



Academic & Student Affairs Committee

June 2016

June 9, 2016

9:45 a.m. - 11:45 a.m.

East Committee Room, McNamara Alumni Center

ASA - JUN 2016

1. Registration and Payment Processes

Docket Item Summary - Page 3

Presentation materials - Page 4

2. Vision, Approach and Strategies for Online Learning

Docket Item Summary - Page 25

Overview of online learning - Page 26

Presentation materials - Page 29

eLearning in the School of Public Health - Page 42

3. Board of Regents Policy: Student Conduct Code - Action

Docket Item Summary - Page 45

Responses to May ASA feedback - Page 47

Revised policy - Page 61

4. Student Mental Health Across the System

Docket Item Summary - Page 69

Excerpts from the Report of the Provost's Committee on Student Mental Health - Page 70

State of Student Mental Health on System Campuses - Page 75

Presentation materials - Page 76

5. Consent Report - Review/Action

Docket Item Summary - Page 97

Program additions, changes, and discontinuations - Page 99



BOARD OF REGENTS DOCKET ITEM SUMMARY

Academic & Student Affairs

June 9, 2016

AGENDA ITEM: Registration and Payment Processes

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTERS: Robert B. McMaster, Vice Provost and Dean of Undergraduate Education
Susan Van Voorhis, Associate Vice Provost and University Registrar

PURPOSE & KEY POINTS

The purpose of this item is to provide information to the committee about registration processes and payment processes, including student experiences with registering for courses and paying their tuition and other charges. This item will also describe recent technology advancements and outline some of the future challenges around these processes.

BACKGROUND INFORMATION

University of Minnesota registration processes and systems are used by undergraduate, graduate, and professional students across all five campuses. Students can see their registration queue times, search for courses, register for courses, add or drop a course, view their grades, and view their transcript – all on line. These improvements have enhanced student satisfaction, and helped to support degree progress.

Similarly, the improved processes for student billing and payments touch all students on all five campuses. Students can easily view and pay their bills, monitor student account balances, sign up for direct deposit of financial aid, and get tax forms needed to file for tax credits and deductions.

Academic Support Resources (ASR) manages these and other related systems and processes across the University. The Enterprise System Upgrade project, which went live in the spring of 2015, was a major investment in the technology and systems supporting these activities.

Board of Regents

Registration and Payment Process

June 9, 2016

Robert McMaster

Vice Provost and Dean of Undergraduate Education
Twin Cities Campus

Susan Van Voorhis

Associate Vice Provost and University Registrar



PROVOST (ACADEMIC AFFAIRS)

OFFICE OF UNDERGRADUATE EDUCATION (OUE)

ACADEMIC SUPPORT RESOURCES (ASR)

ADMISSIONS

CLASSES

CLASSROOM
MANAGEMENT

CLASSROOM
SCHEDULING

ADVISING

REGISTRATION

TUITION
& FEES
FIN AID

BILLING

PAYMENT

ONE STOP STUDENT SERVICES



SUPPORT

Office of Undergraduate Education

Academic Support Resources (ASR)

- Office of Classroom Management
- Office of the Registrar
- Office of Student Finance
- One Stop Student Services
- Information Technology
- Continuity & Compliance

Admissions

University Academic Policy

University Curriculum

University Partners

University Services

Student Affairs

Office of Information Technology

Academic Health Center

Crookston

Duluth

Morris

Rochester

Retention + Graduation = Student Success
Undergraduate, Graduate, Professional, Non-Degree, Non-credit



Processes and Systems

REGISTRATION:

All students across all five University of Minnesota campuses can

- see their registration time
- search for classes
- enroll in classes
- view their grades
- view and order transcripts

all in one place online

STUDENT BILLING AND PAYMENTS:

All students (and parents with guest access) can

- view and pay bills
- monitor account balances
- accept and manage financial aid
- get forms to file for tax credits and deductions

all in one place online

Finances Statistics

OSF disbursed over
\$965 million in financial
aid to nearly 45,000
students in 2014-15.

FY15 Tuition/Fees billed:
\$1,122,202,825



Registration Statistics

Fall 2015:

Enrollment Transactions processed = 493,124

(includes drops, etc)

Active Enrollments = 335,040

Active Enrolled Students = 73,481

Classes with enrollments = 15,669

Spring 2016:

Enrollment Transactions processed = 414,659

(includes drops, etc)

Active Enrollments = 301,634

Active Enrolled Students = 65,390

Classes with enrollments = 15,002

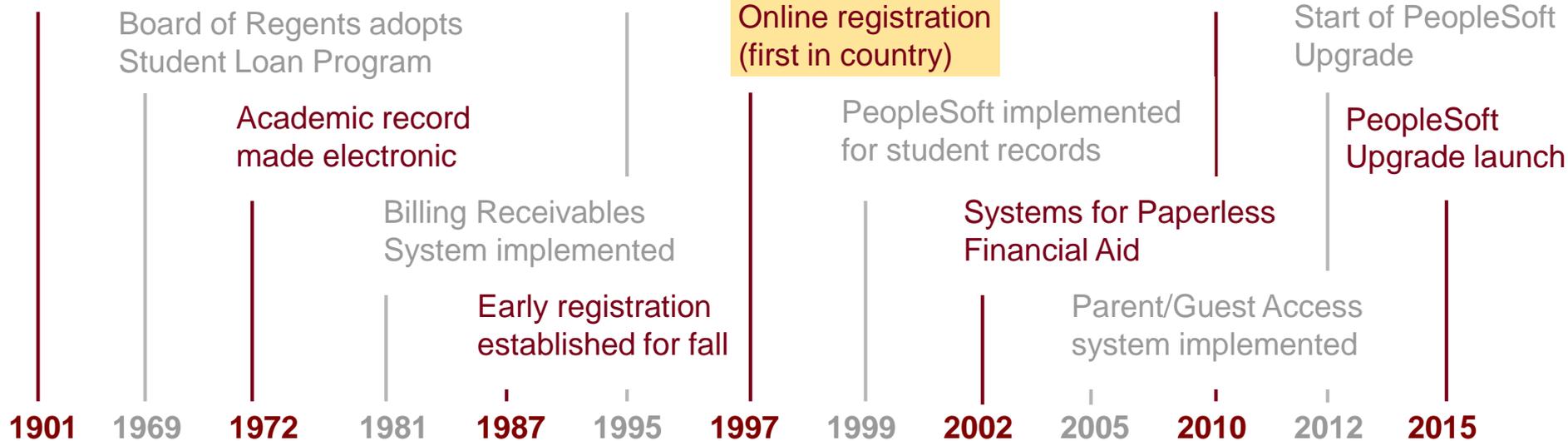


Timeline

First student loans made
(\$50,000 total)

First One Stop Student
Services Center

“Live Like a
Student” initiative



Freshman week, 1929





New students in line for registration
in the Administration Building
(now Morrill Hall), 1947

- Interactive, centralized access to personalized information and services for all students, faculty, and staff.
- Information and services streamlined into one site.
- Launched April 20, 2015

The screenshot shows the MyU website interface. At the top, there is a dark red header with the University of Minnesota logo and the slogan "Driven to Discover™". A search bar is located in the top right corner. Below the header, a navigation bar contains "MyU", "Key Links", "Recommended", "Favorites", and "My Interests". The main content area features a "Welcome to MyU" message and a sidebar with "Announcements", "Academics", "My Finances", and "My Info". The main content area displays a featured article titled "Northrop Music on the Plaza: Forever Elvis Art Kistler" with a photo of a band. To the right, there are "MyU How To Guides" and a "VIEW YOUR SCORES" button. At the bottom, there is a "Notifications" section with a table showing a notification for "1098T Ready Notification" sent from "Twin Cities/Rochester" on "01/27/2016".

Notifications	Dismissed	Holds
Notification :		
1098T Ready Notification More		
	Sent From :	Date :
	Twin Cities/Rochester	01/27/2016
		Dismiss

MyU: Academics

- Students can easily see classes they are enrolled in.
- Students can easily see registration times.
- Grades, transcripts, and certifications can be easily viewed and ordered.
- Tools and information to help students with degree process are easily accessible.

The screenshot displays the MyU Academics interface. At the top, the University of Minnesota logo and name are visible, along with a search bar. The navigation bar includes 'MyU', 'Key Links', 'Recommended', 'Favorites', and 'My Interests'. Below this, a 'Welcome to MyU' message is shown, followed by utility icons for Email, Calendar, Notifications, MyU Settings, and Signout. The main content area features a sidebar with 'Announcements', 'Academics', 'My Finances', and 'My Info'. The 'Academics' section is active, showing 'My Classes', 'Registration', 'Degree Progress', and 'Grades' tabs. The 'My Enrollment' section displays the current week (06/06/2016) and a message: 'No Onsite Classes Scheduled Week of Monday, Jun 6, 2016'. Below this, the 'Enrollment Tools' section lists various resources such as Moodle Home, Class Search, Course Enrollment Status, Course Catalog, APAS, Enrollment Verification, and Forms - UMTC. The 'My Program(s)' section shows the user's program as 'Undergraduate' with a focus on 'College of Sci and Engineering', 'Lower Division Major', 'Civil Engineering Emphasis', and 'Spanish Studies Minor'. The 'My Adviser(s)' section lists 'Jacob Rudy (Lower Division)'.

MyU: Finances

- Students (and parents) can easily view and pay bills online.
- Financial aid steps seamlessly walk students through application to disbursement of funds.
- Students can easily sign-up for direct deposit of financial aid funds into their bank accounts.
- IRS Tax Form 1098-T easily accessible to students (and parents).

The screenshot displays the MyU Finances interface. At the top, there is a navigation bar with the University of Minnesota logo and the slogan "Driven to Discover". Below this, a dark red header contains "MyU", "Key Links", "Recommended", "Favorites", and "My Interests". A search bar is located in the top right corner. The main content area is divided into several sections:

- Announcements**: A vertical sidebar menu on the left.
- Academics**: A vertical sidebar menu on the left.
- My Finances**: A vertical sidebar menu on the left, which is currently selected.
- My Info**: A vertical sidebar menu on the left.
- Billing & Payment**: A central panel showing "You have no outstanding charges at this time" and a "Make a Payment" button. Below this are links for "Account Activity" and "Set Up Direct Deposit".
- Financial Aid**: A panel on the right showing a progress indicator for the 2016-2017 Twin Cities/Rochester aid process. It includes a "Change" button and five steps: Step 1 (checked), Step 2 (checked), Step 3 (in progress), Step 4 (checked), and Step 5 (in progress).
- Helpful Links**: A section at the bottom with various links such as "Student Center", "Dates and Deadlines - UMTC", "Scholarship Search - UMTC", and "Report Scholarships - UMTC".





Pre-Registration Resources

- Advisor meeting (APLUS)
- Graduation Planner
- Academic Progress Audit System (APAS)
- Schedule Builder
- MyU (registration times, holds)

Registration Process

UNIVERSITY OF MINNESOTA
Driven to Discover

MyU Key Links Recommended Favorites My Interests

Welcome to MyU

Announcements My Classes Registration Degree Progress Grades

Academics

My Finances My Enrollment

My Info

Enrollment Tools

My Program(s)

My Adviser(s)

Fall 2016 Schedule Schedule #1

Class	Days/Times	Room	Instructor	Units	Status
ANTH 1001: Human Evolution					Preferred
✓ 14978 001 LEC		Willey Hall 175			No preference
✓ 15001 007 LAB		Blegen Hall 345			No preference
BBE 1002: Biorenewable Resources					Preferred
✓ 19312 001 LEC		UMN ONLINEONLY			No preference
CHIC 1102: Latinos in the United States: Culture and Citizenship					Preferred
✓ 15777 001 LEC		Nicholson Hall 35			No preference
HIST 3051: Ancient Civilization: Near East and Egypt					Preferred
✓ 31333 001 LEC		Blegen Hall 215			No preference
PSY 1001: Introduction to Psychology					Preferred
✓ 14283 001 LEC		Willey Hall 175			No preference
✓ 14284 002 DIS		Bruininks Hall 432B			No preference

Send to Shopping Cart Save schedule

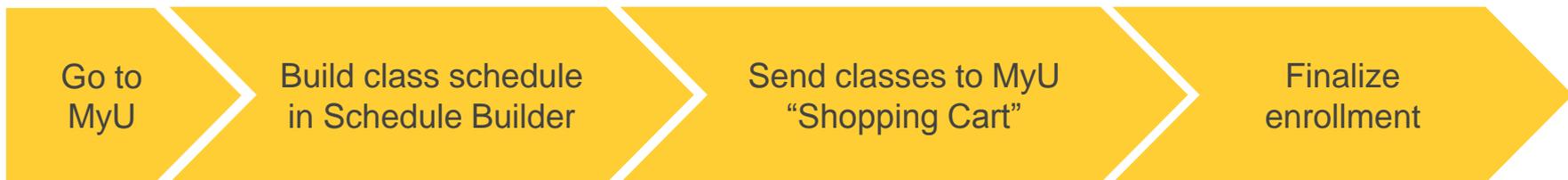
Add to Cart: Enter Class Nbr

Find Classes Class Search

Fall 2016 Shopping Cart

Delete	Class	Days/Times	Room	Instructor	Units	Status
	ANTH 1001-002 (15003)	We 9:00AM - 11:00AM	Blegen Hall 345	Staff	4.00	●
	ANTH 1001-001 (14978)	TuTh 11:15AM - 12:30PM	Willey Hall 175	Staff		●
	BIDL 1001-004 (11750)	Mo 2:30PM - 4:25PM	Molecular Cellular Biol 2-140	R. Owens-Kurtz	4.00	●
	BIDL 1001-001 (11747)	TuTh 2:30PM - 3:45PM	Willey Hall 175	A. Moe, C. Packer		●
	HIST 3031-001 (31333)	MoWeFr 11:15AM - 12:05PM	Blegen Hall 215	L. Cowdery	3.00	●
	PSY 1001-003 (14287)	Tu 1:25PM - 2:15PM	Bruininks Hall 432B	Staff	4.00	●
	PSY 1001-001 (14283)	MoWeFr 1:25PM - 2:15PM	Willey Hall 175	K. Briggs, T. Brothan		●

PROCEED TO STEP 2 OF 3



[Log out](#)

- Explore**
- Subjects
- Liberal Education Requirements
- Untitled Plan**
- Other Plans
- Credits:
- Courses/Sections
- Required
- Preferred
- Exclusions
- Courses/Sections
- Previously Taken
- Blocked Times
- Options
-
- Schedules**
- Built Schedules
- Saved Schedules

Schedules

← Previous 1 of 1 schedule Next →

Untitled Plan Schedule #1		
AAS 3251W: Sociological Perspectives on Race, Class, and Gender <input type="button" value="Preferred"/>		
✓ 18186	001 LEC	Hanson Hall 1-111 <input type="button" value="No preference"/>
BIOL 3211: Physiology of Humans and Other Animals <input type="button" value="Preferred"/>		
✓ 11778	001 LEC	Bruinlinks Hall 412 <input type="button" value="No preference"/>
GCC 3004: Grand Challenge: The Fracking Boom - Promises and Challenges of the Hydrocarbon Renaissance <input type="button" value="Preferred"/>		
✓ 27722	001 LEC	Blegen Hall 317 <input type="button" value="No preference"/>
SOC 3003: Social Problems <input type="button" value="Preferred"/>		
✓ 33985	001 LEC	Blegen Hall 255 <input type="button" value="No preference"/>

Unscheduled Courses/Sections

These courses/sections do not appear in this schedule.

#	Section	Title	Credits
You have not added any courses/sections to this list.			

Section Status Legend

<input checked="" type="checkbox"/>	Open
<input type="checkbox"/>	Waitlisted
<input checked="" type="checkbox"/>	Closed

Open "https://schedulebuilder.test.class.umn.edu/plan/options/" in a new tab

☰ Agenda 📅 Calendar ↗ Full Screen

	Monday	Tuesday	Wednesday	Thursday	Friday
8AM					
9AM					
10AM		GCC 3004 001 LEC		GCC 3004 001 LEC	
11AM		SOC 3003 001 LEC		SOC 3003 001 LEC	
12PM					
1PM					
2PM					
3PM					
4PM	BIOL 3211 001 LEC		BIOL 3211 001 LEC		BIOL 3211 001 LEC
5PM		AAS 3251W 001 LEC			
6PM					
7PM					
8PM					

Welcome to MyU

 Email
  Calendar
  Notifications
  MyU Settings
  Signout

Register (Shopping Cart)

 Navigate Back To 

 Academics
 My Finances
 My Info

 Help - UMTC 

 Dates & Deadlines 

 Forms 

 Registration Resources 

 Degree Progress 

 Grades & Transcripts 

 Graduation and Leaves 

 Paying Your Bill 

 Financial Support 

 Financial Aid 

 go to 

 Search Plan Graduate Planning & Audit System (GPAS) Enroll My Academics
 my class schedule add drop swap edit term information

Add Classes

 1  

2. Confirm classes

Select Finish Enrolling to process your request for the classes listed. To exit without adding these classes, select Cancel.

Fall 2016 | Undergraduate | Twin Cities/Rochester

 Open
 Closed
 Wait List

Class	Description	Days/Times	Room	Instructor	Units	Status
AAS 3251W-001 (18186)	Socio Race, Class, and Gender (Lecture)	Tu 5:30PM - 8:00PM	Hanson Hall, Room 1-111	A. Upton	3.00	
BIOL 3211-001 (11778)	Physiology (Lecture)	MoWeFr 3:35PM - 4:25PM	Bruininks Hall 412	M. Palmer	3.00	
GCC 3004-001 (27722)	GC: The Fracking Boom (Lecture)	TuTh 9:45AM - 11:00AM	Blegen Hall 317	M. Bezada Verma, B. Braun	3.00	
SOC 3003-001 (33985)	Social Problems (Lecture)	TuTh 11:15AM - 12:30PM	Blegen Hall 255	E. Logan Alien	3.00	

CANCEL PREVIOUS FINISH ENROLLING

Search Plan Graduate Planning & Audit System (GPAS) Enroll My Academics

my class schedule add drop swap edit term information

 go to 

Welcome to MyU

- Announcements
- Academics
- My Finances
- My Info

- My Classes **Registration** Degree Progress Grades

Questions?

My Enrollment

◀ Week of 09/12/2016 ▶ List View Textbooks - UMTC

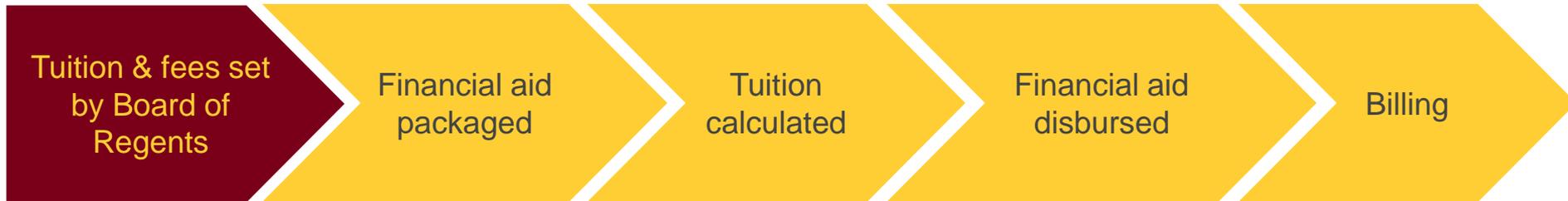
Monday	Tuesday	Wednesday	Thursday	Friday
No Classes Scheduled	<div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 10px;"> <p>GCC 3004 (001) <i>GC: The Fracking Boom</i></p> <p>Bookstore Library 9:45 - 11:00 AM Blegen Hall 317 Bezada, Maximiliano</p> </div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 10px;"> <p>SOC 3003 (001) <i>Social Problems</i></p> <p>Bookstore Library 11:15 - 12:30 PM Blegen Hall 255 Logan, Enid</p> </div> <div style="border: 1px solid #ccc; padding: 5px;"> <p>AAS 3251W (001) <i>Socio Race, Class, and Gender</i></p> <p>Bookstore Library 5:30 - 8:00 PM Hanson Hall Room 1-111 Upton, Aisha</p> </div>	No Classes Scheduled	<div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 10px;"> <p>GCC 3004 (001) <i>GC: The Fracking Boom</i></p> <p>Bookstore Library 9:45 - 11:00 AM Blegen Hall 317 Bezada, Maximiliano</p> </div> <div style="border: 1px solid #ccc; padding: 5px;"> <p>SOC 3003 (001) <i>Social Problems</i></p> <p>Bookstore Library 11:15 - 12:30 PM Blegen Hall 255 Logan, Enid</p> </div>	No Classes Scheduled

Enrollment Tools

- | | |
|---|--|
| <ul style="list-style-type: none"> Moodle Home Class Search Course Enrollment Status Course Catalog APAS Enrollment Verification Forms - UMTC | <ul style="list-style-type: none"> Register (Shopping Cart) Credit Exemption Request Schedule Builder - UMTC Final Exam Dates - UMTC Graduation Planner Academic Calendar - UMTC Student Center |
|---|--|



Components Leading to Payment



Payment

Students can pay by several ways online

- eCheck
- Credit/debit card
- Wire transfer (for international students)

Parent/Guest access

- Students can grant access to parent/guest to view or pay bills

Online payments successful

- Nearly 90% of payments are now made online



Future Challenges

Supporting the systems

- Ongoing maintenance
- Compliance with changing regulations

Meeting student needs and expectations

- Students want to know all costs as soon as possible after registration
- Students want to complete tasks on mobile devices
- New students need to learn how to use tools

*The goal in 1943 was to manage finances and not just give financial aid.
The same is true today.*

Questions





BOARD OF REGENTS DOCKET ITEM SUMMARY

Academic & Student Affairs

June 2, 2016

AGENDA ITEM: Vision, Approach and Strategies for Online Learning

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTERS: Rebecca Ropers-Huilman, Vice Provost for Faculty and Academic Affairs
Fred Wood, Chancellor, University of Minnesota Crookston
John Finnegan, Dean, School of Public Health
Bob Rubinyi, Senior Analyst for Online Learning, Center for Educational Innovation

PURPOSE & KEY POINTS

The purpose of this item is to share an overview and examples from two academic units of how online learning is employed by the University. The discussion will also engage committee members in addressing these questions:

1. What values should guide the University's online learning strategies across the system? How can resources be aligned with those values and attendant strategies?
2. How might the University utilize online learning to:
 - a. Fulfill the mission of providing excellent education to students in Minnesota and the world?
 - b. Increase capacities of the professionals in our communities?
 - c. Increase access for underserved community members?

This year marks the 20th anniversary of the University's first offerings of online courses on the Crookston and Twin Cities campuses. Today, the University is delivering over 40 programs exclusively online and over 1,500 course sections, serving both resident and distant students.

Nationally, online education continues to grow. This growth challenges the University to consider a more strategic approach to ensure that it is able to leverage existing strengths as a place-based, land grant research institution to better serve both Minnesotans and geographically diverse students, enhancing the U's national and international reputation.

BACKGROUND INFORMATION

- February 2013, "eLearning Vision & Direction," Academic & Student Affairs Committee

**University of Minnesota Board of Regents
Academic & Student Affairs Committee
June 2016**

Online Learning at the University of Minnesota

eLearning and Online Learning Milestones

For nearly 100 years, the University has used new technologies to improve learning outcomes and provide better access to education. Milestones include:

- From 1915 through 1999, Audio Visual Library Services (later University Film and Video) provided educational films and videos to classrooms throughout the United States.
- In 1946, University station KUOM aired learning programs for children homebound by the polio epidemic.
- From 1987 through 2003, the University aired “Health Talk & YOU,” a call-in TV show staffed by University medical experts and students. Today, the Academic Health Center publishes the Health Talk blog.
- In 1996, the first online courses were offered from the Twin Cities and Crookston campuses.
- In fall 2006, the Moodle course management system was launched, where faculty can provide students with course materials, library resources, and a place to submit their assignments.
- In fall 2007, active learning classrooms were piloted on campus. In summer 2010, the Science Teaching and Student Services building opened with another 14 to bring the current total to 19, more than any other institution in the country.
- In 2008, President Bruininks launched the Digital Campus website, providing a single location for all U of M online and blended course and program listings, and a student call center.
- In fall 2010, CEHD launched a mobile learning pilot initiative.
- In the 2014-2015 academic year, 1,538 online course sections were offered and 21,451 students enrolled, some in more than one. This led to a 6.7 % increase in total enrollments (41,333) over the previous academic year. The University offers over 40 online and blended degree and certificate programs ranging from public health and nursing to computer science and manufacturing management (see the Center for Educational Innovation website [cei.umn.edu] for more information).
- In May 2016, the rebranded U of M Online site (online.umn.edu) was launched replacing the Digital Campus, providing a new look and mobile friendly design.

How Online Education Has Changed

In 1996, the emphasis was on individual courses, often based on the interests of individual faculty members. Now, the University has a more strategic approach focusing on:

1. Academic degree programs at the graduate/professional level (and at the undergraduate level at Crookston)
2. Key courses for resident students to provide additional scheduling options to promote timely graduation
3. Non-credit offerings for continuing professional education and personal enrichment, including MOOCs (Massive Open Online Courses) offered via the U of M partnership with Coursera.

How eLearning Fits into the University's Mission

At the U, online learning is critical to the goal of improving the quality and availability of educational programs – especially for students in Minnesota. The U's online learning strategy, as articulated by Provost Karen Hanson in February 2013, is to enhance the University's academic mission by:

- Improving the undergraduate teaching and learning experience by targeting selected programs and courses for enhancement or redesign.
- Supporting increased graduation and retention rates by giving undergraduates additional scheduling flexibility through redesign of high demand classes into an online format.
- Providing graduate and professional students with alternative access to select post-baccalaureate programs by offering them in an online or blended format.
- Improving access to continuing education and noncredit offerings for professionals and lifelong learners.
- Exploring the potential of emergent technologies by offering open online courses to a national and international audience.

Brief Profile of University Online Offerings

- Number of completely online programs (Bachelors, Masters, Doctoral, Certificates) system-wide: **42**. (A list of all programs offered is [online here](#).)
- Number of blended programs (includes large online component) offered: Doctor of Nursing Practice (**14 specialties**) and 8 additional programs ranging from Public Health to Manufacturing Operations Management
- Number of unique student enrollments (students taking at least one online class per academic year) system-wide during academic year 2015: **21,151**
- Number of duplicated student enrollments (each online enrollment counted) system-wide during academic year 2015: **41,333**
- Number of courses offered online system-wide during academic year 2015: **1,538**
- Number of online-only students enrolled at U of M system-wide in Fall 2014: **1,597**
- Percent of total enrollments that are online at U of M Crookston: **over 50% of enrollments**

National Online Learning Data

Nationally, 5.8 million students are enrolled in at least one online course, accounting for 28.4% of all enrolled students. This is up from 25.9% in 2012, and represents a 263% increase over last 12 years.

- Over 2.8 million students are taking courses exclusively online.
- About 90% of students believe that online learning is the same or better than the traditional classroom experience.
- Nearly two-thirds of academic leaders say that online education is “critical to the long-term strategy of my institution.”
- 71% of academic leaders rate online learning outcomes the same or superior to face-to-face.
- Enrollment in online learning at public and private non-profit institutions continues to grow, while enrollment at private, for-profit institutions continues to decline. Two-thirds (67%) of all distance students are enrolled in public institutions.

Sources:

- Online Report Card Tracking Online Education in the United States, I. Elaine Allen and Jeff Seaman with Russell Poulin and Terri Taylor Straut, Babson Survey Research Group and Quahog Research Group, LLC., February 2016 (leading annual report)
- 2016 Online Learning Landscape, Online Learning Consortium Infographic, February 2016

Challenges and Opportunities for Online Education

The rationale for investing in online education is to promote broad access to high-quality University programs. Currently, the University focuses on students who would not otherwise be able to participate in post-baccalaureate programs due to work or family concerns, or non-traditionally aged students who wish to complete an undergraduate degree. To strengthen the workforce and meet the educational needs of Minnesota communities, a significant increase in demand for online degree programs is likely. Online education is not consistently less expensive to offer than face-to-face learning.

Steps Taken by the Provost to Support Online Strategies

- September 2012 – Professor Chris Cramer appointed as faculty liaison for eLearning for 2012-13 academic year.
- December 2012 – Office of eLearning (OeL) created, staffed by those from the former Vice Provost's Office of Distributed Education and Instructional Technology.
- February 2013 – Partnership with Coursera announced.
- April 2013 – Enhancement of Academic Programs Using Digital Technology grants announced.
- May-October 2013 – First round of U of M Massive Open Online Courses (MOOCs) launched via Coursera partnership.
- February 2014 – Second round of U of M MOOCs launched.
- February 2014 – Center for Educational Innovation (CEI) created from merger of Center for Teaching and Learning and Office of eLearning.
- September 2014 – Digital Campus Steering Committee (now U of M Online) formed from academic units offering online degree programs.
- September 2014 – University joins Unizin.
- February 2015 – Experiments in Learning Innovation projects announced by CEI.
- April-November 2015 – Benchmarking study completed examining support for U of M online programs.
- September 2015 – Support provided for two Carlson Coursera non-credit large-scale online specializations.
- March-June 2016 – Online programs task groups on institutional and faculty support.

Plans for Future Online Education

Online learning fits well with the UMTC Strategic Plan's emphasis on creating "an educated populace able to identify, understand, and solve demanding problems." Online and low-residency programs can:

1. Leverage the U's existing strengths as a place-based land grant research institution to reach geographically diverse student audiences, enhancing the U's national and international reputation.
2. Help meet 21st century student needs by providing better access for those who need to continue to upgrade their academic credentials in a rapidly evolving workforce.
3. Enhance the state's capacity to address societal grand challenges by increasing the number of those equipped to address these challenges.

With this in mind, there will likely be a continued focus on two-year professional post-baccalaureate degrees to meet the needs of Minnesotans for advanced educational opportunities regardless of location or job/family situation. Campuses such as Crookston will continue their strategic emphasis on undergraduate degrees and certificates.

Online Learning: Vision, Approach, and Strategies

Presentation to the Academic & Student Affairs
Committee, Board of Regents

June 9, 2016

Rebecca Ropers-Huilman
Vice Provost for Faculty and Academic Affairs

Bob Rubinyi
Senior Analyst for Online Learning, Center for Educational Innovation

Fred Wood
Chancellor, University of Minnesota Crookston

John Finnegan
Dean, School of Public Health



UNIVERSITY OF MINNESOTA

Driven to DiscoverSM

Online Learning

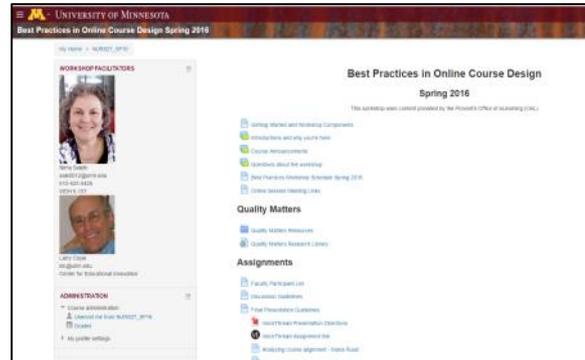
- History, current status and rationale
- How online learning helps U of M realize strategic priorities - Crookston and Public Health
- Our foundation for the future
- Your thoughts and feedback on strategic approach



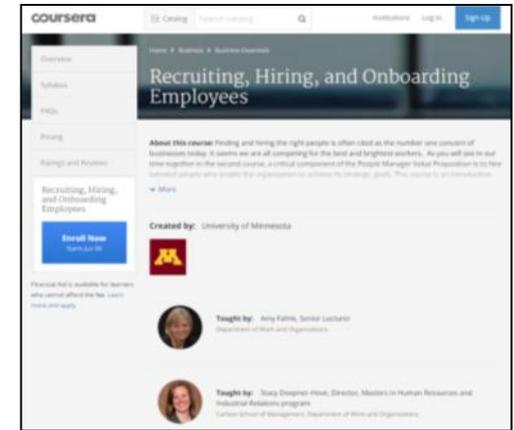
Distance/Online Education: Past and Present



Minnesota School of the Air (1946)



Online Courses (1996-)



Coursera Partnership (2013 -)

Nationally

- 5.8 million students enrolled in at least one online course (28.4%)
- Two-thirds (67%) of all distance students are enrolled in public institutions
- Nearly 2/3 of academic leaders say online is critical to long-term strategy of their institution

At the U of M

- Over 40 online programs
- Over 21,000 students enrolled in at least one online course
- Over 1,500 online sections offered annually
- Coursera partnership – 12 courses and 4 specializations



UNIVERSITY OF MINNESOTA

Driven to DiscoverSM

Why Online at the U of M?



UNIVERSITY OF MINNESOTA

Driven to DiscoverSM

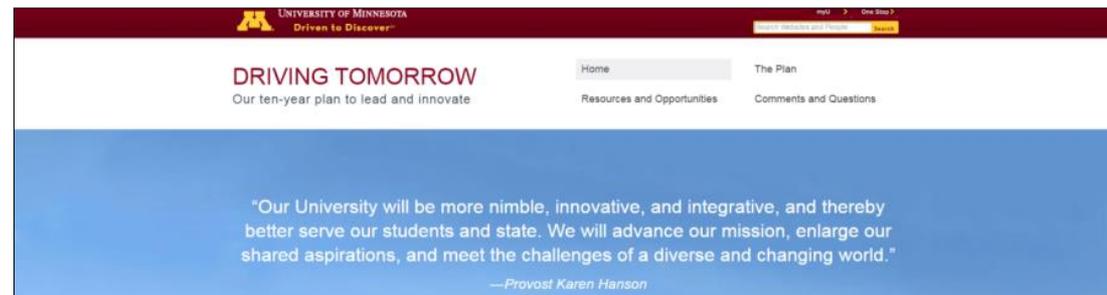
Achieves Strategic Educational Objectives

- **Improves quality and availability of academic programs** to better serve Minnesotans and reach geographically diverse student audiences
- **Provides graduate and professional students with alternative access** to post-baccalaureate programs (Twin Cities campus with some from UMD)
- **Supports increased undergraduate graduation and retention rates** via additional scheduling flexibility and redesign of high demand classes (all U of M campuses)
- **Provides adult learners the opportunity to complete their undergraduate degrees** with online programs largely provided through UMC (with some from UMD)
- **Improves access to University of Minnesota continuing education** and noncredit offerings for professionals and lifelong learners



Our Foundation for the Future

- High quality technical infrastructure
- Improved coordination among central support units
- System-wide approach to state authorization regulations
- Digital Campus (now U of M Online) Steering Committee
- Online program benchmarking initiative in 2015
- Launch of new U of M Online site in May 2016
- Strategic approach and alignment with strategic plan



Case Study

Fred Wood

Chancellor,

University of Minnesota Crookston



UNIVERSITY OF MINNESOTA

Driven to DiscoverSM

Background and Campus History

- Long term focus on workforce development
- Integral connection to the land-grant mission
- High Tech environment
- Transformational history
- Recognized the growing student population
- Enrollment critically important



Quality and Brand

- Essential to maintain and enhance
 - Same curriculum, faculty, and outcomes
 - Quality Matters
 - Improves online and on-campus
- Service to the System
 - Part of system-wide mission
- Limited programs
 - Only what we can do well



Present Situation

- Academic Programs
 - 14 Degrees, 7 minors, 3 certificates
- Enrollment
 - 52% of enrollment, part-time enrollment (9 vs. 15 credits)
- Demographics
 - Av. Age 35, parent, full-time employee, residency, diversity
- Transactional
 - Career development, “lane change”
- Transformative
 - Self-confidence and family impact
 - Connections with faculty



Strategic Planning

- Strategic Growth
 - Undergraduate Students
 - Academic Programs
- Support Services
 - Financial Aid
 - Advising
 - Counseling



Case Study

John Finnegan

Dean, School of Public Health



UNIVERSITY OF MINNESOTA

Driven to DiscoverSM

Questions for Discussion

- *What values should guide our online learning strategies throughout the University of Minnesota System? How can we align our resources with those values and attendant strategies?*
- *How might we utilize online learning to:*
 - *fulfill our mission of providing excellent education to students in Minnesota and the world?*
 - *increase capacities of the professionals in our communities?*
 - *increase access for underserved community members?*



Memorandum

June 1, 2016

TO: Board of Regents

FR: John Finnegan, Dean, SPH

RE: Summary of e-learning activities

A SHORT HISTORY

The SPH's investment in e-learning began in the mid-1990's with the creation of a website designed to educate select health system workforces around the country about rapid early action for coronary treatment. This was part of the NIH-funded REACT Study involving academic centers across the nation in a campaign to reduce patient response time to heart attack symptoms. The website mixed print, video and slides based on the browser capabilities of the day to provide convenient access to didactic material. Use of e-learning for continuing education of the public health workforce continues to this day funded by HRSA, CDC, and NIOSH.

In the late 1990's, the SPH made its first investments in e-learning as part of its regular education programs. Dr. Debra Olson produced the first environmental health online course in 1998, followed by University investment in an SPH project "Alcohol and College Life" led by the late SPH instructor James Rothenberger and directed at undergraduates. The course continues to this day with many other undergraduate "lifestyle and behavior" courses through the Rothenberger Institute named in Jim's honor.

Also beginning in 1999, the SPH made a major investment in moving the core courses of the MPH degree (15 credits) online in the form of a *Regents Certificate in Core Public Health Concepts*. This was designed to expand our reach to the public health workforce, to provide an opportunity for prospective professional students to demonstrate achievement in public health graduate studies, to provide working students learning options other than daily class attendance, and to provide the basis for "blended" learning approaches in the classroom. This marked the School's shift from a focus on "courses" to "programs" to ensure sustainability. This also became an important set of strategies to engage students in more than 20 dual degree programs that the SPH maintains with other UMN colleges.

Today, the SPH maintains a small professional staff of instructional design, learning and technology professionals and coordinators that work with faculty program directors and individual faculty in a team approach to learning design. These professionals also engage University e-learning resources (staff, technology) to expand their capabilities and keep overhead at a minimum.

CURRENT STATUS OF E-LEARNING @ THE SPH

- Using technology to create **flexible** and **online** learning
 - **75% of registrations for MPH core are for online sections.**
- Programs (includes exclusively online, online with two weeks on campus, online + public health institute, online + Arizona State University)
 - Executive Public Health Administration and Practice (E-PHAP) (3 cohorts)
 - Executive Masters of Health Care Administration (EMHA)
 - 7 cohorts
 - 2 cohorts in Saudi Arabia
 - Maternal & Child Health MPH
 - Executive MPH in Public Health Practice
 - UMN-ASU Public Health Nutrition
 - UMN-ASU Public Health Administration & Policy
- Certificates (includes exclusively online, online + PHI, primarily online)
 - Public Health Core Concepts Certificate
 - Applied Biostatistics Certificate
 - Clinical Research Certificate (one course in person)
- Center for Public Health Education & Outreach federally funded programs training public health workforce in Minnesota, western Wisconsin and North Dakota in areas such as hazardous materials handling, preparedness and emergencies
- Rothenberger Institute enrollment for 2015-2016: ~3,500 undergraduate registrations at the U of MN alone; with additional registrations from several MnSCU institutions

LEARNING REACH, QUALITY, IMPACT, LIFELONG

- Skeptics still wonder “does online learning work?” **SPH knows it works if done well** especially if the focus is on learning, not just tools and technology;
- Public health is **global**. E-learning enables the SPH to reach Minnesota urban and rural areas, the U.S and beyond
- E-learning gives students wider access to UMN **SPH faculty that are leaders and experts in their fields.**
- E-Learning has led the SPH to increase the focus on **quality teaching.**
 - PhD students and new SPH faculty take at least one *Preparing Future Faculty* course on teaching; Teaching assistants receive training.
- The SPH promotes lifelong learning among its alums and the public health workforce

E-LEARNING @SPH TRANSFORMS TEACHING AND LEARNING**➤ Improving student experience**

- Using technology and the collaboration with instructional designers to develop a **culture of student-centered learning**;
 - **Example:** Biostatistics instructors moved from a lecture-based traditional delivery model to an interactive learning experience for SPH students using a simulated virtual population that students can engage to design and conduct studies they could not do in real life. This was implemented in online and face-to-face courses and students are invested in their studies in a way they were never engaged in this course in the past and included students and faculty from outside SPH.
 - ***The Island*** (in collaboration with Dr. Michael Bulmer, Queensland University, Australia) has been used by ~800 students
- Ensure that anyone who wants to apply to the UMN SPH feels that they will earn an exceptional degree if they're admitted.

➤ Building instructional, learning technology, and design and development expertise

- Investment in e-Learning professionals to support SPH teaching and learning efforts
- Commitment to continuous quality improvement
 - Ground design decisions in usability testing
 - Amplify student voice and experience through the *SPH Online Learning Student Advisory Board*
 - Provide learning “scaffolding” for students, TAs, and instructors
- Support blended learning for courses with online and face-to-face sections

➤ Using technology in the service of learning

- Technology is used to help meet learning goals and improve student experience
- SPH makes judicious decisions about sustainable and efficient technologies to support student learning.

➤ Key challenge:

- Time for faculty to develop online courses/experiment with technology that could transform their teaching



BOARD OF REGENTS DOCKET ITEM SUMMARY

Academic & Student Affairs

June 9, 2016

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

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 act on amendments to Board of Regents Policy: *Student Conduct Code*.

Four changes have been made to the proposed amendments since the policy was presented for review at the May 12, 2016 committee meeting:

1. **Order of Sections** – The sections have been reordered so readers encounter the main areas of interest within the first few pages: definitions, disciplinary offenses, possible sanctions, and hearing and appeals of student discipline.
2. **Scholastic dishonesty** –The word “test” has been changed to “course” to broaden and describe more accurately the types of materials students may not take, acquire, or use without faculty permission.
3. **Sanctions** –Language has been added to clarify that the sanctions are generally listed from least severe to most severe.
4. **Sexual misconduct** – The sexual misconduct definitions that were included with the proposed revisions to the Student Conduct Code are in draft form and continue to be developed in consultation with the U.S. Department of Education’s Office of Civil Rights as part of a new Title IX administrative policy. The Board will have the opportunity to review those definitions and consider amending Board policy later this year; the draft sexual misconduct definitions are being provided for informational purposes only. Until the revised sexual misconduct definitions have been finalized and approved, we recommend that the proposed amendment to Section IV, subdivision 8, of the Student Conduct Code be revised to remove reference to full definitions of terms being found in an appendix and to remove the sentence that reads “Sexual misconduct includes criminal acts that can be prosecuted under Minnesota state law, as well as under the Student Conduct Code and employee discipline procedures.”

These changes and other information supplied to the committee in the docket respond to concerns and questions raised during the previous committee meeting discussion and in a memorandum sent to the Regents by the Minnesota Greek Alumni Council. The proposed revisions have also been

the subject of extensive consultation throughout the past year, as noted below. In order to be able to implement the amended Student Conduct Code in the 2016-17 academic year, the administration brings forward this policy for approval.

Student Conduct Code comprehensive review consultation February–May 2016

Twin Cities:

- Campus Committee on Student Behavior
- Minnesota Student Association
- Council of Graduate Students
- Professional Student Government
- The four Greek Governing Councils (IFC, MGC, NPHC, and Panhellenic)

Duluth:

- Student Association
- SEE (Student Educational Experiences Committee - part of UMD shared governance and roughly equivalent to the Senate Committee on Student Affairs)
- Several other working committees - Chemical Health Advisory Committee (CHAC), Student Behavioral Management Committee (SBMC), Sexual Violence Response Team (SVRT), UMD Sexual Assault, Stalking and Relationship Violence Task Force

Rochester:

- Student Government
- Student Conduct Group
- Faculty Directorship Committee
- Success Coaches

Crookston

- Crookston Student Association
- Student Conduct Committee

Morris

- Morris Campus Student Association
- Student Affairs Committee
- Student Behavior Committee

University Senate Committees:

- Senate Committee on Student Affairs
- Student Senate Consultative Committee
- Faculty Consultative Committee
- Student Academic Integrity Committee
- Student Senate

BACKGROUND INFORMATION

Board of Regents Policy: *Student Conduct Code* was adopted on July 10, 1970 and last amended on October 12, 2012. An overview of the proposed amendments appears in the May 12, 2016 Academic & Student Affairs Committee docket.

University of Minnesota Board of Regents

Academic & Student Affairs Committee

June 2016

Student Conduct Code Comprehensive Review

Staff members in student affairs and student life offices across the University's five campuses have gathered additional information to address the questions and concerns raised during the May 12, 2016, Academic & Student Affairs Committee meeting and in a memorandum sent to the Regents by the Minnesota Greek Alumni Council. Outlined below is that additional background information, together with responses to specific questions and concerns.

1) The policy is long and hard to read, and should be rewritten in plain language, particularly if the Code is to best serve our students.

Most students encounter the Student Conduct Code not through Board Policy statements but through educational and procedural materials provided by conduct offices on each campus. Those are written with the student audience in mind and provide procedural information specific to each campus. Examples include the Twin Cities "[Student Conduct Code Simplified](#)," [Duluth's Office of Student Conduct web page](#), and Rochester's [Student Conduct web page](#).

Board of Regents Policy: *Board Policy Development* has guided us in undertaking these revisions: "Board policies generally deal with the University as a whole, establishing fundamental principles as a basis and guide for later action. Board policies are intended to be enduring rather than responses to a particular issue. Procedures are occasionally part of Board policies when such procedures bring clarity to the nature of the principle. More often, procedures are developed and refined administratively."

2) What is the value of new "Guiding Principle" (f)?

While this new language does not grant students any rights they do not already have under the First Amendment, inclusion of this guiding principle affirms the University's commitment to protecting those rights. As you undoubtedly know, the issue of free speech has of late been of special concern on many campuses. This addition was in response to student feedback and has strong student and faculty support as a statement of enduring institutional commitment.

3) Does the definition of hazing have the potential to interfere with an athletic coach's ability to discipline players?

The Student Conduct Code only governs student behavior; hence this subdivision does not apply to University employees such as coaches. Some students are indeed employed as assistant coaches or work as volunteer coaches; however, their discipline techniques would and should always have to be approved by their supervising coaches.

It is also important to note that this issue was reviewed with our athletics offices. The Duluth athletic director affirmed that student athletes should not be hazed by their teammates. On the Crookston campus, student coaches complete a "Volunteer Coach Form," a form that has been reviewed by the Twin Cities Athletics Department

Compliance Office and that helps delineate the expectations of volunteers. In addition, the issue of hazing is addressed in the [Student Athlete Handbook](#) and covered in mandatory team meetings at the beginning of each academic year.

4) Should attorneys be provided to students accused of conduct code violations, especially those violations that have analogs in the criminal code?

Student conduct code processes have not generally been understood as analogous in procedures or consequences to those of a criminal court of law. The guiding aim of a student conduct code is not punishment. University codes generally aim for developmental outcomes—student learning, improved behavior, and a sustainably safe campus community. While our campuses may have formal hearings as a part of our case resolution process, it is important to note that the vast majority of conduct cases are resolved informally.

The addition of “Guiding Principle” (g) affirms our commitment to due process, including that students have a right to an advocate of choice. This commitment was recently highlighted in an external review of the Twin Cities Office for Student Conduct and Academic Integrity, but reservations were also expressed by the external reviewers, who noted in their final report, “The current process of allowing for active attorney representation affords due process rights to students that far exceed what is required by federal case law and/or Minnesota state law. [However,] active attorney, and/or advisor, representation also falls far outside of what is considered best practice in the field of student conduct.”

Dr. Matthew Gregory, president of the Association of Student Conduct Administrators, writes that “best practices are not to create a mock courtroom [on college campuses], but instead to ensure a fundamentally fair administrative process that offers the most effective ways to allow students to share their perspectives and feel that they have been respected and heard.”

It should also be noted that the University has no legal obligation to provide attorneys to students, even those accused of felony-level violations of the Student Conduct Code, and the University will incur real and substantial costs of both financial resources and time if it chooses to do so. The provision of attorneys to accused students is also likely to change the nature of student discipline proceedings, which, again, are intended under the Student Conduct Code to be an integrated part of the overall educational process. Attorney involvement in such proceedings tends to transform hearings into legalistic, rather than developmental, proceedings, and hearings become more complex and time-consuming for all involved.

At this time, the Office of the General Counsel (OGC) is only directly involved in Campus Committee on Student Behavior (CCSB) hearings if an accused student retains an attorney. This occurs in up to a quarter of CCSB hearings each academic year. If an attorney were provided to each accused student whose behavior could be considered a felony, OGC would need to be involved in each of these CCSB hearings, substantially increasing the workload on OGC and likely necessitating either the addition of attorney staff or substantially increased outside counsel costs.

A decision to provide attorneys to accused students would also raise fairness and equity considerations. For example, if the University were to provide an attorney to each accused student, it would also seem necessary to provide an attorney to each reporting party (which is currently not done), at least when the reporting party has an independent right of appeal, which is the case in Title IX matters. (Providing attorneys to students in disciplinary hearings might also raise the question of whether the University should provide this service to employees at the University in bargaining, civil service, and other positions. These employees could certainly argue that they have

as much at stake as students when faced with disciplinary proceedings based on alleged criminal behavior and that their financial resources for retaining their own counsel are limited.)

Other issues that would need to be considered include resolving attorney conflicts of interest, determining at what point in the process an attorney would be provided, budgeting to preserve equity and fairness in the process for both students involved (in Title IX matters) and for the University, and the coordination of a process system-wide to ensure quality representation for all students (no matter whether the attorneys to be provided are to be paid or to be volunteers).

While the University does not currently provide attorneys to students, they are provided advice about their use of an advocate. For example, on the Twin Cities campus, students are told that they have the right to an advisor/attorney of choice. On the Duluth campus, students (complainants and respondents) are informed they may bring an advisor of their choice to any meeting regarding the case, and those charged with Code violations are formally provided with [detailed information to guide respondents](#). On the Crookston campus, students are advised in the initial meeting that they have a right to have an advocate present, and they are provided with brochures about the non-profit organization [Legal Services of Northwest Minnesota](#). In addition, the Vice Chancellor for Student Affairs has an arrangement with a local Crookston attorney to provide legal advice to any student facing a legal issue. Students on the Rochester campus are informed during the initial meeting with the Conduct Officer if there could be implications of the formal hearing process that extend beyond the University, and they are then advised to seek appropriate legal advice for clarification and direction. All campuses stress that University conduct officers and University advocates cannot give legal advice, and accused students are encouraged to find someone with whom they can talk confidentially if they wish to receive legal advice. (We also note that the new language in Section VII (formerly Section IX) provides the *framework* for hearing and appeals processes, and that framework is consistent across campuses, but these *processes* are instantiated differently on our various campuses.)

Finally, we have conducted a quick survey of ten or our Big 10 peers on the issue of providing attorneys, and the results are summarized in the below table. None of these institutions provides attorneys to students.

Institution (source linked)	Attorneys Provided?	Attorneys Allowed?	Who Pays?	Advisor role in hearings
Indiana	No	Yes	Student	Advising only, many not participate. Campuses may make procedures to let advisor speak on student's behalf at final appeal hearing
Michigan State	No	Only for sexual assault cases	Student	Primarily advising. Sometimes given permission to help with opening or closing
Ohio State	No	Not specified	Not specified	Advising only, may not speak for student unless asked by the board to clarify
Penn State	No	Not specified	Not specified	Advising only, no presentation or questions
Purdue	No	Only for sexual assault cases	Student	Advising only, may not speak for student
Illinois	No	Yes	Not specified	Advising only, may not speak for student
Iowa	No	Yes	Student	Can only speak when requested by adjudicator,

				or when calling witnesses, asking procedural clarification, lodging objections, or consulting with student
Michigan	No	Yes	Student	Advising only, may not speak or question witnesses
Nebraska	No	Yes	Student	Advising only
Wisconsin	No	Yes	Student	Advising role. Advisor can speak at hearing if recommended sanction is suspension, expulsion, or if there is a concurrent criminal case

5) Why is medical amnesty limited to only two people?

The proposed language on medical amnesty does not limit its application to two people; amnesty could be extended to up to four people (including the person needing medical attention, the person calling 911 on behalf of the person needing attention, and one or two other people acting in concert with the person calling 911).

We recommend mirroring the state statute, which the current proposal does, in part to ensure that students do not find themselves at risk of violating the state law by following the medical amnesty provision of the Student Conduct Code. (This is a real risk: Vice Chancellor and Dean of Students Lisa Erwin reports that UMD students have been cited for underage drinking when they seek medical assistance without calling 911 or when they involve more than two friends in seeking help.) It is pertinent that, generally speaking, University conduct officers would not be present when the police make medical amnesty decisions, and the police decisions—and the information they supply to conduct officers—would be guided by state statute. Alignment of our policy with state statute fosters clarity of the code. If the state broadens its approach to amnesty, it would thus be useful to revisit this matter.

6) Why is amnesty not extended to student groups?

As we noted in last month’s docket, we do recognize that students sometimes identify strongly with the groups of which they may be members—whether the group is a fraternity or sorority, the marching band, or one of the hundreds of registered student groups on our five campuses. We also acknowledge that students who identify strongly with a group might hesitate to seek needed assistance for a friend if they are concerned that this may necessitate disclosures that could pose administrative problems for their group. Our campuses discussed various ways to address this issue. We want to encourage and prompt responsible behavior—seeking help when it is needed—but we do not want to create loopholes that prevent institutional reflection on and attention to the culture of the student groups that are such a formative part of student life on our campuses. If we do not attend to the culture and practices of student groups, we are not serving the goals of student development that we hope such groups foster.

During the policy consultation phase, the option of extending medical amnesty to student groups was discussed with many people, and while the president of the Interfraternity Council on the Twin Cities campus supported that idea, several other student groups, including student government, were opposed to a blanket extension to student groups. After the May ASA meeting, one student group leader in attendance stated he felt certain students would exploit a group amnesty policy.

An inventory of “Good Samaritan”/medical amnesty policies at nearly 400 institutions (compiled by [Students for Sensible Drug Policy](#); see [a list](#)) has found that all but three—DePauw, Georgia Tech, and Johns Hopkins—extend amnesty either to the victim alone or to the victim and the caller.

We have also discussed medical amnesty with our Big 10 student affairs colleagues. None of these institutions extends amnesty to groups, and many were incredulous that we would even be considering it. Some, e.g., Wisconsin and Illinois, have addressed the issue of student groups in a more punitive way; our proposal, on the other hand, suggests mitigation of sanctions:

Wisconsin and Illinois language

“A representative of an organization hosting an event is expected to promptly call for assistance if they become aware of an emergency. Failure to call will be considered an ‘aggravating circumstance’ and will be factored into further disciplinary action.”

Our proposed language

“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.”

Finally, a recent letter to the Regents from the Minnesota Greek Alumni Council raised additional questions and concerns about addressing group conduct. Specifically:

7) At what point is an individual student violation of the code elevated to apply to the entire student organization or group?

Pertinent here is the proposed new Section VIII, 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.”

Procedurally, it might also be useful to consider on this point how national Greek organizations define the circumstances in which chapters are held accountable for the behavior of chapter members.

Examples of the language some other institutions use to address the application of the general student conduct code to student organizations are below:

Penn State:

"The determination regarding whether an alleged policy violation was conducted by an organization and/or an individual will be made on a case-by-case basis."

University of Iowa:

"The determination regarding whether an alleged policy violation was committed by a student organization or by an individual(s) will be made on a case-by-case basis. The following factors will be considered when making this determination:

- How many of the members of the student organization were involved in the incident?
- Did the incident occur at a sponsored event of the organization (as described in Section III of the Administration of Student Organizations)?
- Did a member(s) of the organization violate University regulations at an event sponsored by the organization or in the course of the organization’s affairs, and the organization failed to exercise reasonable preventive measures?
- Did the organization’s leadership have knowledge/notice that the event was going to occur?"

University of Nebraska:

"An RSO is responsible for a member's conduct from the time the student is admitted to membership until the earlier of the student's permanent termination from membership or is awarded a degree."

Rutgers University:

"Student organizations are collectively responsible for any action committed by members on behalf of the organization that violates University policy. Disciplinary action against student organizations is separate from action taken against individuals. Facts of an incident may necessitate action against both a student organization and the individual members of that organization who were found to have violated University policy."

Northwestern University:

"A group or organization may be held responsible for the actions and behaviors of its members and guests. The decision to hold a group or organization responsible as a whole is ultimately determined by examining all the circumstances of a situation and by taking into account factors including, but not limited to, whether the actions:

- Were committed by one or more officers or authorized representatives acting in the scope of their group or organizational capacities;
- Involved, were committed by, or were condoned by (actively or passively) a significant number of organization members, alumni, or guests;
- Occurred at or in connection with an activity or event funded, sponsored, publicized, advertised, or communicated about by the group or organization;
- Occurred at a location over which the group or organization had control at the time of the action;
- Occurred at or in connection with an activity or event that reasonable people would associate with the group or organization;
- Should have been foreseen by the organization or its officers, but reasonable precautions against such actions were not taken;
- Were the result of a policy or practice of the organization;
- Would be attributable to the organization under the group's own policies (including local or national risk management guidelines); or
- Were taken by individuals who, but for their affiliation with the organization, would not have been involved in the incident.

Or whether:

- One or more officers or members of an organization fail to report knowledge or information about a violation to, or otherwise fail to cooperate with, appropriate University or emergency officials; or
- The organization, or any member acting on its behalf, fails to satisfactorily complete the terms of any disciplinary sanction or outcome."

8) There are many types of student groups but not all are registered student organizations. How do we assure that a code of conduct applies fairly and equitably to all types of student groups (including athletic teams, band, residence hall communities, and fraternities and sororities)?

It is perhaps important to note that athletic teams and the marching band are units of the University, whereas most student groups, including fraternities and sororities, are simply recognized by the University. Still, we would expect to address misconduct in parallel ways. Universities can and do hold organizations that are not fraternities and sororities or registered student groups accountable for the actions of their members, with the Florida State Marching Band suspension over a hazing incident a case in point.

9) Consequences are described for individual students but the Student Conduct Code is not clear on how consequences apply to organizations or groups.

To address this concern, we are working to develop a Twin Cities Student Group Conduct Code Procedure to parallel the existing one for individuals. A first draft is appended to this memo. This draft will be subject to the administrative policy consultation process, which includes consultation with student governance groups and representatives from a variety of student groups, including fraternities and sororities.

10) The University is focused on punishment and the process is not developmental.

We are absolutely committed to an educational and developmental process, but we are committed as well to the safety and well-being of all our students. It is worth noting that in 2014–2015, of the 829 cases reported to OSCAI on the Twin Cities campus, only 19 (about 2.3%) went to a formal hearing. (Of those, 12 cases were academic and 7 were non-academic.) Thus, nearly 98% of cases were resolved informally, through educational and student development-focused sanctions.

It is encouraging that the cases that are not thus resolved are rare, but it must be acknowledged that the facts of some cases are serious enough to warrant sanctions that may seem punitive. Again, what may be at stake in these rare cases is the safety of all our students and the integrity of our University.

Student Group Conduct Code Procedure: Twin Cities

DRAFT 4/19/16 [developed to parallel [Student Conduct Code Procedure: Twin Cities](#)]

Table of Contents

- Introduction and purpose
- Different disciplinary processes: Twin Cities campus
- Complaints of violations of Board of Regents Policy: *Student Conduct Code*
- Informal resolution
- Formal resolution
- Possible sanctions for violation of Board of Regents Policy: *Student Conduct Code*
- Interim student group suspension
- Appeal

Introduction and purpose

This procedure implements Board of Regents Policy: [Student Conduct Code](#) and explains the Twin Cities campus process for actions initiated against student groups by the University under Board of Regents Policy: *Student Conduct Code*. Procedures governing resolution of student-initiated complaints against the University are provided pursuant to Board of Regents Policy: [Conflict Resolution Process for Student Academic Complaints](#).

This procedure is designed to guide staff members on the process for resolving student group violations of the Student Conduct Code, student group policy violations, or both.

Low-level student group policy violations often do not rise to the investigatory level of Student Conduct Code violations and can be handled on a local level by Student Unions and Activities (SUA). However, matters involving some violations of the Student Conduct Code (SCC), outside of student group policy, often require a more thorough response. All of these incidents require documentation in Maxient (student conduct software system).

The purpose of the student group disciplinary process is to provide a framework for resolving complaints about violations of Board of Regents Policy: *Student Conduct Code*, so that:

- **Informal resolution is encouraged.** The disciplinary process encourages informal resolution of complaints where appropriate.
- **Student development is emphasized.** The disciplinary process emphasizes the educational purpose in student group discipline, including helping students understand and accept responsibility for their own behavior.
- **Community interests are met.** While the emphasis of the disciplinary process is on responsible student group self-development, the nature of the offense may require, in fairness to the community, the imposition of disciplinary sanctions.
- **Student groups receive fair treatment.** Most disciplinary matters are resolved informally, with the agreement of the student group. When the people involved are unable to reach agreement, however, Board of Regents Policy: *Student Conduct Code* requires that student groups have the opportunity to receive a fundamentally fair hearing and a campus-wide appeal.

Different disciplinary processes: Twin Cities campus

The University of Minnesota-Twin Cities has a campus-wide disciplinary process for student groups, managed by Student Unions & Activities and the Office for Student Conduct and Academic Integrity (OSCAI) that handles most complaints under Board of Regents Policy: *Student Conduct Code*.

Complaints of violations of Board of Regents Policy: *Student Conduct Code*

Complaints against student groups of violation of Board of Regents Policy: *Student Conduct Code* may be initiated by University students, faculty and staff or members of the general public.

- **Student Group Policy or Rule Violation Process- violations:** If the violation is considered a **violation of University or Student Unions & Activities (SUA) policies or rules** (see Subd.19 of the SCC, University rules), but does not otherwise involve student conduct violations, the following process is used:
 - Report form is filed with SUA's Student Activities office
- **Student Group Student Conduct Code Violation Process** – If violations are considered to have violated the Student Conduct Code, the following process is used:
 - Report form is filed with SUA's Student Activities office. OSCAI and SUA staff determine whether to call together a core group meeting to review the report which shall consist of staff members from:
 - Student Unions & Activities, Office for Student Conduct and Academic Integrity (OSCAI) and the Office of Student Affairs (OSA)
 - Fraternity and Sorority Life (FSL) will be included if applicable
 - Staff from sponsoring department of student group, if applicable
 - Other University stakeholders as appropriate

Informal resolution

The offices and administrators that informally resolve student group complaints under Board of Regents Policy: *Student Conduct Code* are:

- **Office for Student Conduct and Academic Integrity and Student Unions & Activities**

The Office for Student Conduct and Academic Integrity (OSCAI) and the Student Unions & Activities (SUA) department seek to informally resolve complaints of violations of Board of Regents Policy: *Student Conduct Code*.

- **For Policy or Rule violations considered,** the following process is used:
 - SUA reviews information and determines responsible party(ies)
 - If non-disciplinary, SUA sends letter documenting the incident through Maxient (the approved software for student conduct reporting and tracking at the University of Minnesota) and case is closed
 - If disciplinary, SUA contacts student group leadership directly through Maxient
 - SUA staff meet with officers from the reporting party and accused student group(s) to discuss alleged violation.
 - SUA offers proposed sanctions: can be; directed action, a loss of benefits, e.g. room reservations to probation, or suspension/probation of group
 - SUA documents notes in Maxient (& Student Group Database)

- For informal resolution of Policy or Rule violations, Student Group can request an appeal to Director of Student Unions & Activities or his/her Designee.
- **For violations considered to be Student Conduct code violations**, the following process is used:
 - OSCAI and SUA administrators meet with the student group
 - After initial meeting, OSCAI and/or SUA staff send notification letter to student group leadership through Maxient (cc to core group members); the notification letter may be one of the following:
 - An interim student group suspension letter to the student group depending upon the severity of the allegations
 - Charge letter specifying alleged violations with invitation to student group to meet and gather more information
 - SUA and OSCAI interview student group leadership and conduct investigation
 - Other University stakeholders may be invited to provide contextual information (Fraternity and Sorority Life, collegiate representatives, etc.)
 - SUA and OSCAI determine if charges against individual students should be brought in addition to student group charges (OSCAI will process individual charges)
 - SUA and OSCAI determine responsibility and/or sanctions
 - OSCAI and SUA send sanction letter through Maxient (cc to core group members)
 - Non-disciplinary - case closed
 - Disciplinary - proposed sanctions (informal resolution)
 - Student group accepts proposed sanctions (informal resolution)

Formal resolution

If a complaint under Board of Regents Policy: *Student Conduct Code* is not resolved informally, the student group is entitled to a hearing and can request a hearing through the Campus Committee on Student Behavior (CCSB). The hearing procedure is administered by the CCSB.

Campus Committee on Student Behavior (CCSB)

The Campus Committee on Student Behavior (CCSB) is a campus-wide hearing body comprised of faculty, staff, and students that hears and decides complaints under the Student Conduct Code. See Appendix: [CCSB Hearing Procedures: Twin Cities](#). The CCSB has authority to hear all types of complaints under Board of Regents Policy: *Student Conduct Code*, including complaints related to student groups.

In all cases, hearings on violations of Board of Regents Policy: *Student Conduct Code* must be fundamentally fair. What constitutes fundamental fairness in a University hearing depends on a number of factors, including the seriousness of the potential penalty. However, a fundamentally fair hearing process usually allows for students or student groups to:

- be notified in writing of the alleged violation and the underlying factual allegations; the time, date, and place of the hearing; and the range of possible sanctions;
- receive a prompt hearing;

- present their case, including witnesses;
- hear all evidence against them;
- question adverse testimony;
- be confronted by their accusers (subject to reasonable procedures to address concerns for safety or well-being);
- be accompanied or represented by an advocate of their choice;
- be found responsible only if the information as a whole shows that it is more likely than not that the student's conduct violated Board of Regents Policy: *Student Conduct Code*;
- receive a written disciplinary decision following the hearing; and
- receive notification of the procedure for a campus-wide appeal of the disciplinary decision.

A formal record, a tape recording, or a transcript of the hearing procedure must be kept for appellate purposes. Board of Regents Policy: *Student Conduct Code* hearings are not court cases, and court rules of process, procedure, or evidence do not apply.

Possible sanctions for violation of Board of Regents Policy: *Student Conduct Code*

Student group sanctions/corrective measures are listed in *Section VII: Sanctions of the Student Conduct Code*. Specific examples related to student groups include, but are not limited to:

1. Subd. 2. Warning: Administrative warning, official letter on file
2. Subd. 3. Required Compliance:
 1. Developmental workshops and/or educational programs for group officers
 2. Community service related to the infraction
 3. Referral of the matter to a different office within the University
3. Subdivision 6: Restitution:
 1. Reimbursement related to the infraction
 2. Referral of the matter onto the Student Services Fees Committee for issues regarding the possible revocation of fees
4. Subd. 7. Restriction of Privileges:
 1. Change in [Student Group Status](#) to Probation, Suspended, Dissolved, affecting access to [Student Group Benefits](#)
 2. Suspension of the use of student group space in SUA and other campus venues

Interim student group suspension

The president or provost may impose an immediate interim suspension on a student 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 students physical or emotional safety and well-being, or (3) if the student group poses an ongoing threat of disrupting or interfering with the operations of the University. During the interim suspension, the student group may be denied access to all University activities or privileges for which the student group might otherwise be eligible, including access to University housing or property. The student group has a right to a prompt hearing before the president or provost on the questions of identification and whether the interim suspension should remain in effect until the full hearing is completed. The student group must be informed in writing of the terms of the suspension, the reasons for it, and the opportunity to be heard on

the limited questions described above. The underlying Board of Regents Policy: *Student Conduct Code* case will be heard and decided by the appropriate hearing body, and the case generally will take precedence over other cases pending before that body.

Appeal

A student group found to have violated Board of Regents Policy: *Student Conduct Code* is entitled to a campus-wide appeal of disciplinary decisions made in the hearing process. If the reporting party is a student group in a sexual assault, sexual harassment, stalking, or relationship violence case the group also has the right to a campus-wide appeal.

Grounds for Appeal

The following are the grounds for appealing a disciplinary decision.

- There was significant procedural error sufficient to affect the outcome (e.g., lack of notice, opportunity to be heard, or opportunity to challenge information). A procedural error is not a basis for sustaining an appeal unless it was significant enough to affect the outcome.
- The rule found to have been violated was misapplied, misinterpreted, or contrary to law.
- New evidence exists that was not previously available to the appealing party and that is sufficient to affect the outcome.
- The sanction was grossly disproportionate to the offense.
- The disciplinary decision was not based on substantial information. Substantial information means relevant information that a reasonable person might accept as adequate to support a conclusion. In making this determination, the appellate officer must respect the credibility determinations of the hearing body and must not substitute his or her judgment for the hearing body. Rather, the appellate officer must determine whether the hearing body's disciplinary decision was unreasonable (i.e., arbitrary) in light of the information presented.

Nature of Appellate Review

A student group found to have violated Board of Regents Policy: *Student Conduct Code* or the reporting student group in a sexual assault, sexual harassment, stalking, or relationship violence case has the right to appeal the disciplinary decision. Appellate review generally is a review of the record to determine whether a serious error occurred in the original proceeding that resulted in unfairness. Appellate review respects the credibility judgments of the hearing body, and respects the hearing body's determinations as long as there is any evidence to reasonably support them.

Appellate Officer

The appellate officer makes the final University decision regarding student discipline. The Provost serves as the appellate officer, unless the Provost authorizes another administrator who holds a position of campus-wide scope to serve as the appellate officer in the Provost's place.

Parties and Advocates

The parties to an appeal are (1) the appellant, who is the student group found to have violated Board of Regents Policy: *Student Conduct Code* or the reporting party in a sexual assault, sexual harassment, stalking, or relationship violence case, and (2) the respondent, who is either the chair or a representative member of the original hearing panel. The appellant may be represented by an advocate (e.g., Student Conflict Resolution Center). If the appellant is represented by an attorney, the respondent will be represented by an attorney from the Office of General Counsel. Unless the appellate officer decides otherwise, the appeal is a written appeal and representation by an advocate or attorney is limited to providing written information.

Procedure for Filing an Appeal

To appeal a disciplinary decision, a student group found to have violated Board of Regents Policy: *Student Conduct Code* or the reporting student group in a sexual assault, sexual harassment, stalking, or relationship violence case must submit a notice of appeal to the Provost's Appeal Secretary within five (5) weekdays of receipt of the original disciplinary decision. [Address: Provost's Appeal Secretary, 234 Morrill Hall, 100 Church Street, SE, Minneapolis, MN 55455.] A student group found to have violated Board of Regents Policy: *Student Conduct Code* or the reporting party in a sexual assault, sexual harassment, stalking, or relationship violence case would then be provided with an additional five (5) weekdays for submission to the Provost's Appeal Secretary of a written statement specifically identifying the ground(s) for the appeal, explaining why the ground(s) for appeal are met, and providing any supporting documentation.

Review of Information

To decide an appeal, the appellate officer reviews the written appeal submitted by the appellant and may review any or all portions of the record as appropriate to decide the appeal. The appellate officer also has discretion to seek further information to assist in deciding the appeal, including one or more of the following:

- additional written information from the appellant, including citations to key portions of the record;
- a written response from the respondent;
- written responses to questions, from either the appellant or the respondent; and
- oral presentations from the appellant and the respondent (or their advocate/attorney), which will be recorded.

In cases of sexual assault, sexual harassment, stalking, or relationship violence, if the student group found to have violated Board of Regents Policy: *Student Conduct Code* is asked to submit written information or to appear for an oral presentation, the reporting party will be offered the same opportunity. If the reporting student group in a sexual assault, sexual harassment, stalking, or relationship violence case is asked to submit written information or to appear for an oral presentation, the student group who was accused will be offered the same opportunity. At any oral presentation, the accused student group representative(s) and the reporting student group representative(s) each may be accompanied by a support person.

Appellate Decision

The appellate officer makes the final University decision. The appellate officer may accept, modify, or reject the disciplinary decision of the hearing body, or return the matter for further proceedings. The appellate officer will provide a written decision to the appellant and the chair of the hearing body. In cases of sexual assault, sexual harassment, stalking, or relationship violence, the appellate officer will provide simultaneous written notice to the accused student group, the reporting student group, and the chair of the hearing body. The appellate officer will strive to issue a final decision within thirty (30) calendar days of the notice of appeal.

Sanctions Pending Appeal

Disciplinary sanctions affecting the student group's status at the University generally are stayed pending appeal, unless the Provost or delegate determines that sanctions should be immediately implemented because the underlying offense involved serious harm to another person or the student group otherwise presents a continuing risk of harm or disruption to the community. All other disciplinary sanctions are generally stayed pending appeal.



UNIVERSITY OF MINNESOTA
BOARD OF REGENTS POLICY

Page 1 of 8

Academic

STUDENT CONDUCT CODE

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STUDENT CONDUCT CODE

SECTION I. 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:



UNIVERSITY OF MINNESOTA
BOARD OF REGENTS POLICY

Page 2 of 8

Academic

STUDENT CONDUCT CODE

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- 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;
- 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 ~~organizationsgroups~~, 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.*

¹ Portions used with permission from New York Institute of Technology and University of Texas, San Antonio.



UNIVERSITY OF MINNESOTA
BOARD OF REGENTS POLICY

Page 3 of 8

Academic

STUDENT CONDUCT CODE

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SECTION IV. DISCIPLINARY OFFENSES.

Any student or student ~~group 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 course~~ 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.

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 the following behaviors: sexual assault, relationship violence, stalking, and sexual or gender-based harassment. 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~~



UNIVERSITY OF MINNESOTA
BOARD OF REGENTS POLICY

Page 4 of 8

Academic

STUDENT CONDUCT CODE

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Draft for Action

~~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 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.



UNIVERSITY OF MINNESOTA
BOARD OF REGENTS POLICY

Page 5 of 8

Academic

STUDENT CONDUCT CODE

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Draft for Action

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.

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 IV, Subd. 11, and does not apply to other possible violations of the Student Conduct Code (e.g., property damage or assault) which may



UNIVERSITY OF MINNESOTA
BOARD OF REGENTS POLICY

Page 6 of 8

Academic

STUDENT CONDUCT CODE

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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, which are listed in order of least severe to most severe, 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 ~~IVVI, 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.

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.



UNIVERSITY OF MINNESOTA
BOARD OF REGENTS POLICY

Page 7 of 8

Academic

STUDENT CONDUCT CODE

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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.

SECTION VII. 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;



UNIVERSITY OF MINNESOTA
BOARD OF REGENTS POLICY

Page 8 of 8

Academic

STUDENT CONDUCT CODE

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

SECTION ~~IV~~VIII. JURISDICTION.

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 ~~IX~~XV. 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 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.



BOARD OF REGENTS DOCKET ITEM SUMMARY

Academic & Student Affairs

June 9, 2016

AGENDA ITEM: Student Mental Health Across the System

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTERS: Danita M. Brown Young, Vice Provost for Student Affairs and Dean of Students, UMTC
Sandra Olson-Loy, Vice Chancellor for Student Affairs, UMM

PURPOSE & KEY POINTS

The March 2016 report of the Student Representatives to the Board of Regents raised a number of concerns and questions regarding the serious issue of student mental health nationally and across the University system. At the request of the committee, the purpose of this item is to provide additional information about student mental health and mental health services, in support of potential future Board discussions and actions on the topic.

The docket includes the following background:

1. Portions of a report by the Provost's Committee on Student Mental Health. These portions focus on the two most frequent mental disorders in students – anxiety and depression – as well as the most severe consequence, suicide.
2. A summary of data and framing for student mental health across the system.

BACKGROUND INFORMATION

During the past decade, the University has experienced consistently increasing demands for mental health services, which is consistent with national trends. This increase in demand can be attributed to a combination of influences: increased prevalence of mental illness in adolescents and young adults, high levels of stress (especially financial and academic stress), and increased matriculation of students with mental illness who may not have previously entered college.

In addition, campaigns to reduce the stigma of mental health problems and treatment, community training to identify and refer students in distress, and actions to reduce financial and other barriers to service have played a role in increasing demands for clinical services.

The State of Student Mental Health on College and University Campuses with a Specific Assessment of the University of Minnesota, Twin Cities Campus

A Report of the Provost's Committee on Student Mental Health

Executive Summary

At its February 11, 2016 meeting, the interdisciplinary University of Minnesota Provost's Committee on Student Mental Health (PCSMH) was presented with two documents advocating for increased mental health services including the 1) Minnesota Student Association Spring 2016 Mental Health Proposal and 2) Council on Graduate Students resolution on the topic of Reasonable Access to Campus Mental Health Services. These documents were simultaneously presented to the Office for Student Affairs and University Relations. The PCSMH felt that more assessment of the state of campus mental health nationwide and the Twin Cities campus specifically, as well as possible approaches to address these issues, was necessary to better inform the University administration about its options to address unmet needs on campus. It is to this purpose that this report has been produced.

Findings

1. Mental illness and unmanaged stress are barriers to academic success.
2. Mental illness and unmanaged stress is present in a significant portion of our student population.
3. The literature on preventive measures for mental health is extremely limited whereas the literature on clinical interventions has a strong foundation.
4. Access to clinical care is the most pressing mental health issue on campus.
 - a. The current demand for clinical services for mental health on campus exceeds the current capacity of mental health providers.
 - b. The demand for mental health services has steadily increased and is expected to continue to increase based on current trends.
 - c. Lack of access to mental health services has the potential to result in missed opportunities to identify, intervene, and prevent suicide, a leading medical cause of death for University of Minnesota students
 - d. Increasing clinical services will require significant increased financial support either through new revenue streams or the shifting of existing financial resources.
 - e. Although demands on clinical services could be decreased in the future through additional preventive measures, policy, and environmental change, these will not address the acute need for increased clinical capacity.

5. The University of Minnesota, Twin Cities (UMNTC) has one of the most comprehensive public-health approaches to mental health, yet those efforts are insufficient to reduce the need for clinical care.

Recommendations

The primary recommendation is to increase the University's capacity to meet the acute and increasing demand for mental health services.

1. Increase access to mental health clinical services on campus:
 - a. Increase clinical staff on campus by 8 full time employees (FTEs) (4 at Boynton Health and 4 at Student Counseling Services) to address current demand, and proactively hire additional staff each year to address data driven anticipated growth in demand. (First year cost \$672,400).
 - b. Develop additional strategies involving students to expand diversity in mental health staff and to recruit therapists that represent underserved student populations.
 - c. Streamline services to increase the number of access points for mental health care and to provide students with better direction to appropriate services. In addition to the work completed to accomplish this to date, a One-Stop model should be adopted to help with streamlining.
 - d. Improve the patient intake process by adopting a brief consultation/access consultation model at Boynton Health (BH). This model, already being used by Student Counseling Services (SCS), allows patients to be seen on the same day as requested or within 48 hours.
 - e. Expand the use of psychology graduate students at peak demand times. BH is planning to pursue a solution that SCS has found to be very helpful for the variability of demands for services during the course of the school year (first year cost \$25,000).
 - f. Do not further restrict the number of allowable therapy sessions. BH and SCS are using a short-term therapy model of approximately 10 visits plus an intake visit per year. Although further reducing the number of allotted visits could provide some additional services to new students, the adjustment would limit the potential effectiveness of the therapy that students currently receive.
 - g. Do not increase service to address all outpatient mental health needs of students. The limited-session model was adopted to increase access and is the standard across U.S. college campuses. Considering the University is located in a highly mental-health-resourced community, expanding outpatient programming and dropping the limited-session model would not be resource-appropriate for the University.

2. Leverage the availability of community therapists.
 - a. Increase networking with community therapists to increase capacity for referrals by 50 percent. The University of Minnesota is fortunate to be in a large urban setting with associated mental health resources. More students could be seen in therapy if the campus increased referral into the community, particularly when it is evident that presenting issues will require more services than is allowed for in a limited-session model. This would require students to be seen outside of the Student Services Fees and SCS model and they may be required to pay co-pays and/or deductibles.
 - b. Examine the impact on the Student Health Benefit Plan if benefits were enhanced for services provided off campus. Although the current benefit structure is the most economical for students on campus, the structure creates a barrier to referrals into the community. Treatment received outside of Boynton and SCS is covered at 80 percent instead of 100 percent.
3. Implement departmental funding strategies that maximize payments from third-party payers. Mental health services across campus are funded through a variety of mechanisms. Boynton receives over 60% of its funding to cover mental health costs through third party health insurance reimbursement, with the remainder of revenue coming from student service fees. Other departments should examine the possibility of a similar funding model.
4. Continue to increase the focus on prevention and early intervention. Expand existing programs and create new programs and incentives for students to practice self-care through wellness programs, recreation, and healthy living habits. Based on limited available research, it is reasonable to focus resources on efforts that will reduce stress levels among students and enhance the community capacity to reduce the impact of mental illness on campus.
5. Evaluate opportunities for academic policy, programmatic, and cultural changes that would support student mental health.
 - a. Establish positive mental health (flourishing) as a developmental outcome goal for all University students.
 - b. Encourage academic departments and faculty to redesign their courses and programs in ways that would create better paced workload without compromising content.
 - c. Increase faculty and advisor capacity to address student mental health. Students who receive support from staff and faculty tend to be more successful.
 - d. Consider policies and practices that allow for students to practice self-care (e.g., fall break that is parallel to spring break, incentivizing self-care for student insurance benefits similar to employee benefits).

6. Increase data collection pertaining to mental health on campus by financing the University's participation in the national Healthy Minds Study. Include funding for incentives to increase student participation and for a graduate assistant or post-doctoral position to assist with data evaluation (total initial cost \$41,000).

Selected Excerpts from the Report

- 35% of U.S. college students meet the criteria for at least one mental disorder within the last 12 months. The rate is 46% when substance-use disorders and personality disorders are included. One third of UMTC students report a lifetime diagnosis of a mental disorder with depression (21%) and anxiety (22%) most common. Only two of five UMTC students with depression or anxiety are receiving treatment.
- Inability to manage stress is reported in 34.7% of UMTC students.
- Approximately 40% of University students identify two or more adverse childhood experiences (ACES).
- Impaired mental health is strongly associated with lower grade point averages (GPA).
- Suicide is the second leading cause of death in college students. One in ten college students have seriously considered committing suicide within the past year; 3% have made a suicide plan, and 1% have made a suicide attempt. UMTC has lost two to six students to suicide in each of the last five academic years, for a total of 18 students.
- University of Minnesota Police Department (UMPD) responses for mental health crises have increased by 43% over the past two years.
- Critical mental health and academic disparities can be seen in students in traditionally underserved populations.
- UMTC has taken significant strides toward addressing mental health issues on campus including establishment of the a committee on student mental health, stigma reduction campaigns, awareness programming, mental health training of staff, faculty, health advocates, and students, elimination of barriers to treatment, establishment of a 24-hour crisis and text service, web-based therapy, stress reduction programming, increased clinical staffing, and working with the JED foundation toward a comprehensive mental-health approach on campus. In 2015, the national organization Active Minds presented the UMTC with one of five inaugural Healthy Campus Awards in recognition of our comprehensive approach.
- Mental health services on the UMTC campus are primarily provided at Boynton Health (BH) and Student Counseling Services (SCS). Both the total number of mental health visits and the number of students seen at BH has increased by 66% in the last 10 years; 3,429 students were served in FY 14-15. Student Counseling Services (SCS) experienced a 33% increase in counseling sessions and a 24% increase in the number of students served over the past 10 years (1,640 in FY 14-15).

- BH has increased Mental Health Clinic provider FTEs by 60% over the last four years. SCS recently added two additional permanent positions (14% increase in staff) to reach its current high of 18.0 FTEs and hired 2-4 additional counselors in temporary positions in each of the last three years. Direct service is also provided at SCS by trainees, who account for approximately 50% of care.
- Both Boynton Health and SCS currently resort to waitlists when demand for therapy exceeds available resources. There was a 51% increase in students who were placed on the BH waitlist for fall 2015, compared to fall 2014. The highest number of students on the BH waitlist at any one time during fall 2015 was 72.
- BH and SCS have therapy session limits for students (11 for BH; 15 for SCS). Research suggests that for clients engaged in shorter-term therapy most behavioral improvement occurs within the first 10-15 sessions of treatment.
- 44.9% of students registered with the Disability Resource Center (DRC) have a primary disability of a mental disorder. The number of these students has increased by 243% during the last 10 years.
- The approximate loss of tuition revenue for UMTC due to mental health issues is \$4.6 million over a four-year period. At UMTC, 38.5% of tuition refunds requests are related to mental health concerns.

The State of Student Mental Health on System Campuses

Consistent with national trends, University of Minnesota data shows a significant number of students on each of our campuses have experience mental illness in their lifetimes. The following data adds system-wide information to the context and Twin cities-specific information provided by the Provost’s Committee on Student Mental Health.

Indicator	Crookston campus (CSHS 2015)	Duluth campus * (CSHS 2015)	Morris campus (CSHS 2013)	Rochester campus (CSHS 2016)	Twin Cities campus* (CSHS 2015)
Any mental health diagnosis -lifetime	30.8%	34.0%	30.0%	31.9%	32.7%
Depression diagnosis-lifetime	19.4%	20.6%	17.9%	18.4%	20.8%
Anxiety diagnosis-lifetime	18.7%	21.2%	18.4%	27.1%	21.7%
Inability to manage stress	30.1%	33.0%	35.0%	48.6%	34.7%

Source: College Student Health Surveys, UM Boynton Health Service. Campuses vary in the years in which they chose to participate in the survey. Due to differences in campus focus and demographics, caution should be exercised when comparing numbers.

*UMTC and UMD data includes graduate students. UMC, UMM, and UMR populations are undergraduates only.

Each system campus offers support for student mental health, well-being and flourishing:

- Campuses offer a variety of mental health counseling services, outreach consultation (e.g., Let’s Talk at UMD), support groups, peer-led resources (e.g., Active Minds at UMD, Suicide Loss Support Group at UMM), and an expanding series of wellness programs. Programs vary aligned with the student population, campus setting and available resources.
- On most campuses, student mental illness incidence rates and the use of student counseling and related resources increased significantly over the past decade. For example, at Morris demand for services grew by 82% in just over a decade with 381 students (22% of students) utilizing student counseling in 2015-16 up from 209 (12% of students) in 2002-2003. Student appointments grew from 790 to 1470 during this time.
- In response to the growing number of students with significant mental health concerns on campus, campuses have added health and wellness advocates, student health case managers, and disability resource coordinators working in a coordinated care model to support student health and success. The Morris Student Life Hospital On-Call team provided support for 52 health emergencies in 2015-16; 48% for mental health concerns.

Campuses are exploring new models for enhancing student wellbeing. Morris leaders are intrigued by Georgetown University’s Engelhard Project for Connecting Life and Learning – a wellness curriculum infusion program established by Vice President for Student Affairs Todd Olson (UMM ’83, 2015 Morris Distinguished Alumni recipient) highlighted at the 2013 White House Conference on mental health. George Mason University’s work to become a “well-being university” also offers inspiration.

The Mental Health of University of Minnesota Students



UNIVERSITY OF MINNESOTA

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Today's Discussion

- Current Status
- Provost's Committee on Student Mental Health, White Paper Findings
- System Campus Findings
- Recommendations
- Implementation Barriers

Today's Discussion

- **Current Status**
- Provost's Committee on Student Mental Health, White Paper Findings
- System Campus Findings
- Recommendations
- Implementation Barriers

Current Status: Broad Issue

- Nearly one third of UMN students report a lifetime diagnoses of a mental health disorder. Depression and anxiety are most common.

Current Status: Prevalence on Campus

Indicator	Percentage				
	Crookston campus (CSHS 2015)	Duluth campus (CSHS 2015)	Morris campus (CSHS 2013)	Rochester campus (CSHS 2016)	Twin Cities campus (CSHS 2015)
Any mental health diagnosis - lifetime	30.8	34.0	30.0	31.9	32.7
Depression diagnosis-lifetime	19.4	20.6	17.9	18.4	20.8
Anxiety diagnosis-lifetime	18.7	21.2	18.4	27.1	21.7
Inability to manage stress	30.1	33.0	35.0	48.6	34.7
Suicide attempts-past 12 months	0.6	1.2	1.7	1.4	0.8
Brief Resiliency Score (range 1-5) Mean score)	3.53	3.51	NA	3.39	3.51

Current Status: Increasing Demands - UMTC

- Boynton Health: 66% increase in mental health services in the last 10 years; 66% increase in number of students served (3,429 in FY 14-15).
- UMNTC Student Counseling Services: 33% increase in counseling sessions and a 24% increase in the number of students served over the past 10 years (1,640 students in FY 14-15).
- The number of students registered with the Disability Resource Center (DRC) with a primary disability of a mental disorder has increased by 243% during the last 10 years. These students represent 45% of students seen at DRC.
- There has been a 43% increase in UMPD mental health crisis responses in last two years.

Current Status: Increasing Demands – System Campuses

- System campuses have also experienced a steadily increasing demand for services.
- Morris: Student Counseling demand grew by 82% from 2002-03 to 2015-16.
 - In Fall 2015, 28% had experienced a mental illness before beginning college.
 - 2002-03: 209 students (12%) utilized Student Counseling for 790 appointments.
 - 2015-16: 381 students (22%) utilized Student Counseling for 1460 appointments.
 - Counseling after hours crisis response increased from 3 to 28 in this same time.
 - Student Life Hospital On-Call Team in 2015-16 = 48% mental health concerns.
- Crookston: Student Counseling demand grew by 45% from 2014-15 to 2015-16.
 - 2014-15: 163 students utilized Student Counseling for 614 appointments.
 - 2015-16: 228 students utilized Student Counseling for 874 appointments.
 - 40% of students with disabilities have a mental health diagnosis.

Current Status: Comprehensive Approach – UMTC

- Provost's Committee on Student Mental Health
- Stigma reduction campaigns
- Resource Awareness
- Training (students, staff, faculty, health advocates)
- Elimination of barriers
- 24/7 crisis line/texting service
- Online therapy
- de-stress student group
- Behavioral consultation team
- Community response team
- Mental Health Forums
- Student advocacy
- On-line stress reduction courses
- PAWS
- Increased staffing levels at BH, SCS, DRC
- Care Manager
- Student Academic Success Services (SASS)

Current Status: Comprehensive Approach – System Campuses

University of Minnesota Duluth

- Five counselors
- Case manager
- Integrated counseling, medical services and health education
- Student Behavioral Management Committee
- Student Peer Health Advisors
- Skill building, resiliency, PAWS
- “Let’s Talk” consultation, Grief Support Group, Active Minds
- Partners: Olmsted Crisis Response Team/Victim Services, NAMI, Melrose Center, Recovery is Happening
- Behavioral Assessment Team
- Living on Purpose Peer Mentors & Workshops; NAMI Peer Support, Grief & Loss, Open Doors, Recovery On Campus Support Groups
- PAWS, Meditation, Yoga

University of Minnesota Rochester

- Health and Wellness Advocate

Today's Discussion

- Current Status
- **Provost's Committee on Student Mental Health, White Paper Findings**
- System Campus Findings
- Recommendations
- Implementation Barriers

Provost's Committee Findings

- Mental illness and unmanaged stress are barriers to academic success.
- Mental illness and unmanaged stress are present in a significant portion of our student population.
- The literature on preventive measures for mental health is limited; the literature on clinical interventions has a strong foundation.
- The University of Minnesota, Twin Cities has one of the most comprehensive public-health approaches to mental health, yet those efforts are insufficient to reduce the need for clinical care.
- Access to clinical care is the most pressing mental health issue for students.

Provost's Committee Findings: Measuring the Costs

- Mental illness is strongly associated with lower grade point averages (GPA).
- The approximate cost due to mental health illnesses in UMNTC students has been calculated to be \$4.6 million over a four-year period.
- 38.5% of UMNTC tuition refund requests are related to mental health concerns.

Today's Discussion

- Current Status
- Provost's Committee on Student Mental Health, White Paper Findings
- **System Campus Findings**
- Recommendations
- Implementation Barriers

System Campus Findings

- The Provost's Committee's findings apply for our system campuses as well.
- Access to mental health care varies across our campuses and in our communities.
- Students, faculty, and administrators are concerned about student wait times in accessing clinical care; financial and space constraints; and the need for more integrated, comprehensive approaches to fostering student wellbeing.

Today's Discussion

- Current Status
- Provost's Committee on Student Mental Health, White Paper Findings
- System Campus Findings
- **Recommendations**
- Implementation Barriers

White Paper Recommendations— UMTC

- Increase clinical staff
- Increase diversity of clinical staff
- Single entry point for clinical services
- Brief consultation/access consultation at Boynton
- Expand services at peak demand with psychology graduate students
- Leverage community therapists

Recommendations Continued

- Examine potential to increase SHBP coverage outside Boynton
- Maximize funding from third party payers
- Increase focus in prevention and early intervention
- Evaluate opportunities for Academic policy, programmatic, and cultural changes that would support student mental health.
- Increase mental health data collection

System Recommendations

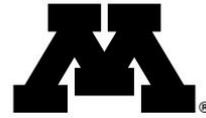
- Explore opportunities for new funding / reallocation of existing funding
- Find creative ways to decrease wait times and increase student access to resources and support across the system
- Strengthen collaborations with external partners
- Support more dedicated, well designed spaces to provide more cost effective, integrated student counseling/health/wellness programming
- Increase focus in prevention and early intervention
- Evaluate opportunities for Academic policy, programmatic, and cultural changes that would support student mental health.
- Increase mental health data collection
- Learn from national models to create a campus-wide culture that fosters wellness, mindfulness, well-being and thriving.

Today's Discussion

- Current Status
- Provost's Committee on Student Mental Health, White Paper Findings
- System Campus Findings
- Recommendations
- **Implementation Barriers**

Implementation Barriers

- Space limitations
- Funding for additional clinical staff
- Insurance parameters (out of network, high deductibles)
- Staff stretched in response find it hard to carve out time to research new models, reflect and plan for the level of systems change needed to respond to the current shifting landscape for student mental health.



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BOARD OF REGENTS DOCKET ITEM SUMMARY

Academic & Student Affairs

June 10, 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

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

- Medical School and College of Liberal Arts (Twin Cities campus)—Create combined B.A./M.D. degree program
- Medical School (Twin Cities campus)—Create fellowship in Geriatric Orthopaedic Trauma
- Medical School (Twin Cities campus)—Create fellowship in Spinal Cord Injury Medicine
- College of Liberal Arts (Twin Cities campus)—Create undergraduate certificate in French Advanced Level Proficiency
- College of Liberal Arts (Twin Cities campus)—Create undergraduate certificate in German Advanced Level Proficiency
- College of Liberal Arts (Twin Cities campus)—Create a post-baccalaureate certificate in Music Education
- Humphrey School of Public Affairs (Twin Cities campus)—Create a post-baccalaureate certificate in Human Services Leadership
- College of Food, Agricultural and Natural Resource Sciences (Twin Cities campus)—Create undergraduate minor in Wildlife Care and Handling

II. Request for Changes to Academic Programs

- Law School (Twin Cities campus)—Create a sub-plans in Family Law and Immigrant Law within the J.D. and LL.M. degrees
- College of Liberal Arts (Twin Cities campus)—Deliver the Technical Communication Post-baccalaureate certificate online
- Medical School (Twin Cities campus)—Change the name of the residency program in Family Medicine – University of Minnesota Medical Center

- Humphrey School of Public Affairs (Twin Cities campus)—Change the name of the Public and Nonprofit Management sub-plan within the Ph.D. degree in Public Affairs to Management and Governance
- College of Education and Human Service Professions (Duluth campus)—Change the degree designation from master of education degree in Education Administration Specialist to an Education Specialist degree
- Swenson College of Science and Engineering (Duluth campus)—Create sub-plans in Human Biology and Life Sciences within the Biology B.A. degree
- Swenson College of Science and Engineering (Duluth campus)—Create sub-plans in Ecology, Evolution and Behavior and Genetics, Cell and Development within the Biology B.S. degree

III. Request for Approval of Discontinued Academic Programs

- College of Education and Human Development (Twin Cities campus)— Discontinue the undergraduate certificate in Disability Policy and Services
- Humphrey School of Public Affairs (Twin Cities campus)—Discontinue the post-baccalaureate certificate in Executive Leadership
- School of Nursing (Twin Cities campus)—Discontinue the post-baccalaureate certificate in Family Nurse Practitioner

BACKGROUND INFORMATION

This report appears as a regular item on the Academic and 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
June 9, 2016**

Consent Report

I. Request for Approval of New Academic Programs

- **Medical School and College of Liberal Arts (Twin Cities campus)—Create combined B.A./M.D. degree program**

The Medical School and the College of Liberal Arts on the Twin Cities campus requests approval to create a combined Bachelor of Arts (B.A.) and Doctor of Medicine (M.D.) degree program, effective summer 2016. The proposed program will identify and recruit high potential premedical students from broadly diverse backgrounds who demonstrate a strong early interest in medicine. This is a seven year B.A. to M.D. degree program in which three years are spent taking undergraduate coursework in the College of Liberal Arts plus four years of coursework at the Medical School. The proposed program is a direct pipeline to the Medical School for Minnesota residents and strives to meet stated goals, such as: promoting inclusivity, meeting state workforce needs, and retaining excellent students from the state of Minnesota.

- **Medical School (Twin Cities campus)—Create fellowship in Geriatric Orthopaedic Trauma**

The Medical School on the Twin Cities campus requests approval to create a fellowship in Geriatric Orthopaedic Trauma, effective summer 2016. This one year fellowship program is intended to provide extensive experience and opportunities in clinical evaluation and comprehensive interdisciplinary care of elderly trauma patients. The program will act as a career bridge to fellowship graduates allowing students to practice in a multitude of professional settings from competitive academic centers to private clinical practices. The program will include clinical experience, as well as didactic, research, and teaching components.

- **Medical School (Twin Cities campus)—Create fellowship in Spinal Cord Injury Medicine**

The Medical School on the Twin Cities campus requests approval to create a fellowship in Spinal Cord Injury Medicine, effective summer 2016. This one year program provides trainees who have completed an ACGME-accredited residency program in a specialty relevant to Spinal Cord Injury Medicine, advanced training in the prevention, diagnosis, treatment, and management of traumatic spinal cord injury and non-traumatic etiologies of spinal cord dysfunction. The program will include clinical experience, as well as didactic, research, and teaching components.

- **College of Liberal Arts (Twin Cities campus)—Create undergraduate certificate in French Advanced Level Proficiency**

The College of Liberal Arts on the Twin Cities campus requests approval to create an undergraduate certificate in French Advanced Level Proficiency, effective fall 2016. The proposed certificate is designed for students interested in achieving advanced-level proficiency in French and having their skills formally recognized. People who have advanced-level proficiency in French possess the speaking, reading, writing and listening skills sufficient to satisfy the requirements of everyday situations at home and at work. They also generally understand and are understood by native speakers of French. The proposed program makes use of existing courses and resources.

- **College of Liberal Arts (Twin Cities campus)—Create undergraduate certificate in German Advanced Level Proficiency**

The College of Liberal Arts on the Twin Cities campus requests approval to create an undergraduate certificate in German Advanced Level Proficiency, effective fall 2016. The proposed certificate is designed for students interested in achieving advanced-level proficiency in German and having their skills formally recognized. People who have advanced-level proficiency in German possess the speaking, reading, writing and listening skills sufficient to satisfy the requirements of everyday situations at home and at work. They also generally understand and are understood by native speakers of German. The proposed program makes use of existing courses and resources.

- **College of Liberal Arts (Twin Cities campus)—Create a post-baccalaureate certificate in Music Education**

The College of Liberal Arts on the Twin Cities campus requests approval to create a post-baccalaureate certificate in Music Education, effective summer 2016. The proposed program has two emphases that align with state teacher education requirements: K-12 Instrumental/General Music and K-12 Vocal/General Music. The proposed program will allow students with previous performance degrees to earn the courses required to receive licensure to teach music in K-12 settings in the state of Minnesota. The program combines both graduate and undergraduate courses that are aligned to meet legislated standards for teacher licensure. The proposed program makes use of existing courses and resources.

- **Humphrey School of Public Affairs (Twin Cities campus)—Create a post-baccalaureate certificate in Human Services Leadership**

The Humphrey School of Public Affairs on the Twin Cities campus requests approval to create a post-baccalaureate certificate in Human Services Leadership, effective fall 2016. The proposed program provides innovative thinking and an interdisciplinary approach for mid-career professionals. The program will offer curricular content in leadership, public policy, and public service redesign for greater success and increased potential for advancement to serve in mid- to senior-level leadership positions in county, state, and nonprofit agencies. Designed with input from industry leaders, the program is intended for working professionals involved in human service program development and delivery. The proposed program makes use of existing courses and resources.

- **College of Food, Agricultural and Natural Resource Sciences (Twin Cities campus)—Create undergraduate minor in Wildlife Care and Handling**

The College of Food, Agricultural and Natural Resource Sciences on the Twin Cities campus requests approval to create an undergraduate minor in Wildlife Care and Handling, effective fall 2017. The proposed program allows students in programs such as wildlife, animal science, biology, natural resources, and environmental studies to develop an understanding of wildlife care and handling. Students become acquainted with diagnosis, animal handling, ethics and population-level concerns of animal care. The proposed program makes use of existing courses and resources.

II. Request for Changes to Academic Programs

- **Law School (Twin Cities campus)—Create sub-plans in Family Law and Immigrant Law within the J.D. and LL.M. degrees**

The Law School on the Twin Cities campus requests approval to create new sub-plans within Family Law and Immigrant Law within the Juris Doctor (J.D.) and Master of Laws (LL.M.) degrees, effective summer 2016. J.D. and LL.M. students are encouraged to pursue an area of concentration. The proposed sub-plans are a response to faculty and student interest in increasingly relevant areas of study.

- **College of Liberal Arts (Twin Cities campus)—Deliver the Technical Communication Post-baccalaureate certificate online**

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

- **Medical School (Twin Cities campus)—Change the name of the residency program in Family Medicine – University of Minnesota Medical Center**

The Medical School on the Twin Cities campus requests approval to change the name of the residency program in Family Medicine – University of Minnesota Medical Center (Fairview) to Family Medicine – University of Minnesota Medical Center, effective fall 2016. The proposed name change better reflects the new organizational structure.

- **Humphrey School of Public Affairs (Twin Cities campus)—Change the name of the Public and Nonprofit Management sub-plan within the Ph.D. degree in Public Affairs to Management and Governance**

The Humphrey School of Public Affairs on the Twin Cities campus requests approval to change the name of the Public and Nonprofit Management sub-plan within the Doctor of Philosophy (Ph.D.) degree in Public Affairs to Management and Governance, effective fall 2016. The new name better reflects the course content of the degree program.

- **College of Education and Human Service Professions (Duluth campus)—Change the degree designation from master of education degree in Education Administration Specialist to an Education Specialist degree**

The College of Education and Human Service Professionals on the Duluth campus requests approval to change the degree designation of the Master of Education degree in Education Administration Specialist to an Education Specialist (Ed.S.) degree. The classification more appropriately positions the program, which was approved in February 2016.

- **Swenson College of Science and Engineering (Duluth campus)—Create sub-plans in Human Biology and Life Sciences within the Biology B.A. degree**

The Swenson College of Science and Engineering on the Duluth campus requests approval to create new sub-plans in Human Biology and Life Sciences within the Bachelor of Arts (B.A.) degree in Biology, effective summer 2016. The new sub-plans represent revised curricular alignment.

- **Swenson College of Science and Engineering (Duluth campus)—Create sub-plans in Ecology, Evolution and Behavior and Genetics, Cell and Development within the Biology B.S. degree**

The Swenson College of Science and Engineering on the Duluth campus requests approval to create new sub-plans Ecology, Evolution and Behavior and Genetics, Cell and Development within the Bachelor of Science (B.S.) degree in Biology, effective summer 2016. The new sub-plans represent revised curricular alignment.

III. Request for Approval of Discontinued Academic Programs

- **College of Education and Human Development (Twin Cities campus)— Discontinue the undergraduate certificate in Disability Policy and Services**

The College of Education and Human Development on the Twin Cities campus requests approval to discontinue the undergraduate certificate in Disability Policy and Services, effective summer 2016. No students are enrolled in the program, and other initiatives and curricular options exist that satisfy similar themes.

- **Humphrey School of Public Affairs (Twin Cities campus)—Discontinue the post-baccalaureate certificate in Executive Leadership**

The Humphrey School of Public Affairs on the Twin Cities campus requests approval to discontinue the post-baccalaureate certificate in Executive Leadership, effective summer 2016. No students are enrolled in the program, and other initiatives and curricular options exist that satisfy similar themes.

- **School of Nursing (Twin Cities campus)—Discontinue the post-baccalaureate certificate in Family Nurse Practitioner**

The School of Nursing on the Twin Cities campus requests approval to discontinue the post-baccalaureate certificate in Family Nurse Practitioner, effective fall 2016. No students are enrolled in the program, and other initiatives and curricular options exist that satisfy similar themes.