCD) Early Career Research Contribution Award. Elison's research focus is on infant brain and behavior development and the early signs of autism spectrum disorder. SRCD is a multidisciplinary professional organization with a membership of 5,500 researchers, practitioners, and human development professionals from over 50 countries.

Keri Hager, UMD pharmacy, was appointed to one-year terms on the American College of Clinical Pharmacy's Advocacy Committee, which is responsible for disseminating information to members about legislative efforts, opportunities, and news, and on the Membership Committee, which is responsible for developing and implementing strategies to increase Practice and Research Network membership and retain current members.

Claire Hill, law, has been elected to the American Law Institute (ALI), the leading independent organization in the United States producing scholarly work to clarify, modernize and improve the law. The ALI drafts, discusses, revises and publishes Restatements of the Law, model statutes and principles of law that are influential in the courts and legislatures, as well as in legal scholarship and education.

Head coach Jerry Kill was named Big Ten Coach of the Year by both the league's head coaches (Hayes-Schembechler Coach of the Year) and media (Dave McClain Coach of the Year). Kill, who is in his fourth year at Minnesota, led the Gophers to an 8-4 record and a 5-3 mark in the Big Ten. The Gophers, who were picked to finish fifth in the Big Ten West in a preseason media poll, were one game away from playing for a Big Ten championship.

Nicole LaVoi, kinesiology, has been chosen by the Minnesota Coalition of Women in Athletic Leadership to receive their 2015 Special Merit Award, given annually to individuals who

exemplify extraordinary levels of commitment to breaking barriers for girls and women in sport.

Susan Maher, dean of UMD's College of Liberal Arts, has been elected co-president of the Western Literature Association for 2017. With co-president Dr. Florence Amamoto, Gustavus Adolphus College, she will lead the organization and preside over the 2017 annual conference to be held in Minneapolis. The Western Literature Association focuses on the literature, culture, and history of the North American West, west of the Mississippi River.

The Society for Pediatric Research (SPR) recently elected four new members from the University of Minnesota:

- Shane McAllister, pediatric infectious diseases, for his work on herpes virus infections
- Erin Osterholm, pediatric neonatology, for her neurocognitive research in premature infants
- Heather Stefanski, pediatric blood and marrow transplantation, for her work in immune reconstitution after umbilical cord blood transplantation
- Pui-Ying Iroh Tam, pediatric infectious diseases, for her work on molecular epidemiology of pediatric infections

Membership in SPR is highly competitive, limited to early-stage investigators, and requires demonstration of excellence in child health research through metrics such as extramural peer-reviewed funding and publication of original scientific manuscripts.

Andy Robinson, an agronomist who holds a joint appointment with U of M Extension and NDSU Extension, received the Spudman 2015 Emerging Leader Award. The award, sponsored by Bayer CropScience and presented by the National Potato Council, recognizes an individual under the age of 35 who has helped promote the growth of the potato industry, and shows strong leadership qualities and community involvement.

Nicholas Robinson, veterinary population science, was awarded the American College of Veterinary Pathology Mentor of the Year Award, based on his excellence in teaching and dedicated mentorship to his students and to the pathology and research clubs.

Sarah Schweiss, UMD pharmacy program, has been appointed to a one-year term on the American College of Clinical Pharmacy's Networking Committee, which is responsible for organizing the Ambulatory Care Practice and Research Network networking functions at annual and spring forum meetings including logistics and programming.

Deborah Swackhamer, former co-director of the University of Minnesota's Water Resources Center and professor in the Humphrey School of Public Affairs and School of Public Health, has been named one of 20 inaugural fellows of the Society of Environmental Toxicology and Chemistry (SETAC), the world's largest and most prestigious organization of environmental and toxicology chemists. SETAC fellows are chosen for their extensive

contributions and long-term service to the field of environmental toxicology and chemistry through significant scientific and science policy contributions.

Frank Symons, educational psychology, has been named fellow of the American Association on Intellectual and Developmental Disabilities (AAIDD). He is one of only ten individuals who will receive the designation this year. Formerly AAMR— American Association on Mental Retardation— the AAIDD is the oldest and largest interdisciplinary organization of professionals and citizens concerned about intellectual and developmental disabilities.

Martha Thurlow, Institute on Community Integration, will receive the Council for Exceptional Children's (CEC) J. E. Wallace Wallin Lifetime Achievement Award for 2015. "This award recognizes an individual who has made continued and sustained contributions to the education of children and youth with exceptionalities," according to CEC.

Regents professor Donald Truhlar, chemistry, is recognized as an American Physical Society Outstanding Referee of the Physical Review and Physical Review Letters.

Jian-Ping Wang, electrical and computer engineering, has been named IEEE fellow for his contributions to magnetic material and spintronic devices for magnetic recording, information processing and biomedical applications. IEEE, with more than 430,000 members, is the world's largest professional association dedicated to advancing technological innovation and excellence for the benefit of humanity.

Maureen Weiss, kinesiology, has been selected to receive the 2014 President's Council on Fitness, Sports & Nutrition Science Board's Honor Award, given each year "to an academic or research professional that has significantly contributed to the advancement and promotion of the science of physical activity and/or nutrition." The mission of the President's Council is to engage, educate, and empower all Americans to adopt a healthy lifestyle that includes regular physical activity and good nutrition.

A paper on the cause of the demise of passenger pigeons co-authored by Bob Zink, Bell Museum of Natural History, was named a top 10 story of 2014 by the Proceedings of the National Academy of Sciences.

The American Society of Naturalists has named Marlene Zuk, ecology, evolution, and behavior, the 2015 recipient of its E.O. Wilson Naturalist Award. The annual award, honoring longtime Harvard professor and author E.O. Wilson, is given to a mid-career investigator who has made significant contributions to our knowledge of a particular ecosystem or group of organisms. Zuk is known for her research on the evolution of mating behavior and secondary sexual characters in invertebrates.