



Academic & Student Affairs Committee

May 2016

May 12, 2016

3:00 p.m. - 5:00 p.m.

East Committee Room, McNamara Alumni Center

ASA - MAY 2016

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BOARD OF REGENTS DOCKET ITEM SUMMARY

Academic & Student Affairs

May 12, 2016

AGENDA ITEM: Graduate and Professional Education Update

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTERS:

Karen Hanson, Executive Vice President and Provost
Robert Stewart, Student Senate Chair
Lauren Mitchell, Outgoing Speaker, Council of Graduate Students
Sidharth GS, Aerospace Engineering and Mechanics Representative, Council of Graduate Students
Kyle R. Kroll, President, Professional Student Government
Katie Saphner, Vice President, Professional Student Government

PURPOSE & KEY POINTS

The purpose of this item is to:

1. Update the Board about organizational directions and recent leadership changes related to graduate and professional education.
2. Provide an understanding of the role student leadership plays at the University in serving students and addressing graduate and professional student issues.

In response to feedback from faculty, staff, and students, the University has aligned its postbaccalaureate education programs into graduate and professional communities. The graduate community encompasses those programs where a major portion of the degree involves research or creative activity. The second community includes professional degree programs, whose graduates most often seek applied professional or practice-based employment, where a requirement of licensure to practice is common, and where outside accreditation bodies play important roles in determining program requirements.

The details of the model were informed by conversations and analyses over the last two years, as well as by the work of the Special Committee on Graduate Education, which was convened in Fall 2013 by the Faculty Consultative Committee (FCC) and the Provost. The Provost discussed this model with many groups on campus, including the collegiate deans and various associate deans, the FCC and other senate committees, the Council of Graduate Students (COGS), the Graduate and Professional Student Assembly (GAPSA), and others. The next phase of implementation coincides with the appointments of a new vice provost and dean of graduate education as well as a special assistant to the Provost for professional education.

The University's two postbaccalaureate student government associations, COGS and the Professional Student Government (PSG), have redefined their membership to mirror that of the University's alignment of graduate and professional education programs. These student groups and their respective leaders serve an important role in the University's postbaccalaureate experience.

COGS exists to promote the academic, social, and economic well-being of graduate students. COGS and its more than 20 committees is the student organization that represents, advocates for, informs, facilitates communications among, and supports graduate students (most students who are seeking a research degree: a Ph.D. or a Master's that is associated with a Ph.D. program). COGS seeks to establish effective communication among graduate students, create channels of communication with other parts of the University, and act as the representative organization for the graduate student body.

PSG serves all currently registered professional students at the University. PSG is a resource for its 10 member councils; the primary contact point for administrative units; a professional student policy-making and policy-influencing body; and a center of inter- and intra-collegiate interaction among professional students. In identifying issues of importance to its constituency at the collegiate, University, city, state, and national levels, PSG strives to maximize the level of student input in the advocacy process. PSG seeks to develop creative, thoughtful, and well-researched positions and proposals that will benefit professional students and, ultimately, the entire University community.

BACKGROUND

May 7, 2015, "Future Framework for Supporting Postbaccalaureate Education and Graduate Education Update," Academic & Student Affairs Committee

Graduate and Professional Education Update

Board of Regents
Academic and Student Affairs Committee
May 12, 2016

Karen Hanson, Executive Vice President and Provost

Lauren Mitchell, Outgoing Speaker, Council of Graduate Students

Sidharth GS, Aerospace Engineering and Mechanics Representative, Council of Graduate Students

Kyle R. Kroll, President, Professional Student Government

Katie Saphner, Vice President, Professional Student Government



Council of Graduate Students



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Professional Student Government



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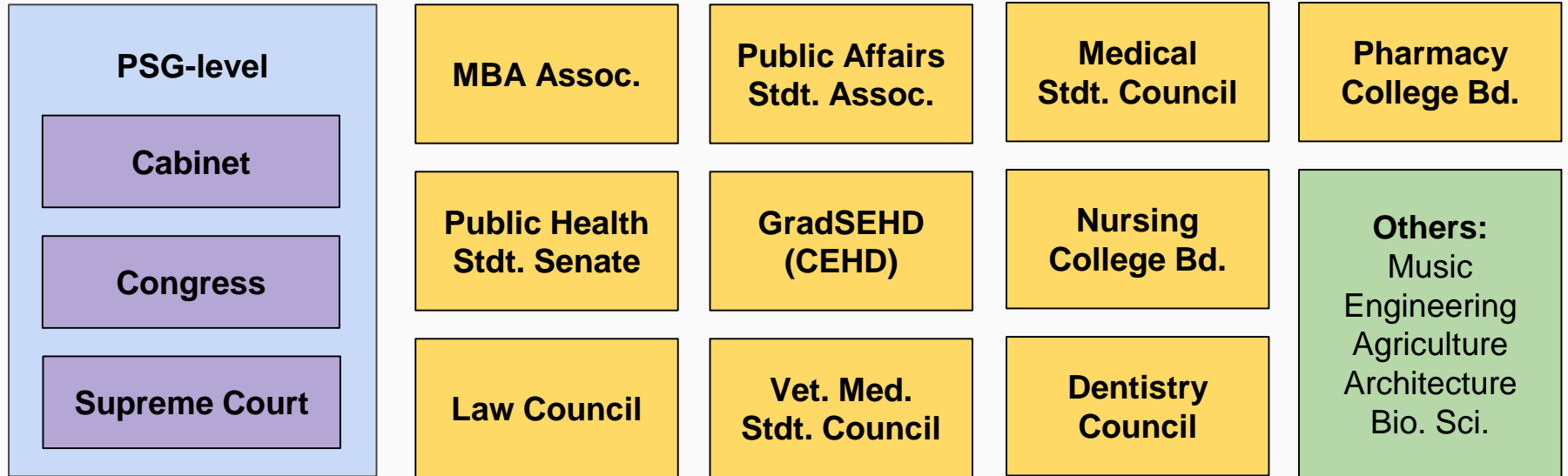


Professional Student Government

**ADVOCACY. GRANTS.
FELLOWSHIP.**

Kyle R. Kroll, *President*
Katie Saphner, *Vice President*

Professional Student Government





Some numbers...

~ 11,000

Number of students PSG represents.

270

Total number of voting members for all Councils.

ADVOCACY.

Represent the professional student voice in meetings with University and government decision-makers, on boards and committees, and the U. Senate

GRANTS.

Provide over \$60,000 to professional student groups, *almost none of which do not receive other University funding*, over \$30,000 to students for individual professional development

FELLOWSHIP.

Bring together leaders and students from all professional schools in advocacy, through grants, and at University-wide events

Why Professional Students Matter

The University's professional degrees are some of its most widely-known and commonly-touted

E.g., M.D., M.P.A., M.P.H., D.D.S., Pharm.D., D.V.M., M.Ed., MBA, etc.

Most of Minnesota's leaders have professional degrees

E.g., eight of twelve Regents are professionals

Professionals Are (*mostly*) High Earners

And large donors

Professional Student Profile

Pay the **highest tuition**; e.g., law: ~\$50,000+ /yr., dentistry: ~\$60,000+ /yr., medicine: ~\$45,000+ /yr.

Siloed in different buildings; weak connection to the overall *University*; rarely meet other prof. students

Focused more on **career** placement than research

Very **busy**: older, many student-parents, non-traditional, working part- or full-time, more nonresidents

Opportunities for the University & PSG

Highest Tuition

More actively oversee and scrutinize professional tuition practices

Siloed

Facilitate a stronger connection with the University and other schools

Career

Facilitate sharing of knowledge about career placement and recruiting

Busy

Provide additional resources (e.g., child care, flexible degree reqs.)

Thank You for Your Time

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BOARD OF REGENTS DOCKET ITEM SUMMARY

Academic & Student Affairs

May 12, 2016

AGENDA ITEM: Twin Cities Campus Strategic Plan: Curricular Implications

Review Review + Action Action Discussion

This is a report required by Board policy.

PRESENTERS: Karen Hanson, Executive Vice President and Provost
Robert B. McMaster, Vice Provost and Dean of Undergraduate Education

PURPOSE & KEY POINTS

The purpose of this item is to provide background for the June 2016 work session “Driving Transformational Change Through Implementation of the UMTC Strategic Plan.”

This item includes a discussion of key curricular aspects of the Twin Cities Strategic Plan (strategic plan), including strategies and intended outcomes pertaining to advancement of Grand Challenges curricular innovations. An emphasis on integrating grand challenges into research and teaching is a cornerstone of the strategic plan as a 10-year framework for enhancing academic excellence.

Expanding the curriculum to address grand challenges is a key component of the strategic plan, and the overarching goal of creating a more agile, more integrated, and deeply engaged 21st-century research university. The discussion will focus on recent and planned curricular developments and enhancements as an important part of the strategic plan’s goal to be preeminent in solving the grand challenges of a diverse and changing world.

Recent Curricular Enhancements

Recent enhancements include the development of Grand Challenge Curriculum (GCC) courses, which address important global issues through a solution-driven, interdisciplinary approach to learning. GCC courses are taught by cross-disciplinary instructors who bring unique perspectives to the grand challenge being explored.

Each GCC course addresses a critical societal challenge, global in scope and locally relevant – while also developing a foundational set of knowledge, skills, and values that can be applied across a range of intellectual and practical challenges. Each course is team-taught, so cross-disciplinary perspectives are brought to bear on complex issues. The curriculum engages students in the process of discovery central to the University’s mission as Minnesota’s globally engaged land grant research University.

The principles for undergraduate GCC courses align with the goals of the strategic plan, and include the following. GCC courses:

- Bring an interdisciplinary focus to a topic related to Grand Challenge teaching and research.
- Are taught by our very best faculty and instructional staff who are recognized for their scholarship on the topic and their teaching excellence. The possibility of including outside experts, such as visiting faculty, is particularly exciting.
- May include various partnerships, such as between undergraduate and graduate/professional colleges, and will leverage the expertise at all levels across the campus.
- Promote “active learning” in the classroom.
- Are taught by two or more faculty from different units, to provide multiple perspectives on a topic.

The undergraduate-level GCC courses are constructed to fulfill one of the liberal education theme requirements (civic life and ethics, diversity and social justice, environment, global perspectives, technology and society). This approach to course development is an adaptation of one that has been successfully employed in the University Honors Program. Over a dozen courses were offered in 2015-16, on issues ranging from global hunger and climate change to conquest of disease to reconciliation and justice:

Fall 2015

- GCC 3001 Grand Challenge: *Can We Feed the World Without Destroying It?*
- GCC 3002 Grand Challenge: *Beyond War and Atrocity - Reconciliation and Justice*
- GCC 3004 Grand Challenge: *The Fracking Boom - Promises and Challenges of the Hydrocarbon Renaissance*
- GCC 5003 Grand Challenge: *Seeking Solutions to Global Health Issues*
- GCC 5005 Grand Challenge: *Global Venture Design: What Impact Will You Make?*

Spring 2016

- GCC 3006 Grand Challenge: *Climate Change – Myths, Mysteries, and Uncertainties*
- GCC 3007/5007 Grand Challenge: *Toward Conquest of Disease*
- GCC 3009 Grand Challenge: *Rivers and Cities: Meeting Future Demands on Urban Water Systems*
- GCC 5008 Grand Challenge: *Policy and Science of Global Environmental Change*
- GCC 3010/5010 Grand Challenge: *The Global Climate Challenge - Creating an Empowered Movement for Change*
- GCC 3011/5011 Grand Challenge: *Pathways to Renewable Energy*
- GCC 3012/5012 Grand Challenge: *Structural Violence and the Medication Experience*
- GCC 3013/5013 Grand Challenge: *Making Sense of Climate Change – Science, Art, and Agency*

The GCC curriculum is beginning to build a reputation for high-quality courses, and is generating interest among students and faculty. Registration by continuing students for Fall 2016 has just started, and the campus is seeing strong enrollment by juniors and seniors. New GCC course proposals for Spring 2017 and beyond have been developed and are being reviewed.

Plans for Further Curricular Development

Efforts around further curricular innovations include the following plans:

1. Increase offerings of GCC courses and increase enrollments in GCC courses.
2. Broaden the involvement in the GCC to include all undergraduate colleges, and foster involvement by professional schools (e.g., Law, Medicine, Public Health).

3. Develop at least one course in each of the Grand Challenges research areas of special focus:
 - a. Assuring Clean Water and Sustainable Ecosystems
 - b. Fostering Just and Equitable Communities
 - c. Enhancing Individual and Community Capacity for a Changing World
 - d. Advancing Health through Tailored Solutions
 - e. Feeding the World Sustainably
4. Expand co-curricular educational, research, and engagement opportunities at undergraduate and post-baccalaureate levels as a complement to the classroom-based aspects of GCC curricular strategies.
5. Develop models for new undergraduate curricular requirements that would further integrate the concept of GCC courses into general liberal education requirements.
6. Develop models for Grand Challenge minors for undergraduates as part of their baccalaureate degree program.
7. Create models for a series of one-credit courses that could, across a student's entire degree program in any major, add perspective and expertise on a specific grand challenge.

These curricular innovations will serve as pilots and models for expanded transdisciplinary curricular efforts, aligned with the strategic plan vision of a more agile, integrative, and deeply engaged research university. The Office of Undergraduate Education has begun conversations with associate deans as a way of initiating deliberative, consultative, and thoughtful consideration of how to infuse Grand Challenges into liberal education requirements while also continuing the more open pathways of the Minnesota Transfer Curriculum, to which the University and Minnesota State Colleges and Universities are jointly committed.

BACKGROUND INFORMATION

The March 2016 resolution related to undergraduate enrollment management reflects institutional goals and priorities, including “ensure a high quality student experience” and “attract the best and brightest students.” A distinctive, high quality curriculum is essential for success in recruiting, enrolling, retaining, and graduating the very best students.

The following presentations to the Board of Regents have covered related curricular topics in recent years:

- December 11, 2014, “Twin Cities Undergraduate Education Update,” Academic & Student Affairs Committee
- February 9, 2012, “Twin Cities Undergraduate Curriculum Overview,” Educational Planning & Policy Committee
- October 13, 2011, “Active Learning Classrooms as a Lever for Improving Undergraduate Education,” Educational Planning & Policy Committee

Board of Regents

Twin Cities Campus Strategic Plan: Curricular Implications

May 12, 2016

Karen Hanson

Executive Vice President and Provost

Robert McMaster

Vice Provost and Dean of Undergraduate Education,
Twin Cities Campus



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Grand Challenge Curriculum

- Address important global issues through a solution-driven, interdisciplinary approach to learning
- Taught by cross-disciplinary instructors who bring unique perspectives to each Grand Challenge being explored
- Fulfill Liberal Education Theme Requirements







Grand Challenge Principles

Each GCC course aligns with the goals of the Strategic Plan, and includes the following components:

- interdisciplinary approach to a topic related to grand challenge teaching and research
- taught by our very best faculty and instructional staff who are recognized for their scholarship on the topic and their teaching excellence; the possibility of including outside experts, such as visiting faculty, is particularly exciting;
- various partnerships, such as between undergraduate and graduate/professional colleges, and leverages expertise at all levels across campus;
- promote “active” learning in the classroom;
- taught by two or more faculty from different units to provide multiple perspectives.



Interdisciplinary Instruction

GCC courses have been taught by faculty from across the University, including the following areas:

- CBS
- CDES
- CFANS
- CLA
- CSE
- College of Pharmacy
- Humphrey School of Public Affairs
- Law School
- Institute on the Environment
- School of Public Health
- School of Nursing
- Veterinary Medicine



2015-16 Grand Challenge Courses

The 2015-16 GCCs tackled issues ranging from global hunger and climate change to conquest of disease and reconciliation and justice.

Fall 2015

- Can We Feed the World Without Destroying It?
- Beyond War and Atrocity: Reconciliation and Justice
- The Fracking Boom: Promises and Challenges of the Hydrocarbon Renaissance
- Seeking Solutions to Global Health Issues
- Global Venture Design: What Impact Will You Make?

Spring 2016

- Climate Change: Myths, Mysteries, and Uncertainties
- Toward Conquest of Disease
- Rivers and Cities: Meeting Future Demands on Urban Water Systems
- Policy and Science of Global Environmental Change
- The Global Climate Challenge: Creating an Empowered Movement for Change
- Pathways to Renewable Energy
- Structural Violence and the Medication Experience
- Making Sense of Climate Change: Science, Art, and Agency



Fall 2016

Grand Challenge Curriculum enrollments continue to grow each semester.

CCC 3004 THE FRACKING BOOM
PROMISES AND CHALLENGES OF THE HYDROCARBON RENAISSANCE

TUES/THURS
9:45 – 11:00 A.M.

What difference will you make?

How does cheap oil challenge global climate politics?

CCC 5003 SEEKING SOLUTIONS
TO GLOBAL HEALTH ISSUES

THURSDAYS
1:25 – 4:25 P.M.

What difference will you make?

Health, development, climate, water, war, & poverty.

Entrepreneurs, governance, NGOs, schools, Ebola, and more!

CCC 5005 CAN WE FEED THE WORLD WITHOUT DESTROYING IT?

TUESDAYS • 5:30 – 8:30 P.M.
WITH JASON HILL & DAVID TILMAN

CCC 5005 GLOBAL VENTURE DESIGN

TUES/THURS
8:15 – 9:30 A.M.

What difference will you make?

Pilot ideas with instructors based in India, Uganda and Nicaragua



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Plans for Further Curricular Development

1. Increase offerings of GCC courses and increase enrollments in GCC courses.
2. Broaden the involvement in the GCC, to include all undergraduate colleges, and foster involvement by professional schools (e.g., Law, Medicine, Public Health).
3. Develop at least one course in each of the [Grand Challenges research areas](#) of special focus:
 - Assuring Clean Water and Sustainable Ecosystems
 - Fostering Just and Equitable Communities
 - Enhancing Individual and Community Capacity for a Changing World
 - Advancing Health through Tailored Solutions
 - Feeding the World Sustainably



4. Expand co-curricular educational, research, and engagement opportunities at undergraduate and post-baccalaureate levels as a complement to the classroom-based aspects of GCC curricular strategies.
5. Develop models for new undergraduate curricular requirements that would further integrate the concept of GCC courses into our general liberal education requirements.
6. Develop models for Grand Challenge minors for undergraduates as part of their baccalaureate degree program.
7. Create models for a series of one-credit courses that could, across a student's entire degree program in any major, add perspective and expertise on a specific grand challenge.



Spring 2014: Rivers and Cities: Meeting Future Demands on Urban Water Systems

Professor Jay Bell (CFANS)

Jennifer Gunn

Kate Brauman

Maxyne Friesen

Patrick Nunnally





Questions



UNIVERSITY OF MINNESOTA

Driven to DiscoverSM of 56



BOARD OF REGENTS DOCKET ITEM SUMMARY

Academic & Student Affairs

May 12, 2016

AGENDA ITEM: Board of Regents Policy: *Student Conduct Code*

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

This is a report required by Board policy.

PRESENTERS: Karen Hanson, Executive Vice President and Provost
Danita M. Brown Young, Vice Provost for Student Affairs and Dean of Students, UMTC
Lisa Ann Erwin, Vice Chancellor for Student Life and Dean of Students, UMD

PURPOSE & KEY POINTS

The purpose of this item is to review amendments to Board of Regents Policy: *Student Conduct Code*. The proposed amendments include:

- **Sexual misconduct** – Proposed revisions to Section VI Disciplinary Offenses, Subdivision 8, broaden the term from “sexual assault” to encompass of all types of sexual misconduct, including relationship violence, sexual assault, sexual or gender-based harassment, and stalking. Specific definitions of each of these terms will be included in a future revision to the Board of Regents Policy: *Sexual Harassment*, to be guided by consultation with the federal Office of Civil Rights. Until that time, the current drafts of those definitions will be codified in a appendix to the policy.
- **Due process** – The right to a fair, expedient and transparent process is fundamental to the entire student conduct process. As a central value, it is important to include the University’s commitment to due process as part of the Guiding Principles. While the detail of each campus’s due process procedure may vary, Section IX Hearing and Appeals of Student Discipline has been revised to specify the steps that each campus procedure must include.
- **Medical amnesty** – Since 2013, Minnesota state statute has granted immunity from prosecution for the underage possession or consumption of alcohol to limited individuals in the event of a medical emergency. As an educational institution, the University of Minnesota has a responsibility to show care and concern for students in need of medical assistance for an immediate health or safety concern. Nationally, best practices at other institutions show that the University can demonstrate that duty of care by following up with that student from an educational, health-related perspective without the student incurring disciplinary sanctions in the process.

Recognizing that students identify strongly with groups of which they are members, and

may hesitate to seek needed assistance for fear of bringing sanctions upon that student group, the proposed language encourages group members to seek such assistance by codifying that the willingness of group members to seek medical assistance for a member or guest will be viewed as a mitigating factor in the review process for any possible code violations.

- **Peaceable assembly** – As provided by the First Amendment to the U.S. Constitution, students have the right and opportunity to participate in peaceable actions to engage in campus assemblies, protest, or other dissent activities. The addition of proposed Guiding Principle (f) affirms this right within the Student Conduct Code.
- **Authorized University official** – This phrase in Section VI Disciplinary Offenses, Subdivision 4 led to the mistaken impression that there is a specific set of identifiable authorized University officials. The revision clarifies that some University employees may need to request that students identify themselves or comply with a request in the course of their job duties. For example, a residence hall staff member may ask a student to identify themselves or ask them to leave the premises if they believe the individual is not authorized to be in that location, or a faculty member may ask a student to identify themselves if they believe they are not on the class roster.
- **Bullying** – The phrase “either in person or through electronic means” was deleted to focus the definition on the behavior and not the means.
- **Rioting** – The phrase “three or more” was added to mirror the state statutory definition of rioting.
- **Restorative justice** – Some campuses are working to develop a restorative justice model to address some conduct code violations; this change affirms that this model may be used.
- **Interim suspension** – In rare circumstances, it is in the best interest of the University and the student to allow the student the opportunity to remain on campus for the duration of their suspension – for example, a student who has a substance abuse problem and has violated the conduct code but is seeking treatment, and that treatment would be most effective if the student remains engaged with their studies. The addition of this language about deferred suspension allows for this option in the event it is needed.
- **Student organization to student group** – The term student group(s) replaced student organization(s) throughout the document. This reflects more broad use of the term student group(s) as an umbrella for all types of groups that register with the University on each of its campuses.

Also, the term student group(s) was added in some sections (e.g. Section IV Jurisdiction) where current reference is just to “student.” This clarifies that the entire Student Conduct Code applies to student groups as well as individual students, as currently stated in Section II Scope.

In addition, a new subdivision to Section IV Jurisdiction makes clear that simply being a member of a student group does not implicate that group for any conduct of the individual;

rather, conduct of an individual or individuals is determined to be conduct of the group only when that conduct occurred within the purview of a student group activity.

BACKGROUND INFORMATION

Board of Regents Policy: *Student Conduct Code* was adopted on July 10, 1970, and last amended on October 12, 2012.



UNIVERSITY OF MINNESOTA BOARD OF REGENTS POLICY

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Academic

STUDENT CONDUCT CODE

Adopted: July 10, 1970

Amended: December 13, 1974; March 11, 1994;
June 13, 2003; December 8, 2006; October 12, 2012

Technical Change: July 8, 2015

Supersedes: (see end of policy)

Draft for Review

STUDENT CONDUCT CODE

SECTION II. SCOPE.

This policy applies to all students and student **organizations groups** at the University of Minnesota (University), whether or not the University is in session.

SECTION II. GUIDING PRINCIPLES.

- (a) The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University.
- (b) The University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.
- (c) The University is dedicated to responsible stewardship of its resources and to protecting its property and resources from theft, damage, destruction, or misuse.
- (d) The University supports and is guided by state and federal law while also setting its own standards of conduct for its academic community.
- (e) The University is dedicated to the rational and orderly resolution of conflict.
- (f) Students are entitled to the rights and responsibilities of other citizens with regard to freedom of speech, peaceable assembly, and right to petition. Students are entitled to exercise their rights to inquire and dissent, speak freely, and peaceably assemble and protest to the extent permissible under both the First Amendment and the Student Conduct Code.
- (g) Students are entitled to due process and procedural fairness protections, including the prompt notification of charges, the opportunity to respond, the right to an advocate of choice, and the right to the resolution of a case within a reasonable period of time.

SECTION III. DEFINITIONS.

Subd. 1. Academic Environment. *Academic environment* shall mean any setting where a student is engaged in work toward academic credit, satisfaction of program-based requirements, or related activities including but not limited to on-line courses, learning abroad, and field trips.

Subd. 2. Campus. *Campus* shall mean all University premises, including all land, buildings, facilities, and other property owned, possessed, leased, used, or controlled by the University, and adjacent streets and sidewalks.

Subd. 3. Plagiarism. *Plagiarism* shall mean representing the words, creative work, or ideas of another person as one's own without providing proper documentation of source. Examples include, but are not limited to:

- copying information word for word from a source without using quotation marks and giving proper acknowledgement by way of footnote, endnote, or in-text citation;



UNIVERSITY OF MINNESOTA BOARD OF REGENTS POLICY

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Academic

STUDENT CONDUCT CODE

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Technical Change: July 8, 2015

Supersedes: (see end of policy)

Draft for Review

- representing the words, ideas, or data of another person as one's own without providing proper attribution to the author through quotation, reference, in-text citation, or footnote;
- producing, without proper attribution, any form of work originated by another person such as a musical phrase, a proof, a speech, an image, experimental data, laboratory report, graphic design, or computer code;
- paraphrasing, without sufficient acknowledgment, ideas taken from another person that the reader might reasonably mistake as the author's; and
- borrowing various words, ideas, phrases, or data from original sources and blending them with one's own without acknowledging the sources.

It is the responsibility of all students to understand the standards and methods of proper attribution and to clarify with each instructor the standards, expectations, and reference techniques appropriate to the subject area and class requirements, including group work and internet use. Students are encouraged to seek out information about these methods from instructors and other resources and to apply this information in all submissions of academic work.¹

Subd. 4. Student. *Student* shall mean any person taking courses at the University or enrolled in a University program; any person participating as a student in University activities prior to the start of classes; any student who is not enrolled or registered for a particular term but has a continuing relationship with the University; any student who withdraws, transfers, or graduates after an alleged violation of the Student Conduct Code; and any already graduated student when the conduct at issue implicates the student's University degree.

Subd. 5. Student ~~Organization~~Group. *Student ~~organization-group~~* shall mean any ~~organization-group~~ of students that is or has been registered as a University student ~~organization-group~~ under applicable University policies or procedures.

Subd. 6. University-Sponsored Activities. *University-sponsored activities* shall mean any program or event sponsored by the University, including but not limited to those sponsored by student ~~organizations~~groups, or athletics.

Subd. 7. Medical Amnesty. *Medical amnesty shall align with Minnesota Statutes § 340A.503, Subd. 8, and it shall mean that a student is not subject to Student Conduct Code disciplinary sanctions for underage possession and consumption of alcohol if the student contacts a 911 operator to report that the student or another student is in need of medical assistance for an immediate health or safety concern. To be eligible for medical amnesty, the student who initiates contact must be the first person to make such a report, must provide a name and contact information, must remain on the scene until assistance arrives, and must cooperate with the authorities at the scene. The student who receives medical assistance and up to two students acting in concert with the student initiating contact with a 911 operator shall also be immune from disciplinary sanctions.*

SECTION IV. JURISDICTION.

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UNIVERSITY OF MINNESOTA BOARD OF REGENTS POLICY

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Academic

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Technical Change: July 8, 2015

Supersedes: (see end of policy)

Draft for Review

Subd. 1. The Student Conduct Code shall apply to student and student group conduct that occurs on campus or at University-sponsored activities.

Subd. 2. The Student Conduct Code shall apply to student and student group conduct that directly relates to the University's education, services, programs, or rules, including but not limited to scholastic dishonesty, hazing, violation of University rules, and falsification, whether the conduct occurs on campus or off campus.

Subd. 3. At the discretion of the president or delegate, the Student Conduct Code also shall apply to off-campus student and student group conduct when the conduct, as alleged, adversely affects a substantial University interest and either:

- (a) constitutes a criminal offense as defined by local, state, or federal law or ordinance, regardless of the existence or outcome of any criminal proceeding; or
- (b) indicates that the student or student group may present a danger or threat to the health or safety of the student or others.

Subd. 4. Conduct of a student who is a member of a student group will not be considered to be conduct of the student group unless the facts and circumstances surrounding the conduct suggest that the student group sponsored, organized, or otherwise endorsed the conduct.

SECTION V. THE RESPONSIBILITIES OF DUAL MEMBERSHIP.

Students are both members of the University community and of the state. Students are responsible to the community of which they are a part, and they are responsible to the academic community of the University. By enforcing ~~its~~ the Student Conduct Code, the University neither substitutes for nor interferes with other civil or criminal legal processes. When a student is charged in both jurisdictions, the University will decide on the basis of its interests, the interests of affected students, and the interests of the community whether to proceed with its disciplinary process or to defer action. Determinations made or sanctions imposed under the Student Conduct Code will not be subject to change because criminal charges arising out of the same facts were dismissed, reduced, or resolved in favor of the criminal law defendant.

SECTION VI. DISCIPLINARY OFFENSES.

Any student or student group or organization found to have committed, attempted to commit, or assisted or abetted another person or group to commit the following misconduct is subject to appropriate disciplinary action under this policy:

Subd. 1. Scholastic Dishonesty. Scholastic dishonesty means plagiarism; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, misrepresenting, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.



UNIVERSITY OF MINNESOTA BOARD OF REGENTS POLICY

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Academic

STUDENT CONDUCT CODE

Adopted: July 10, 1970

Amended: December 13, 1974; March 11, 1994;
June 13, 2003; December 8, 2006; October 12, 2012

Technical Change: July 8, 2015

Supersedes: (see end of policy)

Draft for Review

Subd. 2. Disruption of the Academic Environment. Disruption of the academic environment means engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach and/or a student's ability to learn.

Subd. 3. Falsification. Falsification means willfully providing University offices or officials with false, misleading, or incomplete information; forging or altering without proper authorization official University records or documents or conspiring with or inducing others to forge or alter without proper authorization University records or documents; misusing, altering, forging, falsifying, or transferring to another person University-issued identification; or intentionally making a false report of a bomb, fire, natural disaster, or other emergency to a University official or an emergency service agency.

Subd. 4. Refusal to Identify and Comply. Refusal to identify and comply means willfully refusing to or falsely identifying one's self or willfully failing to comply with a proper order or summons when requested by an authorized University official, by law enforcement personnel, ~~or~~ by emergency medical staff responding to an emergency, or by a University employee acting within the purview of his or her job responsibilities.

Subd. 5. Attempt to Injure or Defraud. Attempt to injure or defraud means making, forging, printing, reproducing, copying, or altering any record, document, writing, or identification used or maintained by the University when done with intent to injure, defraud, or misinform.

Subd. 6. Harm to Person. Harm to person means engaging in conduct that endangers or threatens to endanger the physical and/or mental health, safety, or welfare of another person, including, but not limited to, threatening, stalking, harassing, intimidating, or assaulting behavior.

Subd. 7. Bullying. Bullying means aggressive behavior directed at another person, ~~either in person or through electronic means~~, that causes stress or harm and that is repeated over time, including but not limited to assaulting, defaming, terrorizing, making obscene gestures, or invading privacy.

Subd. 8. Sexual Misconduct. Sexual misconduct means any non-consensual behavior of a sexual nature that is committed by force or intimidation, or that is otherwise unwelcome. Sexual misconduct includes criminal acts that can be prosecuted under Minnesota state law, as well as under the Student Conduct Code and student employee discipline procedures. Sexual misconduct includes the following behaviors: sexual assault, relationship violence, stalking, and sexual or gender-based harassment. Full definitions of sexual misconduct can be found in the appendix. ~~Assault. Sexual assault means actual, attempted or threatened sexual contact with another person without that person's consent. Sexual assault is a criminal act that can be prosecuted under Minnesota state law, as well as under the Student Conduct Code and employee discipline procedures.~~

Subd. 9. Disorderly Conduct. Disorderly conduct means engaging in conduct that incites or threatens to incite an assault or breach of the peace; breaching the peace; obstructing or disrupting teaching, research, administrative, or public service functions; or obstructing or disrupting disciplinary procedures or authorized University activities.

Subd. 10. Illegal or Unauthorized Possession or Use of Weapons. Illegal or unauthorized possession or use of weapons means possessing or using weapons or articles or substances usable as weapons, including, but not limited to, firearms, incendiary devices, explosives, and dangerous



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biological or chemical agents, except in those instances when authorized by law and, where applicable, by proper University authority.

Subd. 11. Illegal or Unauthorized Possession or Use of Drugs or Alcohol. Illegal or unauthorized possession or use of drugs or alcohol means possessing or using drugs or alcohol illegally or, where applicable, without proper University authorization.

Subd. 12. Providing Alcohol to Minors. Providing alcohol to minors means directly or indirectly providing alcohol to anyone under the legal drinking age.

Subd. 13. Unauthorized Use of University Facilities or Services. Unauthorized use of University facilities or services means wrongfully using University properties or facilities; misusing, altering, or damaging fire-fighting equipment, safety devices, or other emergency equipment or interfering with the performance of those specifically charged to carry out emergency services; or acting to obtain fraudulently—through deceit, unauthorized procedures, bad checks, or misrepresentation—goods, quarters, services, or funds from University departments or student ~~organizations~~ groups or individuals acting on their behalf.

Subd. 14. Theft, Property Damage, or Vandalism. Theft, property damage, or vandalism means theft or embezzlement of, damage to, destruction of, unauthorized possession of, or wrongful sale or gift of property.

Subd. 15. Unauthorized Access. Unauthorized access means accessing without authorization University property, facilities, services, or information systems, or obtaining or providing to another person the means of such unauthorized access, including, but not limited to, using or providing without authorization keys, access cards, or access codes.

Subd. 16. Disruptive Behavior. Disruptive behavior means willfully disrupting University events; participating in a campus demonstration that disrupts the normal operations of the University and infringes on the rights of other individuals; leading or inciting others to disrupt scheduled or normal activities of the University; engaging in intentional obstruction that interferes with freedom of movement, either pedestrian or vehicular, on campus; using sound amplification equipment on campus without authorization; or making or causing noise, regardless of the means, that disturbs authorized University activities or functions.

Subd. 17. Hazing. Hazing means any ~~behavior act taken on University property or in connection with any University-related group~~ or activity that endangers the physical and/or mental health or safety of an individual (including, without limitation, an act intended to cause personal degradation or humiliation), ~~or that destroys or removes public or private property~~, for the purpose of initiation in, admission to, affiliation with, or as a condition for continued membership in a student group or ~~University athletic team or organization~~.

Subd. 18. Rioting. Rioting means engaging in, or inciting others to engage in, harmful or destructive behavior in the context of an assembly of three or more persons disturbing the peace on campus, in areas proximate to campus, or in any location when the riot occurs in connection with, or in response to, a University-sponsored event. Rioting includes, but is not limited to, such conduct as using or threatening violence to others, damaging or destroying property, impeding or impairing fire or other emergency services, or refusing the direction of an authorized person.



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Subd. 19. Violation of University Rules. Violation of University rules means engaging in conduct that violates University, collegiate, or departmental regulations that have been posted or publicized, including provisions contained in University contracts with students.

Subd. 20. Violation of Local, State, or Federal Laws or Ordinances. Violation of local, state, or federal laws or ordinances means engaging in conduct that violates a local, state, or federal law, or ordinance, including, but not limited to, laws governing alcoholic beverages, drugs, gambling, sex offenses, indecent conduct, or arson.

Subd. 21. Persistent Violations. Persistent violations means engaging in repeated conduct or action in violation of this Code.

SECTION VII. SANCTIONS.

Student and student ~~group~~organizations found responsible for disciplinary offenses under the Student Conduct Code are subject to sanctions. Factors to consider in determining appropriate sanctions include: the nature of the offense, the severity of the offense, the culpability of the student or student ~~organization~~group, the impact on other students or members of the University community, and the opportunity for student development. Separation from the University through suspension or expulsion is a serious sanction that may be appropriate for: repeated violations of the Student Conduct Code, for serious scholastic dishonesty, and for misconduct that constitutes a threat to community safety or well-being (including, but not limited to harm to person and sexual assault), or significantly disrupts the rights of others or the operations of the University.

The University seeks to provide a safe, secure, and healthy environment for all students. Recognizing that the potential application of disciplinary sanctions could deter students from seeking medical attention for themselves or others, the University will provide medical amnesty as defined in Section III, Subd. 7. However, a student requiring emergency evaluation or treatment at a medical facility may be required to complete an alcohol assessment or education program. This is not considered a disciplinary response. Amnesty is granted only for violations of Section VI, Subd. 11, and does not apply to other possible violations of the Student Conduct Code (e.g., property damage or assault) which may have occurred during the time of intoxication. In circumstances involving a student group, the willingness of the student group's members to seek medical assistance for a member or a guest will be viewed as a mitigating factor in the review process for any possible violations.

The following sanctions may be imposed upon students or student ~~organizations~~groups found to have violated the Student Conduct Code:

Subd. 1. Academic Sanction. An academic sanction means a sanction affecting the course or academic work of the student for violation of Section VI, ~~Disciplinary Offenses, Subdivision Subd. 1, Scholastic Dishonesty.~~

Subd. 2. Warning. A warning means the issuance of an oral or written warning or reprimand.

Subd. 3. Probation. Probation means special status with conditions imposed for a defined period of time and includes the probability of more severe disciplinary sanctions if the student or student group is found to violate any institutional regulation during the probationary period.



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Subd. 4. Required Compliance. Required compliance means satisfying University requirements, work assignments, community service, [participating in a restorative justice process](#), or other discretionary assignments.

Subd. 5. Confiscation. Confiscation means confiscation of goods used or possessed in violation of University regulations or confiscation of falsified identification or identification wrongly used.

Subd. 6. Restitution. Restitution means making compensation for loss, injury, or damage.

Subd. 7. Restriction of Privileges. Restriction of privileges means the denial or restriction of specified privileges, including, but not limited to, access to an official transcript for a defined period of time.

Subd. 8. University Housing Suspension. University housing suspension means separation of the student from University Housing for a defined period of time.

Subd. 9. University Housing Expulsion. University housing expulsion means permanent separation of the student from University Housing.

Subd. 10. Suspension. Suspension means separation of the student or student group from the University for a defined period of time, after which the student is eligible to return to the University. Suspension may include conditions for readmission. [The suspension may be deferred when an offense is serious enough to warrant separation from the University, but where the specific circumstances of the case justify special consideration.](#)

Subd. 11. Expulsion. Expulsion means the permanent separation of the student from the University.

Subd. 12. Withholding of Diploma or Degree. Withholding of diploma or degree means the withholding of diploma or degree otherwise earned for a defined period of time or until the completion of assigned sanctions.

Subd. 13. Revocation of Admission or Degree. Revocation of admission or degree means revoking a student's admission to the University or revoking a degree already awarded by the University.

SECTION VIII. INTERIM SUSPENSION.

The president or delegate may impose an immediate suspension on a student or student [organization group](#) pending a hearing before the appropriate disciplinary committee (1) to ensure the safety and well-being of members of the University community or to preserve University property, (2) to ensure the student's own physical or emotional safety and well-being, or (3) if the student or student [organization group](#) poses an ongoing threat of disrupting or interfering with the operations of the University. During the interim suspension, the student or student [organization group](#) may be denied access to all University activities or privileges for which the student or student [organization group](#) might otherwise be eligible, including access to University housing or property. The student or student [organization group](#) has a right to a prompt hearing before the president or delegate on the questions of identification and whether the interim suspension should remain in effect until the full hearing is completed.



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SECTION IX. HEARING AND APPEALS OF STUDENT DISCIPLINE.

Subd. 1. Hearing Process. Any student or student ~~organization group~~ charged with violation of the Student Conduct Code shall have the opportunity to receive a fair hearing. A finding of responsibility for violation of the Student Conduct Code must be based on a preponderance of the evidence. The president or delegate shall ensure that each campus has a hearing process that includes the following:

- (a) notification of the report and a request to meet;
- (b) an informal meeting to learn more about the steps of the disciplinary process and to share information related to the incident;
- (c) if the student or student group is found responsible, a proposal of an informal resolution that includes the findings and disciplinary sanctions being offered to resolve the incident;
- (d) if the informal resolution is not accepted, a request for a formal hearing in which a panel will determine responsibility and potential sanctions; and
- (e) if the formal resolution is not accepted, a request for an appeal.

In exceptional circumstances where the University determines that an informal resolution is not appropriate, a student's responsibility will be decided through a formal hearing in which a panel will determine responsibility and possible sanctions. In regard to sexual misconduct cases, both the reporting party and the accused student have the opportunity to request a formal hearing and appeal as part of due process.

Subd. 2. Appeals Process. To safeguard the rights of students and student ~~groups organizations~~, the president or delegate shall ensure that each campus has a campus-wide appeals procedure to govern alleged violations of this policy. The appeals procedure shall provide both substantive and procedural fairness for the student or student ~~organization group~~ alleged to have violated the Student Conduct Code and shall provide for resolution of cases within a reasonable period of time.

The appeals procedure must describe:

- (a) grounds for an appeal;
- (b) procedures for filing an appeal; and
- (c) the nature of an appellate review.

SECTION X. DELEGATION OF AUTHORITY.

The president or delegate shall implement this policy, including publishing and distributing the Student Conduct Code and the procedures governing the student disciplinary process at the University.

Supersedes: Existing Disciplinary Appeals Policies in Contradiction and Specifically Repeals the Appeals Policies dated February 9, 1979.

Draft Definitions of Sexual Misconduct

May 2, 2016

Definitions of sexual misconduct will be included in a future revision of Board of Regents Policy: *Sexual Harassment*, to be guided by consultation with the federal Office of Civil Rights. Until that time, the following current drafts definitions will be codified in an appendix to the *Student Conduct Code*.

RELATIONSHIP VIOLENCE

Relationship Violence (also referred to as “dating violence” or “domestic violence”) includes any act of violence or threatened act of violence that occurs between individuals who are involved or have been involved in a sexual, dating, spousal, domestic, or other intimate relationship. Relationship violence may include any form of prohibited conduct under this policy. The University will evaluate the existence of an intimate relationship based upon the reporting party’s statement and taking into consideration the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

Physical assault is threatening, causing physical harm, or engaging in other conduct that threatens or endangers the health or safety of any person. Physical assault will be addressed under this policy if it involves sexual or gender-based harassment, relationship violence, or is part of a course of conduct under the stalking definition.

SEXUAL ASSAULT

Sexual assault consists of sexual contact and/or sexual intercourse that occurs without affirmative consent.

1. Sexual contact is any intentional sexual touching, however slight, with any object or body part, performed by a person upon another person. Sexual Contact includes (a) intentional touching of the breasts, buttocks, groin or genitals, whether clothed or unclothed, or intentionally touching another with any of these body parts; and (b) making another touch you or themselves with or on any of these body parts.
2. Sexual intercourse is any penetration, however slight, with any object or body part, performed by a person upon another person. Sexual Intercourse includes (a) vaginal penetration by a penis, object, tongue, or finger; (b) anal penetration by a penis, object, tongue, or finger; and (c) any contact, no matter how slight, between the mouth of one person and the genitalia of another person.
3. Affirmative consent is an informed, freely and affirmatively communicated willingness to participate in sexual activity that is expressed by clear and unambiguous words or actions. This definition of consent does not vary based upon a person’s sex, sexual orientation, gender identity, or gender expression.

A determination about the existence of consent is a critical element in the investigation of sexual assault. University policy requires affirmative consent between individuals engaging in sexual activity. Affirmative consent is expressed by clear and unambiguous words or actions. Clear and unambiguous words and actions are those that are freely and

actively given by informed individuals that a reasonable person would believe communicate a willingness to participate in a mutually agreed upon sexual activity. The following factors will be considered when determining consent:

- It is the responsibility of each person who wishes to engage in the sexual activity to obtain consent.
- A lack of protest, the absence of resistance, and silence do not indicate consent.
- The existence of a present or past dating or romantic relationship does not imply consent to future sexual activity.
- Consent must be present throughout the sexual activity and may be given, and withdrawn at any time.
- When consent is withdrawn all sexual activity must stop. Likewise, where there is confusion about the state of consent sexual activity must stop until both parties consent again.
- Consent to one form of sexual activity does not imply consent to other forms of sexual activity.
- Consent is not obtained when:
 - There is physical force, threats, intimidation or coercion.
 - There is incapacitation due to the influence of drugs or alcohol.
 - There is the inability to communicate because of a physical or mental condition.
 - An individual is asleep, unconscious or involuntarily physically restrained.
 - An individual is unable to understand the nature or extent of the sexual situation because of mental or physical incapacitation or impairment.
 - One party is not of legal age to give consent pursuant to Minnesota state law.

SEXUAL OR GENDER-BASED HARASSMENT

Sexual harassment is any unwelcome sexual advance, request for sexual favors, or other unwanted conduct of a sexual nature, whether verbal, non-verbal, graphic, physical, or otherwise, when the conditions outlined in (1) and/or (2) below are present.

Gender-based harassment includes harassment based upon gender, sexual orientation, gender identity, or gender expression, which may include acts of aggression, intimidation, or hostility, whether verbal or non-verbal, graphic, physical, or otherwise, even if the acts do not involve conduct of a sexual nature, when the conditions outlined in (1) and/or (2) below are present.

- (1) Submission to or rejection of such conduct is made, either explicitly or implicitly, a term or condition of a person's employment, academic standing, or participation in any University programs and/or activities, or is used as the basis for University decisions affecting the individual (often referred to as "*quid pro quo*" harassment); or

(2) Such conduct creates a hostile environment. A “hostile environment” exists when the conduct is sufficiently severe, persistent, or pervasive that it unreasonably interferes with, limits, or deprives an individual from participating in or benefitting from the University’s education or employment programs and/or activities. Conduct must be deemed severe, persistent, or pervasive from both a subject and an objective perspective. In evaluating whether a hostile environment exists, the University will consider the totality of known circumstances, including, but not limited to:

- The frequency, nature, and severity of the conduct;
- Whether the conduct was physically threatening;
- The effect of the conduct on the Complainant’s mental or emotional state;
- Whether the conduct was directed at more than one person;
- Whether the conduct arose in the context of other discriminatory conduct;
- Whether the conduct unreasonably interfered with the Complainant’s educational or work performance and/or University programs or activities; and
- Whether the conduct implicates concerns related to academic freedom or protected speech.

A hostile environment can be created by persistent or pervasive conduct, or by a single or isolated incident, if sufficiently severe. The more severe the conduct, the less need there is to show a repetitive series of incidents to prove a hostile environment, particularly if the conduct is physical. A single incident of Sexual Assault, for example, may be sufficiently severe to constitute a hostile environment. In contrast, the perceived offensiveness of a single verbal or written expression, standing alone, is typically not sufficient to constitute a hostile environment.

STALKING

Stalking occurs when a person engages in a course of conduct directed at a specific person under circumstances that would cause a reasonable person to fear bodily injury or to experience substantial emotional distress.

Course of conduct means two or more acts, including but not limited to acts in which a person directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about another person, or interferes with another person’s property. Substantial emotional distress means significant mental suffering or anguish.

Stalking includes “cyber-stalking,” a particular form of stalking in which a person uses electronic media, such as the internet, social networks, blogs, cell phones, texts, or other similar devices or forms of contact.



BOARD OF REGENTS DOCKET ITEM SUMMARY

Academic & Student Affairs

May 12, 2016

AGENDA ITEM: Consent Report

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTER: Karen Hanson, Executive Vice President and Provost

PURPOSE & KEY POINTS

The purpose of this item is to seek Board approval of new academic programs and program additions, program deletions and discontinuations, and/or program changes, as outlined below.

I. Request for Approval of New Academic Programs

- Carlson School of Management (Twin Cities campus)—Create a graduate minor in Business Management
- Medical School (Twin Cities campus)—Create fellowship in Child Abuse Pediatrics
- Medical School (Twin Cities campus)—Create fellowship in Interventional Pulmonology
- School of Public Health (Twin Cities campus)—Create a graduate minor in Health Equity
- Labovitz School of Business and Economics (Duluth campus)—Create undergraduate minor in International Business

II. Request for Changes to Academic Programs

- School of Public Health and the College of Liberal Arts (Twin Cities campus)—Create joint Bachelor/Master of Science degree in Biostatistical Practice
- College of Education and Human Development (Twin Cities campus)—Create a sub-plan in Second Language Education for Working Professionals within the Teaching M.Ed. degree
- College of Education and Human Development (Twin Cities campus)—Create sub-plans in Language Immersion Education and Second Language Pedagogy within the Curriculum and Instruction M.Ed. degree and deliver the degree partially online.
- College of Liberal Arts (Twin Cities campus)—Deliver the Scientific and Technical Communication graduate minor partially online.
- School of Public Health (Twin Cities campus)—Deliver the Management Fundamentals Post-baccalaureate certificate online
- College of Food, Agricultural, and Natural Resource Sciences (Twin Cities campus)—Change the name of the undergraduate minor in Bio-Based Products Engineering to Bioproducts Engineering

- Rochester campus—Change the name of the M.S., Ph.D., and graduate minor in Biomedical Informatics and Computational Biology to Bioinformatics and Computational Biology.
- Carlson School of Management (Twin Cities campus)—Discontinue the India sub-plan within the M.B.A.
- College of Continuing Education (Twin Cities campus)—Discontinue the sub-plan in Addiction Studies within the B.A.Sc degree in Health Services Management
- College of Continuing Education (Twin Cities campus)—Discontinue the sub-plan in Career and Technical Education within the B.S. degree in Inter-College Program
- School of Public Health (Twin Cities campus)—Discontinue the sub-plan in Global Health in M.P.H. degrees
- College of Liberal Arts (Duluth campus)—Discontinue the sub-plans in Journalism and Professional Writing within the B.A. degree in Writing Studies
- Swenson College of Science and Engineering (Duluth campus)—Change the name of the Biochemistry and Molecular Biology B.S. degree to Biochemistry

III. Request for Approval of Discontinued Academic Programs

- College of Education and Human Development (Twin Cities campus)—Discontinue the M.Ed. degree in Applied Kinesiology
- College of Continuing Education (Twin Cities campus)—Discontinue the post-baccalaureate certificate in Addiction Studies
- College of Continuing Education (Twin Cities campus)—Discontinue the undergraduate certificate in Addiction Studies

BACKGROUND INFORMATION

This report appears as a regular item on the Academic & Student Affairs Committee agenda. Academic program proposal review and approval is governed by University of Minnesota Policy 2.2.4: Review of Proposals for New, Changed, and Discontinued Academic Programs. Approval by the Board of Regents is required for the establishment of new academic programs; addition of formal tracks and of new sites for existing academic programs; discontinuance/merger of existing programs; and changes in program titles/degree designation.

PRESIDENT'S RECOMMENDATION

The President recommends approval of the academic program proposals detailed in the Consent Report.

**University of Minnesota Board of Regents
Academic and Student Affairs Committee
May 12, 2016**

Consent Report

I. Request for Approval of New Academic Programs

▪ **Carlson School of Management (Twin Cities campus)—Create a graduate minor in Business Management**

The Carlson School of Management on the Twin Cities campus requests approval to create a graduate minor in Business Management, effective fall 2016. The proposed program will provide non-business graduate students with a foundation of knowledge in key business disciplines. The proposed minor is flexible and designed to suit the particular needs and interests of the student through completion of a broad range of business core and elective courses.

▪ **Medical School (Twin Cities campus)—Create fellowship in Child Abuse Pediatrics**

The Medical School on the Twin Cities campus requests approval to create a fellowship in Child Abuse Pediatrics, effective summer 2017. The three-year program, accredited by the Accreditation Council for Graduate Medical Education, will provide trainees who have completed a formal, ACGME-accredited fellowship in Pediatrics, advanced training specializing in the diagnosis and treatment of child abuse and neglect. The fellowship is provided through collaboration with community agencies on child abuse prevention, provision of expertise in courts of law, and participation in multidisciplinary teams investigating and managing child abuse cases. The program will include clinical experience, as well as didactic, research, and teaching components.

▪ **Medical School (Twin Cities campus)—Create fellowship in Interventional Pulmonology**

The Medical School on the Twin Cities campus requests approval to create a fellowship in Interventional Pulmonology, effective summer 2016. The program can be completed in one or two years, and it provides trainees who have completed a formal, ACGME-accredited fellowship in Pulmonary and Critical Care, advanced training specializing in emerging treatments of complex conditions such as pulmonary nodules, lung cancer, asthma, and airway problems after lung transplantation. The program will include clinical experience, as well as didactic, research, and teaching components.

- **School of Public Health (Twin Cities campus)—Create a graduate minor in Health Equity**

The School of Public Health on the Twin Cities campus requests approval to create a graduate minor in Health Equity, effective fall 2016. The proposed program will address the extent and nature of health disparities faced by different cultural communities, as well as methods for documenting and measuring these gaps. The minor will help students analyze the roots of these inequities, while understanding the roles of systems of healthcare and public health in generating health inequalities. Potential policy solutions will be examined, as well as the integral role of cultural communities and social groups in addressing inequality.

- **Labovitz School of Business and Economics (Duluth campus)—Create undergraduate minor in International Business**

The Labovitz School of Business and Economics on the Duluth campus requests approval to create an undergraduate minor in International Business, effective fall 2016. The proposed program is interdisciplinary in nature and enhances students' knowledge of global issues within organizations and business environments. The program will provide students with an increased awareness of challenges and opportunities associated with the globalization of the marketplace and workplace.

II. Request for Changes to Academic Programs

- **School of Public Health and the College of Liberal Arts (Twin Cities campus)—Create joint Bachelor/Master of Science degree in Biostatistical Practice**

The School of Public Health and the College of Liberal Arts on the Twin Cities campus request approval to create a joint Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree and Master of Science (M.S.) degree program in Biostatistical Practice, effective fall 2016. The proposed joint degree program will provide students with a quantitative, career-focused experience and the tools to work in government, the non-profit sector, academic research, or industry. Biostatisticians are key collaborators in scientific research. The proposed program will allow students to contribute to the study design, implementation, analysis, and communication of findings.

- **College of Education and Human Development (Twin Cities campus)—Create a sub-plan in Second Language Education for Working Professionals within the Teaching M.Ed. degree**

The College of Education and Human Development on the Twin Cities campus requests approval to create a new sub-plan in Second Language Education for Working Professionals within the Master of Education (M.Ed.) degree in Teaching, effective summer 2016. The new sub-plan completes initial licensure requirements for practicing teachers in the area of ESL or any of the 14 world languages available for licensure in Minnesota.

- **College of Education and Human Development (Twin Cities campus)—Create sub-plans in Language Immersion Education and Second Language Pedagogy within the Curriculum and Instruction M.Ed. degree and deliver the degree partially online.**

The College of Education and Human Development on the Twin Cities campus requests approval to create new sub-plans in Language Immersion Education and Second Language Pedagogy within the Master of Education (M.Ed.) degree in Curriculum and Instruction, effective summer 2016. Approval of online delivery for the M.Ed. is also requested. The new sub-plans emphasize language acquisition through pedagogy, technology, and content-based curriculum development.

- **College of Liberal Arts (Twin Cities campus)—Deliver the Scientific and Technical Communication graduate minor partially online.**

The College of Liberal Arts on the Twin Cities campus requests approval to deliver the graduate minor in Scientific and Technical Communication partially online, effective fall 2016. Online delivery will provide greater access for students in this program, who come from diverse professional backgrounds and academic departments.

- **School of Public Health (Twin Cities campus)—Deliver the Management Fundamentals Post-baccalaureate certificate online**

The School of Public Health on the Twin Cities campus requests approval to deliver the post-baccalaureate certificate in Management Fundamentals online, effective summer 2016. Online delivery suits the needs of the executives and physicians seeking the leadership experiences offered by the existing program.

- **College of Food, Agricultural, and Natural Resource Sciences (Twin Cities campus)—Change the name of the undergraduate minor in Bio-Based Products Engineering to Bioproducts Engineering**

The College of Food, Agricultural, and Natural Resource Sciences on the Twin Cities campus requests approval to change the name of the undergraduate minor in Bio-Based Products Engineering to Bioproducts Engineering, effective fall 2016. The proposed name change better reflects the academic content of the department and degree program.

- **Graduate School—Change the name of the M.S., Ph.D., and graduate minor in Biomedical Informatics and Computational Biology to Bioinformatics and Computational Biology.**

The Graduate School on the Twin Cities campus requests approval to change the name of the Master of Science (M.S.), Doctor of Philosophy (Ph.D.), and graduate minor in Biomedical Informatics and Computational Biology to Bioinformatics and Computational Biology, effective fall 2016. These programs are delivered in conjunction with the Rochester campus. The proposed name change better reflects the academic content of the department and degree program.

- **Carlson School of Management (Twin Cities campus)—Discontinue the India sub-plan within the M.B.A.**

The Carlson School of Management on the Twin Cities campus requests approval to discontinue the India sub-plan in the Master of Business Administration (M.B.A.) degree, effective summer 2016. The agreement with institutions in India has been discontinued. There are no students currently enrolled in this program.

- **College of Continuing Education (Twin Cities campus)—Discontinue the sub-plan in Addiction Studies within the B.A.Sc degree in Health Services Management**

The College of Continuing Education on the Twin Cities campus requests approval to discontinue the Addiction Studies sub-plan in the Bachelor of Applied Science (B.A.Sc.) degree in Health Services Management, effective summer 2016. This content is addressed at the graduate level.

- **College of Continuing Education (Twin Cities campus)—Discontinue the sub-plan in Career and Technical Education within the B.S. degree in Inter-College Program**

The College of Continuing Education on the Twin Cities campus requests approval to discontinue the Career and Technical Education sub-plan in the Bachelor of Science (B.S.) degree in Inter-College Program, effective summer 2016. Student interest in the sub-plan has decreased and there are no students currently enrolled in the program.

- **School of Public Health (Twin Cities campus)—Discontinue the sub-plan in Global Health in M.P.H. degrees**

The School of Public Health on the Twin Cities campus requests approval to discontinue the Global Health sub-plan in the Master of Public Health (M.P.H.) degrees in Epidemiology, Public Health Administration and Policy, Public Health Informatics, Public Health Nutrition, and Public Health Practice, effective summer 2016. The sub-plan has been replaced by an optional certificate in Global Health that better meets the needs of students.

- **College of Liberal Arts (Duluth campus)—Discontinue the sub-plans in Journalism and Professional Writing within the B.A. degree in Writing Studies**

The College of Liberal Arts on the Duluth campus requests approval to discontinue the Journalism and Professional Writing sub-plans within the Bachelor of Arts (B.A.) degree in Writing Studies, effective summer 2016. These sub-plans have been replaced by the B.A. degree in Journalism.

- **Swenson College of Science and Engineering (Duluth campus)—Change the name of the Biochemistry and Molecular Biology B.S. degree to Biochemistry**

The Swenson College of Science and Engineering on the Duluth campus requests approval to change the name of the Bachelor of Science (B.S.) degree in Biochemistry and Molecular Biology to Biochemistry, effective fall 2016. The proposed name change better reflects the academic content of the degree program.

III. Request for Approval of Discontinued Academic Programs

- **College of Education and Human Development (Twin Cities campus)—Discontinue the M.Ed. degree in Applied Kinesiology**

The College of Education and Human Development on the Twin Cities campus requests approval to discontinue the Master of Education (M.Ed.) degree in Applied Kinesiology, effective summer 2016. Student interest in the program has decreased. Currently enrolled students will be supported as they finish their program.

- **College of Continuing Education (Twin Cities campus)—Discontinue the post-baccalaureate certificate in Addiction Studies**

The College of Continuing Education on the Twin Cities campus requests approval to discontinue the post-baccalaureate certificate in Addiction Studies, effective summer 2016. With the Board of Regents' approval of the Addictions Counseling Master of Professional Studies program in December of 2015, there is no longer a need for this certificate. Currently enrolled students will be supported as they finish their program.

- **College of Continuing Education (Twin Cities campus)—Discontinue the undergraduate certificate in Addiction Studies**

The College of Continuing Education on the Twin Cities campus requests approval to discontinue the undergraduate certificate in Addiction Studies, effective summer 2016. With the Board of Regents' approval of the Addictions Counseling Master of Professional Studies program in December of 2015, there is no longer a need for this certificate. Currently enrolled students will be supported as they finish their program.

- REVISION -

**University of Minnesota Board of Regents
Academic and Student Affairs Committee**

May 12, 2016

Consent Report

The following items have been removed from the consent report:

▪ **Carlson School of Management (Twin Cities campus)—Create a graduate minor in Business Management**

The Carlson School of Management on the Twin Cities campus requests approval to create a graduate minor in Business Management, effective fall 2016. The proposed program will provide non-business graduate students with a foundation of knowledge in key business disciplines. The proposed minor is flexible and designed to suit the particular needs and interests of the student through completion of a broad range of business core and elective courses.

▪ **Carlson School of Management (Twin Cities campus)—Discontinue the India sub-plan within the M.B.A.**

The Carlson School of Management on the Twin Cities campus requests approval to discontinue the India sub-plan in the Master of Business Administration (M.B.A.) degree, effective summer 2016. The agreement with institutions in India has been discontinued. There are no students currently enrolled in this program.

▪ **School of Public Health (Twin Cities campus)—Deliver the Management Fundamentals Post-baccalaureate certificate online**

The School of Public Health on the Twin Cities campus requests approval to deliver the post-baccalaureate certificate in Management Fundamentals online, effective summer 2016. Online delivery suits the needs of the executives and physicians seeking the leadership experiences offered by the existing program.



BOARD OF REGENTS DOCKET ITEM SUMMARY

Academic & Student Affairs

May 12, 2016

AGENDA ITEM: Information Item

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTERS: Karen Hanson, Executive Vice President and Provost
Robert B. McMaster, Vice Provost and Dean of Undergraduate Education

PURPOSE & KEY POINTS

The purpose of this item is to share current strategies for collaboration on undergraduate admissions across the five system campuses. This item follows the discussions and March 2016 approval of the five-year undergraduate enrollment management plan for the Twin Cities campus, and will serve as background information for upcoming presentations by the system campuses on their enrollment management plans.

Key Points

The University is proud of the educational opportunities offered on all of its campuses. Collaboration around undergraduate admissions across campuses occurs in multiple ways.

The University has offered the “Share My App” program since the fall 2012 application year. The program operates as follows: All fall freshman applicants who have submitted a complete admission application to the Twin Cities campus may also be considered for admission at one or more of the system campuses (Crookston, Duluth, Morris, and Rochester) with no need to submit additional application materials and no additional application fee.

Students living in the United States or Canada who submit a complete application to the Twin Cities campus receive a letter from the University inviting them to also consider the University’s other four campuses. Students living outside of the U.S. or Canada receive the invitation via email. Students are directed to <http://z.umn.edu/sharemyapp> for more information about the program and to submit their request to participate. After a student’s request to participate is received, the student’s Twin Cities campus application is shared with the campus(es) selected. Each campus reviews the application, and each campus communicates directly with the student regarding the admission decision for that campus.

Applications shared by application year (for fall entry):

	For Fall 2012	2013	2014	2015	2016 (as of 3/25/16)
Crookston	78	73	309	501	619
Duluth	681	966	1282	1549	1613
Morris	205	330	656	1119	850
Rochester	127	199	351	583	888
TOTAL	1091	1568	2598	3752	3970

Numbers of students who participated in the Share My App Program and subsequently enrolled in Fall 2014 and 2015:

	Fall 2014 enrollment	Fall 2015 enrollment
Crookston	11	11
Duluth	182	220
Morris	21	37
Rochester	0	0
Twin Cities	18	11
TOTAL	232	279

As the campuses have worked together using the Share My App program, the date of sharing the applications has been moved up so the program can run longer. The Twin Cities admissions office has worked with the Crookston, Duluth and Morris admissions offices to streamline the application processing of Share My App applicants, and Twin Cities campus technology and operations staff have set up processes and workflows to eliminate manual data entry and expedite admission review for the campuses.

In addition, the Twin Cities admissions office regularly updates Duluth on the Twin Cities expected timeline for admit, waitlist, and deny decisions for fall. This is important because UMTD decisions to admit students from the wait list can affect UMD numbers.

Each of the four campuses has the option to receive lists of domestic and international applicants to the Twin Cities campus who were denied, incomplete, or late applicants. For Fall 2016, Crookston elected to receive all domestic and international applications. Duluth and Morris opted for no domestic applicants, and Rochester asked for domestic student applicants to the College of Biological Sciences only.

In addition to these efforts, the Twin Cities campus has implemented sessions for students, families and counselors across the state as part of the System Recruitment Project. More on this front is expected, and the system is participating in the annual Minnesota School Counselor Association conference this spring.

BACKGROUND INFORMATION

The following presentations to the Board of Regents have included this topic in recent years:

- March 31, 2016, “Resolution on Enrollment Principles and Tuition/Aid Philosophy,” Board of Regents
- December 10, 2015, “Aligning Tuition / Aid Philosophy with Enrollment Strategy,” Board of Regents work session
- October 8, 2015, “Principles and Objectives to Govern Enrollment Management Through 2025,” Board of Regents work session
- October 8, 2015, “University Enrollment Management,” Academic & Student Affairs Committee
- October 10, 2014, “Demographic Trends & System-wide Enrollment Management,” Board of Regents