



# Mission Fulfillment Committee

May 2022

May 12, 2022

9:15 a.m.

Boardroom, McNamara Alumni Center

## MIS - MAY 2022

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# BOARD OF REGENTS DOCKET ITEM SUMMARY

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**Mission Fulfillment**

**May 12, 2022**

**AGENDA ITEM:** Promotion and Tenure, and Annual Continuous Appointments

**Review**

**Review + Action**

**Action**

**Discussion**

*This is a report required by Board policy.*

**PRESENTERS:** Rachel Croson, Executive Vice President and Provost  
Rebecca Ropers, Vice Provost for Faculty and Academic Affairs  
Valerie Belair-Gagnon, College of Liberal Arts, Twin Cities campus  
Fabian Fernandez, College of Food, Agricultural and Natural Resource  
Sciences, Twin Cities campus  
Yi-Mei (Amy) Yang, Medical School, Duluth campus

## **PURPOSE & KEY POINTS**

The purpose of this item is review and action on faculty being considered for promotion and/or tenure as well as academic professionals seeking approval for promotion and/or continuous appointment effective with the beginning dates of their terms of appointment in 2022–2023. In addition, this item provides an overview of promotion and tenure processes and trends at the University.

After careful review and due consideration, the senior academic officers of the University make the following recommendations:

- The Executive Vice President and Provost recommends for promotion and/or tenure those individuals listed in the attached document who are members of the faculty of the University of Minnesota Twin Cities, the University of Minnesota Morris, the University of Minnesota Rochester, and the University of Minnesota Crookston.
- The Chancellor of the University of Minnesota Duluth, in accord with the Agreement between the Regents of the University of Minnesota and the University Education Association, recommends for promotion and/or tenure those individuals, listed on the attached document, who are members of the Duluth faculty.
- The Executive Vice President and Provost recommends for continuous appointment status staff in the academic professional series in the Law Library and University Libraries.

This item will also provide detailed statistics concerning the composition of the faculty group being recommended for promotion and/or tenure by gender, faculty of color, and rank. The docket contains links to videos from selected faculty members under consideration for tenure and/or promotion, and a few faculty members under consideration for tenure and/or promotion will present highlights of their past and future work.

## **BACKGROUND INFORMATION**

Board of Regents Policy: *Faculty Tenure* calls for the administration to bring forward its recommendations for faculty promotion on an annual basis for action by the Board. The administration presents its recommendations on continuous appointments to the Board for staff in the academic professional employee category. Board approval of this personnel action is required by Board of Regents Policy: *Board Operations and Agenda Guidelines* and University administrative policies.

### **Faculty Presenters**

- Dr. Valérie Bélair-Gagnon is assistant professor at the Hubbard School of Journalism & Mass Communication and Director of the Minnesota Journalism Center on the Twin Cities campus. Her affiliations include: the University's Department of Sociology, the Yale Law School Information Society Project, and Oslo Metropolitan University Digital Journalism Research Group. Her work focuses on media innovation, engagement, sociology of work, well-being, and the business of journalism.
- Dr. Yi-Mei (Amy) Yang is assistant professor at the Medical School on the Duluth campus. Her postdoctoral work was centered on biophysical analysis of voltage- and ligand-gated ion channels in synaptic transmission and synaptic plasticity. Her work has led to exciting discoveries on the fundamental mechanisms underlying developmental plasticity of central synapses, for which she was granted the Brain Star Award by the Canadian Institutes of Health Research (equivalent to the National Institutes of Health). Since joining the University, she has extended her scope from synapse biology to systematic investigation into neurodevelopmental disorders.
- Dr. Fabián G. Fernández is associate professor in the Department of Soil, Water, and Climate, College of Food, Agricultural and Natural Resource Sciences on the Twin Cities campus. The research and extension education programs of Dr. Fernández focus on soil nutrient management and plant mineral nutrition. His work concentrates primarily on environmental issues related to nutrient management for corn cropping systems. He seeks to elucidate the processes of the nitrogen cycle and identify and implement nitrogen management practices that are sustainable in terms of minimizing negative environmental impacts and improving crop yields.

## **PRESIDENT'S RECOMMENDATION**

The President recommends approval of these annual promotion and/or tenure recommendations and continuous appointment recommendations.

## **Executive Summary**

### **2021–22 Promotion and Tenure Presentation**

Each of the faculty being promoted this year has demonstrated intellectual distinction in their chosen field and has been rigorously reviewed by their University colleagues and scholarly peers around the nation and/or world. We are proud to present this slate of faculty promotions to the Board of Regents.

### **The Promotion and Tenure Process**

According to the Board of Regents Policy: *Faculty Tenure*, there are two types of faculty appointments—regular faculty or term (contract) faculty. Regular faculty, also referred to as tenure-system faculty, are individuals who have received tenure with an indefinite appointment, or who are eligible to receive tenure and are on a probationary appointment. Term or contract faculty, also referred to as fixed-term faculty, are appointed annually or for a defined period and are not eligible for tenure. Both regular and term faculty are appointed with a faculty rank: instructor, assistant professor, associate professor, and professor.

Each year, the Executive Vice President and Provost recommends actions to the Board of Regents for both groups of faculty. For regular faculty, the recommendations include: 1) assistant professors in a probationary period who have been evaluated for promotion to the rank of associate professor with the conferral of indefinite tenure; 2) associate professors in a probationary period who have been evaluated for the conferral of indefinite tenure (tenure in rank); and 3) associate professors with indefinite tenure who have been evaluated for promotion to the rank of professor with tenure. For term or contract faculty, the recommendations include: 1) assistant professors who have been evaluated for promotion to the rank of associate professor without tenure; and 2) associate professors who have been evaluated for promotion to the rank of professor without tenure. The majority of the contract faculty have appointments in the health sciences, primarily in the Medical School, although other colleges have contract faculty appointments as well.

#### Regular Faculty

The Board of Regents Policy: *Faculty Tenure* describes the University criteria for research or other creative work, teaching, and service to obtain tenure in Section 7.11 of that document. Similarly, Section 9.2 of the tenure policy describes the University criteria to reach the rank of professor.

In addition, each unit has written a document that describes the criteria for promotion and tenure for regular faculty in that department, which is called the 7.12 statement (referring to Section 7.12 of the Board of Regents Policy: *Faculty Tenure*). These documents describe the research, teaching, and service standards of the unit for promotion to the ranks of associate or full professor and for conferral of indefinite tenure.

Untenured faculty with probationary appointments (either assistant or associate professors) receive formal written annual reviews that are mandated by the Board of Regents Policy: *Faculty Tenure* (Section 7.2). These reviews are conducted by the initial department or unit, signed by the probationary faculty member, and subsequently forwarded for review by the candidate's collegiate dean, and the Executive Vice President and Provost (delegated to the Vice Provost for Faculty and Academic Affairs). On the other system campuses, these reviews are forwarded to the vice chancellor and to the chancellor. Typically during the sixth probationary year, these untenured faculty members must be evaluated for a final decision—promotion to associate professor and conferral of indefinite tenure (assistant professors) or conferral of indefinite tenure (associate professors). A probationary faculty member can also be denied tenure and/or promotion and be given an additional terminal year.

A decision for promotion and/or tenure can be made at any time during the probationary period (i.e., early promotion and/or tenure) and a faculty member can be terminated at any time during the probationary period if the candidate is not making appropriate progress toward tenure and/or promotion. In addition, faculty may extend their probationary periods for the birth or adoption of a child or for the provision of care for a sick, injured, or disabled family member, or for their own significant illnesses or injuries (Board of Regents Policy: *Faculty Tenure*, Section 5.5). In the last few years, extensions have also been granted for faculty who have experienced significant challenges associated with the pandemic. Finally, some faculty members come to the University of Minnesota with prior service at another university and have a shortened probationary period.

Associate professors with tenure also receive annual reviews (as do all tenured faculty including full professors) and can be considered for promotion to professor at any time after they have achieved this rank. The 7.12 statement for the unit describes the additional criteria that are required for promotion to full professor. These require the attainment of a national and/or international reputation and substantial advancement in their research or other creative work, teaching, and service.

## Contract or Term Faculty

For those faculty not on the tenure track, each unit has developed promotion standards that have research, teaching, and service criteria as well as clinical practice criteria for those in the health sciences. These criteria are somewhat different from those for regular faculty: the scholarship is significant and important but has a different scope. That is, the types of research may be more applied, or may include types of scholarship that address effective models of teaching or continuing education.

These faculty also receive annual reviews of performance and receive feedback about their progress toward promotion to the next rank.

### ***Regular Faculty: Review Process in the Decision Year for Tenure and/or Promotion***

The basis for a promotion and/or tenure decision is the rigorous evaluation of a dossier that contains information about the faculty member's scholarship or creative activity, teaching, and service. Prior to being evaluated centrally, this review consists of several steps:

- 1) Each candidate's record is evaluated by a group of external scholars who have positions of national or international prominence in the discipline of the candidate. In some colleges, internal reviewers from the University may provide additional evaluation. Reviewers assess the research or creative activity of the candidate.
- 2) The faculty of each department or unit take a formal vote on promotion to the next rank and on conferral of indefinite tenure and provide a written report of the faculty discussion and the vote to the faculty member's college.
- 3) The chair or head of each unit forms an independent assessment and writes a separate report of the case. Regardless of the outcome of the vote, the entire case is forwarded to the college level.
- 4) Most colleges have their own promotion and tenure committee with representatives from the departments within the college. (Some smaller colleges send their materials to an All-University Promotion and Tenure Committee.) The second-level promotion and tenure committee (either collegiate or All-University) also evaluates the dossier and forwards their recommendations and formal vote in a report to the dean of the college or directly to the Executive Vice President and Provost; in either case, these reports are advisory.
- 5) The dean evaluates the dossier and provides a formal letter to the Executive Vice President and Provost with recommendations about promotion and/or tenure.

For the Crookston, Morris, and Rochester campuses, the reviews are conducted along division or department lines, followed by a college-wide or all-University committee review, and review by both the Vice Chancellor and the Chancellor.

The central level of review for the Twin Cities, Crookston, Morris, and Rochester campuses is coordinated by the Vice Provost for Faculty and Academic Affairs who reviews each dossier (except those from the University of Minnesota Duluth). Cases that have negative decisions or mixed votes are often reviewed by one or more additional central administrator. Results of all cases are reviewed by the Executive Vice President and Provost and the Vice Provost for Faculty and Academic Affairs; cases that have a mix of positive and negative votes along the review process or negative recommendations are reviewed directly by the Executive Vice President and Provost.

For assistant professors on probationary appointments, the possible outcomes of the decision are promotion to associate professor with conferral of indefinite tenure or non-reappointment (which has a one-year terminal appointment). For associate professors with tenure, the possible outcomes are promotion to full professor with tenure or continuation in rank. For associate professors on probationary appointments, the outcomes are conferral of indefinite tenure, promotion to professor with tenure, or non-reappointment (which has a one-year terminal appointment).

### ***Contract Faculty: Review Process***

The review process is similar for contract faculty: dossiers are assembled documenting research, teaching, and service activities as well as clinical practice for those who are in the health sciences; external and internal reviewers provide evaluation of research, teaching, service, and clinical practice, if applicable. Departments or units vote on promotion in rank. The report of these votes, along with a review by the unit head, is sent to the college level for review by a collegiate committee and the dean.

Assistant professors with term appointments may be promoted to the rank of associate professor; associate professors with term appointments may be promoted to the rank of professor.

### **Tenure Success Rate**

The recommendation that faculty members receive indefinite tenure is one of the most important ones made by the Executive Vice President and Provost since this represents the commitment of the University to faculty members for the remainder of their careers. The metric for tenure success that is used at the University of Minnesota is based on a

comparison of the entering cohort of untenured assistant professors in a given year and the percentage of the cohort who has attained tenure seven years after beginning an appointment at the University. Over the course of the intervening probationary appointment, a number of untenured faculty receive reviews that suggest that their progress is unsatisfactory and may choose to leave the University. Some may receive notices of non-reappointment during the probationary period. Others may leave the University for another position. The number of untenured assistant professors who are recommended for tenure in their decision year is a fraction of the cohort that began.

Each year, the tenure success rate is calculated as a three-year rolling average. This year, the cohorts of probationary faculty began their appointments in 2012, 2013, and 2014. There were 335 faculty who began their appointments in this three-year group. After seven years, 53 percent had received tenure and were still employed at the University and 4 percent had received tenure and left the University. The three-year average tenure success rate is 57 percent.

The tenure success rate is relevant to the Systemwide Strategic Plan Commitment 4 related to the recruitment and retention of diverse faculty and the reduction in disparities in faculty promotion rates. The tenure success rate for this three-year cohort shows some variability in the success rate based on gender and race/ethnicity. The tenure success rate for Black, Indigenous, and People of Color (BIPOC) was 56 percent and 57 percent for white faculty. The success rate for women and men was 58 percent and 56 percent respectively.

### **Time in Rank as Associate Professor before Promotion to Professor**

The time in rank as associate professor before being promoted to professor can provide an indication of the degree to which disparities exist in the rate at which different groups of faculty are being recommended for promotion to the rank of professor. Tables five and six show the average number of years in rank as associate professor by race/ethnicity and gender. The time in rank data are relevant to the Systemwide Strategic Plan Commitment 4 related to the reduction in disparities in faculty promotion rates.

### **Results of 2021–2022 Promotion and Tenure Review**

In 2021–2022, a total of 274 cases were evaluated across the University of Minnesota system. There were 160 cases for regular faculty and 114 cases for contract faculty. Of the 160 cases for regular faculty, 131 cases came from the Twin Cities campus, 1 case from the Crookston campus, 18 cases from the Duluth campus, 7 cases from the Morris campus, and 3 cases from the Rochester campus.

Table 1 contains all recommendations by gender and category of rank for both regular and contract faculty. For regular faculty, there are 88 assistant professors on probationary appointments who are recommended for tenure and promotion to the rank of associate professor.

Six associate professors on a probationary appointment are recommended for conferral of indefinite tenure in rank.

Of the 66 associate professors with tenure, 65 are recommended for promotion to professor and one is recommended for continuation in rank.

For contract faculty, 84 assistant professors are recommended for promotion to associate professor, and 30 associate professors are recommended for promotion to professor.

Of the 274 total cases, 141 are men (51 percent) and 133 are women (49 percent). For the regular faculty, 54 percent are men and 46 percent are women. For the contract faculty, 48 percent are men and 52 percent are women. In addition, 68 decisions or 25 percent involved faculty of color. These data are displayed in Tables 1 and 2, separated by gender and race/ethnicity. Tables 3 and 4 list the gender and race/ethnicity for all tenure stream and non-tenure stream faculty systemwide.

**TABLE 1  
FACULTY TENURE AND/OR PROMOTION RECOMMENDATIONS**

<b><i>Regular Faculty (Tenure-Track and Tenured Cases)</i></b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Assistant professor probationary to associate professor with tenure	42	46	88
Associate professor probationary to associate professor with tenure	3	3	6
Associate professor with tenure to professor with tenure	40	25	65
Continuation in rank—associate professor with tenure	1	0	1
<b><i>Total Tenure-Track/Tenured Cases</i></b>	<b>86</b>	<b>74</b>	<b>160</b>
<b><i>Contract Faculty (Non-Tenure Track)</i></b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Assistant professor to associate professor without tenure	36	48	85
Associate professor to professor without tenure	19	11	30
<b><i>Total Non-Tenure-Track Cases</i></b>	<b>55</b>	<b>59</b>	<b>114</b>
<b>GRAND TOTAL</b>	<b>141</b>	<b>133</b>	<b>274</b>

**TABLE 2**  
**GENDER AND RACE/ETHNICITY BREAKDOWN FOR FACULTY IN TABLE 1**

<b>Race/Ethnicity</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
American Indian or Alaska Native	1	0	1
Asian	28	19	47
Black or African American	5	1	6
Hispanic/Latino	4	5	9
International/nonresident alien	15	9	24
Two or more races	2	3	5
Unknown/not specified	3	4	7
White	83	92	175
<b>Total</b>	<b>141</b>	<b>133</b>	<b>274</b>

**TABLE 3**  
**GENDER AND RACE/ETHNICITY FOR ALL TENURED/TENURE-TRACK FACULTY**  
**SYSTEMWIDE**

<b>Race/Ethnicity</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>	
American Indian or Alaska Native	6	<1%	10	<1%	16	1%
Asian	246	9%	125	5%	371	14%
Black or African American	44	2%	43	2%	87	3%
Native Hawaiian or Pacific Islander	2	<1%	2	<1%	4	<1%
Hispanic/Latino	48	2%	33	1%	81	3%
International/nonresident alien	87	3%	54	2%	141	5%
Two or more races	24	1%	14	<1%	38	1%
Unknown/not specified	19	1%	15	<1%	34	1%
White	1,174	44%	745	28%	1,919	71%
<b>Total</b>	<b>1,650</b>	<b>61%</b>	<b>1,041</b>	<b>39%</b>	<b>2,691</b>	<b>100%</b>

**TABLE 4  
GENDER AND RACE/ETHNICITY FOR ALL CONTRACT FACULTY SYSTEMWIDE**

Race/Ethnicity	Male		Female		Total	
	Count	Percentage	Count	Percentage	Count	Percentage
American Indian or Alaska Native	0	0%	5	<1%	5	<1%
Asian	105	8%	73	5%	178	13%
Black or African American	18	1%	19	1%	37	3%
Hispanic/Latino	16	1%	20	1%	36	3%
International/nonresident alien	41	3%	22	2%	63	5%
Native Hawaiian or Pacific Islander	2	<1%	1	<1%	3	<1%
Two or more races	13	1%	15	1%	28	2%
Unknown/not specified	45	3%	21	2%	66	5%
White	469	34%	492	36%	961	69%
<b>Total</b>	<b>704</b>	<b>51%</b>	<b>668</b>	<b>49%</b>	<b>1,377</b>	<b>100%</b>

**TABLE 5  
YEARS IN RANK AS ASSOCIATE PROFESSOR BEFORE PROMOTION TO PROFESSOR  
ROLLING THREE-YEAR AVERAGE BY RACE/ETHNICITY**

	2014–2016	2017–2019	2020–2022	Grand Total
Asian	7.6	6.1	7.0	6.9
Underrepresented Minorities	9.0	7.6	9.8	8.9
White/Not Specified	7.8	8.0	8.9	8.2
Grand Total	7.9	7.6	8.5	8.0

**TABLE 6  
YEARS IN RANK AS ASSOCIATE PROFESSOR BEFORE PROMOTION TO PROFESSOR  
ROLLING THREE-YEAR AVERAGE BY GENDER**

	2014–2016	2017–2019	2020–2022	Grand Total
Women	8.9	8.1	9.5	8.9
Men	7.1	7.3	7.8	7.4
Grand Total	7.9	7.6	8.5	8.0

**Promotion and Tenure Recommendations Effective 2022–2023**

*Refer to the Excel document, Promotion and Tenure Recommendations, for the candidate list.*

## **The Continuous Appointment Process**

Each year, the Executive Vice President and Provost recommends to the Board of Regents a group of academic professionals for continuous appointments. The conferral of continuous appointment status for an academic professional is parallel to the conferral of indefinite tenure for a faculty member and follows a similar process. There are currently 94 academic professionals who are on continuous appointment or probationary status on the continuous appointment track.

Nearly 90 percent of the academic professionals with continuous appointments or probationary status work in the University Libraries. The remainder hold positions as attorneys in the Law School or University Student Legal Services.

### **Review Process**

Just as for faculty, academic professionals with probationary status receive an annual review for each of the six probationary years that provides them with feedback about their progress toward receiving a continuous appointment. This review includes the unit level, the collegiate or divisional level, and the central level (the Vice Provost for Faculty and Academic Affairs).

During the decision year for receiving a continuous appointment, the home unit of the individual solicits letters from external reviewers who are experts in their fields at other institutions. The unit may also include internal letters from other individuals at the University with whom the candidate interacts. For example, for a university librarian, letters may be solicited from academic department chairs whose departments are served by that librarian. This review has two stages: the unit in which the individual is employed, and the central level in the Provost's Office (the Vice Provost for Faculty and Academic Affairs). The results of the complete process are reviewed together by the Executive Vice President and Provost and the Vice Provost for Faculty and Academic Affairs.

### **2021–2022 Candidates for Continuous Appointment**

This year, the Executive Vice President and Provost recommends to the Board of Regents four individuals from the Twin Cities campus in the Law Library and University Libraries series of the academic professional employee category for continuous appointments.

The following individuals in the academic professional series have been recommended for continuous appointment, to be effective with the beginning of the 2022–2023 appointment period.

## **Continuous Appointment Recommendations**

### **Law Library**

Scott Dewey

### **From**

Assistant Librarian

### **To**

Associate Librarian  
with continuous appointment

### **Libraries - Twin Cities**

Lois Hendrickson

### **From**

Assistant Librarian

### **To**

Associate Librarian  
with continuous appointment

Jennifer McBurney

Assistant Librarian

Associate Librarian  
with continuous appointment

Emma Molls

Assistant Librarian

Associate Librarian  
with continuous appointment

**Promotion and Tenure Recommendations Effective 2022-2023**  
**Presented to the Mission Fulfillment Committee of the Board of Regents**  
**May 12, 2022**

<u>COLLEGE/CAMPUS</u>	<u>DEPARTMENT/UNIT</u>	<u>FROM</u>	<u>TO</u>		
<b><u>Allied Health Programs, Center for</u></b>					
Corey McGee	Occupational Therapy	Assistant Professor	TT	Associate Professor	T
<b><u>Biological Sciences, College of</u></b>					
Hideki Aihara	Biochemistry, Molecular Biology, and Biophysics	Associate Professor	T	Professor	T
Burckhard Seelig	Biochemistry, Molecular Biology, and Biophysics	Associate Professor	T	Professor	T
Anita Schuchardt	Biology Teaching and Learning	Assistant Professor	TT	Associate Professor	T
Frank Albert	Genetics, Cell Biology, and Development	Assistant Professor	TT	Associate Professor	T
Naomi Courtemanche	Genetics, Cell Biology, and Development	Assistant Professor	TT	Associate Professor	T
Melissa Gardner	Genetics, Cell Biology, and Development	Associate Professor	T	Professor	T
David Moeller	Plant and Microbial Biology	Associate Professor	T	Professor	T
<b><u>Dentistry, School of</u></b>					
Iryna Khasabova	Diagnostic and Biological Sciences	Assistant Professor	C	Associate Professor	C
Sergey Khasabov	Diagnostic and Biological Sciences	Assistant Professor	C	Associate Professor	C
Angela Hastings	Primary Dental Care	Assistant Professor	C	Associate Professor	C
Brian Hatch	Primary Dental Care	Assistant Professor	C	Associate Professor	C
Danae Seyffer	Primary Dental Care	Assistant Professor	C	Associate Professor	C
Drew Christianson	Primary Dental Care	Assistant Professor	C	Associate Professor	C
Natalie Peterson	Primary Dental Care	Assistant Professor	C	Associate Professor	C
Oana Ivan	Restorative Sciences	Assistant Professor	C	Associate Professor	C
<b><u>Design, College of</u></b>					
Barry Kudrowitz	Design, Housing, and Apparel	Associate Professor	T	Professor	T
<b><u>Education and Human Development, College of</u></b>					
Blanca Caldas Chumbes	Curriculum and Instruction	Assistant Professor	TT	Associate Professor	T
Susan Staats	Curriculum and Instruction	Associate Professor	T	Professor	T
Bhaskar Upadhyay	Curriculum and Instruction	Associate Professor	T	Professor	T
Nidhi Kohli	Educational Psychology	Associate Professor	T	Professor	T
Joyce Serido	Family Social Science	Associate Professor	T	Professor	T
Sehoon Kim	Organizational Leadership, Policy, and Development	Assistant Professor	TT	Associate Professor	T
Michael Stebleton	Organizational Leadership, Policy, and Development	Associate Professor	T	Professor	T
Stuart Yeh	Organizational Leadership, Policy, and Development	Associate Professor	T	Professor	T
Zan Gao	School of Kinesiology	Associate Professor	T	Professor	T
Sarah Greising	School of Kinesiology	Assistant Professor	TT	Associate Professor	T
Jessica Toft	School of Social Work	Assistant Professor	TT	Associate Professor	T
Jeffrey Waid	School of Social Work	Assistant Professor	TT	Associate Professor	T
<b><u>Food, Agricultural and Natural Resource Sciences, College of</u></b>					
Bradley Heins	Animal Science	Associate Professor	T	Professor	T
Melissa Palmer	Animal Science	Assistant Professor	C	Associate Professor	C
Joleen Hadrich	Applied Economics	Associate Professor	T	Professor	T
Curtis Mahnken	Applied Economics	Associate Professor	C	Professor	C
John Chapman	Bioproducts and Biosystems Engineering	Assistant Professor	C	Associate Professor	C
Chris Lenhart	Bioproducts and Biosystems Engineering	Assistant Professor	C	Associate Professor	C
Ce Yang	Bioproducts and Biosystems Engineering	Assistant Professor	TT	Associate Professor	T
Matthew Petersen	Entomology	Assistant Professor	C	Associate Professor	C
Joseph Bump	Fisheries, Wildlife, and Conservation Biology	Associate Professor	T	Professor	T
John Fieberg	Fisheries, Wildlife, and Conservation Biology	Associate Professor	T	Professor	T
Fabian Fernandez	Soil, Water, and Climate	Associate Professor	T	Professor	T
Yuxin Miao	Soil, Water, and Climate	Assistant Professor	TT	Associate Professor	T
Melissa Wilson	Soil, Water, and Climate	Assistant Professor	TT	Associate Professor	T
<b><u>Hubert H. Humphrey School of Public Affairs</u></b>					
Ryan Allen	Hubert H. Humphrey School of Public Affairs	Associate Professor	T	Professor	T
<b><u>Law School</u></b>					
Stephen Meili	Law School	Associate Professor	T	Professor	T
<b><u>Liberal Arts, College of</u></b>					
Diane Willow	Art	Associate Professor	T	Professor	T
Jason McGrath	Asian and Middle Eastern Studies	Associate Professor	T	Professor	T

Suvadip Sinha	Asian and Middle Eastern Studies	Assistant Professor	TT	Associate Professor	T
Amol Bhandari	Economics	Assistant Professor	TT	Associate Professor	T
Kyle Herkenhoff	Economics	Assistant Professor	TT	Associate Professor	T
V.V. (Sugi) Ganeshanathan	English Languages and Literature	Assistant Professor	TT	Associate Professor	T
Kim Todd	English Languages and Literature	Associate Professor	T	Professor	T
Jennifer Row	French and Italian	Assistant Professor	TT	Associate Professor	T
Ying Song	Geography, Environment and Society	Assistant Professor	TT	Associate Professor	T
Colin Agur	Hubbard School of Journalism and Mass Communication	Assistant Professor	TT	Associate Professor	T
Valerie Belair-Gagnon	Hubbard School of Journalism and Mass Communication	Assistant Professor	TT	Associate Professor	T
Matthew Carlson	Hubbard School of Journalism and Mass Communication	Associate Professor	T	Professor	T
Adam Saffer	Hubbard School of Journalism and Mass Communication	Assistant Professor	TT	Associate Professor	T
Claire Segijn	Hubbard School of Journalism and Mass Communication	Assistant Professor	TT	Associate Professor	T
David Taylor	Philosophy	Assistant Professor	TT	Associate Professor	T
Jane Sumner	Political Science	Assistant Professor	TT	Associate Professor	T
Richard Landers	Psychology	Associate Professor	T	Professor	T
Moin Syed	Psychology	Associate Professor	T	Professor	T
Gabriela Currie	School of Music	Associate Professor	T	Professor	T
Xiaouu Li	School of Statistics	Assistant Professor	TT	Associate Professor	T
Joshua Page	Sociology	Associate Professor	T	Professor	T
Michael Walker	Sociology	Assistant Professor	TT	Associate Professor	T
Kerry Ebert	Speech-Language-Hearing Sciences	Assistant Professor	TT	Associate Professor	T
Talvin Wilks	Theatre Arts and Dance	Assistant Professor	TT	Associate Professor	T
Molly Kessler	Writing Studies	Assistant Professor	TT	Associate Professor	T
John Logie	Writing Studies	Associate Professor	T	Professor	T

**Management, Carlson School of**

Cyrus Aghamolla	Accounting	Assistant Professor	TT	Associate Professor	T
Vivian Fang	Accounting	Associate Professor	T	Professor	T
Michael Iselin	Accounting	Assistant Professor	TT	Associate Professor	T
Haiwen (Helen) Zhang	Accounting	Associate Professor	T	Professor	T
Xiaoji Lin	Finance	Associate Professor	T	Professor	T
Linli Xu	Marketing	Assistant Professor	TT	Associate Professor	T
Russell Funk	Strategic Management and Entrepreneurship	Assistant Professor	TT	Associate Professor	T
Aseem Kaul	Strategic Management and Entrepreneurship	Associate Professor	T	Professor	T
Karthik Natarajan	Supply Chain and Operations	Assistant Professor	TT	Associate Professor	T
Elizabeth Campbell	Work and Organizations	Assistant Professor	TT	Associate Professor	T
Colleen Manchester	Work and Organizations	Associate Professor	T	Professor	T
Priti Shah	Work and Organizations	Associate Professor	T	Professor	T

**Medical School**

Vasudha Goel	Anesthesiology	Assistant Professor	C	Associate Professor	C
Benjamin Kloesel	Anesthesiology	Assistant Professor	C	Associate Professor	C
Monica Lupei	Anesthesiology	Assistant Professor	C	Associate Professor	C
Martina Richtsfeld	Anesthesiology	Assistant Professor	C	Associate Professor	C
Ruifeng (Ray) Cao	Biomedical Sciences	Assistant Professor	TT	Associate Professor	T
Carl McGary	Biomedical Sciences	Assistant Professor	C	Associate Professor	C
Yi Mei Yang	Biomedical Sciences	Assistant Professor	TT	Associate Professor	T
Ronda Farah	Dermatology	Assistant Professor	C	Associate Professor	C
Ann Arens*	Emergency Medicine	Assistant Professor	C	Associate Professor	C
Cullen Hegarty*	Emergency Medicine	Associate Professor	C	Professor	C
Travis Olives*	Emergency Medicine	Assistant Professor	C	Associate Professor	C
Nathaniel Scott*	Emergency Medicine	Assistant Professor	C	Associate Professor	C
Ashley Strobel*	Emergency Medicine	Assistant Professor	C	Associate Professor	C
Bjorn Westgard*	Emergency Medicine	Assistant Professor	C	Associate Professor	C
Thomas Wyatt*	Emergency Medicine	Assistant Professor	C	Associate Professor	C
Brenna Greenfield	Family Medicine and Biobehavioral Health	Assistant Professor	TT	Associate Professor	T
Emily Onello	Family Medicine and Biobehavioral Health	Assistant Professor	C	Associate Professor	C
Dianne Berg	Family Medicine and Community Health	Assistant Professor	C	Associate Professor	C
Roli Dwivedi	Family Medicine and Community Health	Assistant Professor	C	Associate Professor	C
Jon Hallberg	Family Medicine and Community Health	Associate Professor	C	Professor	C
Peter Harper	Family Medicine and Community Health	Assistant Professor	C	Associate Professor	C
Rebekah Pratt	Family Medicine and Community Health	Assistant Professor	TT	Associate Professor	T
David Satin	Family Medicine and Community Health	Assistant Professor	C	Associate Professor	C
Andrew Slattengren	Family Medicine and Community Health	Assistant Professor	C	Associate Professor	C
Maria Veronica Svetaz*	Family Medicine and Community Health	Assistant Professor	C	Associate Professor	C
Alessandro Bartolomucci	Integrative Biology and Physiology	Associate Professor	T	Professor	T
Mark Cook	Integrative Biology and Physiology	Assistant Professor	C	Associate Professor	C
Hai-Bin Ruan	Integrative Biology and Physiology	Assistant Professor	TT	Associate Professor	T
Anthony Weinhaus	Integrative Biology and Physiology	Assistant Professor	C	Associate Professor	C

Michael Linden	Laboratory Medicine and Pathology	Associate Professor	C	Professor	C
Nathan Pankratz	Laboratory Medicine and Pathology	Associate Professor	C	Professor	C
Jason Bartos	Medicine	Assistant Professor	C	Associate Professor	C
Stefan Bertog*	Medicine	Associate Professor	C	Professor	C
Anne Blaes	Medicine	Associate Professor	C	Professor	C
Roy Cho	Medicine	Assistant Professor	C	Associate Professor	C
Lisa Chow	Medicine	Associate Professor	T	Professor	T
Caitlin Eccles-Radtke*	Medicine	Assistant Professor	C	Associate Professor	C
Alon Herschhorn	Medicine	Assistant Professor	TT	Associate Professor	T
David Hilden*	Medicine	Associate Professor	C	Professor	C
Rehan Karim*	Medicine	Assistant Professor	C	Associate Professor	C
Jonathan Kirsch	Medicine	Assistant Professor	C	Associate Professor	C
Nicholas Lim	Medicine	Assistant Professor	C	Associate Professor	C
Cindy Martin	Medicine	Associate Professor	C	Professor	C
Jerry Molitor	Medicine	Associate Professor	C	Professor	C
Mumtaz (Taj) Mustapha	Medicine	Assistant Professor	C	Associate Professor	C
Prabhjot Nijjar	Medicine	Assistant Professor	C	Associate Professor	C
Julie Ostrander	Medicine	Assistant Professor	C	Associate Professor	C
Alexa Pragman*	Medicine	Assistant Professor	C	Associate Professor	C
Samy Riad	Medicine	Assistant Professor	C	Associate Professor	C
Danielle Robertshaw*	Medicine	Assistant Professor	C	Associate Professor	C
Katherine Shafto*	Medicine	Assistant Professor	C	Associate Professor	C
Brian Sick	Medicine	Associate Professor	C	Professor	C
Shahnaz Sultan	Medicine	Associate Professor	C	Professor	C
Katherine Vickery*	Medicine	Assistant Professor	C	Associate Professor	C
Anne Marie Weber-Main	Medicine	Associate Professor	C	Professor	C
Erin Wetherbee*	Medicine	Assistant Professor	C	Associate Professor	C
Anna Selmecki	Microbiology and Immunology	Assistant Professor	TT	Associate Professor	T
Michael Howell	Neurology	Associate Professor	C	Professor	C
Colum MacKinnon	Neurology	Associate Professor	T	Professor	T
Laura Speltz	Neurology	Assistant Professor	C	Associate Professor	C
Ezgi Tiryaki*	Neurology	Associate Professor	C	Professor	C
Sylvain Lesne	Neuroscience	Associate Professor	T	Professor	T
Wensheng Lin	Neuroscience	Associate Professor	T	Professor	T
Sarah Cross	Obstetrics, Gynecology and Women's Health	Assistant Professor	C	Associate Professor	C
Deanna Teoh	Obstetrics, Gynecology and Women's Health	Assistant Professor	TT	Associate Professor	T
Rachel Vogel	Obstetrics, Gynecology and Women's Health	Assistant Professor	TT	Associate Professor	T
Joshua Hou	Ophthalmology and Visual Neurosciences	Assistant Professor	C	Associate Professor	C
Amy Maltry	Ophthalmology and Visual Neurosciences	Assistant Professor	C	Associate Professor	C
Sandra Montezuma	Ophthalmology and Visual Neurosciences	Associate Professor	C	Professor	C
Sofia Lyford-Pike	Otolaryngology- Head and Neck Surgery	Assistant Professor	C	Associate Professor	C
Frank Ondrey	Otolaryngology- Head and Neck Surgery	Associate Professor	T	Professor	T
Brianne Roby*	Otolaryngology- Head and Neck Surgery	Assistant Professor	C	Associate Professor	C
Melena Bellin	Pediatrics	Associate Professor	T	Professor	T
Gail Brotzman*	Pediatrics	Assistant Professor	C	Associate Professor	C
Peter Gordon	Pediatrics	Assistant Professor	TT	Associate Professor	T
Emily Greengard	Pediatrics	Assistant Professor	C	Associate Professor	C
Sixto Guiang	Pediatrics	Assistant Professor	C	Associate Professor	C
Gurumurthy Hiremath	Pediatrics	Assistant Professor	C	Associate Professor	C
Janet Hume	Pediatrics	Assistant Professor	C	Associate Professor	C
Shanti Narasimhan	Pediatrics	Associate Professor	C	Professor	C
Rebecca Schlafer	Pediatrics	Assistant Professor	TT	Associate Professor	T
Christine Conelea	Psychiatry and Behavioral Sciences	Assistant Professor	C	Associate Professor	C
Katherine Lingras	Psychiatry and Behavioral Sciences	Assistant Professor	C	Associate Professor	C
Piper Meyer-Kalos	Psychiatry and Behavioral Sciences	Assistant Professor	C	Associate Professor	C
Emily Pisetsky	Psychiatry and Behavioral Sciences	Assistant Professor	C	Associate Professor	C
Margaret Reynolds	Radiation Oncology	Assistant Professor	C	Associate Professor	C
Edward Auerbach	Radiology	Assistant Professor	C	Associate Professor	C
Samantha Barker	Radiology	Assistant Professor	C	Associate Professor	C
Kelly Dietz	Radiology	Assistant Professor	C	Associate Professor	C
Jutta Ellermann	Radiology	Associate Professor	T	Professor	T
Michael Murati	Radiology	Assistant Professor	C	Associate Professor	C
Michael Rosenberg	Radiology	Associate Professor	C	Professor	C
Prashant Shrestha	Radiology	Assistant Professor	C	Associate Professor	C
Takashi Takahashi	Radiology	Assistant Professor	C	Associate Professor	C
Reza Talaie	Radiology	Assistant Professor	C	Associate Professor	C
Stephen Huddleston	Surgery	Assistant Professor	C	Associate Professor	C
Jane Hui	Surgery	Assistant Professor	C	Associate Professor	C
Schelomo Marmor	Surgery	Assistant Professor	C	Associate Professor	C

Jennifer Rickard	Surgery	Assistant Professor	C	Associate Professor	C
Sameh Said	Surgery	Associate Professor	C	Professor	C
Subree Subramanian	Surgery	Associate Professor	T	Professor	T
Michael Borofsky	Urology	Assistant Professor	C	Associate Professor	C
<b><u>Nursing, School of</u></b>					
Sarah Hoffman	Population Health Systems Cooperative	Assistant Professor	TT	Associate Professor	T
Martin Michalowski	Population Health Systems Cooperative	Assistant Professor	TT	Associate Professor	T
Barbara Peterson	Population Health Systems Cooperative	Associate Professor	C	Professor	C
Lisiane Pruinelli	Population Health Systems Cooperative	Assistant Professor	TT	Associate Professor	T
<b><u>Pharmacy, College of</u></b>					
Scott Chapman	Experimental and Clinical Pharmacology	Associate Professor	C	Professor	C
R. Stephanie Huang	Experimental and Clinical Pharmacology	Associate Professor	T	Professor	T
Heather Blue	Pharmacy Practice and Pharmaceutical Sciences	Assistant Professor	C	Associate Professor	C
<b><u>Public Health, School of</u></b>					
Ann Brearley	Division of Biostatistics	Assistant Professor	C	Associate Professor	C
Mark Fiecas	Division of Biostatistics	Assistant Professor	TT	Associate Professor	T
Lin Zhang	Division of Biostatistics	Assistant Professor	TT	Associate Professor	T
Kamakshi Lakshminarayan	Division of Epidemiology and Community Health	Associate Professor	T	Professor	T
Pamela Lutsey	Division of Epidemiology and Community Health	Associate Professor	T	Professor	T
Richard MacLehose	Division of Epidemiology and Community Health	Associate Professor	T	Professor	T
Nancy Sherwood	Division of Epidemiology and Community Health	Associate Professor	T	Professor	T
Jaime Slaughter-Acey	Division of Epidemiology and Community Health	Assistant Professor	TT	Associate Professor	T
Lyn Steffen	Division of Epidemiology and Community Health	Associate Professor	T	Professor	T
Carrie Henning-Smith	Division of Health Policy and Management	Associate Professor	TT	Associate Professor	T
<b><u>Science and Engineering, College of</u></b>					
Yohannes Ketema	Aerospace Engineering and Mechanics	Associate Professor	C	Professor	C
Taner Akkin	Biomedical Engineering	Associate Professor	T	Professor	T
Alexander Opitz	Biomedical Engineering	Assistant Professor	TT	Associate Professor	T
Casim Sarkar	Biomedical Engineering	Associate Professor	T	Professor	T
Turan Birol	Chemical Engineering and Materials Science	Assistant Professor	TT	Associate Professor	T
Benjamin Hackel	Chemical Engineering and Materials Science	Associate Professor	T	Professor	T
Bharat Jalan	Chemical Engineering and Materials Science	Associate Professor	T	Professor	T
Nathan Mara	Chemical Engineering and Materials Science	Associate Professor	T	Professor	T
Kyle Bantz	Chemistry	Assistant Professor	C	Associate Professor	C
Valerie Pierre	Chemistry	Associate Professor	T	Professor	T
Ardeshir Ebtehaj	Civil, Environmental, and Geo-Engineering	Assistant Professor	TT	Associate Professor	T
Michele Guala	Civil, Environmental, and Geo-Engineering	Associate Professor	T	Professor	T
Kimberly Hill	Civil, Environmental, and Geo-Engineering	Associate Professor	T	Professor	T
Hyun Soo Park	Computer Science and Engineering	Assistant Professor	TT	Associate Professor	T
Junaed Sattar	Computer Science and Engineering	Assistant Professor	TT	Associate Professor	T
Evan Suma Rosenberg	Computer Science and Engineering	Assistant Professor	TT	Associate Professor	T
Jake Bailey	Earth and Environmental Sciences	Associate Professor	T	Professor	T
Ikuko Wada	Earth and Environmental Sciences	Assistant Professor	TT	Associate Professor	T
Andrew Lamperski	Electrical and Computer Engineering	Assistant Professor	TT	Associate Professor	T
Krishnamurthy Iyer	Industrial and Systems Engineering	Associate Professor	TT	Associate Professor	T
Julianna Abel	Mechanical Engineering	Assistant Professor	TT	Associate Professor	T
Jiarong Hong	Mechanical Engineering	Associate Professor	T	Professor	T
William Northrop	Mechanical Engineering	Associate Professor	T	Professor	T
Hao Jia	School of Mathematics	Assistant Professor	TT	Associate Professor	T
Li Wang	School of Mathematics	Assistant Professor	TT	Associate Professor	T
Aaron Wynveen	School of Physics and Astronomy	Associate Professor	C	Professor	C
<b><u>Veterinary Medicine, College of</u></b>					
Matthew Aliota	Veterinary and Biomedical Sciences	Assistant Professor	TT	Associate Professor	T
Dawn Foster-Hartnett	Veterinary and Biomedical Sciences	Assistant Professor	C	Associate Professor	C
Roxanne Larsen	Veterinary and Biomedical Sciences	Assistant Professor	C	Associate Professor	C
Aaron Rendahl	Veterinary and Biomedical Sciences	Assistant Professor	C	Associate Professor	C
Jianming Wu	Veterinary and Biomedical Sciences	Associate Professor	C	Professor	C
Antonella Borgatti	Veterinary Clinical Sciences	Associate Professor	C	Professor	C
Rosalind Chow	Veterinary Clinical Sciences	Associate Professor	C	Professor	C
Steven Friedenber	Veterinary Clinical Sciences	Assistant Professor	TT	Associate Professor	T
Alonso Guedes	Veterinary Clinical Sciences	Associate Professor	TT	Associate Professor	T
Jessica Lawrence	Veterinary Clinical Sciences	Associate Professor	TT	Associate Professor	T
Rita Miller	Veterinary Clinical Sciences	Assistant Professor	C	Associate Professor	C
Christopher Stauthammer	Veterinary Clinical Sciences	Associate Professor	C	Professor	C

Emily Barrell	Veterinary Population Medicine	Assistant Professor	C	Associate Professor	C
Maxim Cheeran	Veterinary Population Medicine	Associate Professor	T	Professor	T
Nicolas Ernst	Veterinary Population Medicine	Associate Professor	C	Professor	C
Timothy Goldsmith	Veterinary Population Medicine	Associate Professor	C	Professor	C
Jennifer van de Ligt	Veterinary Population Medicine	Associate Professor	C	Professor	C

**University of Minnesota Crookston**

Megan Bell	Humanities, Social Sciences, and Education	Assistant Professor	TT	Associate Professor	T
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**University of Minnesota Duluth**

**Arts, Humanities, and Social Sciences, College of**

Sara Blaylock	Art and Design	Assistant Professor	TT	Associate Professor	T
Mary Caprioli	History, Political Science and International Studies	Associate Professor	T	Professor	T
Devaleena Das	Justice, Culture, and Social Change	Assistant Professor	TT	Associate Professor	T

**Business and Economics, Labovitz School of**

Lin Xiu	Management Studies	Associate Professor	T	Professor	T
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**Education and Human Service Professions, College of**

Kel Knochel	Social Work	Assistant Professor	TT	Associate Professor	T
Rhea Owens	Psychology	Associate Professor	TT	Associate Professor	T
Catherine Reich	Psychology	Assistant Professor	TT	Associate Professor	T

**Science and Engineering, Swenson College of**

Latisha Brengman	Earth and Environmental Sciences	Assistant Professor	TT	Associate Professor	T
Abigail Clarke-Sather	Mechanical and Industrial Engineering	Assistant Professor	TT	Associate Professor	T
Salli Dymond	Earth and Environmental Sciences	Assistant Professor	TT	Associate Professor	T
Emmanuel Enemuoh	Mechanical and Industrial Engineering	Associate Professor	T	Professor	T
Victor Lai	Chemical Engineering	Assistant Professor	TT	Associate Professor	T
Melissa Maurer-Jones	Chemistry and Biochemistry	Assistant Professor	TT	Associate Professor	T
Igor Melnykov	Math and Statistics	Assistant Professor	TT	Associate Professor	T
Peter A. H. Peterson	Computer Science	Assistant Professor	TT	Associate Professor	T
Jessica Savage	Biology	Assistant Professor	TT	Associate Professor	T
Cody Sheik	Biology	Assistant Professor	TT	Associate Professor	T
Weiguo Xie	Chemical Engineering	Associate Professor	TT	Associate Professor	T

**University of Minnesota Morris**

Lisa Bevevino	Division of the Humanities	Assistant Professor	TT	Associate Professor	T
Emily Bruce	Division of the Social Sciences	Assistant Professor	TT	Associate Professor	T
Adam Coon	Division of the Humanities	Assistant Professor	TT	Associate Professor	T
Satis Devkota	Division of the Social Sciences	Assistant Professor	TT	Associate Professor	T
Sara Lam	Division of Education	Assistant Professor	TT	Associate Professor	T
Cristina Ortiz	Division of the Social Sciences	Assistant Professor	TT	Associate Professor	T
Jason Ramey	Division of the Humanities	Assistant Professor	TT	Associate Professor	T

**University of Minnesota Rochester**

Abraham Ayebo	Center for Learning Innovation	Assistant Professor	TT	Associate Professor	T
Molly Dingel	Center for Learning Innovation	Associate Professor	T	Professor	T
Cassidy Terrell	Center for Learning Innovation	Assistant Professor	TT	Associate Professor	T

**Employment Status**

C - Contract/term faculty

TT - Probationary; tenure-track

T - Indefinite tenure

\*Without salary faculty at Medical School affiliate site (e.g. VA Hospital, HCMC)

# 2021–2022 Promotion and Tenure for Faculty and Continuous Appointments for Academic Professionals

Board of Regents | Mission Fulfillment Committee | May 12, 2022

**Rachel Croson**

**Executive Vice President and Provost**

**Rebecca Ropers**

**Vice Provost for Faculty and Academic Affairs**



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# Faculty Tenure and Promotion



## Board of Regents Policy Faculty Tenure

### Defines regular faculty:

- Tenured with indefinite appointments
- Tenure-track who are eligible for tenure

### Defines contract faculty:

- Annual appointments or multi-year appointments



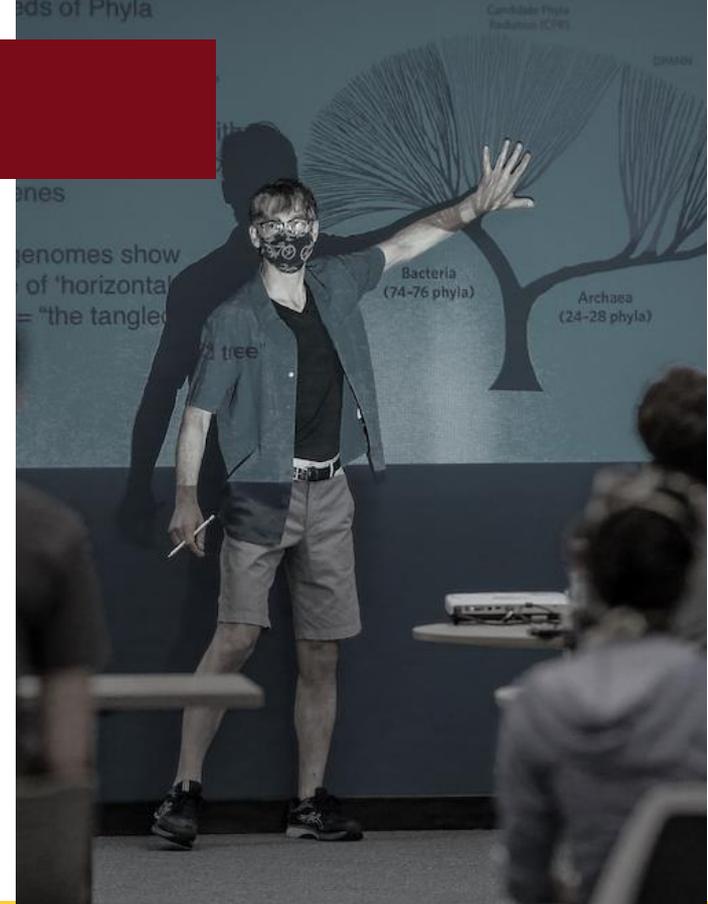
# Basic Principles: Promotion

- Each unit has a set of standards and criteria for research or creative activity, teaching, and service in addition to those of the University
- Annual reviews are mandated each year of the probationary period
- Faculty may resign or receive terminal appointments during the probationary period



# Basic Principles: Tenure

- **Ranks**
  - Assistant Professor
  - Associate Professor
  - Professor
- **Regular faculty have both rank and tenure or the possibility of achieving tenure**
- **Contract faculty have rank only**



# Review Process

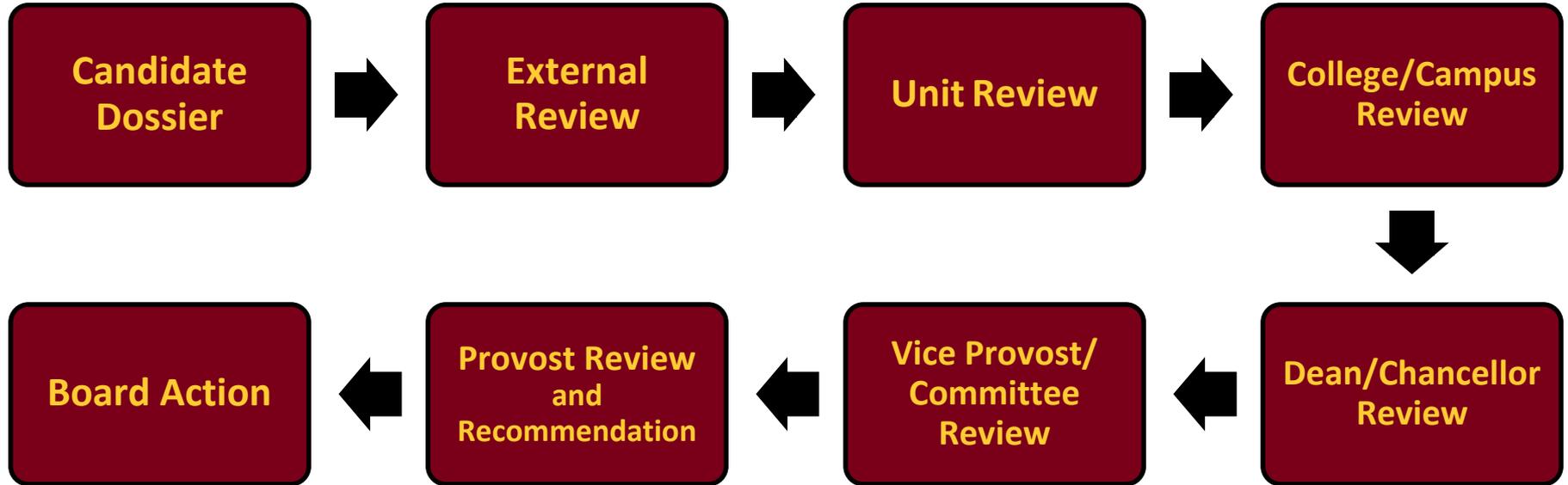


## Each candidate creates a dossier

- Curriculum vitae
- Statements about research or other creative activity, teaching and service
- Teaching data from student ratings and peer reviews of teaching
- Samples of scholarship or other creative activity

## A candidate file is sent to external experts in the discipline for evaluation

# Promotion and Tenure Review Process



# Promotion and Tenure Systemwide

## Two Types of Faculty Candidates

Tenured/tenure-track candidates (regular faculty—tenure and/or promotion in rank)	160
Non-tenure-track candidates (contract faculty—promotion in rank)	114
Total candidates	274



# Tenure Success Rate



- **Consider three cohorts of entering assistant professors (2012–2014)**
- **Four possible outcomes 7 years later**
  - received tenure and are still at the University
  - received tenure and left the University
  - left the University without tenure
  - are still at the University on the tenure clock
- **57% of this group received tenure**



## Commitment 4: Community & Belonging

### Goal 1, Action 3

Reduce disparities in faculty promotion rates

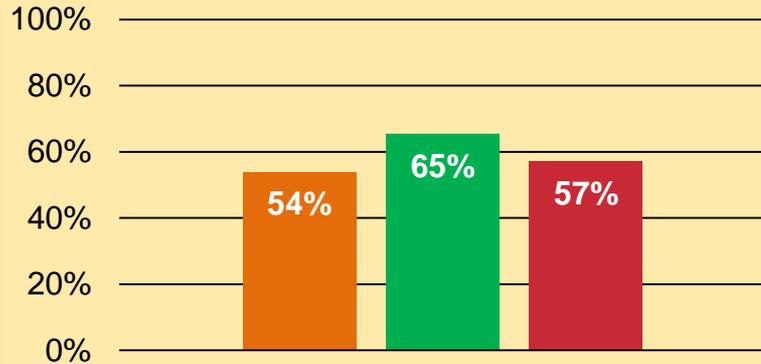


Baseline (2019-2020)	Current (2021-2022)	Goal
Overall promotion rate 59.1%; BIPOC 58.5%	Overall promotion rate 56.7%; BIPOC 56%	Eliminate disparities



# Tenure Success Rate

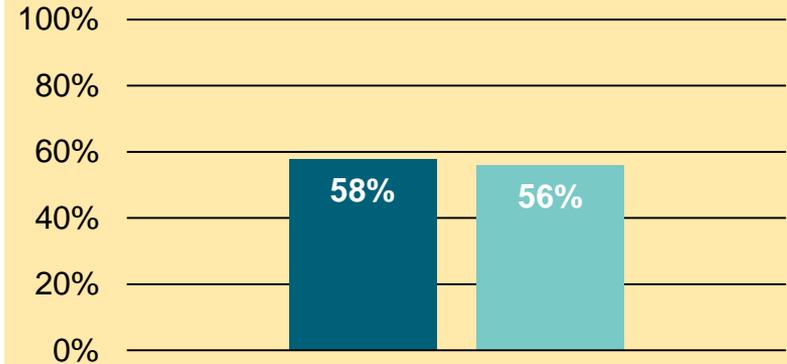
## Race and Ethnicity



Rolling three-year average, 2012-2014 cohort

- Underrepresented Race/Ethnicity (104 individuals)
- Asian (26 individuals)
- White/Unknown (205 individuals)

## Gender



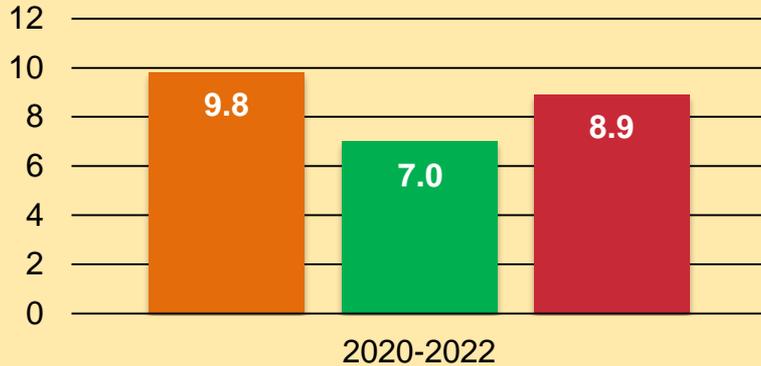
Rolling three-year average, 2012-2014 cohort

- Women (133 individuals)
- Men (202 individuals)



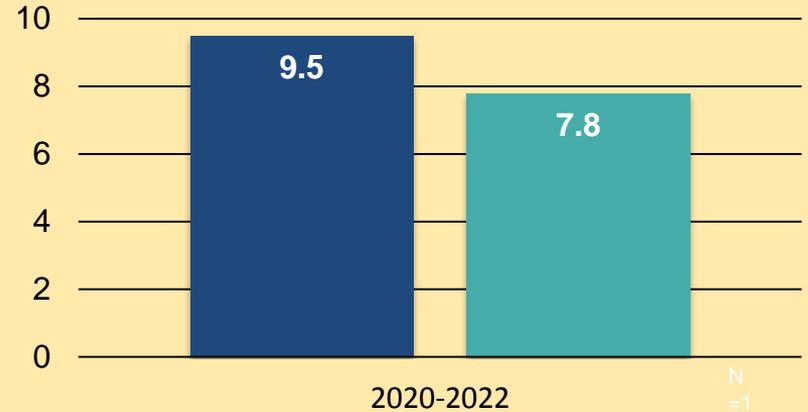
# Average Years in Rank as Associate Professor

## Race/Ethnicity



- Underrepresented (14 individuals)
- Asian (45 individuals)
- White/Unknown (120 individuals)

## Gender



- Women (71 individuals)
- Men (108 individuals)



# Making Sure Our Faculty Thrive

- Continued focus on all aspects of the faculty career
- Attract excellent faculty and ensuring a broad applicant pool
- Strive for a faculty body that reflects educational priorities and our student body
- Ensure that opportunities for promotion and advancement are equitable and transparent



# Recommendations



- That the regular faculty candidates on the list be approved for tenure and/or promotion as indicated;
- That the contract faculty candidates listed be approved for promotion to the rank indicated;
- That the academic professional candidates listed receive continuous appointments and promotions as indicated.





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# BOARD OF REGENTS DOCKET ITEM SUMMARY

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**Mission Fulfillment**

**May 12, 2022**

**AGENDA ITEM:** Fixed-Term Faculty and Academic Professionals

**Review**

**Review + Action**

**Action**

**Discussion**

*This is a report required by Board policy.*

**PRESENTERS:**

Rebecca Ropers, Vice Provost for Faculty and Academic Affairs  
Ned Patterson, Chair, Faculty Consultative Committee

## **PURPOSE & KEY POINTS**

The purpose of this item is to discuss the contributions of fixed-term faculty and academic professionals who advance core aspects of the University’s mission.

While University policy refers to “regular” faculty as those who are part of the tenure system, fixed-term/contract faculty and academic professionals advance the research, teaching, and outreach of the University as well. These classifications can be differentiated in the following ways:

- Tenure-system faculty advance the tripartite mission of the institution. According to the Board of Regents Policy: *Faculty Tenure*, tenure-system faculty may have varying levels of time allocated to research, teaching, and service, but they must make contributions in each domain.
- Fixed-term, or term/contract, faculty are engaged in one or more of these domains, often fueling the research in a given area with no or minimal teaching or service responsibilities, or fulfilling a critical teaching function with no or limited research responsibilities. The majority of fixed-term/contract faculty are clinician-researchers in the health sciences, where they perform direct clinical service in addition to contributing to instruction and research.
- Academic Professionals (P&A) often advance the teaching mission of the institution, though this broad P&A classification also includes researchers, librarians, and Extension educators.

Fixed-term faculty and academic professionals contribute to the University’s core work in many ways; several examples are included in the docket. Units hire fixed-term faculty and academic professionals to fulfill critical functions that enrich students’ experiences as well as the research enterprise. Units often opt to hire people into these classifications when they want to focus on a specific project or aspect of faculty work (for example, related to clinical duties, preparing teachers, or providing extension services and outreach throughout Minnesota). On occasion, units will hire people into these roles when they are initiating something new and want to see the demand and growth of an initiative prior to hiring a tenure-system faculty member. And, often, people in these categories bring a depth of professional experience that complements and extends that of the University’s tenure-system faculty.

According to an analysis conducted each fall of the University's full-time faculty composition, 43 percent are in these three categories, which is a 41 percent increase since 2012.

	UMN System	Medical School	UMN without Medical School
Tenure-System Faculty	2,691	406	2,285
Term/Contract Faculty	1,377	871	506
Academic Professionals (primary teaching function)	418	3	415
Other Academic Professionals	240	0	240

The University is not unique in its increasing reliance on faculty who are not in the tenure system to strengthen and support our teaching, research, and outreach missions. Administrative Policy: *Academic Appointments with Teaching Functions* requires that this be done deliberately to ensure an appropriate balance of people in these various classifications.

Given the important work done by fixed-term faculty and academic professionals, the University is taking action to support this group in multiple ways. The University seeks to ensure appropriate promotional pathways and professional development opportunities for these colleagues and also appropriate levels of involvement in University-level and unit-level governance. A new subcommittee of the Senate Committee on Faculty Affairs to identify and address challenges and opportunities related to this group will be created, and a faculty associate will be hired to develop additional resources to support this group. This faculty associate will focus on a range of issues related to fixed-term faculty and academic professionals, including reviewing processes for multi-year contracts, enhancing existing professional development offerings, and aligning policies applicable to fixed-term faculty and academic professionals. The aim is to understand and manage the increased use of term faculty and academic professionals and strike the right balance among the different classifications of people who advance different aspects of the University's research, teaching, and service mission.

## Governance

Fixed-term/contract faculty participate regularly in unit-level governance, with the exception that they do not participate in decisions related to promotion and tenure. The inclusion of academic professionals in governance varies more substantially depending on collegiate or campus context. For example, in the School of Public Health academic professionals participate fully in graduate/professional program-level meetings and governance and can take on leadership roles within graduate/professional programs. They are fully included in division faculty meetings and hold positions on administrative committees (e.g., research, curriculum, DEI), but not governance committees. In the College of Science and Engineering, academic professionals are not typically involved in departmental governance, but the CSE Consultative Committee includes representation from both faculty and academic professionals. Some units guarantee involvement of academic professionals by requiring that a certain number of positions in decision-making bodies are held by people in those roles.

Fixed-term faculty and academic professionals are also involved in University-wide governance. Approximately 10 percent of those serving in faculty/staff senate positions are from these two classifications.

The following examples highlight the myriad ways in which fixed-term faculty and academic professionals support the University's mission.

### **Fixed-Term/Contract Faculty**

#### **Deena Wassenberg, Biology Teaching and Learning College of Biological Sciences University of Minnesota Twin Cities**

Professor Wassenberg is a teaching associate professor in the Department of Biology Teaching and Learning who joined the College of Biological Sciences in 2007. She is currently the associate head, after previously serving as the director of undergraduate studies for the biology major in the college. She was awarded the Morse-Alumni Teaching Award in 2019 and has been serving on the Council on Liberal Education since 2015.

#### **Charlie Willis, Biology Teaching and Learning College of Biological Sciences University of Minnesota Twin Cities**

Professor Willis is a teaching associate professor who joined the Department of Biology Teaching and Learning in 2019. In addition to teaching Introductory Biology courses, he directs the Center for Online Biology Education (COBE) in the College of Biological Sciences. He was instrumental in helping the college pivot to remote instruction in March 2020 through his work with COBE and his significant expertise in online course instruction. He also improved the college's remote courses through a series of workshops in summer 2020.

#### **Joe Favour, Department of Landscape Architecture College of Design University of Minnesota Twin Cities**

Joe Favour is the department head and an associate professor of practice in the Department of Landscape Architecture where he has worked since 1995. His research focuses on how emerging technology alters the design of important public space and landscape material typologies like the public street and the college campus. Joe's impact is seen in his design work at Gold Medal Park, the 35W Bridge, and Target Field Plaza; campus planning work at UMN Duluth, Crookston, and Morris campuses as well as Augsburg University and Macalester College; and hundreds of other projects throughout the U.S. and international locations through the Minneapolis firm O2 Design.

#### **Troy McKay, Department of Agricultural Education, Communication and Marketing College of Food, Agricultural, and Natural Resource Sciences University of Minnesota Twin Cities**

Troy McKay joined the Agricultural Education, Communication, and Marketing program in 2018 where he is a teaching assistant professor. He developed four innovative new undergraduate courses that enable students to build novel and engaging visual stories for a variety of science education and communication contexts. Dr. McKay has also built a new digital platform called [AgriCast](#), which houses current University of Minnesota student work in the form of short videos, podcasts, educational resources, and lesson plans. By launching AgriCast, Dr. McKay created a bold structure for outreach to multiple audiences, a useful public showcase for student work, and a venue to communicate science and educational topics to the K-12 classroom and the general public in a meaningful way.

**Brett Arenz, Department of Plant Pathology  
College of Food, Agricultural, and Natural Resource Sciences  
University of Minnesota Twin Cities**

Brett Arenz is an associate teaching professor in the Department of Plant Pathology where he teaches graduate and undergraduate courses including the department's first fully online class. He also leads the University's Plant Disease Clinic as its director, providing the state with rapid and accurate disease diagnoses for crop plants, stored grain, and landscape plants. Since 2014, Professor Arenz has contributed a 50 percent increase in student credit hours by Plant Pathology by pedagogical innovations, online teaching, and student experiential learning opportunities. He was awarded the CFANS Distinguished Teaching Award in 2018 and the nationally competitive Excellence in Teaching Award from the American Phytopathological Society in 2019. Professor Arenz has achieved year-over-year financial security for the clinic while leveraging the facility for student experiential training.

**Chris Edgar, Department of Forest Resources  
College of Food, Agricultural, and Natural Resource Sciences  
University of Minnesota Twin Cities**

Chris Edgar has been a research assistant professor in the Department of Forest Resources since 2017. Dr. Edgar provides leadership to the USDA-Forest Service's Urban Forest Inventory & Analysis program and teaches three courses required in the Forest and Natural Resource Management major. He led the development of the methodology and techniques that will enable the USDA-Forest Service to establish a national urban forest inventory program. This program describes and characterizes the nation's urban forest resources including estimates of disturbance and climate-related impacts on our urban forests.

**Bonnie Klimes-Dougan, Department of Psychology  
College of Liberal Arts  
University of Minnesota Twin Cities**

Bonnie Klimes-Dougan is an associate professor in the Department of Psychology where she has worked since 2009. Dr. Klimes-Dougan's program of research is directed to enhancing understanding of mechanisms of internalizing psychopathology (e.g., depression) by the use of cross sectional, longitudinal, and intervention methodologies. In the department, she carries a similar load to her tenure-system colleagues for mentoring and serving as an advisor for graduate and undergraduate students in research. She generally teaches five courses per year, one of which—PSY 3604, Abnormal Psychology—is among the department's most popular undergraduate courses. She is an associate editor of the *Journal of Abnormal Child Psychology* and has published over one hundred peer-reviewed journal articles in top outlets in her field.

**David Orser, Department of Electrical and Computer Engineering  
College of Science and Engineering  
University of Minnesota Twin Cities**

David Orser is an associate teaching professor in Electrical and Computer Engineering and is a 2022 recipient of the Morse- Alumni Award for Outstanding Contributions to Undergraduate Education. He has updated the lab components of many of the core undergraduate courses in the Electrical and

Computer Engineering curriculum, led development of a continuously improving teaching community of practice within his department, and lectured to hundreds of students at freshman and sophomore levels obtaining outstanding scores on student evaluations. He also serves as faculty adviser for the student-led Solar Vehicle Project, is a diversity and inclusivity champion in the College of Science and Engineering, and contributes to multiple experiential outreach projects such as University on the Prairie and FIRST Robotics.

**Sofia Lyford-Pike, Department of Otolaryngology  
Medical School  
University of Minnesota Twin Cities**

Sofia Lyford-Pike is an associate professor in the Department of Otolaryngology where she has been a faculty member since 2014. Dr. Lyford-Pike is double boarded in Facial Plastic and Reconstructive Surgery and in Otolaryngology, Head and Neck Surgery, and focuses her work on complex facial reconstruction. Dr. Lyford-Pike developed and leads innovative multidisciplinary clinics for pediatric and adult patients with facial paralysis. Dr. Lyford-Pike collaborated with faculty in Computer Science and Psychology to design an animated human facial model that permits study of the social consequences of a smile. This model informs treatment decision making and assessment of clinical outcomes in a way that is meaningful to the long-term quality of life of patients. Dr. Lyford-Pike is committed to education, surgical training and care in developing countries and brought her skills in all arenas to Uruguay, building a program that provides advanced facial reanimation and microvascular surgery.

**Roli Dwivedi, Department of Family Medicine and Community Health  
Medical School  
University of Minnesota Twin Cities**

Roli Dwivedi is a newly promoted associate professor in the Department of Family Medicine and Community Health who has been a faculty member at the University of Minnesota since 2015. Dr. Dwivedi is the Chief Clinical Officer and Medical Director of the Community-University Health Care Center. The Community-University Health Care Center provides clinical care in an area with a high proportion of refugee, immigrant, and migrant communities and is a major site for clinical training. Dr. Dwivedi pioneered the integration of mental health services with primary care medical services in the community and formed the first outpatient Accountable Care Organization with all federally qualified health care centers in the Minneapolis area. This care model reduced visits to emergencies by 33 percent and reduced inpatient admissions by 20 percent. Dr. Dwivedi strives to create an environment where in addition to providing excellent clinical care, patients and clinicians work collaboratively to stabilize individual lives and improve community health. Dr. Dwivedi led efforts to address the opioid pandemic and then the Covid-19 pandemic, as the Chair of the "Disparities in Covid Response Task Force" for the Office of Academic Clinical Affairs.

**Mary Chesney  
School of Nursing  
University of Minnesota Twin Cities**

Mary L. Chesney, PhD, APRN, CNP, FAANP, FAAN, joined the School of Nursing clinical faculty in 2008 and was promoted to clinical professor in 2016. She was the first director of the Doctor of Nursing Practice Program for the School of Nursing, serving from 2010 to 2015. One of Dr. Chesney's most impactful contributions to the profession was serving as the Minnesota Advanced Practice Registered Nurse (APRN) Coalition's President and lead Coalition representative at the

Capitol during the 2013–2014 legislative campaign for full practice authority, a campaign that resulted in legislation that grants full practice and prescriptive authority for all four APRN roles. Dr. Chesney received the University's Outstanding Graduate/Professional Teaching Award in 2016. She was inducted as a Fellow in the American Academy of Nursing in 2014 and a Fellow in the American Association of Nurse Practitioners in 2016. She holds the Katherine R. & C. Walton Lillehei Chair in Nursing Leadership in the School of Nursing.

**Keri Hager, Department of Pharmacy Practice and Pharmaceutical Sciences  
College of Pharmacy  
University of Minnesota Twin Cities**

Keri Hager, associate professor and associate dean for clinical affairs, is an academic clinician-educator who has served the University as a contract faculty member since 2009. Dr. Hager's responsibilities span the college's Doctor of Pharmacy Program, scholarship in clinical pharmacy practice models, and clinical practice and community-engaged scholarship focused on interprofessional, team-based treatment of opioid use disorder. Dr. Hager is a recognized leader and champion within the College of Pharmacy for efforts to create consistency across the curriculum regarding clinical skills instruction. She also spearheaded a community-wide effort to create inter-organizational collaborations in the Duluth area to better serve the needs of individuals experiencing opioid use disorder.

**Wei Zhang, Department of Diagnostic and Biological Sciences  
School of Dentistry  
University of Minnesota Twin Cities**

Wei Zhang is a research professor in the Department of Diagnostic and Biological Sciences. She is also a staff scientist at the Characterization Facility, College of Science and Engineering, and has worked at the University since 2008. She leads a research program in structural virology using cryo-electron microscopy (cryo-EM) methods and promotes cryo-EM applications on campus through collaboration, classroom teaching, workshop, instrument upgrade, maintenance, user training, and service. Dr. Zhang is principal investigator (PI) of three NIH R21 grants, co-investigator of two NIH R01 grants, and has co-authored 22 peer-reviewed publications. She is PI of five equipment grants (NIH and OVPR, ~1.2M) that advanced cryo-EM instrumentation at the Characterization Facility.

**Richard Nadeau, Department of Primary Dental Care  
School of Dentistry  
University of Minnesota Twin Cities**

Richard Nadeau is a clinical professor in the Department of Primary Dental Care, Division of Comprehensive Care. He has worked at the University of Minnesota since 1994. Dr. Nadeau is the director of the Division of Comprehensive Care Color (clinical) group leader, overseeing 42 students during their two-year clinical training. He was the interim assistant dean of academic affairs and the interim assistant dean for clinical affairs. During his time in the School of Dentistry, he earned an MPH, helped develop the Urgent Care Clinic, and helped develop the Comprehensive Care Clinics, increasing production by 25 percent. He is a member of the Opioid Prescribing Work Group for the Minnesota Department of Health and Human Services as the dental representative and has received 17 instructor of the year awards from various DDS and DT classes.

**Erin Burton, Department of Veterinary and Biomedical Sciences  
College of Veterinary Medicine  
University of Minnesota Twin Cities**

Erin N. Burton is the senior associate dean for academic and student affairs and an associate professor in the Department of Veterinary and Biomedical Sciences where she has served as a contract faculty member since 2015. Dr. Burton has provided outstanding contributions and dedication in coordinating and effectively transforming important core courses for veterinary students across the D.V.M. curriculum. She has innovative and thoughtful approaches to the training of clinical pathology residents and plays a role in curricular development and design. She also makes contributions in educational leadership and administration.

**Antonella Borgatti, Department of Veterinary Clinical Sciences  
College of Veterinary Medicine  
University of Minnesota Twin Cities**

Antonella Borgatti, associate professor of veterinary clinical oncology, joined the faculty of the University of Minnesota in 2008. Dr. Borgatti currently serves as director of the Clinical Investigation Center and director of the Medical Oncology Residency Program. She is enrolled in the Mothers Leading Science Program and the K to R01 Transition Program of the University of Minnesota Clinical and Translational Science Institute. Dr. Borgatti received an Office of the Vice President for Research Infrastructure Grant Program award for “Building Clinical Investigation Center Infrastructure for Translational Research,” and she holds multiple other grant awards as principal investigator, including a University of Minnesota-Mayo Partnership Award for “Development and Clinical Testing of Next Generation Oncolytic Virus Against Spontaneous Malignant Melanomas in Companion Dogs.”

**Christopher Ober, Department of Veterinary Clinical Sciences  
College of Veterinary Medicine  
University of Minnesota Twin Cities**

Christopher Ober, professor of veterinary medical imaging, joined the faculty of the University of Minnesota in 2009. Dr. Ober has provided critically needed clinical service and clinical teaching expertise in the discipline of radiology during years in which there has been a nationwide shortage of veterinary radiologists/medical imaging specialists. He currently is one of two full-time clinical medical imaging faculty members. He has received two collegiate awards for Excellence in Course Coordination (2016 and 2020) for the third year medical imaging courses that he oversees. He has a major commitment to clinical service, clinical teaching/mentoring, and didactic teaching. Each year his didactic teaching evaluations are uniformly outstanding.

**Chris Stauthammer, Department of Veterinary Clinical Sciences  
College of Veterinary Medicine  
University of Minnesota Twin Cities**

Chris Stauthammer is an associate professor of veterinary cardiology who joined the University of Minnesota faculty in 2010. Dr. Stauthammer has served as the sole cardiologist at the University during all but one year of his time in rank as an associate professor. During these years, service revenue has increased significantly due to his outstanding clinical skills, well-organized and cohesive support staff, and exceptional interpersonal and time management skills. Notably, he has

received one Zoetis and six collegiate teaching awards. On a national level, he was a member of the ACVIM Cardiology Residency Training Committee from 2016–2019, serving as chair from 2018–2019. He was inducted into the University’s Academy for Excellence in Clinical Practice (2021) and is the first veterinarian to receive this honor.

**Kelly Tart, Department of Veterinary Clinical Sciences  
College of Veterinary Medicine  
University of Minnesota Twin Cities**

Kelly Tart, professor of veterinary emergency/critical care, joined the the University of Minnesota faculty in 1998. Dr. Tart has a national reputation for her clinical expertise in emergency medicine. She is highly respected at the University for providing excellent clinical care to her veterinary patients, for her knowledge and compassion, and for being a highly effective leader of the ECC service. Since she was hired as an assistant professor in 1998, she has developed the emergency service from a single overnight intern to a staff of five board certified criticalists, two instructors, and five residents. Currently, the emergency service is the highest income generating service in the Veterinary Medical Center; revenue has more than doubled since FY13. She was presented with the Outstanding Faculty P&A Award in 2017 and was a nominee for the White Coat Ceremony in 2015, 2016, 2017, and 2018.

**Perle Zhitnitskiy, Department of Veterinary Population Medicine  
College of Veterinary Medicine  
University of Minnesota Twin Cities**

Perle Zhitnitskiy is an associate professor in the Veterinary Population Medicine Department where she has worked since 2015. Dr. Zhitnitskiy teaches various classes related to food animal production and mentors students who are interested in rural practice to succeed as veterinarians. She is a leader in the field of scholarly teaching and learning and has led the efforts of implementing a competency-based curriculum for students interested in swine production and medicine.

**Erin Royster, Department of Veterinary Population Medicine  
College of Veterinary Medicine  
University of Minnesota Twin Cities**

Erin Royster is an assistant professor in dairy production medicine at the Department of Veterinary Population Medicine. She is an expert on dairy production including on-farm mastitis diagnostics and control, milking equipment, and is a faculty advisor for the University of Minnesota Laboratory for Udder Health. She plays a key role in teaching and extension through the Dairy Education Center in New Sweden, MN to prepare and train students interested in dairy production and medicine to serve the rural areas of Minnesota and beyond.

**Joe Artim, Department of Accounting and Finance  
Labovitz School of Business and Economics  
University of Minnesota Duluth**

Joe Artim joined the Labovitz School of Business and Economics in 2001 as the director of the Labovitz School of Business and Economics Financial Markets Program (FMP). FMP selects 15–20 students every year who go through a rigorous, cohort-based education and training in investment finance. Having been in existence for over two decades, FMP has produced over 330 graduates, 90 percent of whom are currently employed in the Financial Services Industry. Apart from its

signature experiential activities, a distinguishing feature of the program is The Bulldog Fund, LLC—a portfolio of investments managed by students in teams. From its humble beginnings of \$200,000, the fund has grown to more than \$3 million. Since 2009, The Bulldog Fund, LLC has outperformed its benchmark, the S&P 500, every single year except in 2016. Professor Artim also supports FMP students' participation in the annual CFA Institute Global Research Challenge where more than 1,100 domestic and international universities compete.

**Thomas Jacobsen, Department of Theatre  
College of Arts, Humanities and Social Sciences  
University of Minnesota Duluth**

Thomas Jacobsen is an assistant professor of musical theatre in the Department of. He wrote the music for [\*Maxa: The Maddest Woman in the World\*](#). This show, the first indoor theatrical performance held in the Marshall Performing Arts Center since the pandemic began, had its world premiere as part of UMD Theatre's 2021–2022 season. He also helped Analise Levesque write and direct [\*Change: A New Musical\*](#) (which had its premiere this past January through the student-run Stage 2 Theatre Company). Dr. Jacobsen involves and engages students in the creative process, helping them to understand how to go from an idea to reality.

**Rachel Breckenridge, Department of Math and Statistics  
Swenson College of Science and Engineering  
University of Minnesota Duluth**

Rachel Breckenridge is a mathematics and statistics instructor who joined the Swenson College of Science and Engineering in 2010. In addition to teaching a variety of math and stats courses, Breckenridge has led efforts to support underrepresented students in STEM, particularly through engaging Native students at UMD and in northern Minnesota. She will be awarded the 2022 UMD Jean J. Blehart Award for Distinguished Teaching.

**Shannon Stevenson, Department of Biology  
Swenson College of Science and Engineering  
University of Minnesota Duluth**

Shannon Stevenson is an assistant professor who is focused on teaching in the Department of Biology in the Swenson College of Science and Engineering. Dr. Stevenson joined UMD in 2007 and her impactful teaching was recognized with the 2016 UMD Chancellor's Award for Teaching and the UMD Biology Department's 2013 Inspirational Teacher of the Life Sciences award. She has coordinated scientific writing throughout the undergraduate learning experience by writing a laboratory reference book used by Biology faculty and developing a journal for undergraduates, the *Duluth Journal of Undergraduate Biology*.

**Eric West, Department of Physics and Astronomy  
Swenson College of Science and Engineering  
University of Minnesota Duluth**

Eric West is a teaching-focused assistant professor who has taught in the Department of Physics and Astronomy since 2015. He has introduced active learning to the Physics Department. During the rapid pivot to remote teaching in Spring 2020, Professor West was a valuable resource for his colleagues through sharing his rich expertise about engaging students.

## **Academic Professionals (P&A)**

### **Pat Hemmis, Department of Design, Housing, and Apparel College of Design University of Minnesota Twin Cities**

Pat Hemmis is a P&A full-time teaching faculty member in Interdisciplinary Design for both the College of Design and the Department of Design, Housing, and Apparel. Retiring in May, Pat has been employed at the University for 43.5 years. Pat re-developed and teaches a large writing intensive course Introduction to Design Thinking, in addition to designing and teaching courses through the Interdisciplinary Design Minor Program in the College of Design. Pat counts her work re-developing and directing the large Interdisciplinary Design Minor, which has grown to over 230 students from every college at the University. Through her Design Thinking course, Pat introduces approximately 270 students per year to design processes, theories, and socio-cultural aspects of design that come alive through hands-on team projects.

### **Margaret Kelly, Department of Family Social Science College of Education & Human Development University of Minnesota Twin Cities**

Margaret Kelly is a senior teaching specialist in Family Social Science and has been at the University for 20 years. During her time in the College of Education and Human Development, she has taught interdisciplinary/sociological courses in the areas of public speaking, addiction, and families and has also been a critical leader and instructor in the First Year Experience. Currently serving as the Director of Undergraduate Studies, Margaret Kelly is a pedagogical expert and exceptional instructor who puts students at the center of everything she does. She is a sought-after expert on the First Year Experience with a number of publications including co-authorship in the book *Approaching College with Purpose*.

### **Jonathan Stuart, Department of Organizational Leadership, Policy, and Development College of Education & Human Development University of Minnesota Twin Cities**

Jonathan Stuart is a lecturer in Organizational Leadership, Policy, and Development. He has been employed at the University for three years and is a double graduate of the University of Minnesota with both a masters and Ph.D. from CEHD. He teaches undergraduate courses and provides graduate advising in the Master's of Human Resource Development program. Over the last year of COVID, he received outstanding teaching evaluations, including a perfect 6 out of 6 in his large enrollment courses, on students' rating of: "The instructor treated me with respect." Dr. Stuart exemplifies student-centered, caring, and supportive leadership in the classroom while continuing to provide outstanding teaching.

### **Barbara Billington, Department of Curriculum and Instruction College of Education & Human Development University of Minnesota Twin Cities**

Barbara Billington has been a senior lecturer in Curriculum and Instruction since 2011. She teaches beginning science teachers of K-12 students in the post-baccalaureate elementary and science education licensure programs. In addition, Dr. Billington has mentored over 20 doctoral candidates in STEM Education since 2014, and since 2009 has worked with SciGirls, a PBS Kids show that

encourages girls in STEM. The SciGirls CONNECT network has 204 partner organizations across 35 states, with 97 certified SciGirls trainers, educating 5,280 educators which have impacted 103,779 youth participants since 2011. She believes that when teachers work explicitly to teach in gender equitable ways, all students benefit; students can begin to see themselves as engineers, scientists, mathematicians, and technology specialists.

**Nicole LaVoi, School of Kinesiology  
College of Education and Human Development  
University of Minnesota Twin Cities**

Nicole LaVoi is a senior lecturer in the School of Kinesiology and director of the Tucker Center. The Tucker Center for Research on Girls & Women in Sport is an interdisciplinary research center leading a global effort to accelerate change for girls and women through sport and physical activity. A Distinguished Teacher and CEHD Alumni Rising Star, Dr. LaVoi received a 3-year \$800,000 grant from Nike to build and research a coaching curriculum that helps reduce gender stereotypes and promote body confidence for girls. She has been featured across numerous news outlets related to the Women's Final Four, and has also hosted the 8th annual women coaches symposium, the largest event of its kind in the world, bringing together over 300 women at all levels of sport.

**Eric Daigre, Department of English  
College of Liberal Arts  
University of Minnesota Twin Cities**

Eric Daigre is a senior lecturer in the Department of English and a winner of the Morse-Alumni Award for Outstanding Contributions to Undergraduate Education. He has taught in the department for over two decades. Daigre is an award-winning leader in community-engaged education and has connected students for years with major social justice groups throughout the Twin Cities. He also is a leader in anti-racist education and has helped generations of graduate students prepare for their first time in the classroom with his graduate-level pedagogy course. Students at all levels comment repeatedly on the life-changing effects of Daigre's courses and single his work out as a model for a university education.

**Wendy Lutter, Department of Marketing  
Carlson School of Management  
University of Minnesota Twin Cities**

Wendy Lutter has been a senior lecturer in the Marketing Department since 2017 and currently serves as the academic director for the Master of Marketing Program. She is an outstanding and innovative teacher who is highly involved with multiple equity and diversity initiatives, including developing a new course on Striving for Equity in International Business and serving as the faculty advisor for Women in Business—the largest undergraduate club in the University system. Named the Carlson School Business Week Faculty of the Year in 2019, she has led a session at the first-ever Equity in Business CSOM workshop, serves on the University's Women's Faculty Cabinet, and is engaged with CSOM's equity and diversity staff to increase student diversity.

**Rand Park, Department of Strategic Management and Entrepreneurship  
Carlson School of Management  
University of Minnesota Twin Cities**

Rand Park has been a senior lecturer in the Department of Strategic Management and Entrepreneurship since 2013. He teaches the core Ethics and Corporate Responsibility courses in the undergraduate, MBA, and CEMBA programs, and his ratings are consistently outstanding. Much of Park's teaching has been the undergraduate ethics core course, a course for first-year undergraduate students involving thoughtful discussions about ethical dilemmas experienced by managers and employees, viewed through rigorous lenses of ethical and legal frameworks. In these large courses in the recent extraordinarily challenging environment, Park went above and beyond to create a productive and engaging learning environment in his classes.

**Clayton Forester, Department of Accounting  
Carlson School of Management  
University of Minnesota Twin Cities**

Clayton Forester joined the Carlson School as a senior lecturer in the Accounting department in 2014. In addition to handling a significant teaching load, Clayton has elevated the Master of Accountancy (MAcc) program by serving as its since 2018. Forester's expertise in online teaching technology made him a go-to person for the rest of the department during the pandemic. He created the MAcc Alumni Board to encourage strong connections with alumni and current students. Clayton is the academic advisor for the Carlson School Accounting Club (CSAC) and works hard to build community among accounting students. He has a deep commitment to DEI; he redesigned the IBUS course that he teaches (with international components in Argentina and Chile) to integrate cultural values within managerial accounting contexts, emphasizing how cultural values can impact decision-making processes within businesses.

**Mary Curtin, Hubert H. Humphrey School of Public Affairs  
University of Minnesota Twin Cities**

Mary Curtin is Diplomat in Residence and member of the graduate faculty at the Humphrey School. She joined the school in 2013 after an impressive 25-year career in the U.S. State Department. Dr. Curtin has brought significant intellectual and professional resources to students and faculty ever since. Not only has she brought in speakers of note over the years, she has also worked diligently to ensure students are connected to key NGOs and other organizations to network for future jobs, and also engage in meaningful, impactful capstone projects and internships that serve local and international organizations and communities. Dr. Curtin contributes greatly to the leadership of the School by serving as Area Chair for the Global Policy area in the Master of Public Policy program. Recently, she was a speaker at a [United Nations Association-MN event](#) and she was featured in a [KARE 11 news piece](#) on the war in Ukraine.

**Caleb Smith, Law School  
University of Minnesota Twin Cities**

Caleb Smith joined the Law School in 2017 as a contract visiting associate professor, and since 2019 has been an associate clinical professor. He serves as director of the Ronald M. Mankoff Tax Clinic and teaches a course in Federal Tax Procedure. In addition to his work supervising students who assist individual taxpayers with questions or concerns about state or federal tax matters, Professor

Smith and his students work with the Minnesota Department of Revenue to institute policies that reduce the administrative burdens faced by low-income Minnesota taxpayers. Professor Smith served as co-chair of the American Bar Association Tax Section Pro Bono & Tax Clinic Committee, and was awarded the Law School's Stanley V. Kinyon Clinical Teacher of the Year Award in 2021.

**Marta Shore, Division of Biostatistics  
School of Public Health  
University of Minnesota Twin Cities**

Marta Shore is a lecturer in the Division of Biostatistics, where she is responsible for graduate instruction and curriculum development and revision. She is also co-chair of the Biostatistics DEI committee and a member of the DEI Action Alignment Team. Shore has shown exemplary initiative and commitment to SPH's anti-racism and DEI efforts. For example, Shore guided a team of biostatistics graduate students to develop a curriculum for ninth graders in the St. Paul Public Schools to expose them to environmental health science, data science, and public health through an interactive curriculum using Minnesota pollution monitoring data so high school students can immediately grasp the relevance to their own neighborhoods and lives. Shore is also a trained University Mental Health Advocate for Students and this informs her teaching, curriculum development, and DEI involvement.

**Laura Babcock, Division of Environmental Health Sciences  
School of Public Health  
University of Minnesota Twin Cities**

Laura Babcock is director of the Minnesota Technical Assistance Program (MnTAP) in the School of Public Health. The MnTAP director works with governmental and business entities, manages staff, recruits student interns, and obtains grants to support a program that improves the health of Minnesota communities by helping businesses prevent pollution and reduce water and energy use. Babcock has worked to continually improve this program since she became director in 2011. In the past three years, MnTAP has hosted 51 paid student interns to work on projects that resulted in enormous reductions of water and energy use and pollution released into the environment, resulting in millions of dollars of savings for businesses annually.

**Ryan Armbruster, Division of Health Policy & Management  
School of Public Health  
University of Minnesota Twin Cities**

Ryan Armbruster is director of Executive Programming for Healthcare Administration. He provides oversight of the executive track of the Master of Healthcare Administration (MHA) program and is a member of the MHA leadership team. Armbruster is a nationally respected thought leader in healthcare innovation with industry experience at Mayo Clinic and UnitedHealth Group. More than a decade ago, he developed the first course nationwide in healthcare services innovation taught in graduate healthcare management programs. Four years ago, he developed a popular elective on climate change and healthcare organizations. His contributions were recently highlighted when the MHA Program won the CAHME/Canon Solutions America Award in 2022 for efforts around accessibility, DEI, and promoting environmental sustainability.

**Nicole Larson, Division of Epidemiology & Community Health  
School of Public Health  
University of Minnesota Twin Cities**

Nicole Larson is the project director for Project EAT (Eating and Activity over Time), and instructor in the Public Health Nutrition program. Nicole receives exemplary scores in her evaluations with her courses being two of the most popular in the program. In her role as project director, she manages a large and comprehensive, longitudinal body of research examining eating and weight-related behaviors, and also serves as a mentor for the division training program. Nicole gives tirelessly through her professional service, including serving as a member of the Board of Editors for the *Journal of the Academy of Nutrition and Dietetics*, various nutrition practice groups, and has held various offices in state and national organizations.

**Sol Perez Aguirreburualde and Mary Katherine O'Brien  
Center for Animal Health and Food Safety (CAHFS)  
College of Veterinary Medicine  
University of Minnesota Twin Cities**

Sol Perez Aguirreburualde (Sol) serves as deputy director of the Center for Animal Health and Food Safety (CAHFS) who joined the University of MN in 2017. Mary Katherine O'Brien serves as leader of the CAHFS Education and Outreach program where she has worked since 2015. Drs. Perez Aguirreburualde and O'Brien are the working forces behind a program referred to as ProgRESSVet, intended to build capacity of international veterinary services on what the World Organization for Animal Health (OIE) refers to as "day 2 and advanced competencies" with the objective of helping countries meet international standards and support access to international markets for food products. Different versions of ProgRESSVet have been implemented in Latin America (funded by the Interamerican Development Bank), South East Asia (funded by the US Foreign Agricultural Services and by the Australian Department of Foreign Affairs), and Africa (funded by the Bill and Melinda Gates Foundation). This program has benefited 15 countries and resulted in around 150 trainees, and donors are eager to continue support for program implementation in some of the most needed geographies worldwide. CAHFS plays an important role as a collaborating center for the World Organization for Animal Health, the intergovernmental organization that sets up standards for animal health, and as a reference center for the Food and Agriculture Organization of the United Nations.

**Rob Proulx, Department of Agriculture and Natural Resources  
University of Minnesota Crookston**

Rob Proulx serves as a full-time lecturer and teaches in the Agronomy program, training a new generation of agriculture professionals. Dr. Proulx has been at the Crookston campus for 13 years and has served in a variety of roles, including Chair of Faculty Assembly, representative to the University's Faculty Senate, and as the Chair of our P&A Career Ladder taskforce. Dr. Proulx's work as a Fellow in the Veden Center for Rural Engagement focuses on providing career-ready skills to underserved, non-matriculated rural students from across the state of Minnesota.

**Lucinda Johnson, Natural Resources Research Institute (NRRI)  
University of Minnesota Duluth**

Lucinda Johnson is a nationally recognized aquatic ecologist and is the Director of Research at the Natural Resources Research Institute. Joining the Institute in 1987, Dr. Johnson was a pioneer in

early adoption of Geographical Information Systems as a tool to summarize and communicate ecological data. Dr. Johnson serves as U.S. co-chair on the Science Advisory Board of the International Joint Commission (for the Great Lakes), as vice-chair of the Board of Scientific Counselors to the U.S. Environmental Protection Agency, as member of the Minnesota Governor's Climate Advisory Council and as co-principal investigator in the University's Midwest Climate Adaptation Science Center.

**Euan Reavie, Natural Resources Research Institute (NRRI)  
University of Minnesota Duluth**

Euan Reavie is a senior research associate in paleolimnology and phytoplankton at the Natural Resources Research Institute, having joined the Institute in 2004. Dr. Reavie is the interim Research Group Manager for NRRI's Water Group and leads a large research effort in projects ranging from phytoplankton and contaminated sediment monitoring in the Great Lakes to efficacy of ballast water treatment technologies on board ships. He is a globally recognized expert in diatom taxonomy and has attracted over \$15M in funding in competitive federal grants.

**Eric Singaas, Natural Resources Research Institute (NRRI)  
University of Minnesota Duluth**

Eric Singaas joined the Natural Resources Research Institute in 2016 as a plant physiologist/biochemist and as the research group manager for the Materials and Bioeconomy research group, which is focused on new biochemical and pyrolysis technologies for biomass processing to create new materials and energy products from renewable resources. Dr. Singaas serves on the Bioeconomy Coalition of Minnesota, assisting in the definition of technology and economic opportunities for biomaterials and bioenergy, and represents NRRI on the University's Council of Research Associate Deans.

**Valerie Brady, Natural Resources Research Institute (NRRI)  
University of Minnesota Duluth**

Valerie Brady is a research associate aquatic ecologist at the Natural Resources Research Institute since 2002, directing a research program focused on environmental assessment of streams and coastal wetlands. Dr. Brady has taught specialized courses in wetland ecology at UMD and has served as the research coordinator at Minnesota Sea Grant. Her research informs decisions regarding restoration of coastal wetlands, particularly in Lakes Superior, Huron, and Michigan, as part of the Great Lakes Restoration Initiative.

**Alexis Grinde, Natural Resources Research Institute (NRRI)  
University of Minnesota Duluth**

Alexis Grinde is an avian ecologist at the Natural Resources Research Institute, having joined the Institute in 2017. Dr. Grinde directs a nationally recognized program in monitoring impacts of land and forest management on bird populations. Her team uses birds and bird communities as indicators of environmental change to inform land-management and conservation decisions. She is exploring innovative methods to monitor forest and prairie bird species and has developed close working relationships with University colleagues, state and federal agencies, NGO's and citizens groups across the region.

**Matthew Aro, Natural Resources Research Institute (NRRI)  
University of Minnesota Duluth**

Matthew Aro is a project manager in wood products and life cycle assessment thinking at the Natural Resources Research Institute, joining the Institute in 2003. Aro is leading a research program focused on industrial development of thermally modified wood technology applications in the United States. His work has been funded by state and federal agencies as well as private industry. His work has directly supported the startup of Arbor Wood, a manufacturer of thermally modified wood products for outdoor applications including signage and decking—a new industry and job opportunity for Minnesotans.

**Windy González Roberts, Division of Humanities  
University of Minnesota Morris**

Windy González Roberts has been a teaching specialist of Spanish since 2008. She teaches a full range of language and culture courses, regularly advises students, and participates in campus governance. Roberts is the faculty advisor for the Spanish language student organization and runs the following extra-curricular outreach programs: Community English as a Second Language program, the Jane Addams School for Democracy program, and the Spanish Conversation Table. These extra-curricular activities enrich the Spanish program by providing students opportunities for language immersion, intercultural exchange, and internship opportunities at the Morris campus. Roberts has been recognized with Office of Equity and Diversity César Chávez Award (2010), the Office of Community Engagement Faculty-Staff Community Service Award (2012), the Campus Compact Presidents' Civic Engagement Steward Award (2012), and the President's Award for Outstanding Service (2016).

**Jessie Barnett Schimek, Center for Learning Innovation  
University of Minnesota Rochester**

Jessie Barnett Schimek is a senior lecturer in Public Health, Center for Learning Innovation (CLI), at the Rochester campus. She joined the CLI's P&A "Student Based Faculty" (SBF) in 2014 and has been instrumental in building the Public Health curriculum for UMR's Bachelor of Science in Health Sciences major. Dr. Barnett Schimek is currently a fellow with the Institute on the Environment and recent (2022) recipient of the Morse-Alumni Award for Outstanding Contributions to Undergraduate Education, and a Presidents' Civic Engagement Steward Award recipient for her work with the EcoliteracySCHOOL program with the Pine Island Public School District.

**Jake Wright, Center for Learning Innovation  
University of Minnesota Rochester**

Jake Wright is a senior lecturer in Philosophy, Center for Learning Innovation (CLI), at the Rochester campus. Dr. Wright joined the CLI's P&A "Student Based Faculty" (SBF) in 2014 and has been instrumental in developing UMR's first-year seminar course (Cornerstone), and co-leading the academic core for the living-learning communities. Dr. Wright has published 11 peer-reviewed articles or chapters since 2016. Dr. Wright received the Chancellor's Outstanding Collaborative Innovation Award (2018) and an Internationalizing Teaching and Learning Fellowship from the University's Global Programs and Strategy Alliance.

**Eli Sagor, Forest Resources  
Extension**

Eli Sagor is an extension forestry specialist based in Cloquet and on the St. Paul campus, who joined the University of Minnesota in 2000. He manages the Sustainable Forests Education Cooperative, which offers continuing education opportunities for natural resource professionals. His highly respected Extension programming primarily addresses forest ecology and management, with a focus on climate adaptation and forest resilience. His programs are designed around the philosophy that everyone comes in both as a teacher and a learner, and leaves with a greater understanding of both research and its appropriate application on the ground. He has served in a number of leadership roles including chair of the Minnesota Society of American Foresters; editorial committee chair and president of the Extension Journal, Inc. board of directors; and chair of the Minnesota Terrestrial Plants and Pests Center advisory board.

**Serdar Mamedov, Family Development  
Extension**

Serdar Mamedov is an assistant extension educator who joined the University of Minnesota Extension in 2016. He works with local partners in the St. Cloud community to support low-income immigrant and refugee populations so that they can live healthier and happier lives. Before emigrating to the United States, he earned his M.D. in Turkmenistan with a specialization in epidemiology, and he later worked as a public-health official in his home country. Since joining the University, he has focused on community-based health and nutrition educational programming and on addressing issues of food insecurity and health disparities, particularly among the immigrant communities in central Minnesota.

**Kari Robideau, Youth Development  
Extension**

Kari Robideau is an associate extension professor and extension educator who joined the University of Minnesota in 2008. Kari combines her teaching and research interests to create engaging and interactive web-based learning environments for 4-H staff and other adults who work with young people. Her nationally recognized programs show how educating the adults who work with young people can help foster purposeful, high-quality programs and opportunities for youth. The courses she has developed for adult learners include cohort and self-directed programs for 4-H volunteer managers as well as a regular podcast and webinar series that share scholarly research, theory, and best practices.

# Fixed-Term Faculty and Academic Professionals

Board of Regents | Mission Fulfillment Committee | May 12, 2022

**Rebecca Ropers**

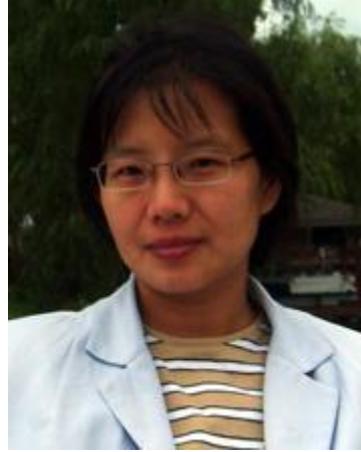
**Vice Provost for Faculty and Academic Affairs**

**Ned Patterson**

**Chair, Faculty Consultative Committee**

# Classifications

- **Tenure-System Faculty**
- **Fixed-Term/Contract Faculty**
- **Academic Professionals**
  - Lecturers/Teaching Specialists
  - Researchers
  - Librarians
  - Extension Educators



# Contributions of Fixed-Term Faculty and Academic Professionals

Roli Dwivedi,  
Chief Clinical Officer  
and Medical Director,  
Community-University  
Health Care Center

Medical School (Twin Cities)



# Christopher Ober, Professor of Veterinary Medical Imaging

College of Veterinary  
Medicine (Twin Cities)



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# Windy González Roberts, Teaching Specialist

Humanities Division  
(Morris Campus)



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# Mary Curtin, Diplomat in Residence

Humphrey School of Public  
Affairs (Twin Cities)

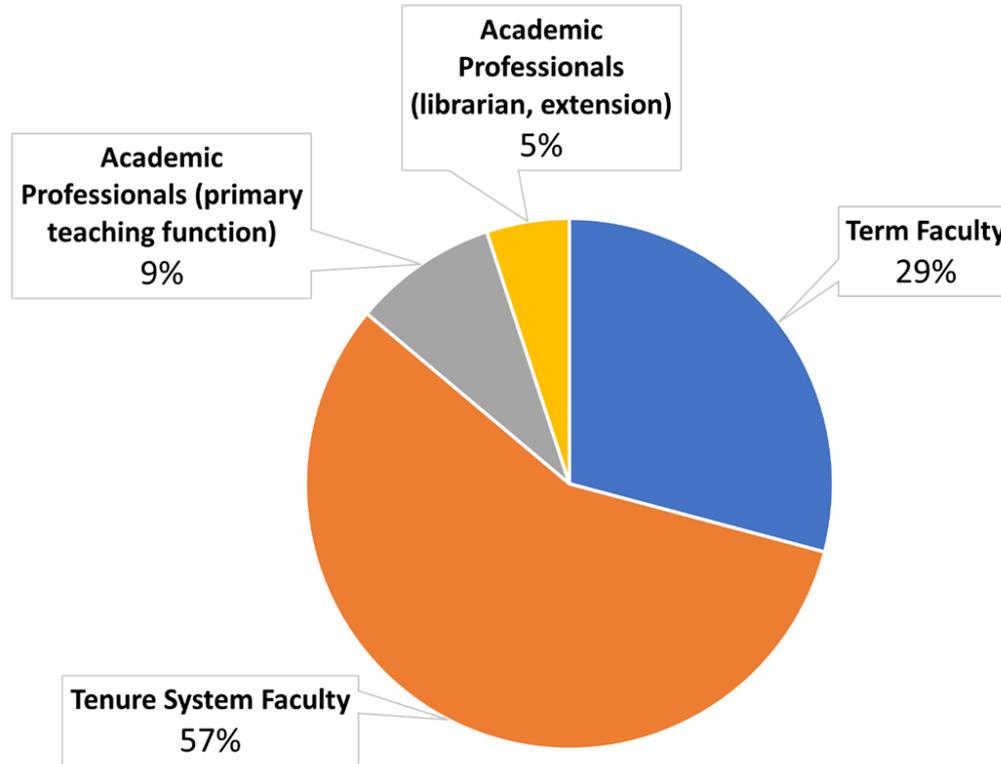


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# Composition of Faculty and Academic Professionals

	UMN System	Medical School	UMN without Medical School
Tenure-System Faculty	2,691	406	2,285
Fixed-Term Faculty	1,377	871	506
Academic Professionals (primary teaching function)	418	3	415
Academic Professionals (extension, librarian)	240	0	240

# Composition of Faculty and Academic Professionals



# Challenges and Opportunities

## Promoting Job Satisfaction and Engagement

- Promotional Pathways
- Professional Development
- Community and Belonging

## Involvement in Governance

- University-wide
- Unit-level

# Supporting Fixed-Term Faculty and Academic Professionals

**Increased Attention in University-Wide Governance**

**Faculty Associate in Provost's Office**



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# BOARD OF REGENTS DOCKET ITEM SUMMARY

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**Mission Fulfillment**

**May 12, 2022**

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

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

*This is a report required by Board policy.*

**PRESENTERS:** Calvin Phillips, Vice President for Student Affairs and Dean of Students,  
Twin Cities campus  
Lisa Erwin, Vice Chancellor for Student Life and Dean of Students,  
Duluth campus

## **PURPOSE & KEY POINTS**

The purpose of this item is to review proposed amendments to Board of Regents Policy: *Student Conduct Code*. The proposed amendments are the result of a comprehensive review of the policy and extensive consultation with the University community. Consultation included meeting with faculty, staff, and student groups across the system. A complete list of those consulted is included in the docket. The proposed amendments root the conduct process in a developmental framework appropriate for an educational institution while maintaining the University's obligation to serve notice for potential outcomes of violations of the conduct code.

Specifically, the proposed amendments include:

- An added purpose statement to the scope that clearly states that the student conduct process is first and foremost educational and developmental.
- In addition to edits for clarity, terminology has been updated throughout to align with the current educational landscape and to reduce punitive tone, including:
  - broadened language describing learning environments and academic integrity expectations to include online learning support and testing platforms
  - "Disciplinary Offenses" replaced with "Prohibited Behaviors"
  - "Disciplinary Process" replaced with "Conduct Process"
  - "Sanctions" replaced with "Outcomes"
- Incorporation of the tenets of diversity, equity, and inclusion into the guiding principles and addition of a clear prohibition on discrimination.
- Grouping of prohibited behaviors by type, combining repetitive subdivisions, and deleting unused language.
- Updating the definition of scholastic dishonesty in alignment with national and local concerns specific to the unauthorized use of learning and testing support platforms.
- Moving the amnesty language to its own section; updating the definition to align with other University policies and to clarify medical amnesty vs. amnesty for victims of sexual assault.
- Adding language describing alternative resolution to provide an opportunity for a spectrum of informal responses.

- Clarifying definitions to address some of the most frequent quandaries faced by student conduct administrators.

The docket includes a document describing the rationale for the most significant amendments. Also included is an overview that grounds Board of Regents Policy: *Student Conduct Code* and these proposed amendments within the student conduct profession and details the extensive consultation conducted on each of the University's five campuses.

### **BACKGROUND INFORMATION**

Board of Regents Policy: *Student Conduct Code* was adopted in 1970 and last amended in October 2017.

### **PRESIDENT'S RECOMMENDATION**

The President recommends adoption of the proposed amendments to Board of Regents Policy: *Student Conduct Code*.



## BOARD OF REGENTS POLICY: *Student Conduct Code*

### SECTION I. SCOPE AND PURPOSE.

This policy applies to all students and student groups at the University of Minnesota (University), whether or not the University is in session. The purpose of the *Student Conduct Code* is to convey behavioral expectations that embody the University's learning mission while supporting students' individual career and life goals. The student conduct process is primarily educational, while also serving to protect the University's unique learning environment and the safety and success of the larger campus communities.

### 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.
- ~~(a)~~(b) As stated in Board of Regents Policy: *Equity, Diversity, Equal Opportunity, and Affirmative Action*, the University shall establish and nurture an environment for faculty, staff, students, and visitors that actively acknowledges and values equity and diversity and is free from racism, sexism, ageism, homophobia, and other forms of prejudice, intolerance, or harassment.
- ~~(b)~~(c) 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)~~(d) The University is dedicated to responsible stewardship of its resources and to protecting its property and resources from theft, damage, destruction, or misuse.
- ~~(d)~~(e) The University supports and is guided by state and federal law while also setting its own standards of conduct for its academic community.
- ~~(e)~~(f) The University is dedicated to the ~~rational and orderly~~ fair and equitable resolution of conflict at the lowest level possible.
- ~~(f)~~(g) The University is committed to safeguarding the free expression rights of all University community members and will strive to engage in student development conversations when messages are contrary to the University values of equity, diversity, and inclusion. Students are entitled to the rights and responsibilities of other citizens with regard to freedom of speech, peaceable assembly, and the 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 of the United States Constitution and the *Student Conduct Code*.

~~(g)~~(h) 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 classrooms, laboratories, on-line courses, learning support and testing platforms, learning abroad, and field ~~trips~~work.

#### **Subd. ~~8~~2. Assists or Abets.**

A student or student group *assists or abets* prohibited conduct when the student or student group: (a) helps any other person engage in misconduct-prohibited behaviors as defined by the *Student Conduct Code*; and (b) intends the misconduct-prohibited behavior to occur or knows that their actions are significantly likely to help the other person to engage in the misconduct-prohibited behavior.

#### **Subd. ~~2~~3. 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 4. Learning Support and Testing Platforms.**

Learning support and testing platforms shall mean tools including online tools identified by the instructor for use in a course or learning activity.

#### **Subd. ~~3~~5. 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, the following:

- 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.

Instructors are expected to provide clear standards regarding academic work expectations in the course syllabus. 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.<sup>1</sup>

### **Subd. 6. Protected Characteristics.**

As defined by Board of Regents Policy: Equity, Diversity, Equal Opportunity, and Affirmative Action, protected characteristics shall mean race, color, creed, religion, national origin, gender, age, marital status, familial status, disability, public assistance status, membership or activity in a local commission created for the purpose of dealing with discrimination, veteran status, sexual orientation, gender identity, or gender expression.

### **Subd. 47. Student.**

Student shall mean any person taking courses at the University or enrolled in a University academic program; any person who has taken courses or enrolled in a University academic program within the past three terms (including summer) and who has not withdrawn, transferred, or graduated; any individual who has confirmed an intent to attend or has been approved for readmission to the University; any person participating as a student in University activities, even if prior to the start of classes; any student who is not enrolled or registered for a particular term but previously enrolled or registered person who has a continuing relationship with the University through student groups or University-sponsored activities, even if not enrolled or registered for a particular term; any person on an official leave of absence with an intent to return; any student person who withdraws, transfers, or graduates after an alleged violation of the Student Conduct Code and before the allegation is resolved; and any already graduated student person when the conduct at issue implicates the student's validity of the person's earned University degree.

### **Subd. 58. Student Group.**

Student group shall mean any group of students that is or has been registered as a University student group under applicable University policies or procedures.

### **Subd. 59. Unauthorized collaboration.**

Unauthorized collaboration shall mean working with others, either in person or via electronic means, when the student is not given express permission by an instructor to do so.

### **Subd. 610. 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 groups, or athletics, academic, athletic, extracurricular, study abroad, research, online, or internship programs or activities. Activities hosted by student groups that are not sponsored by a University department, unit, or program shall not be considered University-sponsored activities.

## **SECTION IV. DISCIPLINARY OFFENSES PROHIBITED BEHAVIORS.**

Any student or student group who accepts an informal resolution or is found to have committed, attempted to commit, or assisted or abetted another person or group to in committing the following misconduct is subject to appropriate disciplinary student conduct action under this policy.:

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

General Behavior Prohibitions:

**Subd. 1. Scholastic Dishonesty.**

Scholastic dishonesty means plagiarism; cheating on assignments or examinations, including the unauthorized use of online learning support and testing platforms; engaging in unauthorized collaboration on academic work, including the posting of student-generated coursework on online learning support and testing platforms not approved for the specific course in question; taking, acquiring, or using course materials without faculty permission, including the posting of faculty-provided course materials on online learning support and testing platforms; 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. 192. 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. 203. 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. 214. Persistent Violations.**

Persistent violations means engaging in repeated conduct or action in violation of ~~this Code~~ the Student Conduct Code.

**Subd. 5. Retaliation.**

Retaliation occurs when a student or student group takes adverse action against an individual for that individual's good-faith participation in reporting or otherwise expressing opposition to, suspected or alleged prohibited behavior; or participating in any process designed to review or investigate suspected or alleged prohibited behavior or non-compliance with applicable policies, rules, and laws.

Prohibited Behaviors Implicating Health, Safety or Property:

**Subd. 6. Harm to ~~Person~~Others.**

Harm to ~~person~~ others 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, harassing, intimidating, ~~or assaulting behavior~~ and stalking or assaulting behavior that does not fall within the scope of Subd. 9 of this section.

**Subd. 7. Discriminatory Harassment.**

Discriminatory harassment means conduct that occurs under either of the following conditions:

- When it is stated or implied that a person needs to submit to, or participate in, unwelcome conduct based on a protected characteristic to maintain or advance in their employment, education, or participation in a University program or activity.
- When unwelcome conduct based on a protected characteristic is severe, persistent, or pervasive and (1) unreasonably interferes with an individual's employment, education, or participation in a

University program or activity; (2) creates a work, employment, or other University environment that a reasonable person would find to be intimidating, hostile, or offensive; or (3) effectively denies an individual equal access to a University program or activity.

**Subd. 78. Bullying.**

Bullying means aggressive behavior directed at another person 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. 89. Sexual Harassment, Sexual Assault, Stalking, and Relationship Violence.**

These ~~disciplinary offenses prohibited behaviors~~ are defined in Board of Regents Policy: *Sexual Harassment, Sexual Assault, Stalking and Relationship Violence* and the related administrative policy.

**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~~ policy.

**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. 1413. 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. 1714. Hazing.**

Hazing means any behavior 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), 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, regardless of the individual's willingness to participate.

*Prohibited Behaviors Interfering with University and Community Operations:*

**Subd. 215. Disruption of 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. 316. 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. 417. 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 law enforcement personnel, by emergency medical staff responding to an emergency, or by a University ~~employee officials~~ acting within the purview of ~~his or her~~their job responsibilities.

### **Subd. 1318. Unauthorized Use of and/or Access to University Facilities or Services.**

Unauthorized use of and/or access to University facilities or services means wrongfully using University properties or 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 keys, access cards, passwords, or access codes without authorization; 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 obtain or represent—through deceit, unauthorized procedures, bad checks, or misrepresentation— goods, ~~quarters~~facilities, services, or funds from University departments or student groups or individuals acting on their behalf.

### **Subd. 1619. Disruptive Behavior.**

Disruptive behavior means obstructing or disrupting teaching, research, administrative, or public service functions~~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; or breaching the peace. Disruptive behavior does not include students' exercise of their rights to freedom of speech, peaceable assembly, and protest, and to petition as protected by the First Amendment of the United States Constitution.

### **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. 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. 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. 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.~~

### **SECTION V. AMNESTY.**

#### **Subd. ~~7~~1. 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~~student conduct outcomes 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~~student conduct outcomes. This does not include a University response that may include required education. Medical amnesty is granted only for alcohol-related violations of Section IV, Subd. 11 of this policy, and it does not apply to other possible violations of the *Student Conduct Code* (e.g., property damage or assault) that may have occurred during the time of intoxication. In circumstances involving a student group, the willingness of the student group's members to seek medical assistance for a member or a guest will be viewed as a mitigating factor in the review process for any possible violations.

#### **Subd. 2. Sexual Misconduct-related Amnesty.**

To facilitate reporting and thorough investigations of sexual harassment, sexual assault, stalking, and relationship violence, individuals who provide information about possible violations to the University, and individuals who participate in an informal problem-solving or grievance process, will not be disciplined by the University for violations of the University's prohibition on the personal use of drugs or alcohol, when such a violation occurred in connection with a possible sexual harassment, sexual assault, stalking, or relationship violence violation and was discovered as a result of a sexual harassment, sexual assault, stalking, or relationship violence report.

Moreover, the University may offer leniency with respect to other violations by informal problem-solving or grievance process participants that emerge as a result of a sexual harassment, sexual assault, stalking, or relationship violence report, depending on the circumstances involved.

### **SECTION VI. ~~SANCTIONS~~OUTCOMES.**

Students and student groups found responsible for ~~disciplinary offenses~~prohibited behaviors under the *Student Conduct Code* are subject to ~~sanctions~~appropriate outcomes. Factors to consider in determining appropriate ~~sanctions~~outcomes include: the nature of the offense, the severity of the offense, the culpability of the student or student 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~~outcome 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~~others and sexual harassment, sexual assault, stalking, or relationship violence), 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 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.~~

In certain cases, students can agree to accept outcomes informally, as well as propose alternative resolution options outside of the conduct process. It may also be appropriate for restorative justice and/or alternative resolutions to be utilized. Restorative actions may include, but are not limited to, educational interventions/experiences, academic/co-curricular success plans, etc. In cases involving medical amnesty, a student requiring emergency evaluation or treatment at a medical facility may be required to complete an alcohol assessment or education program, which is not considered a student conduct response.

The following ~~sanctions~~outcomes, which are listed in order of least severe to most severe, may be imposed upon students or student groups found to have violated the *Student Conduct Code*:

### **Subd. 1. Academic ~~Sanction~~Outcome.**

An academic ~~sanction~~outcome means an sanction-outcome affecting the course or academic work of the student for violation of Section IV, Subd. 1.

### **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~~serious outcomes 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, building access or service 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 on a single campus for a defined period of time.

**Subd. 9. University Housing Expulsion.**

University housing expulsion means permanent separation of the student from University Housing on a single campus.

**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. Any violations of the *Student Conduct Code* while on suspension may be cause for additional charges and findings that may result in extended suspension or expulsion. ~~The A~~ 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 outcomes for a violation that implicates the academic validity of a diploma or degree.

**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 for a violation that implicates the academic validity of an admission or earned degree.

**SECTION VII. HEARING AND APPEALS OF STUDENT ~~DISCIPLINE~~ CONDUCT.**

**Subd. 1. Hearing Process.**

Any student or student 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 student conduct 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 outcomes being offered to resolve the incident, except in exceptional circumstances where the University determines that an informal resolution is not appropriate;
- (d) if the informal resolution is not accepted, a request for a formal hearing in which a panel will determine responsibility and potential sanctions outcomes; 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~~outcomes. ~~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, 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 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 the following:

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

## **SECTION VIII. INTERIM SUSPENSION.**

In rare circumstances, ~~the~~ president or delegate may impose an immediate suspension on a student or 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 student's own physical or emotional safety and well-being, or (3) if the student or student group poses an ongoing threat of disrupting or interfering with the operations of the University. During the interim suspension, the student or student group may be denied access to all University activities or privileges for which the student or student group might otherwise be eligible, including access to University housing, ~~or~~ property, or services. The student or student 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. An interim suspension will not be considered when determining responsibility during the hearing or appeals processes.

## **SECTION VIIIIX. 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 or online 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.**

In the case of an allegation of sexual harassment, sexual assault, stalking, or relationship violence, the *Student Conduct Code* shall apply when the conduct occurs off University property and outside the context of a University employment or education program or activity, but (1) has a continuing adverse effect on a University education program or activity; or (2) creates a hostile environment for one or more students, employees, or third parties while on University property or in any University employment or education program or activity.

**Subd. 45.**

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. THE RESPONSIBILITIES OF DUAL MEMBERSHIP.**

Students are ~~both~~ members of both 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 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-student conduct process or to defer action. Determinations made or ~~sanctions-outcomes~~ 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 XI. 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-conduct process at the University.

**REVISION HISTORY**

**Adopted:** July 10, 1970

**Amended:** December 13, 1974; March 11, 1994; June 13, 2003; December 8, 2006; October 12, 2012; June 10, 2016; October 13, 2017

**Technical Correction:** July 8, 2015; May 24, 2018

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

**University of Minnesota Board of Regents  
Mission Fulfillment Committee  
May 12, 2022**

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

The Student Conduct Code was last revised in 2017. Since that time, our campuses and American higher education as a whole have encountered numerous challenges and upheaval. The current version of our Code has been reviewed within the context of the following occurrences:

- A global pandemic has shined a light on how individual behavioral choices profoundly impact our learning communities' very safety and existence.
- The fear and crisis that accompanied COVID illuminated the systemic and structural inequities that exist today within our institutions (Schrage & Giacomini, 2020).
- Our learning environments and pedagogies pivoted to online learning, and demands for hybrid and online learning continue to evolve (Lu, 2022).
- We experienced two U.S. presidential elections and an unprecedented increase in partisan polarization, straining our community's cornerstone commitments to both academic freedom and freedom of speech (Parker, 2022).
- Lastly, but perhaps most significantly, the field of student conduct administration has grappled with its very existence. "Like escalating calls for criminal justice reform, some students and their allies no longer want policy revisions; they demand the wholesale deconstruction of campus conduct and student sexual misconduct policies and processes together with companion investigation and policing practices perceived to perpetuate systemic injustice and harm." (Giacomini et al., 2020).

Student Conduct Codes are unique to each institution, and they tell an important story about what a community has experienced. A Code revision highlights how expectations for students reflect our values, concerns, and our vision for the future of our learning community. (Kalagher & Curran, 2020).

Student conduct administrators aim to create a learning environment that allows student reflection on individual decisions, values, ethics, skill development, and future planning. The language used in student conduct policies and procedures must create an inclusive environment that yields trust and support. "In other words, we cannot expect students to trust the administration of a 'restoration' and 'developmental' process if the tone set across written, online, and in-person communication is one of authority, punishment, and control" (Giacomini et al., 2020). Further, the Council of the Advancement of Standards in Higher Education Standards for Student Conduct Programs (CAS Standards for SCP) states that "Mission statements must reference student learning, development, and success." For these reasons, the proposed revision adds a purpose statement to the scope that actuates our identity as educators and updates terminology throughout to reduce the punitive and legalistic tone while increasing our intent to educate and develop students.

This proposed revisions sought to carefully weigh the evolved needs of individual students with those of our shared learning communities. Considering principles and best practices in student conduct administration and student learning today, a group of content experts engaged in community-wide consultation, developed the proposed revisions, and consulted the draft revisions systemwide. The revisions address the following areas:

- **Scholastic dishonesty** -- “Contemporary student cheating is shaped by three main forces: technology, shifting definitions of *help*, and educational landscape (Latpolski and Bertram Gallant, 2020). Technologically smart devices make cheating easier and more accessible. Moreover, student organizations may have housed a small test bank in a filing cabinet in the past. In contrast, today, cloud storage has put that filing cabinet online and made it accessible to the entire community for a small monthly subscription fee. Concerning help, parents have often “helped” students with homework. However, financing unethical assistance in the form of a third-party tutor or provider who completes students’ work for a price (contract cheating) is increasingly more common. Finally, students are farther removed from their instructors’ physical vicinity with more hybrid and online learning environments. They may find cheating more accessible, which has led to the adoption of new testing support platforms. These significant evolutions had not yet taken root in 2016, but today we need to clarify expectations for what academic integrity looks like in our new scholarly world. The proposed revisions updated the definition of scholastic dishonesty in alignment with national and local concerns specific to the unauthorized use of learning and testing support platforms.
- **Overall DEI Audit** -- CAS Standards for SCP state, “SCP must address the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices.” This Code revision incorporates principles of inclusive excellence in alignment with MPACT 2025 Commitment 4: “Fostering a welcoming community that values belonging, equity, diversity, and dignity in people and ideas.” Specifically, this revision incorporated the tenets of diversity, equity, and inclusion into our guiding principles and elucidated our commitment to helping all students understand the expectations of higher education institutions. Further, it removed non-inclusive language such as limited pronouns, highlighted the University’s commitment to engaging students in educational conversations when protected speech causes harm to the community, and included an explicit prohibition on Discrimination.
- **Group of prohibited behaviors** -- Bloom’s Revised Taxonomy theory (Anderson & Krathwohl, 2001) suggests that for learners to apply rules to their behavior, they must first be able to remember and understand them. Further, once students draw connections between various rules, they are more likely to justify and support them. To aid this process of understanding, application, meaning-making, justification, and support, the proposed revisions organized the prohibitive behaviors by shared justifications (*General Behavior Prohibitions; Prohibited Behaviors Implicating Health, Safety or Property; and Prohibited Behaviors Interfering with University and Community Operations*) and deleted or combined

those that were repetitive. For example, the revision incorporated the definition of *'disorderly conduct'* into the similarly defined *'disruptive behavior.'*

- **Amnesty** -- The health and safety of students are of paramount importance to our communities. The proposed update brought all the information on amnesty into a single section. Additionally, it echoes already existing amnesty provisions from the Administrative policy: *Sexual Harassment, Sexual Assault, Stalking, and Relationship Violence*.
- **Alternative Resolution** -- CAS Standards for SCP state that “policies, processes, procedures, and practices must include the role that alternative dispute resolution options will play in the resolution (if any).” Without reference to informal and restorative resolutions, “we self-limit in ways that take meaningful practice and options off the table with prescribed policies that leave little room for modulation and outcomes that discourage collaboration and restoration in favor of formal third-party positions.” (Giacomini et al., 2020). We acknowledge a spectrum of opportunities to respond to community concerns informally and restoratively. For this reason, these revisions referenced the opportunity for a spectrum of informal, restorative, and educational responses to reported concerns outside of formal adjudication.
- **Clarifications** -- According to the Association of Student Conduct Administrators Past-President Seann Kalagher and Regina Curran, J.D. “There is often a story behind the code, as policy, and student conduct administrators are often involved on both ends of those stories: as a person who experienced a situation that necessitated a change in policy and as a professional attempting to determine why a policy is written the way it is, or even exists in the first place.” As such, the proposed revision clarified definitions on account of some of the most frequent quandaries faced by student conduct administrators. This includes, but is not limited to, the definition of a student and the scope and appropriateness of various outcomes.

### **Consultation Process**

The policy was consulted widely over eighteen months across the University community, including with the following groups:

- University Senate
  - Senate Committee on Student Affairs
  - Faculty Consultative Committee
  - Senate Academic Integrity Committee
  - Student Senate Consultative Committee
  - Student Senate
- Crookston campus groups
  - Faculty Assembly
  - Vice Chancellor's Senior Administrative Leadership Team
  - Crookston Student Association

- Student Success Center
- Senior Leadership Team
- Residential Life and Community Advisors
- Engagement & Wellness team
- Chancellor's Cabinet
- Duluth campus groups
  - UMD Student Association
  - Faculty Senate
  - Staff Senate
  - Multicultural Center Student Leaders
  - Employees of Color and American Indian Mentoring program
  - Student Life Directors
  - Council of Deans and Academic Administrators
  - Chancellor's Senior Leadership Council
  - Town Hall with UMD Student Association
- Morris campus groups
  - Morris Campus Student Association
  - Student Affairs Committee
  - Vice Chancellor Group
  - Equity and Diversity Committee
  - Student Behavior Committee
  - Student Affairs Directors
- Rochester campus groups
  - Student Affairs administration
- Twin Cities campus groups
  - Minnesota Student Association
  - Council of Graduate Students
  - Professional Student Group
  - Campus Committee on Student Behavior
  - Equal Opportunity and Affirmative Action
  - Student Advocate Services
  - Aurora Center
  - International Student Advisory Board

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**Summary of key proposed revisions to Board of Regents policy: *Student Conduct Code***

<b><u>Section</u></b>	<b><u>Language</u></b>	<b><u>Rationale</u></b>
I	Added: <u>The purpose of the <i>Student Conduct Code</i> is to convey behavioral expectations that embody the University's learning mission while supporting students' individual career and life goals. The student conduct process is primarily educational, while also serving to protect the University's unique learning environment and the safety and success of the larger campus communities.</u>	This purpose statement identifies the primary goal of the student conduct process is to be educational and developmental.
II.a	Added: (b) <u>As stated in Board of Regents Policy: <i>Equity, Diversity, Equal Opportunity, and Affirmative Action</i>, the University shall establish and nurture an environment for faculty, staff, students, and visitors that actively acknowledges and values equity and diversity and is free from racism, sexism, ageism, homophobia, and other forms of prejudice, intolerance, or harassment.</u>	Proposed addition acknowledges the significance of diversity, equity, and inclusion by naming it as a guiding principle in student conduct work.
II.c	Deleted: <del>physical or mental</del>	Because threats to mental health are subjective, students are sometimes misled by this language and assume anything that causes them stress, anxiety, or bad feelings is prohibited by the <i>Student Conduct Code</i> . To avoid misleading students through the use of the phrase 'mental health' we propose removing all modifiers to the word 'health' here and where it appears elsewhere.
II.f	Replaced: <u>fair and equitable</u> <del>fair, rational and orderly</del>	The phrase 'rational and orderly' sets a low bar for a student conduct process that is simply free of chaos. The proposed new guiding principle highlights the University's commitment to fairness and equity.
II.f	Added: <u>at the lowest level possible</u>	Propose adding this language to highlight the University's commitment to solving problems without unnecessary bureaucracy.
II.g	Added: <u>The University is committed to safeguarding the free expression rights of all University community members and will strive to engage in student development conversations when messages are contrary to the University values of equity, diversity, and inclusion</u>	Propose adding this language to highlight the University's commitment to engaging students in educational conversations when protected speech causes harm to the community.
III	Added: <u>Instructors are expected to provide clear standards</u>	This new language highlights the importance of instructors

Subd. 5	<u>regarding academic work expectations in the course syllabus.</u>	providing written expectations specific to their unique course.
III Subd. 6	Added: <b>Subd. 6. Protected Characteristics.</b> <u>As defined by Board of Regents Policy: Equity, Diversity, Equal Opportunity, and Affirmative Action, protected characteristics shall mean race, color, creed, religion, national origin, gender, age, marital status, familial status, disability, public assistance status, membership or activity in a local commission created for the purpose of dealing with discrimination, veteran status, sexual orientation, gender identity, or gender expression.</u>	Propose adding this language to ensure alignment with Administrative Policy: <i>Discrimination</i> .
III Subd. 7	Added: <u>academic program; any person who has taken courses or enrolled in a University academic program within the past three terms (including summer) and who has not withdrawn, transferred, or graduated; any individual who has confirmed an intent to attend or has been approved for readmission to the University;</u> any person participating as a student in University activities, <u>even if</u> prior to the start of classes; <del>any student who is not enrolled or registered for a particular term but</del> <u>previously enrolled or registered person student who</u> has a continuing relationship with the University <u>through student groups or University-sponsored activities, even if not enrolled or registered for a particular term; any person on an official leave of absence with an intent to return; any student person</u> who withdraws, transfers, or graduates after an alleged violation of the <i>Student Conduct Code</i> <u>and before the allegation is resolved;</u> and any already graduated <del>student</del> <u>person</u> when the conduct at issue implicates the validity of <del>student's</del> <u>the person's earned</u> University degree.	Proposed additions to the definition of student would clarify when a reported party qualifies as a student. This is informed by multiple reports made to the University in the past where it was unclear under the current definition whether the University could apply the conduct process to the situation.
III Subd. 9	Added: <b>Subd. 9. Unauthorized collaboration.</b> <u>Unauthorized collaboration means working with others, either in person or via electronic means, when you are not given express permission by an instructor to do so.</u>	International students requested a definition of this term.
III Subd. 10	Replaced: <del>those sponsored by student groups, or athletics, academic, athletic, extracurricular, study abroad, research, online, or internship programs or activities.</del> <u>Activities hosted by student groups that are not sponsored by a University department, unit, or program shall not be considered University-sponsored activities.</u>	Proposed edits clarify that activities hosted by registered student organizations, which the University has no oversight over or perhaps even knowledge of, are not considered University-Sponsored Activities. This bears an impact on the Code's jurisdiction particularly when these activities occur off-campus.
IV	Added: <u>who accepts an informal resolution or is</u>	Propose addition to acknowledge the importance of informally

		resolving conduct matters and because, in Title IX cases, there cannot be a “finding” without a formal hearing.
IV Subd. 5	Added: <b><u>Subd. 5. Retaliation.</u></b> <u>Retaliation occurs when a student or student group takes adverse action against an individual for that individual's good-faith participation in reporting or otherwise expressing opposition to, suspected or alleged prohibited behavior; or participating in any process designed to review or investigate suspected or alleged prohibited behavior or non-compliance with applicable policies, rules, and laws.</u>	Propose adding this language to ensure alignment with Administrative Policy: <i>Retaliation</i> .
IV Subd. 6	Replaced: <b><u>PersonOthers</u></b>	Propose changing this term to clarify that this charge is broader than physical harm.
IV Subd. 7	Added: <b><u>Subd. 7. Discriminatory Harassment.</u></b> <u>Discriminatory harassment means conduct that occurs under either of the following conditions:</u> <ul style="list-style-type: none"> <li>• <u>When it is stated or implied that a person needs to submit to, or participate in, unwelcome conduct based on a protected characteristic to maintain or advance in their employment, education, or participation in a University program or activity.</u></li> <li>• <u>When unwelcome conduct based on a protected characteristic is severe, persistent, or pervasive and (1) unreasonably interferes with an individual's employment, education, or participation in a University program or activity; (2) creates a work, employment, or other University environment that a reasonable person would find to be intimidating, hostile, or offensive; or (3) effectively denies an individual equal access to a University program or activity.</u></li> </ul>	Propose adding language from Administrative Policy: <i>Discrimination</i> as a prohibited behavior in the <i>Student Conduct Code</i> .
IV Subd. 14	Added: <u>, regardless of the individual's willingness to participate</u>	Propose additional language to clarify that someone's willingness to participate in a hazing activity is not considered when determining whether the activity qualifies as hazing.
IV Subd. 18	Added: <b><u>Unauthorized Use of and/or Access of to</u></b> <u>properties or 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</u>	Propose combining “Unauthorized Use of Facilities and Services” with “Unauthorized Access” into one prohibited behavior subdivision and updating language.

	<u>keys, access cards, passwords, or access codes without authorization;</u>	
IV Subd. 19	Replaced: <del>willfully disrupting University events obstructing or disrupting teaching, research, administrative, or public service functions</del>  Added: <u>or breaching the peace. Disruptive behavior does not include students' exercise of their rights to freedom of speech, peaceable-assembly, and protest, and to petition as protected by the First Amendment of the United States Constitution.</u>	Propose incorporating the definition of “disorderly conduct” and clarifying that exercise of free speech and assembly will not be limited.
IV Subd. 5	Removed: <del><b>Subd. 5. Attempt to Injure or Defraud.</b> 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.</del>	Propose removing due to lack of use and ability to utilize other prohibitions if necessary.  Additionally, this language is often misunderstood by those without a legal background. Students mistake the word “injure” for physical harm.
IV Subd. 9	Removed: <del><b>Subd. 9. Disorderly Conduct.</b> 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.</del>	Propose combining with Subd. 19. Disruptive Behavior.
IV Subd. 15	Removed: <del><b>Subd. 15. Unauthorized Access.</b> 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.</del>	Propose combining with Subd. 18.
IV Subd. 18	Removed: <del><b>Subd. 18. Rioting.</b> 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</del>	Propose removing rioting as a separate prohibited behavior due to 1) lack of use, 2) ability to utilize other prohibited behaviors to cover this type of behavior, and 3) the politically charged nature of the term.

	<del>destroying property, impeding or impairing fire or other emergency services, or refusing the direction of an authorized person.</del>	
V Subd. 1	Added: <u>This does not include a University response that may include required education. Medical amnesty is granted only for alcohol-related violations of Section IV, Subd. 11 of this policy, and it does not apply to other possible violations of the <i>Student Conduct Code</i> (e.g., property damage or assault) that may have occurred during the time of intoxication. In circumstances involving a student group, the willingness of the student group's members to seek medical assistance for a member or a guest will be viewed as a mitigating factor in the review process for any possible violations.</u>	Propose addition to clarify limits of medical amnesty in regards to other potential violations of the <i>Student Conduct Code</i> and to align with existing practices in regards to student groups.
V Subd. 2	Added: <b><u>b. Sexual Misconduct-related Amnesty.</u></b> <u>To facilitate reporting and thorough investigations of sexual harassment, sexual assault, stalking, and relationship violence, individuals who provide information about possible violations to the University, and individuals who participate in an informal problem-solving or grievance process, will not be disciplined by the University for violations of the University's prohibition on the personal use of drugs or alcohol, when such a violation occurred in connection with a possible sexual harassment, sexual assault, stalking, or relationship violence violation and was discovered as a result of a sexual harassment, sexual assault, stalking, or relationship violence report.</u>  <u>Moreover, the University may offer leniency with respect to other violations by informal problem-solving or grievance process participants that emerge as a result of a sexual harassment, sexual assault, stalking, or relationship violence report, depending on the circumstances involved.</u>	Propose adding this amnesty provision to align with current practice. The language is based on the administrative policy related to sexual assault, relationship violence, and stalking.
VI	Added: <u>In certain cases, students can agree to accept outcomes informally, as well as propose alternative resolution options outside of the conduct process. It may also be appropriate for restorative justice and/or alternative resolutions to be utilized. Restorative actions may include, but are not limited to, educational interventions/experiences, academic/co-curricular success plans, etc. In cases involving medical amnesty, a student requiring emergency evaluation or treatment at a medical facility may be</u>	Propose new language to describe other conflict resolution and/or restorative actions available as appropriate.  Propose removal of language referring to severity or a particular order to avoid punitive language and the implication that outcomes are applied sequentially.

	<u>required to complete an alcohol assessment or education program, and this is not considered a student conduct response.</u>  Removed: <del>which are listed in order of least severe to most severe,</del>	
VI Subd. 7	Replaced: <u>building access or service access, or access to an official transcript for a defined period of time</u>	Propose addition to clarify intent of this subdivision and removal of reference to a component not used in relation to this outcome.
VI Subds. 8 and 9	Added: <u>on a single campus</u>	Propose addition to clarify that housing suspension is campus-specific.
VI Subd. 10	Added: <u>Any violations of the Student Conduct Code while on suspension may be cause for additional charges and findings that may result in extended suspension or expulsion.</u>	Propose addition to clarify that the <i>Student Conduct Code</i> applies to students who are on suspension.
V Subd. 12	Added: <u>sanctions outcomes for a violation that implicates the academic validity of a diploma or degree.</u>	Propose addition to clarify that this particular outcome has a quite limited application.
V Subd. 13	Added: <u>for a violation that implicates the academic validity of an admission or earned degree.</u>	Propose addition to clarify that this particular outcome has a quite limited application.
VII Subd. 1b	Removed/Replaced: <del>an informal</del> meeting to learn more about the steps of the <u>disciplinary student conduct</u> process	Propose edits to clarify that a meeting is unrelated to any potential informal resolution and to align with others that avoid punitive language.
VII Subd. 1c	Added: <u>, except in exceptional circumstances where the University determines that an informal resolution is not appropriate</u>	Propose addition to clarify that, in exceptional circumstances, an informal resolution may not be appropriate. This would avoid giving the false impression that students or student groups have a right to an informal resolution in all circumstances.
VII Subd. 1	Removed: <del>In regard to sexual misconduct cases, both the complainant reporting party and the respondent accused student have the opportunity to request a formal hearing and appeal as part of due process.</del>	Propose removal of language here because it is duplicative of proposed new subdivision of Section IX.
VIII	Added/Replaced: <u>In rare circumstances, T</u> the president or delegate may impose an immediate suspension on a student or student group pending a hearing <del>before the appropriate disciplinary committee</del> (1) to ensure the safety and well-being of members of	Propose moving the location of this section so that the hearing and appeals are described first, noting that this provision is used much more rarely.

	<p>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 group poses an ongoing threat of disrupting or interfering with the operations of the University. During the interim suspension, the student or student group may be denied access to all University activities or privileges for which the student or student group might otherwise be eligible, including access to University housing, property, <u>or services</u>. The student or student group has a right to a prompt hearing before the president or delegate on the questions of <u>identification and</u> whether the interim suspension should remain in effect until the full hearing is completed. <u>An interim suspension will not be considered when determining responsibility during the hearing or appeals processes.</u></p>	<p>Propose adding a new final sentence of this section to respond to student concerns that the fact of an interim suspension could wrongfully function as a pre-determiner of responsibility.</p>
<p>IX Subd. 4</p>	<p>Added: <u><b>Subd. 4. In the case of an allegation of sexual harassment, sexual assault, stalking, or relationship violence, the Student Conduct Code shall apply when the conduct occurs off University property and outside the context of a University employment or education program or activity, but (1) has a continuing adverse effect on a University education program or activity; or (2) creates a hostile environment for one or more students, employees, or third parties while on University property or in any University employment or education program or activity.</b></u></p>	<p>Propose new subdivision with updated language to ensure consistency with EOAA processes.</p>

# Board of Regents Policy: *Student Conduct Code*

Board of Regents | Mission Fulfillment Committee | May 12, 2022

**Calvin Phillips**

**Vice President for Student Affairs and Dean of Students, Twin Cities campus**

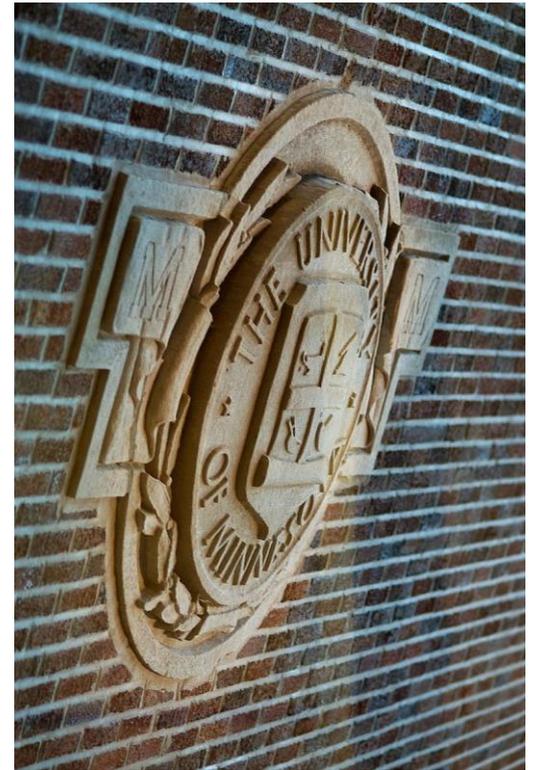
**Lisa Erwin**

**Vice Chancellor for Student Life and Dean of Students, Duluth campus**

# Educational Cornerstone

“... we cannot expect students to trust the administration of a ‘restoration’ and ‘developmental’ process if the tone set across written, online, and in-person communication is one of authority, punishment, and control”

—Nancy Geist Giacomini, David R. Karp, Derrick D. Dixon and Valerie Glassman (2020)



UNIVERSITY OF MINNESOTA  
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# Systemwide Consultation



## University Senate

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

**Student Affairs and Student Leaders  
on all five campuses**



# Spectrum of Opportunities for Resolution



Image adapted from *Reframing Campus Conflict*, 2nd Edition (Schrage & Giacomini, 2020)



# Key Revisions

DRAFT for Review



## BOARD OF REGENTS POLICY: Student Conduct Code

### SECTION I. SCOPE AND PURPOSE.

This policy applies to all students and student groups at the University of Minnesota (University), whether or not the University is in session. ~~The purpose of the Student Conduct Code is to convey behavioral expectations that embody the University's learning mission while supporting students' individual career and life goals. The student conduct process is primarily educational, while also serving to protect the University's unique learning environment and the safety and success of the larger campus communities.~~

### 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) As stated in Board of Regents Policy: Equity, Diversity, Equal Opportunity, and Affirmative Action, the University shall establish and nurture an environment for faculty, staff, students, and visitors that actively acknowledges and values equity and diversity and is free from racism, sexism, ageism, homophobia, and other forms of prejudice, intolerance, or harassment.~~
- (b)(c) 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.
- (e)(d) The University is dedicated to responsible stewardship of its resources and to protecting its property and resources from theft, damage, destruction, or misuse.
- (d)(e) The University supports and is guided by state and federal law while also setting its own standards of conduct for its academic community.
- ~~(e)(f) The University is dedicated to the rational and orderly fair and equitable resolution of conflict at the lowest level possible.~~
- (f)(a) The University is committed to safeguarding the free expression rights of all University community members and will strive to engage in student development conversations when messages are contrary to the University values of equity, diversity, and inclusion. Students are entitled to the rights and responsibilities of other citizens with regard to freedom of speech, peaceable assembly, and the 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 of the United States Constitution and the Student Conduct Code.

Board of Regents Policy: Student Conduct Code  
Category: Academic

Last Amended: October 13, 2017  
Page 1 of 11

- Updated and developmental terminology
- Definition of a Student
- Scholastic Dishonesty
- Grouping of Prohibited Behaviors
- Amnesty



UNIVERSITY OF MINNESOTA  
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# BOARD OF REGENTS DOCKET ITEM SUMMARY

**Mission Fulfillment**

**May 12, 2022**

**AGENDA ITEM:** Consent Report

**Review**

**Review + Action**

**Action**

**Discussion**

*This is a report required by Board policy.*

**PRESENTERS:** Rachel Croson, Executive Vice President and Provost

## **PURPOSE & KEY POINTS**

The purpose of this item is to seek 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**

- College of Science and Engineering (Twin Cities Campus)—Create an M.S. in Data Science for Chemical Engineering and Materials Science
- Medical School (Twin Cities Campus)—Create a Fellowship in Advanced Imaging: Musculoskeletal and Emergence Radiation
- College of Continuing and Professional Studies (Twin Cities Campus)—Create a Post-Baccalaureate Certificate in Transgender & Gender Diverse Health
- School of Nursing (Twin Cities Campus)—Create a Pediatric Nurse Practitioner - Acute Care Post-Graduate Certificate
- School of Nursing (Twin Cities Campus)—Create a Post-Baccalaureate Certificate in Population Health Informatics & Technology
- College of Liberal Arts (Twin Cities Campus)—Create an Undergraduate Minor in Dance
- Crookston Campus—Create a Health Service Executive B.S.
- Crookston Campus—Create an Undergraduate Minor and Certificate in Turfgrass Management
- Crookston Campus—Create an Undergraduate Minor in Soils
- Crookston Campus—Create an Undergraduate Minor in Precision Agriculture

### **II. Request for Approval of Changed Academic Programs**

- *Name Change Requests:*
  - College of Liberal Arts (Twin Cities Campus)—Change the name of graduate minor in Race, Indigeneity, Gender, and Sexuality.
  - College of Liberal Arts (Twin Cities Campus)—Change the name of the graduate minor in Classical and Near Eastern Studies.

- College of Liberal Arts (Twin Cities Campus)—Change the name of Bachelor of Arts in Mass Communications
  - College of Arts, Humanities, and Social Sciences (Duluth Campus)—Change the name of the Environment and Sustainability subplan in the Bachelor of Arts in Environmental, Sustainability, and Geography.
  - Crookston Campus—change the name of the Bachelor of Science in Golf and Turf Management.
  - Crookston Campus—change the name of the Nursing Home Administrator Certificate.
- *Subplan Change Requests:*
    - Carlson School of Management (Twin Cities Campus)—Discontinue the Industry subplan in the M.B.A. degree.
    - Carlson School of Management (Twin Cities Campus)—Create a Research Track subplan in the M.S. Finance degree.
    - College of Continuing and Professional Studies (Twin Cities Campus)—Create two new subplans in the Master of Professional Studies degree in Sexual Health
    - College of Continuing and Professional Studies (Twin Cities Campus)—Create a Poultry Science Subplan in the Applied Sciences Leadership M.P.S.
    - College of Design (Twin Cities Campus)—Discontinue subplan options in the Product Design B.S.
    - College of Food, Agriculture, and Natural Resource Sciences (Twin Cities Campus)—Create a Tribal Natural Resources subplan in the Natural Resource Science and Management Ph.D. and M.S. degrees.
    - College of Human Service Professions (Duluth Campus)—Create a Plan C subplan option in the Environmental Education M.E.Ed.
    - Crookston Campus—Discontinue subplan options in the Agronomy B.S.
    - Crookston Campus—Create an online subplan option in the Software Engineering B.S.
- *Program Modality/Delivery Change Requests:*

The following graduate and graduate professional academic programs request approval to add or change program delivery options to provide some level of online delivery of courses within the program, effective fall 2022. Partially (50–80 percent), primarily (at least 80 percent), or completely online degree programs offer additional options for students to complete their degree programs.

    - The College of Education and Human Development (Twin Cities Campus)—Change program delivery modality in the Special Education Initial License M.Ed., Special Education M.Ed., and Special Education Graduate Minor degree programs from majority classroom to partially online.
    - The College of Liberal Arts (Twin Cities Campus)—Change program delivery modality in the Master of Arts (M.A.) in Strategic Communication degree program from majority classroom to completely online.
    - The Carlson School of Management (Twin Cities Campus)—Change program delivery modality in the Master of Business Taxation (M.B.T.) and corresponding Post-Baccalaureate Certificates: Tax Executive Postbaccalaureate Certificate, Taxation Postbaccalaureate Certificate, Closely-Held Business Taxation Postbaccalaureate Certificate, High Net-Worth Individual Taxation

- Postbaccalaureate Certificate, and International Taxation Post-Baccalaureate Certificate to primarily or completely online.
- The Carlson School of Management (Twin Cities Campus)—Change program delivery modality in the Master of Business Administration (M.B.A.) to include both classroom (face-to-face) and primarily online options.
  - The School of Public Health (Twin Cities Campus)—Change program delivery modality in the Master of Science (M.S.) in Clinical Research from primarily online to completely online.
  - The College of Arts, Humanities, and Social Sciences (Duluth Campus)—Change program delivery modality in the American Indian Studies Graduate Minor from majority classroom to completely online.
  - College of Education and Human Services Professions (Duluth Campus)—Change program delivery modality in the Social Work Graduate Minor from classroom only to partially online.
  - Swenson College of Science and Engineering (Duluth Campus)—Add a partially online delivery modality in the Master of Engineering (M.Eng.) degree program.

### **III. Request for Approval of Changed Academic Programs**

- College of Design (Twin Cities Campus)—Discontinue the Housing and Community Development Undergraduate Minor
- College of Design (Twin Cities Campus)—Discontinue the Landscape and Design Planning B.E.D.
- College of Arts, Humanities, and Social Sciences (Duluth Campus)—Discontinue the English M.A.

### **BACKGROUND INFORMATION**

Approvals are sought in compliance with Board of Regents Policy: *Reservation and Delegation of Authority* as follows:

- Academic program changes: Article I, Section V, Subd. 2.

### **PRESIDENT'S RECOMMENDATION**

The President recommends approval of the Consent Report.

**University of Minnesota Board of Regents**  
**Mission Fulfillment Committee**  
**May 12, 2022**  
**Consent Report: Academic Program Changes**

**I. Request for Approval of New Academic Programs**

**College of Science and Engineering (Twin Cities Campus)—Create an M.S. in Data Science for Chemical Engineering and Materials Science**

The College of Science and Engineering on the Twin Cities campus requests approval to create a Master of Science degree in Data Science for Chemical Engineering and Materials Science, effective fall 2022. The proposed program bridges disciplinary expertise in chemical engineering and materials science with data and computational science. The program core provides fundamental knowledge of statistical and data analysis, machine learning, and artificial intelligence, as well as their application in chemical, biological, and materials science and engineering problems. Elective courses allow students to specialize in artificial intelligence, high performance computing, systems engineering, automation and robotics, or data analytics, depending on their specific interests and needs. The proposed degree program responds to the pressing need of the chemical, biotechnology, and materials industry for chemical engineers and materials scientists who combine disciplinary expertise with data science expertise. It is a coursework-based M.S. degree program (with the option of a capstone project) that emphasizes statistics, computing, data analysis, and optimization, and their application in chemical engineering and materials science. The program has been developed and will be offered in coordination with the Department of Computer Science and Engineering and the School of Statistics. It will therefore have a strong interdisciplinary character and is unique within UMN. No such interdisciplinary program exists currently in peer U.S. institutions. The proposed program will be mostly classroom-based (face-to-face) and makes use of existing resources.

**Medical School (Twin Cities Campus)—Create a Fellowship in Advanced Imaging: Musculoskeletal and Emergence Radiation**

The Medical School on the Twin Cities campus requests approval to create a Fellowship in Advanced Imaging: Musculoskeletal and Emergence Radiation, effective summer 2022. The proposed fellowship will be a one-year, non-accredited program with one fellow. Emergency Radiology is an emerging subspecialty. The combination of the case mix and faculty expertise provide an outstanding opportunity for a fellowship candidate excited to enter this field. The program would benefit the University by attracting radiology residency and fellow applicants, and will help to expand a needed Emergency Radiology workforce. The trainee will acquire a unique combination of knowledge in the fields of musculoskeletal and emergency radiology as well as acquire effective communication skills as part of an interdisciplinary care team. The program is funded by the Department of Health and Human Services and the University Radiology Department (50/50).

### **College of Continuing and Professional Studies (Twin Cities Campus)—Create a Post-Baccalaureate Certificate in Transgender & Gender Diverse Health**

The College of Continuing and Professional Studies on the Twin Cities campus requests approval to create a Post-Baccalaureate Certificate in Transgender and Gender Diverse Health, effective spring 2023. The proposed 12-credit graduate-level online certificate will be offered in collaboration with the Institute for Sexual and Gender Health (ISGH) and the National Center for Gender Spectrum Health (NCGSH). Students may complete this certificate as a standalone credential, as elective coursework for their graduate degree housed outside of CCAPS, or as a second 12-credit certificate in the 30-credit Master of Professional Studies in Sexual Health (MPSSH) degree. The target audience for this Certificate is prospective students looking for a professionally focused graduate credential to complement their current or future positions in healthcare or patient advocacy. Currently admitted students in the MPS in Sexual Health and University of Minnesota graduate students in related fields such as nursing, social work, family science, psychology, and those pursuing professional degrees in medicine, pharmacy, or dentistry may also pursue the certificate as an additional credential as they complete their degree.

### **School of Nursing (Twin Cities Campus)—Create a Pediatric Nurse Practitioner - Acute Care Post-Graduate Certificate**

The School of Nursing on the Twin Cities campus requests approval to create a Pediatric Nurse Practitioner - Acute Care Post-Graduate Certificate (PNP-AC), effective fall 2022. The proposed program offers students with a Doctor of Nursing Practice (DNP) degree in a clinical nursing specialty area the opportunity to complete an additional area of study. Nurse practitioners complete advanced nursing degree programs with a specialty focus. After completing the degree and specialty focus, the individual takes a national certification examination in that specialty and then is eligible to hold licensure as an advanced practice registered nurse in that specialty. This certificate is one of eight specialty post-graduate certificates offered by the School of Nursing. There are no pediatric nurse practitioner-acute care programs in the state of Minnesota. Nurses living and working in Minnesota who desire to function as PNP-ACs attend out of state programs (e.g. University of Iowa; University of Michigan). The three children's hospitals in the Twin Cities area have repeatedly requested the School of Nursing offer a program to prepare nurses as PNP-AC. The PNP-AC academic plan will build on the academic plans for nurse practitioner specialties already offered by the School of Nursing (e.g. Pediatric Primary Care Nurse Practitioner; Family Nurse Practitioner) and makes use of existing resources.

### **School of Nursing (Twin Cities Campus)—Create a Post-Baccalaureate Certificate in Population Health Informatics & Technology**

The School of Nursing on the Twin Cities campus requests approval to create a Post-Baccalaureate Certificate in Population Health Informatics & Technology (PHIT), effective fall 2022. The proposed Certificate prepares trainees to harness the power of data for improving public and population health. Students will learn about various information systems in public health, electronic data exchanges, and tools for consumer engagement, along with the utility of data for health equity and better population health. The certificate courses are offered in a fully online format and include a practicum that provides experience in public health and non-profit care settings. The PHIT

Certificate is funded in part by a grant from the Office of the National Coordinator for Health Information Technology for Public Health IT Workforce Development. The University of Minnesota is a leader in nursing informatics and was the first school to offer a Doctor of Nursing Practice specialty in nursing informatics in the country, and is home to the Center for Nursing Informatics. The Institute for Health Informatics (IHI) at the University educates students and conducts research in biomedical and health informatics and offers academic training leading to MHI, MS, and PhD degrees in health informatics. The Public Health Data Science M.P.H. program offered at the School of Public Health offers specialized training in computational and statistical methods. The PHIT Certificate will complement the existing training programs and offer greater specialization for students interested in public/population health informatics.

### **College of Liberal Arts (Twin Cities Campus)—Create an Undergraduate Minor in Dance**

The College of Liberal Arts on the Twin Cities campus requests approval to create an Undergraduate Minor in Dance, effective fall 2022. The Dance Minor in the Theater Arts and Dance Department invites students to investigate movement as a simultaneously physical, creative, and intellectual study of dance in global contexts. The minor allows students to support their other academic studies by integrating physical learning, creativity, and research into their educational career. After students take foundational requirements, they can design their own pathway through the Dance Program's four interconnected pillars: Technique/Practice; Dance-Making/Composition; Dance Studies/Theory and History; and Performance and Design. Pre-designed pathways are also available options for students. This minor integrates the Dance Program's values of movement as meaning-making, thoughtful creativity, and social justice practice. The proposed minor is majority face-to-face courses and makes use of existing resources.

### **Crookston Campus—Create a Health Service Executive B.S.**

The Crookston campus requests approval to create a Health Service Executive (HSE) Bachelor of Science degree, effective fall 2022. The proposed program provides another option for students interested in pursuing career opportunities to manage and lead organizations within the long-term care industry, including nursing homes, residential care, assisted living, and home- and community-based services. Graduates will gain knowledge and skills required to obtain licensing as a Health Services Executive, which many states have recognized as the standard for long-term care administrators. The program has been approved by the Minnesota Board of Executives for Long Term Services and Supports, allowing graduates to be eligible to become licensed as a Health Services Executive. The fully online program provides a broad academic foundation in long-term care services and is supported by faculty and community partners to prepare students for career success, graduate study, and engaged citizenship. The most appealing aspect is that this will be the only fully online program in the country. In addition, labeling this as an HSE degree will improve industry recognition of our graduates' knowledge and skills.

### **Crookston Campus—Create an Undergraduate Minor and Certificate in Turfgrass Management**

The Crookston campus requests approval to create an Undergraduate Minor and Certificate in Turfgrass Management, effective fall 2022. The turfgrass management program allows

undergraduate students in Agronomy, Horticulture, Natural Resources, Biology, Environmental Sciences, and Sport Recreation Management to gain the knowledge and expertise required to maintain and manage high-quality turfgrass from various turf areas such as lawns, parks, sod farms, sports fields, and golf courses. Turfgrass managers use theory, practice, experimentation, and technology acquired through courses to apply their expertise in maintaining and managing various turfgrass areas while balancing the needs of nature. Currently, there are not enough students or graduates to fill all the employment opportunities in the turfgrass industry, especially in the area of golf course management. U of M Crookston would be the only program in Minnesota to offer a certificate in turfgrass management. Jobs within the turfgrass industry would be more accessible to students from related and non-related majors/fields by giving them an opportunity to earn a certificate in turfgrass management. The proposed program makes use of existing courses and resources in the Turf major.

### **Crookston Campus—Create an Undergraduate Minor in Soils**

The Crookston campus requests approval to create an Undergraduate Minor in Soils, effective fall 2022. The proposed minor in soils will provide students within related fields of study such as Agronomy, Horticulture, Natural Resources, Turfgrass Management, Biology, and Environmental Science with a foundation in the physical, chemical, and biological soil properties and processes essential to such a complex ecosystem. Soil plays a vital role in sustaining human welfare and assuring future agricultural productivity and environmental stability. Soil scientists explore, discover, and seek to understand the earth's land and water resources in an effort to be more sustainable to our environment. Students obtaining a minor in soil science learn to identify, interpret, and manage soils for agriculture, forestry, rangeland, ecosystems, urban uses, and mining and reclamation in an environmentally responsible way that benefits nature. Adding a soils minor will enable our students to be more competitive for employment within the agricultural industry. A majority of the courses in the program take place in the classroom format (face-to-face) and make use of existing resources.

### **Crookston Campus—Create an Undergraduate Minor in Precision Agriculture**

The Crookston campus requests approval to create an Undergraduate Minor in Precision Agriculture, effective fall 2022. Precision agriculture is the use of technology to practice information-intensive agronomy. Precision agriculture is an area of interest for current and prospective students, and builds UMC's existing strengths in agronomy, soils, and natural resources. Agronomists will encounter precision mapping, be expected to use precision agriculture computer applications, and be called upon to use precision agriculture outputs while advising crop management decisions. UMC's Agronomy program has a strong regional presence, and building the technological capability for precision agriculture work is aligned with UMN Crookston's mission to combine theory, practice, and experimentation in a technologically rich environment. A minor makes use of existing courses and provides students with a formalized package of courses, rather than taking them each as electives.

## **II. Request for Approval of Changed Academic Programs**

### ***Name Change Requests:***

#### **College of Liberal Arts (Twin Cities Campus)—Change the name of graduate minor in Race, Indigeneity, Gender, and Sexuality.**

The College of Liberal Arts requests approval to change the name of the graduate minor in Race, Indigeneity, Gender, and Sexuality (RIGS) to Race, Indigeneity, Disability, Gender, and Sexuality (RIDGS), effective fall 2022. The proposed name change reflects current curricular alignment.

#### **College of Liberal Arts (Twin Cities Campus)—Change the name of the graduate minor in Classical and Near Eastern Studies.**

The College of Liberal Arts requests approval to change the name of the graduate minor in Classical and Near Eastern Studies to Classical and Near Eastern Religions and Cultures, effective fall 2022. The proposed name change reflects current curricular alignment.

#### **College of Liberal Arts (Twin Cities Campus)—Change the name of Bachelor of Arts in Mass Communication.**

The College of Liberal Arts requests approval to change the name of B.A. in Mass Communication to Media and Information, effective fall 2022. The proposed name change reflects current curricular alignment.

#### **College of Arts, Humanities, and Social Sciences (Duluth Campus)—Change the name of the Environment and Sustainability subplan in the Bachelor of Arts in Environmental, Sustainability, and Geography.**

The College of Arts, Humanities, and Social Sciences on the Duluth Campus requests approval to change the name of the Environment and Sustainability subplan to the General subplan in the Bachelor of Arts in Environmental, Sustainability, and Geography, effective fall 2022.

#### **Crookston Campus—change the name of the Bachelor of Science in Golf and Turf Management.**

The Crookston Campus requests approval to change the name B.S. in Golf and Turf Management to Golf and Sports Turf Management, effective fall 2022. The proposed name change was recommended through a program review process.

#### **Crookston Campus—change the name of the Nursing Home Administrator Certificate.**

The Crookston Campus requests approval to change the name of the Nursing Home Administrator Certificate to the Health Services Executive Certificate, effective summer 2022. The proposed name change reflects current curricular alignment.

### ***Subplan Change Requests:***

#### **Carlson School of Management (Twin Cities Campus)—Discontinue the Industry subplan in the M.B.A. degree.**

The Carlson School of Management on the Twin Cities Campus requests approval to discontinue the Industry subplan in the Master of Business Administration degree, effective fall 2022. Program was discontinued due to low enrollment and due to the creation of the Online MBA Program subplan. It was a one-year cohort program and all graduates have completed the program or have been discontinued.

#### **Carlson School of Management (Twin Cities Campus)—Create a Research Track subplan in the M.S. Finance degree.**

The Carlson School of Management on the Twin Cities Campus requests approval to create a Research Track subplan in the Master of Science in Finance degree, effective fall 2022. The proposed subplan is designed to meet student demand for a research-oriented Master of Science in Finance degree. The track is a one-year, 39-credit program that will provide students with basic research skills that can prepare them for research-oriented jobs or admission to a Ph.D. program in Finance.

#### **College of Continuing and Professional Studies (Twin Cities Campus)—Create two new subplans in the Master of Professional Studies degree in Sexual Health**

The College of Continuing and Professional Studies on the Twin Cities Campus requests approval to create a Transgender & Gender Diverse Health, and Self-Designed subplan options in the Master of Professional Studies (M.P.S.) degree in Sexual Health, effective spring 2023. The Transgender & Gender Diverse Health subplan includes the same coursework for the similarly named Post-Baccalaureate Certificate detailed in the new program requests section of this report. The Self-Designed subplan allows students to select a combination of courses from the Sexual Therapy Post-Baccalaureate Certificate and the proposed Transgender and Gender Diverse Health Post-Baccalaureate Certificate to complete the program.

#### **College of Continuing and Professional Studies (Twin Cities Campus)—Create a Poultry Science Subplan in the Applied Sciences Leadership M.P.S.**

The College of Continuing and Professional Studies on the Twin Cities Campus requests approval to create a Poultry Science Subplan in the Master of Professional Studies, Applied Sciences Leadership degree, effective fall 2022. This subplan is for professionals interested in advanced understanding of poultry health and disease, with coursework focused on basic understanding of the avian host as it relates to poultry production systems, the technologies and tools to assess health, and diagnosing and addressing disease at the gross and molecular levels. The enhanced knowledge and hands-on experience with applied and/or molecular tools will position graduates to deal with commonly encountered and investigated issues that arise in poultry production and allied industries. The subplan makes use of existing courses in the Poultry Science Post-Baccalaureate Certificate.

**College of Design (Twin Cities Campus)—Discontinue subplan options in the Product Design B.S.**

The College of Design on the Twin Cities Campus requests approval to discontinue its subplan options in the Bachelor of Science in Product Design degree, effective fall 2022. The program is making a curricular structural change from subplan tracks to theme options - which are elective groupings, in order to provide flexibility and common degree for all students. Course offerings will remain the same so transition is minimal.

**College of Food, Agriculture, and Natural Resource Sciences (Twin Cities Campus)—Create a Tribal Natural Resources subplan in the Natural Resource Science and Management Ph.D. and M.S. degrees.**

The College of Food, Agriculture, and Natural Resource Sciences on the Twin Cities Campus requests approval to create a Tribal Natural Resources subplan in the Natural Resources Science and Management Doctoral and Master of Science degrees, effective fall 2022. Coursework and research in this subplan focuses on all aspects of natural resources (i.e., hydrology/water, soils, grasslands, forests, agriculture, etc.) as they pertain to Indigenous peoples, tribal natural resources management, and traditional ecological knowledge. Students will have the option to pursue lines of inquiry spanning the biological, physical, ecological, social, managerial, and engineering sciences. Students will be prepared for careers as researchers and managers of tribal lands and working with tribes and organizations that are aligned closely with tribal natural resource management.

**College of Human Service Professions (Duluth Campus)—Create a Plan C subplan option in the Environmental Education M.E.Ed.**

The College of Human Service Professions on the Duluth Campus requests approval to create a Plan C (coursework only) subplan option in the Environmental Education M.E.Ed. degree, effective fall 2022. Two program plans (B and C) will be available to students in this program.

**Crookston Campus—Discontinue subplan options in the Agronomy B.S.**

The Crookston Campus requests approval to discontinue subplan options in the Bachelor of Science in Agronomy degree, effective fall 2022. The program has been restructured by eliminating the subplans and adding a choice of set electives to the core requirements. This will allow students the flexibility of choosing courses that will meet their career needs without being confined to predefined subplans, which reflects changes in the field.

**Crookston Campus—Create an online subplan option in the Software Engineering B.S.**

The Crookston Campus requests approval to create an online subplan option in the Bachelor of Science in Software Engineering degree, effective fall 2022. Curriculum requirements are the same as the on-campus program. Online programs offer flexibility for students to complete the degree.

***Program Modality/Delivery Change Requests:***

The following graduate and graduate professional academic programs request approval to add or change program delivery options to provide some level of online delivery of courses within the

program, effective fall 2022. Partially (50–80 percent), primarily (at least 80 percent), or completely online degree programs offer additional options for students to complete their degree programs.

**The College of Education and Human Development (Twin Cities Campus)**—Change program delivery modality in the Special Education Initial License M.Ed., Special Education M.Ed., and Special Education Graduate Minor degree programs from majority classroom to partially online.

**The College of Liberal Arts (Twin Cities Campus)**—Change program delivery modality in the Master of Arts (M.A.) in Strategic Communication degree program from majority classroom to completely online.

**The Carlson School of Management (Twin Cities Campus)**—Change program delivery modality in the Master of Business Taxation (M.B.T.) and corresponding Post-Baccalaureate Certificates: Tax Executive Postbaccalaureate Certificate, Taxation Postbaccalaureate Certificate, Closely-Held Business Taxation Postbaccalaureate Certificate, High Net-Worth Individual Taxation Postbaccalaureate Certificate, and International Taxation Post-Baccalaureate Certificate to primarily or completely online.

**The Carlson School of Management (Twin Cities Campus)**—Change program delivery modality in the Master of Business Administration (M.B.A.) to include both classroom (face-to-face) and primarily online options.

**The School of Public Health (Twin Cities Campus)**—Change program delivery modality in the Master of Science (M.S.) in Clinical Research from primarily online to completely online.

**The College of Arts, Humanities, and Social Sciences (Duluth Campus)**—Change program delivery modality in the American Indian Studies Graduate Minor from majority classroom to completely online.

**College of Education and Human Services Professions (Duluth Campus)**—Change program delivery modality in the Social Work Graduate Minor from classroom only to partially online.

**Swenson College of Science and Engineering (Duluth Campus)**—Add a partially online delivery modality in the Master of Engineering (M.Eng.) degree program.

### **III. Request for Approval of Discontinued Academic Programs**

#### **College of Design (Twin Cities Campus)—Discontinue the Housing and Community Development Undergraduate Minor**

The College of Design on the Twin Cities Campus requests approval to discontinue the Housing and Community Development Undergraduate Minor, effective summer 2022. In conjunction with the

previous discontinuation of the Housing Studies major, the Housing and Community Development minor stopped accepting applications for the minor and reduced course offerings. The one remaining student has satisfied all minor requirements.

**College of Design (Twin Cities Campus)—Discontinue the Landscape and Design Planning B.E.D.**

The College of Design on the Twin Cities Campus requests approval to discontinue the Bachelor of Environmental Design (B.E.D.) in Landscape and Design Planning Degree, effective summer 2022. The Landscape Design and Planning B.E.D. is being discontinued with the start of the accredited, professional Bachelor of Landscape Architecture (B.L.A.) curriculum, which began fall 2021. Existing B.E.D. courses are being phased out as new B.L.A. courses are developed. A detailed transition plan was developed when the new program was proposed.

**College of Arts, Humanities, and Social Sciences (Duluth Campus)—Discontinue the English M.A.**

The College of Arts, Humanities, and Social Sciences on the Duluth Campus requests approval to discontinue the Master of Arts in English degree, effective summer 2022. The request is due to a change in administrative priorities. All students have graduated as of fall 2021.



# BOARD OF REGENTS DOCKET ITEM SUMMARY

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**Mission Fulfillment**

**May 12, 2022**

**AGENDA ITEM:** Information Items

**Review**

**Review + Action**

**Action**

**Discussion**

*This is a report required by Board policy.*

**PRESENTERS:** Rachel Croson, Executive Vice President and Provost

## **PURPOSE & KEY POINTS**

### **University, Student, Faculty, and Staff Activities and Awards**

A report of select activities among faculty, staff, and students at the local, regional, national, and global level in the areas of teaching, research, outreach, and other academic achievements at the University is included in the docket materials.

### **Completed Comprehensive Review of Board Policy**

The purpose of this item is to inform the committee that comprehensive reviews of the following Board policies are complete and the policy implementer recommends that no changes be made at this time:

- [Board of Regents Policy: College Constitutions](#)
- [Board of Regents Policy: Intercollegiate Athletics Twin Cities](#)
- [Board of Regents Policy: Outside Consulting and Other Commitments](#)

Each policy can be accessed using the above hyperlinks.

If there are items that the committee would like addressed, those will be recorded and referred back to the policy implementer. If the committee raises no additional items, the comprehensive review process will be complete, and the date of last comprehensive review will be noted within the policy. The president and policy implementers have the ability to recommend changes outside of the comprehensive review process as needed (e.g., changes resulting from the implementation of the Systemwide Strategic Plan).

**University of Minnesota Board of Regents Meeting**  
**Mission Fulfillment Committee**  
**May 12, 2022**

**Information Report: Report of University Faculty, Staff, and  
Student Activities and Awards**

**University Highlights**

The University of Minnesota received a \$360 million grant from the National Oceanic and Atmospheric Administration, which will be used over the next five years in translating water research to improve water management.

The University of Minnesota has received two National Institutes of Health grants, totaling over \$6.5 million, to research cardiovascular health among a diverse population of children; the study will be led by Jerica Berge, a professor in the Medical School, with Alicia Kunin-Batson, Michael Miner, Diane Neumark-Sztainer, Angie Fertig, and David Van Riper, along with Katie Loth, Megan Oberle, and Aaron Kelly.

The U.S. Department of the Interior announced that the Midwest Climate Adaptation Science Center will be housed at the University of Minnesota. CFANS faculty members Susan Galatowitsch, professor, and Heidi Roop and Michael Dockrey, assistant professors, will serve as leaders.

The 2022 *Mpls.St.Paul Magazine* "Rising Stars" list recognized 175 University of Minnesota Medical School faculty physicians from 18 departments.

The College of Education and Human Development's developmental psychology program remains first in the nation of the *U.S. News & World Report's* Best Graduate Schools annual rankings.

The Department of Family Medicine and Community Health's Research Division has been ranked second in family medicine departments in the nation by the Blue Ridge Institute for Medical Research. This is up from a third-place ranking in 2021.

The College of Education and Human Development launched a Center for Climate Literacy, the first of its kind in the United States. The center will advance an understanding of climate change through research, outreach, and design solutions for K-12 classrooms.

The Doctor of Nursing Practice Program was ranked seventh in the *U.S. News & World Report's* 2022 Best Nursing Schools ranking.

The University of Minnesota School of Nursing and Children's Minnesota have formed a "collaboratory" partnership to support graduates' transition into pediatric practice, and to improve the health of children through research and evidence-based practice.

The University of Minnesota Morris earned a STARS (Sustainability Tracking Assessment and Rating System) Gold rating from the Association for the Advancement of Sustainability in Higher Education in recognition of its sustainability achievements.

The Bell Museum is celebrating its 150th anniversary with a [yearlong series of events](#) that will feature different experiences to showcase the rich and varied history of the museum.

The School of Public Health's Master of Healthcare Administration program has been named the recipient of the 2022 Award for Sustainability in Healthcare Management Education and Practice by the Commission on Accreditation of Healthcare Management Education and Canon Solutions America.

The Law School is working in partnership with the law firm of Fredrikson & Byron to launch the Sports and NIL Clinic, a name, image, and likeness legal assistance clinic for students with sponsorships, endorsement deals, and image licensing. The clinic will launch next fall.

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

Douglas Kearney, associate professor in the College of Liberal Arts, received the Minnesota Book Award and is also a finalist for the Griffin Poetry International Prize, the largest international English-language poetry prize in the world, for his 2021 poetry collection *Sho*.

Missy Juliette, finance professional II in the College of Liberal Arts, and Amy Pittenger, professor and head in the College of Pharmacy, received the Vickie R. Courtney Award for Outstanding Service to University Senate Governance.

Montse Torremorell, professor in the College of Veterinary Medicine, received the 2022 Associate Association of Swine Veterinarians' Outstanding Swine Academic of the Year award.

Rebecca Ropers, Vice Provost of Faculty and Academic Affairs, was named among 46 emerging college and university leaders for the 2022–23 class of the ACE Fellows Program. The program is the longest-running leadership development program in the U.S.

Samuel Myers, Jr., professor in the Humphrey School of Public Affairs, was named one of the most influential Black economists of the last 30 years by Academic Influence.

Rachel Croson, Executive Vice President and Provost; Gary Muehlbauer, professor in the College of Food, Agricultural and Natural Resource Sciences; and Peter Tiffin, Susan Jones, George and Weiblen, professors in the College of Biological have been elected to the newest class of The American Association for the Advancement of Science Fellows.

Brenda Child, professor in the College of Liberal Arts, received the 2022 Guggenheim Fellowship by the John Simon Guggenheim Memorial Foundation.

Rutherford Johnson, lecturer on the Crookston campus, was awarded the Accreditation Council for Business Schools and Programs (ACBSP) Teaching Excellence Award for region four.

Brian Sick, interim associate vice president for Academic Health Sciences, was named the new Chair of the National Academies of Practice (NAP) Medicine Academy. He previously had been inducted into the NAP in 2021.

Laura K. Molgaard, Dean of the College of Veterinary Medicine; Sara North, co-director of the Center for Interprofessional Health; Barbara Peterson, clinical associate professor in the School of Nursing; and Alexandra (Sasha) Zagoloff, associate professor in the Medical School received National Academies of Practice Honors. This

honor is extended to those who are dedicated to furthering interprofessional practice, scholarship, and policy in support of interprofessional care.

Barbara Peterson, clinical associate professor in the School of Nursing, was inducted into the National Academies of Practice.

Michelle Arnett, assistant professor in the School of Dentistry, received a Colgate CARES award to explore the efficacy of motivational interviewing at oral hygiene appointments.

Sara Johnson, assistant dean for student and resident affairs for the School of Dentistry, received the Patriot Award for service member support.

John Bricout, professor in the College of Education and Human Development, received the Virginia Commonwealth University "Making a Difference" award. This award is given every other year to the alumni/ae who have made significant contributions to the profession and its mission.

Traci LaLiberte, executive director of the Center for Advanced Studies in Child Welfare, received 2022's UConn School of Social Work Alumni "Outstanding Social Worker" award.

Oliver Williams, professor in the College of Education and Human Development, received the 2022 Safe Havens Interfaith Partnership Against Domestic Violence and Elder Abuse Safe Havens IMPACT Award.

Katie Jackson, director of the Office of Student Conduct and Conflict Resolution at UMD, received the Individual Award of Excellence Award by the Association for Student Conduct Administration.

Brenna Hucka, student conduct specialist at UMD, received the 2022 Equity and Inclusion Leadership Award by the Association for Student Conduct Administration.

Alexandra Klass, professor in the Law School, has been appointed by the U.S. Department of Energy to serve as Deputy General Counsel for Litigation, Regulation, and Enforcement.

George Morrison, a former University instructor and artist, is being honored through a USPS Forever stamp showcase featuring five of his abstract landscape paintings.

Gordon Legge, professor in the College of Liberal Arts, was awarded an unrestricted grant from Meta (Facebook) due to his work related to text legibility in low vision populations and its potential application to legibility in additive displays.

Alok Gupta, professor in the Carlson School of Management, was awarded the LEO Award for career achievement from the Association for Information Systems (AIS). This award is the highest honor given by AIS to recognize scholars who have made a global impact on the discipline.

Ravi Bapna, professor in the Carlson School of Management, along with two co-authors, was honored with the "Best Publication of 2020" at the annual International Conference on Information Systems.

Rand Park, senior lecturer in the Carlson School of Management, was named one of the Top 50 Undergraduate Business Professors of 2021 by *Poets & Quants*.

Oren Avery, senior clinic manager; Greg Beilman, professor; Danilo Lovinaria, nurse anesthetist; Paul Orchard, physician; and Demetri Yannopoulos, cardiologist, were all named as “Healthcare Heroes” by the *Minneapolis/St. Paul Business Journal*.

Marilyn Speedie, former dean and professor in the College of Pharmacy, has been named the recipient of the American Association of Colleges of Pharmacy’s 2022 Lifetime Achievement Award.

Caroline Gaither, professor in the College of Pharmacy, and colleagues will receive the Rufus A. Lyman Award for their paper “Addressing the Need for Ethnic and Racial Diversity in the Pipeline for Pharmacy Faculty.” This award recognizes the best paper published in the *American Journal of Pharmaceutical Education* during the previous year.

Katy Backes Kozhimannil, professor, and Carrie Henning-Smith, associate professor, were named recipients of 2022 Rural Health Awards, presented by the National Rural Health Association.

Researchers in the College of Veterinary Medicine secured a \$500K USDA grant to study novel pig influenzas. The team is led by professor Montse Torremorell.

Alex McLeod, assistant professor in the College of Science and Engineering, was awarded the International Union of Pure and Applied Physics 2022 Young Scientist Prize in the Structure and Dynamics of Condensed Matter.

Suo Yang, assistant professor in the College of Science and Engineering, received an Office of Naval Research Young Investigator Program award for his project "Physics-Based Modeling of Multicomponent Transcritical Phase Change and Spray Breakup in High-Pressure Liquid-Fueled Combustors."

Maria-Carme Calderer, professor in the College of Science and Engineering, was elected a 2022 Association for Women in Mathematics Fellow.

Tyler Lawson, professor in the College of Science and Engineering, was elected a 2022 American Mathematical Society Fellow.

Kai Wu, alumnus and research associate in the College of Science and Engineering, received the best poster award at the 15th Joint MMM-INTERMAG conference for his work on handheld magnetic particle spectroscopy for rapid, one-step, wash-free detection of SARS-CoV-2.

Casim Sarkar, associate professor in the College of Science and Engineering, was inducted into the American Institute for Medical and Biological Engineering College of Fellows.

Allison Hubel, professor in the College of Science and Engineering, received a Department of Defense Employer Support of the Guard and Reserve Patriot Award.

Maria Gini, professor in the College of Science and Engineering, received the ACM/SIGAI Autonomous Agents Research Award for 2022, a prestigious prize that recognizes years of research and leadership in the field of robotics and multi-agent systems.

### **Student Awards and Activities**

Emmey Harris, an undergraduate in the College of Liberal Arts, participated in Jeopardy’s National College Championship.

Twenty-one University of Minnesota students and alumni competed in the 2022 Beijing Winter Olympics. They include: Grace Zumwinkle, Kelly Pannek, Hannah Brandt, Megan Bozek, Amanda Kessel, Abbey Murphy, Ashton Bell, Kassy Betinol, Michelle Löwenhielm, Emma Söderberg, Jocelyne Larocque, Lara Stalder, Jessica Wong, Kateřina Mrázová, Josefin Bouveng, and Nelli Laitinen (Women's Hockey); Ben Meyers, Brock Faber, Noah Cates, and Matthew Knies (Men's Hockey); and Aileen Geving (Curling).

Sofia SooYoung Park, School of Dentistry, won first place in the Student Competition for Advancing Dental Research Application Basic and Translational Science Research category at the American Association for Dental, Oral, and Craniofacial Research's 2022 Annual Meeting.

Kendra Saathoff, student in the Law School and student director of the Law School's Clemency Clinic, has been working with Professor JaneAnne Murray, to draft a bill called the Survivors' Justice Act to reduce the sentences of victims of domestic abuse, sexual assault, or sex trafficking who commit crimes as a result of their abuse.

Vanessa Alschuler, graduate student in the College of Liberal Arts, was awarded a National Science Foundation Graduate Research Fellowship Award for 2022–2023. This award recognizes and supports outstanding graduate students in STEM-related fields by providing a stipend of \$34,000 and a cost-of-education allowance of \$12,000 to the institution.

Ikram Khan, Ethan (Yu-Hsiang) Hung, Erin Green, and Dan Muggee, master's students in the Carlson School of Management, placed second in the Business School Alliance for Health Management Case Challenge for their vision of "the hospital of the future."

Michael Kelly, first year medical student, founded The MD Link, a new student-led organization that aims to provide early intervention for youth who are at higher risk of, or are already experiencing, homelessness, foster-care, sex trafficking, or involvement in the juvenile justice system.

Julia Interrante, graduate student in the School of Public Health, was named a recipient of a 2022 Rural Health Award, presented by the National Rural Health Association.

Sanja Hameed, alumna of the College of Science and Engineering, was selected as a recipient of the biennial Neutron Scattering Society of America Prize for Outstanding Student Research.

Jared Anderson, graduate student in the College of Science and Engineering, received a 2022–2023 Predoctoral Fellowship from the American Chemical Society, Division of Medicinal Chemistry.

Benjamin Alva, Clara Lemaitre, and Taylor Berger, students in the College of Science and Engineering, received 2022 National Science Foundation Graduate Research Fellowships.

Maya Gilchrist and Clementine Hamelin, graduate students in the College of Science and Engineering, were awarded Outstanding Teaching Assistant Awards from the National Association of Geoscience Teachers.

Sarah Tanck, undergraduate student in the College of Science and Engineering, was selected as a recipient of the prestigious Goldwater Scholarship, given to the nation's top young researchers.

Bhaskar Das, postdoctoral scholar in the College of Science and Engineering, was awarded a prestigious American Physical Society Physics Division of Materials Physics Post-Doctoral Travel Award for research on "Unconventional electronic transport near the insulator-metal transition in Co-doped pyrite FeS<sub>2</sub> single crystals."

Mariah Dorner, Ph.D. student in the College of Science and Engineering, received the Minnesota Achievement Rewards for College Scientists Scholar Award for the academic years of 2021–2023.