

UNIVERSITY OF MINNESOTA

BOARD OF REGENTS

Faculty, Staff and Student Affairs Committee

Thursday, October 13, 2011

9:30 – 11:30 a.m.

600 McNamara Alumni Center, East Committee Room

Committee Members

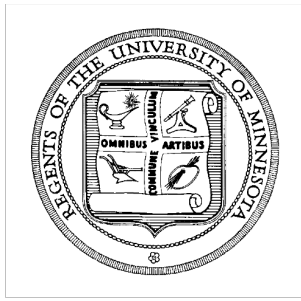
Patricia Simmons, Chair
Richard Beeson, Vice Chair
Linda Cohen
David McMillan
Maureen Ramirez
Steve Sviggum

Student Representatives

Kristen Kranzler
Abdul Omari

A G E N D A

1. Freshman Class StrengthsFinder Assessment - R. McMaster/G. Rinehart (pp. 2-4)
2. Active Learning Environments - R. McMaster/D. Langley (pp. 5-7)
3. Learning Environments at UMR - S. Lehmkuhle (pp. 8-10)
4. Consent Report - Review/Action - K. Brown (p. 11-14)
5. Information Items - K. Brown (pp. 15-17)



**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

Faculty, Staff, and Student Affairs Committee

October 13, 2011

Agenda Item: Freshman Class StrengthsFinder Assessment

review review/action action discussion

Presenters: Vice Provost Robert McMaster
Vice Provost Gerald Rinehart

Purpose:

policy background/context oversight strategic positioning

Outline of Key Points/Policy Issues:

Starting in fall 2011, every incoming first-year student will take the StrengthsFinder assessment. This assessment identifies an individual's top five talents and provides resources for setting goals that put those talents into meaningful action. A strengths approach starts with an individual's positive characteristics and helps develop one's full potential in areas including academics, career, leadership, relationships and engagement.

Background Information:

In March 2009, a presentation entitled "Metrics and Measures for the Undergraduate Student Experience," outlined for the Board several of the methods and tools used to track the success of our undergraduate students. Other presentations have touched on the importance of engagement to the success of undergraduates. The StrengthsFinder assessment and the StrengthsQuest experience provide students the information, tools, and resources to achieve academic, career and personal success.

Creating a Strengths-Based Campus Overview

We believe every student at the University of Minnesota has the potential to do well. We know they can succeed. Our job is to help them identify their talents, develop those talents into strengths, and direct those strengths towards activities and experiences that will help them succeed.

Overview:

Starting in fall 2011, every incoming first-year student will take the StrengthsFinder assessment. StrengthsFinder identifies an individual's top five talents and provides resources for setting goals that put those talents into meaningful action. Grounded in psychological theory, literature, and research, a strengths approach starts with an individual's positive characteristics and helps them to develop to their full potential in areas including academics, career, leadership, relationships, and engagement. We believe that the more students have an understanding of their personal style, motivation and unique talents, the more they will be able to maximize their educational experience at the University of Minnesota.

By weaving a strengths-based approach throughout many aspects of the undergraduate experience, this initiative will contribute to student success by:

- **Increasing students' self-awareness** and their understanding and **appreciation of others**
- **Developing students to their full potential** in areas including academics, career, leadership, relationships, and engagement
- **Creating a common language** across campus that contributes to a sense of community
- **Increasing students' overall confidence, engagement and sense of responsibility** in pursuing their undergraduate goals
- **Advancing student achievement** of the Student Learning and Development Outcomes
- And ultimately **contributing to student success** by increasing retention, graduation, and satisfaction.

About this Initiative:

This initiative is sponsored by the Office for Student Affairs and the Office for Undergraduate Education. Funding is provided by proceeds from the University's beverage contract with Coca Cola. The University has invested in a three-year commitment and will determine further commitment based on assessment measures. The first year will include the incoming class of 2015 first-year students. Transfer students will be included in the fall of 2012.

What is StrengthsQuest?

The StrengthsQuest experience starts with the Clifton StrengthsFinder, a web-based assessment based on the principles of positive psychology. The assessment is made up of 180 items, each of which includes a pair of potential self-descriptors. The two self-descriptors are at two opposing ends of a continuum; participants indicate where they would place themselves on that continuum. Upon completion of the assessment, individuals are given their top 5 Signature Themes of Talent as a starting point for self-discovery.

StrengthsQuest provides a set of developmental suggestions relating to your Signature Themes. Specifically, StrengthsQuest provides students, faculty and staff the information, tools and resources to help an individual, a program or an entire campus achieve academic, career and personal success.

(adapted from Gallup, 2011)

Overall:

- StrengthsQuest is the overall framework that allows students to intentionally develop their talents into personal strengths.
- StrengthsFinder is the web-based assessment that identifies an individual's top 5 talent themes.

Why StrengthsQuest?

StrengthsQuest™ has been used by over 850,000 students at 600 campuses in North America. The assessment measures were based on over 30 years of research conducted by Selection Research Incorporated and Gallup (Harter, Hayes, & Schmidt, 2004; Schmidt & Rader, 1999). Reliability and validity of the assessment has been repeatedly examined. Further detail regarding the foundational research is available through [The Clifton StrengthsFinder 2.0 Technical Report: Development and Validation](#) (Asplund, Lopez, Hodges, & Harter, 2007).

Here at the University of Minnesota, several colleges and units, including the College of Education and Human Development, College of Pharmacy, Carlson School of Management and Housing & Residence Life, have been successfully working with strengths-based initiatives for the past few years. The University hopes to build on this initial success and provide a strengths-based experience for all new freshmen.



**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

Faculty, Staff, and Student Affairs Committee

October 13, 2011

Agenda Item: Active Learning Environments

review review/action action discussion

Presenters: Vice Provost Robert McMaster
David Langley, Director, Center for Teaching and Learning

Purpose:

policy background/context oversight strategic positioning

Outline of Key Points/Policy Issues:

Active Learning Classrooms (ALCs) are technology enhanced learning spaces that feature multiple flat-panel projection systems, round tables to encourage student interaction, white boards, and a central teaching station. Room sizes for ALCs across University of Minnesota campuses vary from 24 to 126 individuals. In this presentation, we will describe the range of active learning classrooms (ALCs) currently in use at the University of Minnesota and provide an overview of the first year of use in the STSS Building on the Twin Cities campus.

Background Information:

The purpose of this presentation is to demonstrate the instructional opportunities for advancing undergraduate education in active learning classrooms (ALCs) on the Twin Cities campus. In particular, the presentation focuses on the Science Teaching and Student Services (STSS) Building and the national attention it has garnered in its first year of use.

In October 2010, Vice Provost Jerry Rinehart and Associate Vice Provost Laura Coffin Koch presented "Maximizing Opportunities for Student Service in the new Science, Teaching & Student Services Building." This presentation will continue to familiarize the Regents with the unique opportunities these active learning classrooms provide for student achievement.

Active Learning Environments

The purpose of this presentation is to demonstrate the instructional opportunities for advancing undergraduate education in active learning classrooms (ALCs) on the Twin Cities campus. In particular, the presentation focuses on the Science Teaching and Student Services (STSS) Building and the national attention it has garnered in its first year of use. A major goal is to encourage STEM (science, technology, engineering, and mathematics) faculty to adopt active learning approaches for their teaching.

This presentation focuses on the range of active learning classrooms (ALCs) currently in use at the University of Minnesota, in particular an overview of the first year of use in the STSS Building on the Twin Cities campus. ALCs are technology enhanced learning spaces that feature multiple flat-panel projection systems, round tables to encourage student interaction, white boards, and a central teaching station. The Twin Cities campus has four separate building locations for ALCs, with 10 spaces (expandable to 14) in the STSS building alone. The Rochester campus has eight ALCs; Crookston has two, and both Duluth and Morris have none. Room sizes for ALCs across the University of Minnesota campuses vary from 24 to 126 individuals.

The purpose of ALCs is to create a problem-centered, cooperative learning environment that leverages the affordances provided by the unique physical configuration of these classrooms. Research over the last 15 years has demonstrated that students in these spaces retain more conceptual knowledge than those in control groups (Dori, Hult, Breslow, & Belcher, 2007), and experiences in ALCs have been shown to reduce drop, failure, and withdrawal rates (Beichner, 2008).

The Board of Regents approved funding for the STSS building in 2007 as part of the six year capital improvement plan, and initial deconstruction of the existing site began in December 2008. The building was completed in Summer 2010 with the first class meetings held in Fall 2010. As of October 2011, 48 separate tours of the building have been conducted for both national and international constituencies.

The demographics surrounding the STSS building are impressive. In the 2010-11 academic year, 14,439 undergraduates (47.3%) completed at least one class in the STSS building, and 10,312 (33.8%) of all undergraduates finished a course in an ALC in the building. The STSS building had the highest number of student contact hours per week (55,000) for general classroom space compared to any building on the Twin Cities campus. In addition, 225 different courses were taught in ALCs in this building last year (1/3 STEM, 2/3 non STEM subjects), and nearly 60% of all courses were discussion/lab/seminars—courses that are likely to leverage the interactive opportunities in these learning spaces. Finally, teachers in ALC environments were equally effective (based on student ratings of instruction) compared to their previous course instruction in a non-ALC environment. This finding is noteworthy because these instructors did not participate in a professional development program to prepare them for an ALC environment.

The first *National Forum on Improving Undergraduate Education Through Active Learning Spaces* occurred in the STSS building on August 4-6. The Forum was sponsored by the Office of Undergraduate Education and co-chaired by directors from the Center for Teaching and Learning, the Office of Information Technology (OIT), and the Office of Classroom Management (OCM). One hundred twenty one participants from across the country and internationally attended poster, demonstration, workshop, and featured speaker sessions. University of Minnesota participants were prominently represented in these sessions. The Forum focused on uncovering key issues facing the design and delivery of instruction in these spaces and building a community of scholars associated with ALCs. The STSS building was consistently lauded as the most outstanding space of its kind in the country.

To conclude, many different U of M offices are involved in examining the effects of ALCs on student learning. Research is being conducted by OIT and a university-wide assessment committee, demographics on student performance are being uncovered by OCM and the Office of Institutional Research, and professional development for instructors is taking place by both the CTL and OIT. Given the number of undergraduates who complete coursework in ALCs across all U of M campuses, there is strong potential to deeply influence the educational experience of students by optimizing the affordances of these learning spaces.



**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

Faculty, Staff, and Student Affairs Committee

October 13, 2011

Agenda Item: Learning Environments at UMR

review review/action action discussion

Presenters: Chancellor Stephen Lehmkuhle
Vice Chancellor Claudia Neuhauser

Purpose:

policy background/context oversight strategic positioning

Outline of Key Points/Policy Issues:

Toward Finishing in Four: Innovative Learning Strategies at University of Minnesota Rochester (UMR):

- Programmatic structure
- Model based on one academic unit
- Integrated and concept-driven curriculum
- Learner-centered and personalized
- Community integrated and educational collaborations
- Technology enhanced curriculum – iSeal (Intelligent System for Education and Assessment of Learning)

Background Information:

In March of 2011, Chancellor Lehmkuhle presented to the committee on the topic of student services at UMR. This presentation delves more deeply into the programmatic model and its impact on the entire student experience.

Toward Finishing in Four: Innovative Learning Strategies

The University of Minnesota Rochester has four academic programs: two undergraduate programs (B.S. in Health Sciences and B.S. in Health Professions) and two graduate programs (Biomedical Informatics and Computational Biology, M.S. and Ph.D.). The Biomedical Informatics and Computational Biology program is an interdisciplinary, all-University program with faculty from the Twin Cities campus, Rochester campus, Hormel Institute, Mayo Clinic, and IBM. It admitted its first students in Fall 2008 and has grown to 45 students. The B.S. in Health Professions is an educational collaboration with Mayo Clinic to deliver four programs in Allied Health, Respiratory Care, Echocardiography, Radiology, and Sonography. It is a junior-admitting program, which is expected to grow to a total enrollment of about 140 students. It admitted its first cohort of 12 juniors in Fall 2011. The B.S. in Health Sciences (BSHS) is a 4-year program, which admitted its first students in Fall 2009 and has grown to about 240 students.

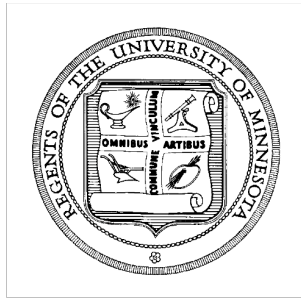
UMR has no departments. A single academic unit, the Center for Learning Innovation (CLI), houses all faculty and instructors who teach in the BSHS. The vision of the CLI includes that the “CLI promotes a learner-centered, technology-enhanced, concept-driven, and community-integrated learning environment. Through ongoing assessment of student achievement, the CLI aspires to personalize learning, establish data-driven research on learning, and continuously improve curriculum.”

Learner-centered and personalized: Faculty and instructors across disciplines in the CLI design, implement, and deliver an integrated curriculum that translates pedagogical research into the classroom. The curriculum emphasizes collaboration, communication, group work, and making connections across the curriculum. Classroom activities are built to engage students actively in constructing knowledge. Lower division students explore a broad range of careers while taking a common science and liberal education curriculum to ensure timely progress toward finishing their degrees in four years. The first semester de-emphasizes differences in high school preparation to improve student success in the critical initial phase of a student’s college experience. Students are supported by student success coaches who help them achieve self-reliance as they advance through the program. Building on their lower division career explorations, students increasingly personalize their plan of study to prepare for their future career plans. This culminates in a capstone experience, which can range from student research projects to certificate programs or internships. The planning process during the first three years for the capstone experience in their fourth year keeps students focused on finishing in four years while intentionally preparing them for their chosen paths after graduation.

Technology-enhanced: IT as an academic unit works closely with faculty to develop and implement effective technologies. Classroom technology facilitates collaboration and active engagement. Laptops provided to all undergraduate students at UMR give instant access to the

curriculum inside and outside of the classroom, utilizing the vast resources of the internet. A curriculum development system, iSEAL, facilitates faculty and instructor collaboration in the design, implementation, and delivery of the curriculum.

Data-driven research on learning: As stated in the CLI's 7.12 statement, CLI faculty conduct data-driven research on learning. Research is translated into the classroom as part of continuing curriculum improvement. The curriculum development system iSEAL has been designed to collect student usage and assessment data in real-time, which will yield extensive longitudinal data over the ensuing years. These data will serve as the foundation for the development of learning analytics at UMR to tackle the multi-dimensional and complex problem of student retention and achievement.



**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

Faculty, Staff, and Student Affairs Committee

October 13, 2011

Agenda Item: Consent Report

review review/action action discussion

Presenters: Vice President Kathryn Brown

Purpose:

policy background/context oversight strategic positioning

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

- Appointment of senior vice president for academic affairs and provost

Outline of Key Points/Policy Issues:

- Appointment of Dr. Karen Hanson as senior vice president for academic affairs and provost.

Background Information:

Board of Regents Policy: *Reservation and Delegation of Authority* calls for items, such as proposed changes to retirement provisions, senior administrative appointments, bargaining unit contract approvals, tuition and fees policies, and appointments of certain trustees and board members, to be brought before the Faculty, Staff, and Student Affairs Committee for action.

President's Recommendation for Action:

The President recommends approval of the Consent Report.

Faculty, Staff, and Student Affairs Committee Consent Report
October 13, 2011

Personnel Appointments

Pending approval by the Board of Regents, Dr. Karen Hanson will be appointed to the position of **Senior Vice President for Academic Affairs and Provost** of the University of Minnesota, effective February 1, 2012.

The Senior Vice President for Academic Affairs and Provost is the chief academic officer of the University of Minnesota multi-campus system and provost for the Twin Cities campus, reporting directly to the President of the University of Minnesota system. The Provost is responsible for promotion and tenure, curricular review, accreditation, and academic policy and planning for all colleges and schools that report to the Senior Vice President and Provost on the Twin Cities campus, as well as all central student and academic support units. The Senior Vice President and Provost, together with the Senior Vice President for System Academic Administration, is also responsible for issues concerning academic policy, faculty development, and graduate and professional education across the University of Minnesota system.

Dr. Hanson comes to the University from Indiana University (IU), where she has served as Provost of the Bloomington campus and Executive Vice President of Indiana University since 2007. Prior to being appointed Provost of the Bloomington campus, she served as dean of the Hutton Honors College from 2002 to 2007 and chaired the Department of Philosophy from 1997 to 2002. A faculty member in the Department of Philosophy at IU since 1976, Professor Hanson is also an adjunct faculty member of Comparative Literature, American Studies, and Gender Studies. She has also won numerous campus and all-university teaching awards, along with a Lilly Fellowship and a number of research grants.

Dr. Hanson received a B.A., *summa cum laude*, in Philosophy and Mathematics from the University of Minnesota in 1970. She received her Ph.D., and A.M., in Philosophy from Harvard University in 1980. Her principal research interests are in the philosophy of mind, ethics, aesthetics, and American philosophy. She's published many articles and essays in these areas and is the author of *The Self Imagined: Philosophical Reflections on the Social Character of Psyche* and a co-editor of *Romantic Revolutions: Criticism and Theory*.

Dr. Hanson has twice been elected to the Executive Committee of the Central Division of the American Philosophical Association (APA) and to the APA National Board of Officers. She served as Chair of the Board of the APA in 2004-2005. From 1993 to 1997, she served as the APA Delegate to the American Council of Learned Societies (ACLS) and as a member of the ACLS Executive Committee. Dr. Hanson has been an associate editor of the *Journal of Social Philosophy*, a member of the editorial board of *American Philosophical Quarterly*, and a Trustee for the American Society for Aesthetics. Her current editorial board memberships include *Notre Dame Philosophical Reviews* and *Cognitio*, and she is an Officer of the Board of the John Dewey Foundation and a member of both the advisory and the editorial boards of the Peirce Edition Project.

The President recommends the appointment of Dr. Karen Hanson to the position of Senior Vice President for Academic Affairs and Provost for the University of Minnesota. The President has the highest confidence in Dr. Hanson's skills and abilities, and believes that she will work effectively to advance and support the mission of the University of Minnesota system.

submitted by:

Eric W. Kaler

President

October 13, 2011

**BOARD OF REGENTS
FACULTY, STAFF, AND STUDENT AFFAIRS COMMITTEE
October 13, 2011**

ACADEMIC PERSONNEL ACTIONS

<u>Name</u>	<u>Rank</u>	<u>Unit</u>	<u>Effective Date</u>
Karen Hanson	Provost	Provost	02/01/12

Dr. Hanson's "A" term, "L" type, 12-month salary for 2011-12 is \$390,000.

Dr. Hanson is eligible to hold a regular faculty appointment as a tenured full professor, subject to a vote of the appropriate faculty and the review and approval of the senior vice president for academic affairs and provost and the senior vice president for system academic administration. Her bifurcated faculty salary will be determined at a later date.



**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

Faculty, Staff, and Student Affairs Committee

October 13, 2011

Agenda Item: Information Items

review review/action action discussion

Presenters: Vice President Kathryn Brown

Purpose:

policy background/context oversight strategic positioning

To inform committee members of noteworthy items, administrative actions, and local, regional, and national policy-related issues affecting University units and departments.

Outline of Key Points/Policy Issues:

- Personnel highlights
- University highlights
- Faculty and staff activities and awards
- Student activities and awards

Background Information:

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

UNIVERSITY OF MINNESOTA

BOARD OF REGENTS

October 13, 2011

Faculty, Staff, and Student Affairs Committee Information Report

This report does not capture and record a complete listing of the significant awards and activities of the University community, but instead makes note of unit reported items in these areas. It also highlights reports and activities at the local, regional, and national level in the area of faculty, staff, and student affairs.

Personnel

None this month

University Highlights

“Campaign Dialogue 2010,” a gubernatorial debate produced by OIT’s Video Solutions staff was nominated for an Upper Midwest Emmy in the News Special category. This 90-minute debate between the three gubernatorial candidates was produced in conjunction with the Minnesota Broadcasters Association, the Minnesota Student Association, the Graduate and Professional Student Association and the Minnesota Daily. The winner was “Healers at Wounded Knee.”

Faculty and Staff Activities and Awards

From the Ballot to the Blackboard: The Redistributive Political Economy of Education, by Ben Ansell, political science, received the William Riker Award from the American Political Science Association (APSA) for the best book in political economy. Ansell shared an award with co-author David Samuels, also political science, for best article published in 2010 from the APSA’s Comparative Democratization Section. In addition, his co-authored paper with David Art, Tufts University, won the award for best paper from APSA’s European Politics and Society Section.

Michael Cherlin, music, has been named editor of *Music Theory Spectrum*, the official print journal of the Society for Music Theory. His term is 2013-2015.

Nancy Diener, UMD department of education, was appointed by Governor Mark Dayton to a three-year term on the Commission of Deaf, DeafBlind, and Hard of Hearing Minnesotans.

Penny Edgell, sociology, is chair-elect of the American Sociological Association Religion section.

Marc Hirschmann, earth sciences, has received the 2011 Norman L. Bowen award from the American Geophysical Union for his outstanding contributions to volcanology, geochemistry or petrology.

Karen Nelson Hoyle, children's literature research collections, was recognized by the Eric Carle Museum of Picture Book Art at the 2011 Carle Honors ceremony with the Bridge Award, which recognizes individuals who have found inspired ways to bring the art of the picture book to larger audiences through work in other fields.

Stephen Jameson, medical school, received the Frederick W. Alt Award for New Discoveries in Immunology from the Cancer Research Institute

Kevin Janni and Bruce Wilson, bioproducts and biosystems engineering, have been inducted as Fellows into the American Society of Agricultural and Biological Engineers for the exceptional achievements.

Regents professor of psychology Matt McGue received the Behavior Genetic Association's Dobzhansky Award for outstanding research accomplishment in the field of behavioral genetics. The award is the association's highest honor.

Gary Muehlbauer, agronomy and plant genetics, has been named a fellow of both the American Society of Agronomy and the Crop Science Society.

Paul "PZ" Myers, UMM biology, was awarded the International Humanist Award for 2011 by the International Humanist and Ethical Union. The award recognizes individuals who have made an outstanding contribution to advancing Humanist principles in society. The citation read, in part, the "awardee's blog 'Pharyngula' is a global phenomenon."

Bob Sherman, UMD College of Education and Human Services Professions, received the Distinguished Rotarian Award, First Place, from Rotary District 5580 (which covers 4 states and over 60 Rotary clubs). The award was presented for his leadership in creating and funding a new school in Russia for children with disabilities and helping a student from that school receive over \$240,000 in medical treatment.

Dominique Tobbell, medical school, received the 2011 Stanley Jackson Prize from the *Journal of the History of Medicine and Allied Sciences* for the best paper published in the journal in the previous four years.

Student Activities and Awards

Graduate student Shawn Bubany, psychology, received the 2011 Society of Vocational Psychology (SVP) Graduate Student Research Award, the highest honor that SVP bestows upon graduate students. Specifically, the award is recognition of Shawn's meta-analytic research on the stability of interests.

CBS freshman Mary Zahurones was selected as the 58th Princess Kay of the Milky Way this summer at the Minnesota State Fair. She will serve as a goodwill ambassador for the state's dairy industry over the coming year.