

UNIVERSITY OF MINNESOTA

BOARD OF REGENTS

Faculty, Staff and Student Affairs Committee

Thursday, November 12, 2009

1:30 – 3:30 p.m.

600 McNamara Alumni Center, West Committee Room

Committee Members

Dean Johnson, Chair
Dallas Bohnsack, Vice Chair
Anthony Baraga
Linda Cohen
David Larson
Maureen Ramirez

Student Representatives

Sarah Shook
Lauren Snively

A G E N D A

1. The New Retirement: Meaningful Work and Civic Engagement - M. Nichols/A. Gilats/B. Spinelli (pp. 2-4)
2. Transfer Student Experience and Welcome Week Update - R. McMaster/L. Koch (pp. 5-7)
3. Consent Report - Review/Action - C. Carrier (pp. 8-11) REVISED
4. Information Items - C. Carrier (pp. 12-17)



**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

Faculty, Staff, and Student Affairs Committee

November 12, 2009

Agenda Item: The New Retirement: Meaningful Work and Civic Engagement

review review/action action discussion

Presenters: Mary Nichols, Dean, College of Continuing Education
Andrea Gilats, Director of LearningLife, College of Continuing Education
Bill Spinelli, MPA candidate, Humphrey Institute of Public Affairs

Purpose:

policy background/context oversight strategic positioning

The panel will briefly describe some of the research and development that is shaping a national discussion about the later stages of careers, and how late-career workers might reinvent the next chapters of their lives.

Outline of Key Points/Policy Issues:

Over the past several years, a plethora of research on baby boomers has spawned new thinking about work, retirement, civic engagement, life satisfaction and purpose, and later-life education. The panel will discuss the encore transition framework that CCE developed from this thinking and other research, highlighting its four phases – Unwind/Assess, Explore/Renew, Experiment/Focus, and Engage/Emerge.

Background Information:

One of the Human Resources Guiding Principles accepted by the Board recognizes that we will “partner with employees to support their professional development, growth and vitality in an engaged work environment.” As larger numbers of employees reach retirement age, it is important to recognize the challenges and rewards ahead of them in their post retirement years.

The New Retirement: Meaningful Work and Civic Engagement

Board of Regents: Faculty, Staff and Student Affairs Committee

November 12, 2009

This panel discussion for the Faculty, Staff and Student Affairs Committee is intended to open a conversation about research and programming being developed at the University of Minnesota to address the coming wave of retirements of post-midlife workers. This wave includes 78 million baby boomers nationally and 1.3 million in Minnesota, but it is bracketed by millions of others, both younger and older. Collectively, these populations form a pivotal social force and an unprecedented talent pool. They are the best-educated, healthiest, and likely to be the longest-lived generations in history. The University's faculty and staff mirror these demographics, meaning that many will need to create meaningful post-University lives in the coming years.

The panel will briefly describe some of the research and development that is shaping a national discussion about the later stages of careers, and how late-career workers might reinvent the next chapters of their lives. For example, they may want or need to continue working for pay, but desire nontraditional work arrangements. Some may want to phase out of primary careers and gradually adjust to retirement. Many feel a new urgency to make a difference, and find they have more time to devote to that, so they want paid or unpaid work that allows them to give back, make an impact, and have some positive influence. Indications are that they all want to be part of supportive social networks and they want to keep learning and growing.

These priorities and attitudes imply that the "New Retirement" looks to be a combination of "Meaningful Work + Civic Engagement." Working with a major health system in the Twin Cities, we are pioneering the development of a career transition program for a cohort of physicians. The panel will discuss the underlying framework and the specific program that is being delivered for the health care system.

Key Thinkers and Research

Over the past several years, a plethora of research on baby boomers has spawned new thinking about work, retirement, civic engagement, life satisfaction and purpose, and later-life education.

University of Minnesota sociologist Phyllis Moen, in her groundbreaking research on couples, work, and the life course, has shown that the "lockstep" pattern of the 20th century – full-time education followed by a long period of uninterrupted work, followed by a complete withdrawal from work – is no longer practical, desirable, or common. The life course is more individualized now, involving several career changes, lifelong learning and development, people marrying and having children later (if at all), and the prospect of many healthy years after traditional retirement age.

Marc Freedman, CEO of San Francisco-based Civic Ventures, and author of *Prime Time: How Baby Boomers Will Revolutionize Retirement* and *Encore: Finding Work That Matters in the Second Half of Life*, has emerged over the past decade as the leading thinker around the "New Retirement." Freedman's concept of the encore career, a post-midlife stage of part-time, full-time, or cyclical work that combines personal meaning, social impact, and continued income if needed, has now become the cornerstone of the retirement revolution.

Purpose in living is a central assumption underlying the new thinking around work, retirement, and civic engagement. A major influencer in this area is executive educator Richard Leider, author of *The Power of Purpose: Creating Meaning in Your Life and Work*, and *Something to Live For: Finding Your Way in the Second Half of Life*. Leider says that as we ascend toward elderhood, we must have a reason to get up in the morning that is larger than ourselves, and we must find and answer our true calling. Indeed, we must do the right work (whether paid or unpaid) in the right place with the right people.

Purposeful Encore Transitions in Life and Work

The panel will discuss the encore transition framework that CCE developed from this thinking and other research, highlighting its four phases – Unwind/Assess, Explore/Renew, Experiment/Focus, and Engage/Emerge. We will emphasize important threads running through the process, such as time, support, and group and individual navigation, and we will offer ways in which new learning, community networking, and hands-on community engagements all contribute to purposeful transitions that lead to sustainable, successful outcomes. We will also show how the transition framework lends itself to concrete but highly flexible programming while maintaining a healthy balance between individual and group (cohort) needs.

We will invite Dr. William Spinelli to discuss the encore transition work his healthcare organization is doing with us. This work centers on phased retirement coupled with civic engagement.

Closing Questions

The hope is that we in the University can be both thought leaders and leaders by example. So we will close with some relevant questions for consideration in the University:

- How can we think about helping late-career faculty and staff move to their post-University stage of work and life?
- How can we help common-good employers create meaningful engagement opportunities for late-career or retired employees?
- How can we assist employees who are transitioning out of the University?



**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

Faculty, Staff, and Student Affairs Committee

November 12, 2009

Agenda Item: Transfer Student Experience and Welcome Week Update

review review/action action discussion

Presenters: Robert McMaster, Vice Provost, Undergraduate Education
Laura Koch, Assistant Vice Provost, Undergraduate Education

Purpose:

policy background/context oversight strategic positioning

This presentation will outline the efforts we make to support and engage the students who transfer into the University of Minnesota from other institutions, or who transfer among our campuses.

Outline of Key Points/Policy Issues:

The presentation will include:

- Comparative data on the retention and success of transfer students.
- A brief update on the second year of Welcome Week activities that focuses on transfer students.

Background Information:

In July 2008, the committee heard a presentation about the University of Minnesota-Twin Cities initial offering of Welcome Week. Board members asked the administration to come back with further information about the success of this program, as well as information about programs developed for transfer students.

Transfer Students at the University of Minnesota

Introduction

Over the past few years the University of Minnesota Twin Cities has given considerable attention to raising both the numbers and the academic profile of the incoming freshman class. As these efforts have progressed, comparatively less attention has been paid to transfer students. Yet, transfers from other colleges and branches of the University have comprised over a third of new undergraduates in a given academic year (fall and spring). Transfer numbers have fluctuated in response to freshman numbers, presumably to even out total new student enrollments. When freshman numbers have been higher, transfer numbers have been lower, and vice versa.

The largest source of transfers to UMTC was the Minnesota Community College system, and the largest single feeder school was Normandale Community College. In 2008-09 the University took transfers at all class levels, but relatively few with under 30 or over 90 previous credits. The majority were admitted either as sophomores or juniors (30-59 previous credits). Compared to freshmen, transfers were more frequently men, aged 25 or higher, first-generation, part-time, international, and African-American.

Transfer Orientation

In 2005, significant changes were made to the Transfer Orientation model based on assessment of transfer needs and concerns at the time of transition. The new orientation model addresses “first-fears first” and moves advising and course registration to the start of the on-campus program. In addition, transfer students now have the opportunity to begin their Orientation experience as early as three months prior to their on-campus Orientation by participating in Online Orientation. The Online Orientation program helps students learn about college requirements, student services, and campus resources prior to their on-campus orientation experience. Since the full-scale rollout of Online Orientation in Fall 2005, between 70-75% of transfer students typically participate. Online Orientation, coupled with the on-campus advising and registration program, has proven to be an effective way of educating students about college requirements, resources and services, and the academic expectations of the University of Minnesota. Over the past four years, the participating colleges have responded to shift to a partial online format and have been able to provide students with expanded one-on-one advising.

Retention and Graduation

Retention has gone up for both groups, but it has gone up more for NAS (transfer students) than for NHS (first year, first time students). In each year, retention was higher for NHS than for NAS, but the gap has narrowed. For the 2000 entering cohort the gap between NHS and NAS was 5.5%, while for the 2007 cohort it was only 2%.

Transfer graduation rates are uniformly higher, but this is to be expected, since students who have had initial problems in adjusting to college were “weeded out” at their previous college. Both transfers and freshmen rates have been improving. From 2000 to 2004 entrants, the 4-year graduation rate increased by 13% for NHS, and 16.3% for NAS.

Compared to those who started as freshmen, transfers were somewhat more negative about their experiences overall, with fewer expressing high levels of satisfaction, and considerably fewer

having experienced a sense of community. A notable exception to the pattern was advising, which transfers rated higher than did those who started as freshmen.

Summary

Data underscore the importance of transfer students to the University. On the Twin Cities campus they comprise over a third of new undergraduates in a given academic year. They also add to the diversity of the campus, bringing in higher proportions of first-generation, African-American, and older students.

Keeping the door open to transfers is an important part of the University's service to the state of Minnesota, especially as freshman admission gets more selective. The fact that Minnesota Community Colleges are the single most important source of recent transfers suggests that the University is continuing to keep the door open.

Transfers to the University have done well academically. Their first-year retention rates are lower than those of freshmen, a pattern seen nationally and attributed to "transfer shock," a period of adjustment to a new place and often a more demanding curriculum. Transfers, however, still manage higher graduation rates than do freshmen, and these rates have been going up, just as they have for freshmen.

That transfer students are somewhat less satisfied and less likely to feel part of the community than freshmen is a concern. In one sense, it's to be expected because transfers necessarily have less time on campus, and will have missed Welcome Week and other activities to promote student community. But it is important to explore ways to help transfers become more fully integrated into the academic community. For example, recent surveys indicate that many transfer students would like to opportunity to live in residence halls on campus, yet there are very few opportunities given the pressure from freshman and sophomores.

Some of the questions that need to be addressed regarding transfer students include:

- (1) How can we make the transition for transfer students more effective?
- (2) What are the curricular impediments for transfer students; are there bottleneck courses that are difficult for transfer students?
- (3) What are the concerns with the student life for transfer students—are these students fully engaged?
- (4) How do transfer students fit into the overall enrollment management strategy at the University of Minnesota? What is the "appropriate" balance with regard to the number of first-year students and the number of transfer students?

Welcome Week Update

Although we cannot attribute the jump in first year retention entirely to Welcome Week 2008, there are indicators that it was an important factor. A detailed review of the 2008 Welcome Week program provided data to make significant changes to the 2009 program. Although the program is only two years old, it is now an expectation of both incoming students and the University Community.

By all accounts, Welcome Week 2009 was an extremely successful program.



**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

Faculty, Staff, and Student Affairs Committee

November 12, 2009

Agenda Item: Consent Report - REVISED

review review/action action discussion

Presenters: Vice President Carol Carrier

Purpose:

policy background/context oversight strategic positioning

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

- Conferral of tenure for faculty who have been hired at the University of Minnesota since September 2009
- Appointment of two senior administrators

Outline of Key Points/Policy Issues:

Items for Consideration:

- Conferral of tenure
- Appointment of Jean K. Quam as dean, College of Education and Human Development, effective November 13, 2009.
- Appointment of Henning Schroeder as vice provost and dean of graduate education, effective January 19, 2010.

Background Information:

Board of Regents Policy: *Reservation and Delegation of Authority* 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 Faculty, Staff, and Student Affairs Committee for action.

The attached document outlines faculty who have been hired by departments since September 2009, and whose colleges have voted to grant tenure upon hire. All files were reviewed by the Provost's office following departmental and collegiate review.

President's Recommendation for Action:

The President recommends approval of the Consent Report.

BOARD OF REGENTS

FACULTY, STAFF, AND STUDENT AFFAIRS COMMITTEE

Consent Report November 12, 2009

Personnel Appointments

Jean K. Quam

Pending approval by the Board of Regents, Jean K. Quam, will be appointed to the position of dean, College of Education and Human Development (CEHD), effective immediately.

Quam has been serving as interim CEHD dean since September, 2008. She is a professor and former chair of the School of Social Work and has also served as CEHD's senior associate dean for academic affairs and faculty development. She earned her Ph.D. from the University of Wisconsin-Madison in social welfare, and a M.S. from the University of Nebraska in social work.

The dean is appointed by, and serves at the pleasure of, the Senior Vice President for Academic Affairs and Provost. The dean is responsible for leading the creation of a vision for the college, and must have a proven record of management, and the ability to develop the strategies and resources necessary to realize that vision.

Henning Schroeder

Pending approval by the Board of Regents, Henning Schroeder will be appointed to the position of vice provost and dean of graduate education, effective January 19, 2010.

Professor Schroeder is a currently a professor and associate dean for research and graduate studies for the School of Pharmacy, where his responsibilities covered both Ph.D. and masters programs, as well as aspects of the professional doctorate program. He held the post of chair of the Department of Pharmacology at the Martin Luther University School of Pharmacy in Germany for twelve years. Through these leadership positions, Dr. Schroeder has been identified as a consensus builder with great people skills, and an impressive interest in disciplines outside of his own. He has an academic background in a rich, interdisciplinary Ph.D., as well as a professional degree.

Professor Schroeder earned both his Ph.D. and professional pharmacy degree from Duesseldorf University, and was a postdoctoral scholar at Stanford University where he worked in the group of Nobel laureate Ferid Murad.

The vice provost and dean reports to the Senior Vice President for Academic Affairs and Provost and is responsible for providing central leadership for the university's graduate programs and fostering interest in graduate education on its campuses and to external constituencies, with special attention to interdisciplinarity.

BOARD OF REGENTS

**FACULTY, STAFF, AND STUDENT AFFAIRS COMMITTEE
November 12, 2009**

ACADEMIC PERSONNEL ACTIONS

<u>NAME</u>	<u>RANK</u>	<u>UNIT</u>	<u>EFFECTIVE DATE</u>
Jean K. Quam	Dean	College of Education and Human Development	November 13, 2009

Dr. Quam's "A" term, "L" type, 12-month salary for 2009-10 is \$220,000.

<u>NAME</u>	<u>RANK</u>	<u>UNIT</u>	<u>EFFECTIVE DATE</u>
Henning Schroeder	Vice Provost and Dean	Graduate School	January 19, 2010

Dr. Schroeder's "A" term "L" type, 12-month salary for 2009-10 is \$195,000.

Tenured Faculty Hires Approved Effective During 2009-10 and 2010-11

Board of Regents

Faculty, Staff, and Student Affairs Committee

November 12, 2009

<u>College or Campus</u>	<u>Department</u>	<u>Recommendation</u>	<u>Effective During Academic Year</u>
<u>College of Education and Human Development</u> Yvonne Gentzler	Curriculum and Instruction	Associate Professor with tenure	2009-10
<u>College of Liberal Arts</u> Christian Haas	Writing Studies	Professor with tenure	2010-11



**UNIVERSITY OF MINNESOTA
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Faculty, Staff, and Student Affairs Committee

November 12, 2009

Agenda Item: Information Items

review review/action action discussion

Presenters: Vice President Carol Carrier

Purpose:

policy background/context oversight strategic positioning

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

Outline of Key Points/Policy Issues:

- 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

November 12, 2009

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 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

UMC's new residence hall, Evergreen Hall, boasts the first Leadership in Energy and Environmental Design (LEED) certification for a residence hall in the U system. The U.S. Green Building Council's LEED green building certification system is the nation's preeminent program for the design, construction, and operation of green buildings. Evergreen Hall features recycled glass countertops, banana peel fibers or paper, recycled vinyl and plastic in the flooring, energy-saving lighting, and more.

TCF Bank Stadium is the first collegiate or professional football facility in the country to be LEED certified. Among the stadium's green features are a storm water management system that captures rain water in an underground filtering system before it drains into the Mississippi River; a reflective roof to reduce heat island effect; paint, carpet, sealants, and adhesives that are low in volatile organic compounds; and recycling of 98 percent of the construction waste from the site.

The University of Minnesota finished fifth in the Solar Decathlon, an international competition among 20 teams trying to build the most attractive and energy-efficient solar powered house. The contest, sponsored by the U.S. Department of Energy, evaluated the houses on architecture, market viability, comfort, and the way they optimize efficiency and provide energy for heating and cooling, hot water, home entertainment, lighting, and appliances. The U of M team won the lighting design phase of the competition.

The University of Minnesota is one of 26 universities nationwide to be named an Overall College Sustainability Leader in the 2010 edition of the College Sustainability Report Card. The report evaluates campus operations and endowment investments at 332 public and private universities in the United States and Canada. Institutions are graded on categories such as administration, student involvement, green building, and transportation. Minnesota received an "A-," the top grade in the Big Ten.

Faculty and Staff Activities and Awards

Rayla Allison, kinesiology, was inducted into the University of Texas at Arlington's Athletics Hall of Honor. Allison was a standout softball player at UTA from 1972-75 and was a head coach from 1983-89.

Karen Hsiao Ashe, neurology, Michelle Biros, emergency medicine, Selwyn Vickers, surgery, and Susan Wolf, law, health, and the life sciences, are among 65 individuals who have been newly elected to the Institute of Medicine (IOM) of the National Academy of Sciences. Election to the IOM is considered one of the highest honors in the fields of health and medicine and recognizes individuals who have demonstrated outstanding professional achievement and commitment to service.

Donna Bliss, nursing, was appointed to the Education Committee of the International Continence Society. She also received the 2009 Continence Care Leadership Award from the Wound Ostomy and Continence Nurse Society.

Kathrin Bringmann, mathematics, has been awarded the 2009 SASTRA Ramanujan Prize. The annual prize, established by SASTRA University in Kumbakonam, India, is given for outstanding contributions by a young researcher in mathematics.

Matthew Burns, educational psychology, was inducted into the Society for the Study of School Psychology, whose mission is to promote and recognize scholarship and research in school psychology.

Mary Chesney, nursing, received the 2009 Advanced Practice Nursing Award from the Third District Minnesota Nurses Association. She also received a Presidential Award from the Minnesota Chapter of the National Association of Pediatric Nurse Practitioners and the 2009 State Award for Excellence from the American Academy of Nurse Practitioners.

Ted Christ, educational psychology, received the Lightner Witmer Award from Division 16 of the American Psychological Association. This award is given to young professional and academic school psychologists who have demonstrated scholarship that merits special recognition.

John Cogan, educational policy and administration, was awarded the Distinguished Global Scholar Award by the International Assembly of the National Council for the Social Studies.

William Craig, center for urban and regional affairs, was inducted into the Geographic Information Systems Hall of Fame by the Urban and Regional Information Systems Association.

Connie W. Delaney, dean of the school of nursing, was appointed to the Health Information Technology Policy Committee of the U.S. Government Accountability Office. The newly-established committee will make recommendations on the creation of

a policy framework for a nationwide health information technology infrastructure, including standards for the exchange of patient medical information.

Janet Dubinsky, neuroscience, received the Science Educator Award from the Society for Neuroscience. The award recognizes an outstanding neuroscientist who has made significant contributions in promoting public education and awareness about the field. Dubinsky created BrainU, a collaboration with the Science Museum of Minnesota which brings neuroscience materials and curriculum to middle school and high school teachers.

Sandra Edwardson, nursing, received the 2009 Nurse Educator Award from the Minnesota Association of Colleges of Nursing.

Joseph Gaugler, nursing, is among the top five percent of peer reviewers who were named “Exceptional Reviewer” for 2007-2008 for Medical Care, one of North America’s leading outlets for peer-reviewed health services research.

Niloufar Hadidi, nursing, was inducted into the Sigma Theta Tau International Nursing Honor Society.

Tondi Harrison, nursing, received a dissertation award from the Family Health Section of Midwest Nursing Research Society for her dissertation research on “Early Neurobiologic Regulation in Infants with Congenital Heart Defects.”

UMM professor of history Harold Hinds was honored with an award for outstanding contributions to genealogy at the national level by the Minnesota Genealogical Society.

“The Science of Watchmen,” a U of M news service video featuring physics professor James Kakalios, won a regional Emmy Award. The video, which looks at Kakalios’ involvement with the film “Watchmen” and the physics behind the movie’s extraordinary characters, has received more than 1.5 million views on YouTube. Award winners from the news service include Elizabeth Giorgi, Drew Swain, Justin Ware, and Daniel Wolter.

Yiannis Kaznessis, chemical engineering and materials science, has been chosen as the 2009 Outstanding Young Researcher by the Computing and Systems Technology Division of the American Institute of Chemical Engineers.

Jean Kinsey, applied economics, is one of six distinguished alumni honored by St. Olaf College for her lifelong achievements and professional contributions.

Jana Koehler, women’s golf coach at UMM, was named the Upper Midwest Athletic Conference’s women’s golf coach of the year. This year the Cougar golf team won the UMAC championship while placing three individuals on the all-conference team.

Uwe Kortshagen, mechanical engineering, was named an American Society of Mechanical Engineers Fellow for 2009.

Tim Lodge, chemistry, received the American Chemical Society Award in Polymer Chemistry recognizing his work in the field of polymer chemistry.

Peter S. Miller, human development center at UMD, has been awarded the Distinguished Career Award by the Minnesota Association of Community Mental Health Programs.

Sally Noll, animal science, is 2009-2010 president of the Poultry Science Association, a professional organization of 3,500 educators, scientists, extension specialists, administrators, and producers who are committed to advancing the poultry industry.

Professor emeritus Suhas Patankar, mechanical engineering, received the Max Jakob Award, the highest honor in the field of heat transfer, for his pioneering contributions to computational fluid dynamics and heat transfer.

Garrett Peterson, nursing, was elected central regional director of the Association of Veterans Affairs Nurse Anesthetists.

Christine Poe, nursing, received the 2009 President's Award from the National Association of Pediatric Nurse Practitioners.

The Biomedical and Life Sciences Division of the Special Libraries Association has recognized the *Journal of Medicinal Chemistry*, which is housed in the College of Pharmacy, as one of the 100 most influential journals in the last 100 years in medicine and biology. Philip Portoghese, medicinal chemistry, has served as the editor in chief of the journal for over 35 years.

Vice provost for student affairs Jerry Rinehart received the first IMPACT Award from Students Today, Leaders Forever. Six years ago, Rinehart was instrumental in the successful start-up of the student group, which focuses on leadership development for young people. It has become a non-profit organization with several chapters around the nation. Members of the University's chapter organize the annual Pay it Forward Tour, the Mr. Superblock Contest, the 5K Run for Research, and the annual Fill the Bus Event.

Stephen Ross, kinesiology, was named a research fellow in the North American Society of Sport Management.

Deborah Swackhamer, water resources center, has been reappointed by Governor Pawlenty to a four-year term on the Clean Water Council. The council provides advice on administering and implementing the Clean Water Legacy Act, including making recommendations to the governor on appropriating money in the Clean Water Legacy account.

Kristine Talley, nursing, received a dissertation award from the Gerontological Research Section of the Midwest Nursing Research Society for her dissertation research on "Fear of Falling and Disability Trajectories in Community-Dwelling Older Adults."

The Teaching in Action program, initiated by Frances Vavrus, educational policy and administration, was one of only three programs from a pool of 400 international entrants to receive an Ashoka Changemakers Champions of Quality Education in Africa award.

The National Council of University Research Administrators has chosen Pamela Webb, sponsored projects administration, to receive its 2009 Distinguished Service Award. The award recognizes members who have made sustained and distinctive contributions to the organization.

Bonnie Westra, nursing, was appointed to the Steering Committee of the National Quality Forum.

Kathryn Waud White, nursing, was elected president of the Association of Veterans Affairs Nurse Anesthetists.

Oliver Williams, social work, received the Distinguished Alumni Award from the School of Social Work at the University of Pittsburgh.

Kimberly Zemke, nursing, was named to the Education Task Force of the American Nurses Credentialing Center's Commission on Accreditation.

Student Activities and Awards

Twin Cities undergraduate student Ann Hundertmark, nursing, received third place in the Midwest Nursing Research Society Undergraduate Poster Competition.

Elizabeth Olson, a sophomore animal science major, was crowned Princess Kay of the Milky Way at the State Fair in August. This is the third year in a row that a CFANS student has been chosen as Princess Kay.

Members of the U of M's dairy judging team took third place among 19 teams in the national collegiate dairy cattle judging contest. Team members are Jessica Achen, Mike Donnelly, Jeff pagel, Charlie Schiller, Staci Sexton, and Brandon Thesing.