

**UNIVERSITY OF MINNESOTA**

**BOARD OF REGENTS**

**Faculty, Staff and Student Affairs Committee**

**Thursday, October 11, 2007**

**3:00 - 4:00 p.m.**

**Proscenium Theater, HFA  
University of Minnesota Morris**

**Committee Members**

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

**Student Representatives**

Adam Engelman  
Ben McKibben

**A G E N D A**

1. Collective Bargaining Agreement with Teamsters Local 320 - Review/Action - C. Carrier/P. Dion (pp. 2-5)
2. Summary of Student Metrics from the 2007-2008 *University Plan, Performance, and Accountability Report* - C. Swan (p. 6)
3. Morris Student Experience: Exceptional Students, Engaged Learning - J. Johnson/S. Olson-Loy (pp. 7-10)
4. Consent Report - Review/Action - C. Carrier (pp. 11-13)
5. Information Items - C. Carrier (pp. 14-22)



## UNIVERSITY OF MINNESOTA BOARD OF REGENTS

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

**October 11, 2007**

**Agenda Item:** Collective Bargaining Agreement with Teamsters Local 320

☐ review      ☒ review/action      ☐ action      ☐ discussion

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

**Purpose:**

☐ policy      ☐ background/context      ☒ oversight      ☐ strategic positioning

Take action on this collective bargaining agreement between the University of Minnesota and Teamsters local 320 on behalf of service, maintenance and labor employees

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

This contract will provide the terms and conditions of employment for employees between the date of signing and June 30, 2009. A summary of the contract, the members covered and the associated financial impacts is attached.

**Background Information:**

Negotiations on this contract began in June, 2007 and concluded with a tentative agreement on August 31, 2007. The Union's contract ratification process was completed on September 21, 2007. Regents approval is required before the contract can be implemented.

**President's Recommendation for Action:**

The President recommends that the Board approve this collective bargaining agreement between the University of Minnesota and Teamsters Local 320.



## **REGENTS OF THE UNIVERSITY OF MINNESOTA**

### **RESOLUTION RELATED TO THE PROPOSED LABOR AGREEMENT WITH THE TEAMSTERS LOCAL 320**

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

**WHEREAS**, the Teamsters of Local Union 320 have ratified acceptance of the agreement; and

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

**NOW, THEREFORE, BE IT RESOLVED**, that on the recommendation of the President, the Board of Regents approves this labor agreement as outlined in the docket for October 11, 2007.

**TEAMSTERS LOCAL 320  
PELRA UNIT 3**

This unit is composed of the service, maintenance and labor employees at all campuses and research and outreach centers. The total number of employees in this unit is approximately 1500. Classifications include Building and Grounds Workers, Mechanics, Food Service Workers and Farm Animal Attendants.

**ECONOMIC HIGHLIGHTS**

**During the 2007-2008 fiscal year, the following salary adjustments will be made:**

Employees in all classifications shall receive a 3.0% salary range adjustment effective July 1, 2007.

Employees shall advance through step movement in accordance with the language of the agreement.

Employees who are paid at the maximum of their pay range, shall receive a \$300 lump sum payment.

**During the 2008-2009 fiscal year, the following salary adjustments will be made:**

Employees in all classifications shall receive a 3.0% salary range adjustment effective June 9, 2008.

Employees shall advance through step movement in accordance with the language of the agreement.

Employees who are paid at the maximum of their pay range, shall receive a \$300 lump sum payment.

<b>BASE ANNUAL PAYROLL</b>	<b>\$48,510,516</b>
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**RECURRING COSTS 2007-2009**

Base salary adjustments	\$2,968,843
Progression steps	\$989,614
<b>TOTAL RECURRING COST</b>	<b>\$3,958,457</b>

**NON-RECURRING COSTS 2007-2009**

Lump-sum payment	\$367,800
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## **NON-ECONOMIC HIGHLIGHTS**

Established a Labor Management Committee to look at use of classifications and update the class descriptions.

Established a Labor Management Committee to examine the definition and use of Maintenance Equipment and Heavy Equipment.

Achieved flexibility in hiring rates of pay.



**UNIVERSITY OF MINNESOTA  
BOARD OF REGENTS**

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

**October 11, 2007**

**Agenda Item:** Summary of Student Metrics from the *2007-08 University Plan, Performance, and Accountability Report*

☐ review      ☐ review/action      ☐ action      ☒ discussion

**Presenters:** Craig Swan, Vice Provost and Dean for Undergraduate Education

**Purpose:**

☐ policy      ☐ background/context      ☒ oversight      ☒ strategic positioning

This report will highlight the undergraduate student metrics reported in the “Exceptional Students” section of the *University Plan, Performance, and Accountability Report* (Board of Regents Docket pages 61-91), with particular focus on the Twin Cities campus data. The full report can be found in the Board of Regents Docket pages 40-186.

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

Important measures for undergraduate students include graduation and retention data, student satisfaction, quality of the incoming student class (as measured by ACT scores and high school rank), and diversity. For some of these measures, we will be able to add data from fall, 2007 to the report’s findings.

**Background Information:**

On September 6, 2007, the Educational Planning and Policy Committee received a report on academic issues related to the *University Plan, Performance, and Accountability Report*.

This agenda item corresponds with the following priority on the 2007-2009 Board of Regents Workplan – Oversight and Accountability: Regularly Monitor Agreed-Upon Metrics of the University’s Performance.



## UNIVERSITY OF MINNESOTA BOARD OF REGENTS

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

**October 11, 2007**

**Agenda Item:** The University of Minnesota, Morris Student Experience:  
Exceptional Students, Engaged Learning

☐ review      ☐ review/action      ☐ action      ☒ discussion

**Presenters:** Chancellor Jacqueline Johnson  
Sandra Olson-Loy, Vice Chancellor for Student Affairs

### **Purpose:**

☐ policy      ☒ background/context      ☐ oversight      ☐ strategic positioning

To update the committee and discuss policy issues related to the UMM student experience, including student involvement in activities associated with transformational learning and best practice in undergraduate education, current challenges, and opportunities.

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

Morris students live an exciting integrated undergraduate experience; virtually every student participates actively in campus and community life. Initiatives to foster high levels of student engagement in key transformational student learning opportunities (e.g. service learning, study abroad, undergraduate research, civic engagement, multicultural/intercultural opportunities, and green campus programs) are underway at Morris. These experiences are recognized as best practices in undergraduate education, fostering transformational learning and student success.

The University of Minnesota Morris is recognized as a leader among public liberal arts colleges. Priorities for strengthening the Morris student experience, current challenges and opportunities are highlighted.

Policy questions:

- 1) What are the current challenges and opportunities facing a rigorous, human scaled, residential liberal arts college within the University of Minnesota?
- 2) What are the best ways to help citizens of Minnesota recognize, utilize, and benefit from the University of Minnesota's distinctive campuses and their programs?
- 3) Strategic positioning efforts have sharpened the University of Minnesota's focus, fostered reflection and strategic decision-making, increased collaboration across the university, and fostered new partnerships throughout the system. How do we best build structures, policy, and practice to continue this good work into the future?

### **Background Information:**

This topic appears on the Committee Workplan for the current academic year and is a regularly scheduled item for the Faculty, Staff, and Student Affairs Committee.

**University of Minnesota  
Board of Regents  
Faculty, Staff and Student Affairs Committee  
October 11, 2007**

**The University of Minnesota, Morris Student Experience:  
Exceptional Students, Engaged Learning**

The first pillar of University of Minnesota strategic positioning is to ‘recruit, educate, and graduate outstanding students who become highly motivated lifelong learners, leaders and global citizens.’ The University of Minnesota, Morris mission of providing an undergraduate liberal arts education of uncompromising rigor for a diverse student body aligns very directly with this vision. A tightly focused mission as a public honors college has been at the core of the Morris experience since UMM opened its doors in 1960. Campus strategic positioning efforts celebrate long-time success in engaged student learning and raise the bar for ‘the Morris experience’ of the future.

The Morris campus brings the hallmarks of a liberal arts education to students in Minnesota, the U.S., and beyond, within the research and land-grant mission and culture of the University of Minnesota. The University of Minnesota, Morris offers a rigorous and integrated student experience, with virtually all students engaged in the academic community and campus life. The Carnegie Foundation, in their Classification of Institutions of Higher Education, places the University of Minnesota, Morris in the Baccalaureate Colleges – Arts and Sciences classification. These 274 colleges emphasize undergraduate education, awarding at least half of their degrees at the bachelor’s level and at least half of these degrees in arts and science fields. UMM fills a distinctive niche as one of only 37 public liberal arts colleges included in this classification.

**Who are University of Minnesota, Morris Students?** Morris students tend to be self-starters who have high expectations. They are involved students who believe in working hard for things that matter to them and who have been successful in doing so. Some statistics that matter include:

- Over 80% of students are from Minnesota, the majority from non-metro counties.
- Entering students have strong academic credentials: 28% from top 10% of high school class, 56% from top 25% of high school class, with an average ACT of 25.
- UMM students are more likely than students at other midwestern universities to be part of historically underrepresented student populations.
  - Students of color comprise 17% of the student body, 21% of first year students; American Indian students comprise 10% of the student body.
  - 30% of students receive Federal PELL grants for families with high financial need.
  - 40% of graduates are first generation college graduates.
- Full-time degree-seeking undergraduates comprise 90% of a +/- 1700 student body.

Work is in progress to realize the campus vision for the future: a student body of 2100 students, increasingly diverse by a variety of measures.

**Exceptional Students -- Engaged Learning.** Morris students live an exciting integrated undergraduate experience; virtually every student participates actively in campus and community life. While it is rare to find this breadth of student engagement and participation on a campus, it is one



of the hallmarks of a rigorous residential undergraduate liberal arts experience. Student involvement in core engagement areas is increasing (Table 1). Participation levels exceed UM averages by 8% (attending intercollegiate sports events) to 40% (taking a freshman seminar.)

<b>Table 1. Percent of Morris graduates who:</b>	<b>2002</b>	<b>2005</b>	<b>2007</b>	<b>Change 02 to 07</b>
attended a performance, concert or exhibit on campus	94%	92%	98%	+4%
attended a special talk, lecture, or panel discussion held on campus	NA	NA	95%	NA
voted in a federal or state election	82%	89%	94%	+12%
belonged to a university club or organization	84%	85%	92%	+8%
took a freshman seminar	11%	85%	87%	+76%
attended an intercollegiate sports game or match	73%	75%	86%	+13%

*University of Minnesota 2007 Student Experience Survey.*

Initiatives to foster similarly high levels of student engagement in additional transformational student learning opportunities (e.g. service learning, study abroad, undergraduate research, civic engagement, multicultural/intercultural opportunities, and green campus programs) are underway. While current engagement rates (summarized in Table 2) lead the UM system and public liberal arts peers, through campus strategic positioning work Morris faculty, staff, and students have articulated a vision for more universal participation as part of the core UMM experience. These experiences are recognized as best practice in undergraduate education, fostering transformational learning and student success. They directly support UMM's mission to prepare interculturally competent graduates equipped for lives of leadership and service in a diverse, global society.

<b>Table 2. Percent of Morris graduates who:</b>	<b>2002</b>	<b>2005</b>	<b>2007</b>	<b>Change 02 to 07</b>
participated in a community service project	49%	57%	76%	+28%
participated in a study abroad program	26%	33%	34%	8%
worked with a faculty member on a shared research or artistic project	38%	44%	57%	+18%

*University of Minnesota 2007 Student Experience Survey.*

**A National Leader.** The University of Minnesota, Morris is recognized as a leader among public liberal arts colleges. The National Survey of Student Engagement shows UMM seniors rate their 'entire educational experience' significantly higher than seniors across the Council of Public Liberal Arts Colleges consortium. Morris seniors' engagement levels significantly exceed COPLAC seniors in key engagement areas:

- ❖ Attending art exhibit, gallery, play, dance, or theatre performances.
- ❖ Working with faculty members on activities other than coursework (committees, etc.)
- ❖ Completing foreign language coursework.
- ❖ Studying abroad.

- ❖ Voting in local, state, or national elections.
- ❖ Tutoring or teaching other students.
- ❖ Working with a faculty member on a research project outside course/program requirements.
- ❖ Participating in co-curricular activities.

*National Survey of Student Engagement, Spring 2006.*

The University of Minnesota, Morris student experience is nationally recognized because it links motivated students with a challenging curriculum, strong student-faculty-staff collaborations, enriching educational experiences, and a rigorous, human scaled, community. The University of Minnesota, Morris attracts and nurtures students with a passionate spirit for learning and leadership. We offer them a highly integrated, rich educational experience.

Morris students report the highest level of student satisfaction of UM campuses. Graduating seniors' satisfaction reached a new high of 5.4 (6pt. scale, with 6 = very satisfied) in Spring 2007. These resounding levels of student satisfaction and the success of Morris graduates speak to the value of a public liberal arts college within the University of Minnesota and Minnesota higher education.

**Strengthening the Student Experience.** A presentation to the Faculty, Staff and Student Affairs Committee in October 2000 highlighted three priorities for improving the student experience: food service contract and facilities, intercollegiate athletics, and residential life facilities. Significant progress has been made in each of these priority areas; additional critical work in moving these areas from liabilities to fully realized assets is scheduled for this academic year.

Current Challenges:

- Student recruitment, retention, and graduation rates.
- Campus living environments to foster learning, meet student demand, support summer programs.
- Fostering intercultural competence for all graduates/members of the campus community.
- Making the liberal arts to 'life's work/career' links visible.

Current Opportunities:

- Student Engagement Planner and Portfolio....webs of engagement and learning
- First Year Experience
- Green Prairie Living and Learning Community
- Partnerships for student learning and success

**Policy questions:**

- ❖ What are the current challenges and opportunities facing a rigorous, human scaled, residential liberal arts college within the University of Minnesota?
- ❖ What are the best ways to help citizens of Minnesota recognize, utilize, and benefit from the University of Minnesota's distinctive campuses and their programs?
- ❖ Strategic positioning efforts have sharpened the University of Minnesota's focus, fostered reflection and strategic decision-making, increased collaboration across the university, and fostered new partnerships throughout the system. How do we best build structures, policy and practice to continue this good work into the future?



## UNIVERSITY OF MINNESOTA BOARD OF REGENTS

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

**October 11, 2007**

**Agenda Item:** Consent Report

☐ review      ☒ review/action      ☐ action      ☐ discussion

**Presenters:** Vice President Carol Carrier

**Purpose:**

☐ policy      ☐ background/context      ☒ oversight      ☐ strategic positioning

As required by Board of Regents policy, the administration seeks approval of amendments to the University Senate Constitution.

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

Items for consideration:

- Amendment to Article IV, Sections 2c-f, Membership, of the University Senate Constitution. A full copy of the current University Senate Constitution is available in the Board Office.

### **Background Information:**

Board of Regents Policy: *Board Operation and Agenda Guidelines* calls for items, such as senior administrative appointments, bargaining unit contract approvals, tuition and fees policies, and appointments of certain trustees and board members, to be brought before the Board of Regents for action.

### **President's Recommendation for Action:**

The President recommends approval of the Consent Report.

**BOARD OF REGENTS**  
**FACULTY, STAFF, AND STUDENT AFFAIRS COMMITTEE**

**Consent Report**

**October 11, 2007**

***University Senate Constitution Amendments***

The University Senate has recently adopted the following amendments to their University Senate Constitution to clarify provisions governing eligibility for the Faculty Senate.

**ARTICLE IV. THE FACULTY SENATE (Changes to this article are subject to vote only by the Faculty Senate)**

**2. Membership**

c. For the purposes of this constitution, the bylaws, and the rules, ~~faculty shall include professors, associate professors, assistant professors, research associates, instructors, and research fellows on full time appointments holding a regular appointment as defined the Regents' Policy "Faculty Tenure."~~ "Full time appointments" are defined for this constitution to require the same time commitment of faculty and qualified academic staff. the term "faculty" shall include (1) individuals who hold full-time regular appointments as defined in the Regents' Policy "Faculty Tenure," and (2) individuals who hold full-time multi-year or annually renewable term appointments as defined in the Regents' Policy "Faculty Tenure" and who have completed three years of service at the University.

d. For the purposes of this constitution, the bylaws, and the rules, the term "qualified academic staff" ~~shall be interpreted to mean academic professionals and administrators eligible for election to the Faculty Senate and eligible for appointment to Faculty Senate committees. In order to qualify for election to the Faculty Senate, an academic professional or administrator must meet the definition established by the Board of Regents: "Academic professionals generally parallel disciplinary faculty in having the requisite preparation and specialized knowledge in an academic discipline or field on which practice is based and in exercising independent professional judgment. These individuals may be engaged in teaching, research, and service, as are faculty[.]"~~ Qualified academic staff are those in collegiate units or other campus based staff holding continuous and probationary appointments or qualified campus based academic staff with fixed term or annual appointments having completed five years of service at the University. The term "academic staff" shall be interpreted to mean academic professionals and administrators eligible for election to the University Senate (but not the Faculty Senate) and eligible for appointment to all other committees of the senates. Qualified academic staff are also eligible to serve on all other committees and in the University Senate as well as in the Faculty Senate and on committees requiring eligibility for Faculty Senate membership. mean individuals who (1) hold full-time appointments as academic professionals, (2) have faculty-like responsibilities with a primary focus on teaching or research, and (3) have probationary/continuous appointments or have completed five years of service at the University.

e. For the purposes of this constitution, the bylaws, and the rules, "full-time appointments" are defined as requiring at least 67% time.

e f. The manner in which faculty and qualified academic staff are elected to the Faculty Senate shall be prescribed in the bylaws.

**COMMENT:**

The Faculty Consultative Committee has been aware that there is a lack of clarity in the current constitutional provisions governing eligibility for the Faculty Senate. This proposal is an attempt to make the provisions clearer. It also corrects a problem: at present faculty-like P&A staff are eligible for the Faculty Senate but contract/term faculty are not. This proposal makes both groups eligible.

The amendment makes contract/term faculty with three years of service at the University eligible for Faculty Senate election and service. The amendment also modifies the definition of eligible P&A staff to conform with current understandings and practice. Academic professionals (but not professional administrators) who have faculty-like responsibilities in teaching or research (or both) will be eligible for they are in a continuous appointment track (this is a small category) or if they have completed five years of service at the University. As is the current practice, departments and colleges will be expected to help identify which individuals in their units fit within the Senate Constitution definition.

In both categories ("faculty" and "qualified academic staff"), only those holding full-time appointments are eligible. The amendment defines full-time as requiring a minimum of 67% time.



## UNIVERSITY OF MINNESOTA BOARD OF REGENTS

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

**September 6, 2007**

**Agenda Item:** Information Items

☐ review      ☐ review/action      ☐ action      ☒ discussion

**Presenters:** Vice President Carol Carrier

**Purpose:**

☐ policy      ☐ background/context      ☒ oversight      ☐ strategic positioning

To inform committee members of noteworthy items, administrative actions, and local, regional, and national policy-related issues affecting University units and departments. Also included is information on an emergency approval related to administrative appointments.

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

The following items are included in the standard Information Items Report:

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

### Emergency Approvals

Regents Simmons, Allen, and Frobenius approved, on September 7, 2007, the following administrative appointments:

- Stephen Lemkuhle as Chancellor of University of Minnesota Rochester;
- Meredith McQuaid as Associate Vice President and Dean, International Programs; and
- Steven J. Rosenstone as Vice President for Scholarly and Cultural Affairs.

The emergency process was used to obtain necessary approval due to the early adjournment of the Board of Regents meeting on September 7, 2007. The approvals were consistent with Board of Regents Policy: *Board Operations and Agenda Guidelines*, Section II, Subd. 10, which states:

Upon the recommendation of the president, the Board chair, vice chair, and the respective Committee chair may act on behalf of the Board when delay for Board approval poses a significant health, safety, or financial risk to the University. Any such emergency approvals will be brought to the next meeting of the Board, consistent with Board policy.

### **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 11, 2007**

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

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

#### **Personnel**

The interim dean of the College of Liberal Arts (CLA), Twin Cities campus, is professor Jim Parente. He has served as associate dean for faculty and research in CLA and is a faculty member in the Department of German, Scandinavian, and Dutch. Dean Parente succeeds Steven Rosenstone, who was named the University's first vice president for scholarly and cultural affairs.

#### **Highlights**

The Carlson School of Management was named 2007 Educational Partner of the Year by the National Black MBA Association because of the school's commitment to diversity.

#### **Faculty and Staff Activities and Awards**

Sandy Christenson, educational psychology, received the American Psychological Association Division 16 (School Psychology) Senior Scientist Award, the division's highest honor.

Joanne Disch, school of nursing, received the 2007 American Academy of Nursing Presidential Award for "Raise the Voice," a successful campaign to transform health care policy and practice through nursing knowledge.

Harvey Feldman, school of kinesiology, has been elected into the American Academy for Park and Recreation Administration.

Irving Gottesman, psychiatry, has been awarded the 2007 American Psychological Foundation Gold Medal Award for Life Achievement. He was honored for his contributions to the studies of schizophrenia, criminal behavior, and personality and for bringing together psychology, psychiatry, and genetics in innovative ways.

David McLaughlin, plant biology, received the Mycological Society of America's highest honor, the Distinguished Mycologist Award. Mycology is the study of fungi.

Robert Miller, neuroscience, will receive the 2008 Proctor Medal from the Association for Research in Vision and Ophthalmology (ARVO) in April. The Proctor Medal is ARVO's highest honor. Miller was chosen for his seminal discoveries on the basic mechanisms through which nerve cells of the retina communicate.

Robert Vince, Center for Drug Design, has been inducted into the American Chemical Society's Division of Medicinal Chemistry Hall of Fame. Among his accomplishments are 23 patents in the field of medicinal chemistry and creation of the anti-HIV drug Ziagen.

### **Student Activities and Awards**

Ann Miron, an undergraduate in the college of food, agricultural, and natural resource sciences, was crowned the 2007 Princess Kay of the Milky Way and will serve for the coming year as the official goodwill ambassador for Minnesota's dairy farmers.

UMC junior Delano Robinson took first place in the college division of the Information Technology Showcase held in conjunction with the 29<sup>th</sup> annual National BDPA Technology Conference. BDPA's purpose is to advance the careers of African Americans in the information technology industry.

Arunya Tuicomepee, doctoral student in educational psychology, received three awards at the American Psychological Association convention in August: Division 17 Graduate Student Award, Division 52 Graduate Student Research Award, and Council of Counseling Psychology Training Programs' Outstanding Graduate Student Award.

Bret Wieseler, graduate student in landscape architecture, won the American Society of Landscape Architects honor award in the general design category for his project, "(In)Security: Access and Anxiety in the Wall Street Financial District."

"Chocolate Rain," an original song by American studies doctoral student Tay Zonday, has earned more than 4 million YouTube views and is close to breaking into the YouTube music category's top 100 of all time.



**UNIVERSITY OF MINNESOTA  
Office of the Board of Regents**

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200 Oak Street S.E.  
Minneapolis, MN 55455-2020  
612-625-6300 (phone)  
612-624-3318 (fax)

September 7, 2007

**FACSIMILE**

To: President Robert Bruininks

From: Ann Cieslak, Executive Director 

Re: *Emergency Approval*

Pages: 3 (including cover)

By telephone and in person today, Chair Simmons, Vice Chair Allen, and Faculty, Staff, & Student Affairs Committee Chair Frobenius each approved the request from you for approval of the following administrative appointments (as described in the attached letter).

- Stephen Lemkuhle as Chancellor of University of Minnesota, Rochester;
- Meredith McQuaid as Associate Vice President and Dean, International Programs; and
- Steven J. Rosenstone as Vice President for Scholarly and Cultural Affairs.

I understand that this action will be reported to the Board of Regents at the October 2007 meetings, as required by Board Policy.

c: Kathryn Brown, Vice President (w/o attachments)  
Carol Carrier, Vice President (w/o attachments)

September 7, 2007

The Honorable Patricia Simmons  
The Honorable Clyde Allen  
The Honorable John Frobenius

Dear Members of the Board:

Board of Regents Policy: *Reservation and Delegation of Authority* stipulates that the Board reserves authority to appoint individuals as senior University administrators, including the positions of chancellor, vice president, and dean.

Due to the early adjournment of your meeting on September 7, 2007, the Board of Regents took no action on certain significant personnel appointments. Board of Regents Policy: *Board Operations and Agenda Guidelines* allows for emergency procedures if an emergency situation exists as defined in the policy. Specifically, in Section II, Subd. 10, the policy reads as follows:

Upon the recommendation of the president, the Board chair, vice chair, and the respective committee chair may act on behalf of the Board when delay for Board approval poses a significant health, safety, or financial risk to the University. Any such emergency approvals will be brought to the next meeting of the Board, consistent with Board policy.

Upon the request of the Vice President for Human Resources, I am recommending Board approval of the following administrative appointments using this emergency process:

- Appointment of Stephen Lemkuhle as Chancellor of University of Minnesota Rochester;
- Appointment of Meredith McQuaid as Associate Vice President and Dean, International Programs; and
- Appointment of Steven J. Rosenstone as Vice President for Scholarly and Cultural Affairs.

Board of Regents Emergency Approval  
September 7, 2007  
Page 2

Attached is additional information and supporting documentation for all three appointments.

Sincerely,

A handwritten signature in black ink, appearing to read "Robert H. Bruininks". The signature is fluid and cursive, with the first name "Robert" being the most prominent.

Robert H. Bruininks  
President

Enclosure

C: Carol Carrier, Vice President  
Ann Cieslak, Executive Director

**BOARD OF REGENTS**  
**FACULTY, STAFF, AND STUDENT AFFAIRS COMMITTEE**

**Consent Report**  
**September 6, 2007**

***Personnel Appointment***

**Stephen Lehmkuhle**

Pending approval by the Board of Regents, Steven Lehmkuhle will be appointed to the position of Chancellor of the University of Minnesota Rochester, effective September 7, 2007. The Chancellor position is a member of the executive team and has a direct reporting relationship to the President and through the Senior Vice President for System Academic Administration for day-to-day administrative oversight. The Chancellor position is a 100% time, A-term (12 month), limited (L) appointment, serving at the pleasure of the President. As the Rochester Chancellor, Dr. Lehmkuhle will be responsible for the academic, executive, and administrative leadership of the campus, for facilitating, nurturing, coordinating, and supporting the work of the faculty, students, and staff, and for representing Rochester within the University and with the community, the state, the region, the legislature, and the public and private sectors.

Dr. Lehmkuhle's candidacy for this position received strong support across the University and Rochester communities. His demonstrated leadership ability, strong administrative and academic credentials and experience, commitment to collaboration and building consensus, and his understanding and experience working within a large, multi-campus system determined that Dr. Lehmkuhle was the top candidate for this position, and one whom we strongly believe has the qualifications to drive the unique academic needs of the institution. We want to thank the search committee and members of the Rochester and University communities for their support of this very important appointment.

Dr. Lehmkuhle comes to the University from the University of Missouri system, where he served as vice president for academic affairs from 1998 until he was promoted to his current position as senior vice president for academic affairs in 2004. In 2005, he also served for 8 months as the interim chancellor at the University of Missouri—Kansas City until the permanent chancellor was in place. In this role, Dr. Lehmkuhle demonstrated extraordinary leadership in a challenging environment and was successful in restoring rapport and institutional trust among internal and external stakeholders while reinforcing campus priorities and directions. Dr. Lehmkuhle earned his Ph.D. in experimental psychology at Vanderbilt University in Nashville, TN. He has a demonstrated record of success in developing, managing, and evaluating inter-campus academic programs; effectively engaging in legislative relations and public policy; establishing important campus and community partnerships; and serving as a strong advocate for campus needs.

**Meredith McQuaid**

Pending approval by the Board of Regents, Meredith McQuaid will be appointed as Associate Vice President and Dean, International Programs, effective September 7, 2007.

The Associate Vice President and Dean promotes the global dimensions of teaching, research, and engagement across all colleges and campuses of the University, and works with the president, vice presidents, chancellors, deans, faculty and staff to create global opportunities, to expand international and interdisciplinary components of teaching, research and public engagement activities, to recruit and support international students, faculty, and staff, and to identify funding

for and facilitate development of critical interdisciplinary and international partnerships important to the University's strategic plan. The position also provides administrative oversight for the Office of International Programs, including International Student and Scholar Services, the Learning Abroad Center, the Center for Advanced Research on Language Acquisition, and the China Center.

Dean McQuaid's candidacy for this important system-wide leadership position received strong support across all campuses. Her demonstrated leadership ability, solid administrative background, strong academic credentials, and extensive international experience will enable her to advance the internationalization of the University and achieve the objectives recommended by the International University task force.

In addition to her recent service as Interim Associate Vice President and Dean, Dean McQuaid served as the Associate Dean of Administration and International Programs at the University of Minnesota Law School. She was responsible for the management and oversight of the Law School's programs in China, including the summer J.D. program in Beijing, the LL.M. program for Chinese lawyers, a faculty/scholar exchange, and eight semester exchange programs. In her 14 years at the Law School, Dean McQuaid led a number of domestic and international initiatives. She supervised the offices of Student Services, Career and Professional Development Center, Facilities Management, Technology, and International and Graduate Programs.

### **Steven J. Rosenstone**

Pending approval by the Board of Regents, the current position of director for Northrop Auditorium will be elevated to a vice presidential position and Steven J. Rosenstone will be appointed to this new position with the title, Vice President for Scholarly and Cultural Affairs, effective September 10, 2007.

The Vice President for Scholarly and Cultural Affairs will be a substantially upgraded position of leadership to replace the vacant directorship position previously responsible for managing Northrop. This new position, however, will have a greatly expanded scope and complexity of leadership responsibilities, including new reporting relationships with major academic and cultural centers of the University, significant responsibilities and expectations for community relationship-building and major fundraising, greatly expanded programming in Northrop and other venues across campus – particularly related to important civic and public issues – and expanded responsibilities to build important partnerships with Minnesota's leading media, educational, and cultural institutions. This position will be responsible for leading and implementing the new vision to transform Northrop, the University's historic auditorium, into a dynamic, state-of-the-art facility that is more fully integrated into the academic life of the campus and that serves as a forum for discussion, a portal to the University, a cultural center of distinction, and a bustling and dynamic place that is fully integrated into the everyday academic life on the Twin Cities campus and the culture of our state.

For the past 11 years, Steven Rosenstone has provided outstanding leadership to the University as the dean of the College of Liberal Arts. His current responsibilities as dean, including his extraordinary vision and leadership in developing the West Bank Arts Quarter, establishing and renewing community partnerships (e.g., with the renowned Guthrie Theater and St. Paul Chamber Orchestra), and overseeing major facility renovations, and his outstanding co-leadership of the Northrop Auditorium Advisory Committee made Steven the ideal candidate for this position. His salary will be set at his current salary as dean of the College of Liberal Arts.

## **BOARD OF REGENTS**

### **FACULTY, STAFF, AND STUDENT AFFAIRS COMMITTEE September 6, 2007**

#### **ACADEMIC PERSONNEL ACTIONS**

<b><u>NAME</u></b>	<b><u>RANK</u></b>	<b><u>UNIT</u></b>	<b><u>EFFECTIVE DATE</u></b>
Stephen Lehmkuhle	Chancellor	University of Minnesota Rochester (UMR)	September 7, 2007

Dr. Lehmkuhle's "A" term, "L" type, 12-month salary for 2007-2008 is \$215,000.

<b><u>NAME</u></b>	<b><u>RANK</u></b>	<b><u>UNIT</u></b>	<b><u>EFFECTIVE DATE</u></b>
Meredith McQuaid	Associate Vice President & Dean	International Programs	September 7, 2007

Dean McQuaid's "A" term "K" type, 12-month salary for 2007-2008 is \$190,000

<b><u>NAME</u></b>	<b><u>RANK</u></b>	<b><u>UNIT</u></b>	<b><u>EFFECTIVE DATE</u></b>
Steven Rosenstone	Vice President	Scholarly and Cultural Affairs	September 10, 2007

Dr. Rosenstone's "A" term, "L" type, 12-month salary for 2007-2008 \$256,000