



Mission Fulfillment Committee

October 2024

October 10, 2024

9:30 a.m.

Boardroom, McNamara Alumni Center

MIS - OCT 2024

1. Board of Regents Policy: International Education, Research, and Outreach – Action

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BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

October 10, 2024

AGENDA ITEM: Board of Regents Policy: *International Education, Research, and Outreach*

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

This is a report required by Board policy.

PRESENTERS: Harvey Charles, Vice Provost for International Affairs, Global Programs and Strategy Alliance

PURPOSE & KEY POINTS

The purpose of this item is to act on proposed amendments to Board of Regents Policy: *International Education, Research, and Outreach*. The amendments reflect items identified as part of the Board’s comprehensive policy review process and include:

- Emphasizing the need for the University to support internationalization.
- Acknowledging the importance of an internationalized curriculum and academic and social support for international students.
- Encouraging faculty and staff to enhance their intercultural development.
- Highlighting benefits of international collaboration.
- Other wording and phrasing corrections to align with current approaches and goals of campus internationalization.

No changes have been made to the proposed amendments since the committee reviewed them at the September 2024 meeting.

BACKGROUND INFORMATION

Board of Regents Policy: *International Education, Research, and Outreach* was adopted on July 12, 1974, and last amended on June 8, 2018. The 2018 amendments were the result of the standard six-year comprehensive review of the policy.

PRESIDENT’S RECOMMENDATION

The President recommends adoption of proposed amendments to Board of Regents Policy: *International Education, Research, and Outreach*.



BOARD OF REGENTS POLICY: *International Education, Research, and Outreach*

SECTION I. SCOPE.

This policy governs international education, research, and outreach activities of the students, faculty, and staff of the University of Minnesota (University).

SECTION II. GUIDING PRINCIPLES.

This policy affirms the commitment of the Board of Regents (Board) to foster international education, research, and outreach throughout the University community. The following principles shall guide international education, research, and outreach at the University:

- (a) In an interdependent world, the welfare of the state and the well-being of its citizens are linked to the welfare of all humankind.
- (b) Through international education, research, or outreach the University builds and extends its scholarly standing, its potential for research, its contributions to economies, and the education and skills of students and citizens of the state, the nation, and the world.
- (c) The University has a responsibility to incorporate into its community and curriculum international opportunities that provide students, faculty, and staff the understanding, skills, and knowledge necessary to be globally competent citizens of the state, the nation, and the world.
- (d) The University has a responsibility to ensure to the extent possible, respectful, mutually beneficial, and ethical engagement ~~with people, places, and ideas~~ around the globe.

SECTION III. IMPLEMENTATION.

The president or delegate shall ~~administer policies~~maintain administrative policies and procedures that, in compliance with all applicable laws and regulations, effectively promote ~~and~~, encourage, and support a comprehensive approach to international education, research, and outreach that includes the following elements:

- (a) **International Experience for Students.** The University will encourage the participation of University students in international educational, research, and outreach experiences and provide ~~opportunities that afford participating students the guidance and assistance necessary to integrate these experiences into University degree curricula~~an internationalized curriculum to ensure all students have opportunities to gain global knowledge and intercultural competency.
- (b) **Enrollment and Inclusion of International Students.** The University will recruit and enroll students from other countries in its undergraduate, professional, and graduate programs in such

numbers and with such geographic origins as to meet the guiding principles stated in this policy, and provide academic and social support to integrate students into campus life.

(c) **Faculty and Staff Teaching, Research, and Outreach.** The University will encourage international ~~education and~~ engagement ~~in the~~ and intercultural development of faculty and staff so they can maximize their impact on teaching, research, and outreach ~~of its faculty and staff through the interaction of people and ideas.~~

(d) **Collaboration with International Institutions and Innovation.** The University will:

- build strategic international partnerships by bringing together the strengths of the University with those universities, institutions, and organizations that are at the forefront of innovation and change in education, research, and outreach ~~with universities, institutions, and organizations worldwide;~~
- expand international scholarly engagement; and internationalize the research capacity; and
- provide global and intercultural experiences for University ~~community~~ faculty, staff, and curriculum ~~students.~~

REVISION HISTORY

Adopted: July 12, 1974

Amended: May 13, 1994; June 13, 2008; June 8, 2018

Last Comprehensive Review: 2018



BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

October 10, 2024

AGENDA ITEM: Academic and Research Integrity

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTERS:

Shashank Priya, Vice President for Research and Innovation
Joanne Billings, Associate Vice President for Research Integrity and Compliance
Danielle Rintala, Director of Research Integrity and Compliance

PURPOSE & KEY POINTS

The purpose of this item is for the committee to engage in a discussion of the University’s framework for ethical conduct in academics and research activities. The committee will discuss the University’s safeguards and protocols for responses to reports of misconduct, as well as ways to promote academic and research integrity. This discussion will provide the committee with foundational knowledge that will be useful when reviewing potential amendments to Board policies that govern this topic. Key points include:

- The impact of research misconduct on reputation, public perception, funding agency relationships, and the resulting legal challenges.
- The need to increase awareness of academic research integrity within the University research community, and to foster an environment of safe and compliant research and education.
- The inclusion of an ethical, legal, and societal implications (ELSI) framework into research activities, which will decrease risk and liability to the institution and protect the University’s people and research community.

BACKGROUND INFORMATION

Board of Regents Policy: *Academic Misconduct* states that “[t]he University of Minnesota (University) has a responsibility to foster a research environment that promotes the responsible conduct of research and research training and discourages academic misconduct.”

Research Integrity and Compliance

The University's [Research Integrity and Compliance Program](#) (RIC) is dedicated to fostering a culture of excellence, trust, and accountability in research at the University of Minnesota. We safeguard the integrity of the research enterprise by providing strategic guidance, research ethics and integrity education, and oversight in research integrity, research security, export controls, and research risk management. Through collaborative partnerships, we empower researchers to conduct groundbreaking work while upholding the highest standards of professional conduct and compliance.

Our mission is to uphold the integrity of scientific research, protect the institution's reputation, ensure compliance with regulatory requirements in research, safeguard the economic and national security interests of research stakeholders, and promote responsible research practices that support the advancement of knowledge and innovation.

Ethical Conduct of Research Education

Faculty members, postdoctoral fellows, and others serving as principal investigators (PIs) at the University are required to complete the Responsible Conduct of Research (RCR) Core Training as described in the administrative policy:

[Responsible and Ethical Conduct of Research Education.](#)

This policy implements the principal investigator and researcher eligibility requirements contained in Board of Regents Policies: [Submitting and Accepting Sponsored Projects](#) and [Code of Conduct.](#)

Federal government responsible and ethical conduct of research education is required by the National Institutes of Health (NIH), the National Science Foundation (NSF), and the U.S. Department of Agriculture - National Institute of Food and Agriculture (USDA-NIFA) to receive their funds for research.

Federal links:

[NIH Requirement for Instruction in the Responsible Conduct of Research, Responsible and Ethical Conduct of Research Education Requirement for NSF](#) and [Responsible and Ethical Conduct of Research Education Requirement for USDA-NIFA.](#)

Research Misconduct

Board of Regents and Administrative Policies

The following policies implement the federal regulations for research misconduct at the University of Minnesota:

[Board of Regents Policy: Academic Misconduct](#)

Administrative Policy: Research Misconduct

Federal Regulations

The following are federal regulations we are required to follow when assessing and investigating research misconduct allegations that are associated with federal funds from those sponsors.

42 CFR Part 93: Public Health Service (PHS)

45 CFR Part 689: National Science Foundation (NSF)

2 CFR § 910.132: Department of Energy (DOE)

Instruction 3210.7: U.S. Department of Defense (DOD)

7 CFR Part 3022: U.S. Department of Agriculture (USDA)

On September 17, 2024, the Office of Research Integrity, the federal agency responsible for research integrity in all PHS-funded intramural and extramural research, released a revised version of 42 CFR Part 93. This regulation is set to take effect January 1, 2026.

Definition of Research Misconduct

Per 42 CFR 93.103:

Research misconduct means fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results.

- (a) Fabrication is making up data or results and recording or reporting them.
- (b) Falsification is manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record.
- (c) Plagiarism is the appropriation of another person's ideas, processes, results, or words without giving appropriate credit.
- (d) Research misconduct does not include honest error or differences of opinion.

Determination of a Finding of Research Misconduct

Per 42 CFR 93.104:

A finding of research misconduct made under this part requires that:

1. There be a significant departure from accepted practices of the relevant research community; and

2. The misconduct be committed intentionally, knowingly, or recklessly; and
3. The allegation be proven by a preponderance of the evidence.

Handling Findings of Research Misconduct

Deans work with the supervisory leadership of the respondent to enact a disciplinary action in the event of a finding.

The Research Integrity Office (RIO) will work with OGC to submit retraction requests to journals.

Sponsored Projects Administration (SPA) will work with the RIO to send letters outlining the administrative actions taken when the research misconduct involves sponsored funds.

Academic and Research Integrity

Board of Regents | Mission Fulfillment Committee | October 10, 2024

Danielle Rintala

Director of Research Integrity and Compliance

Shashank Priya

Vice President for Research and Innovation

Joanne Billings

Associate Vice President for Research Integrity and Compliance



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Bottom Line Up Front

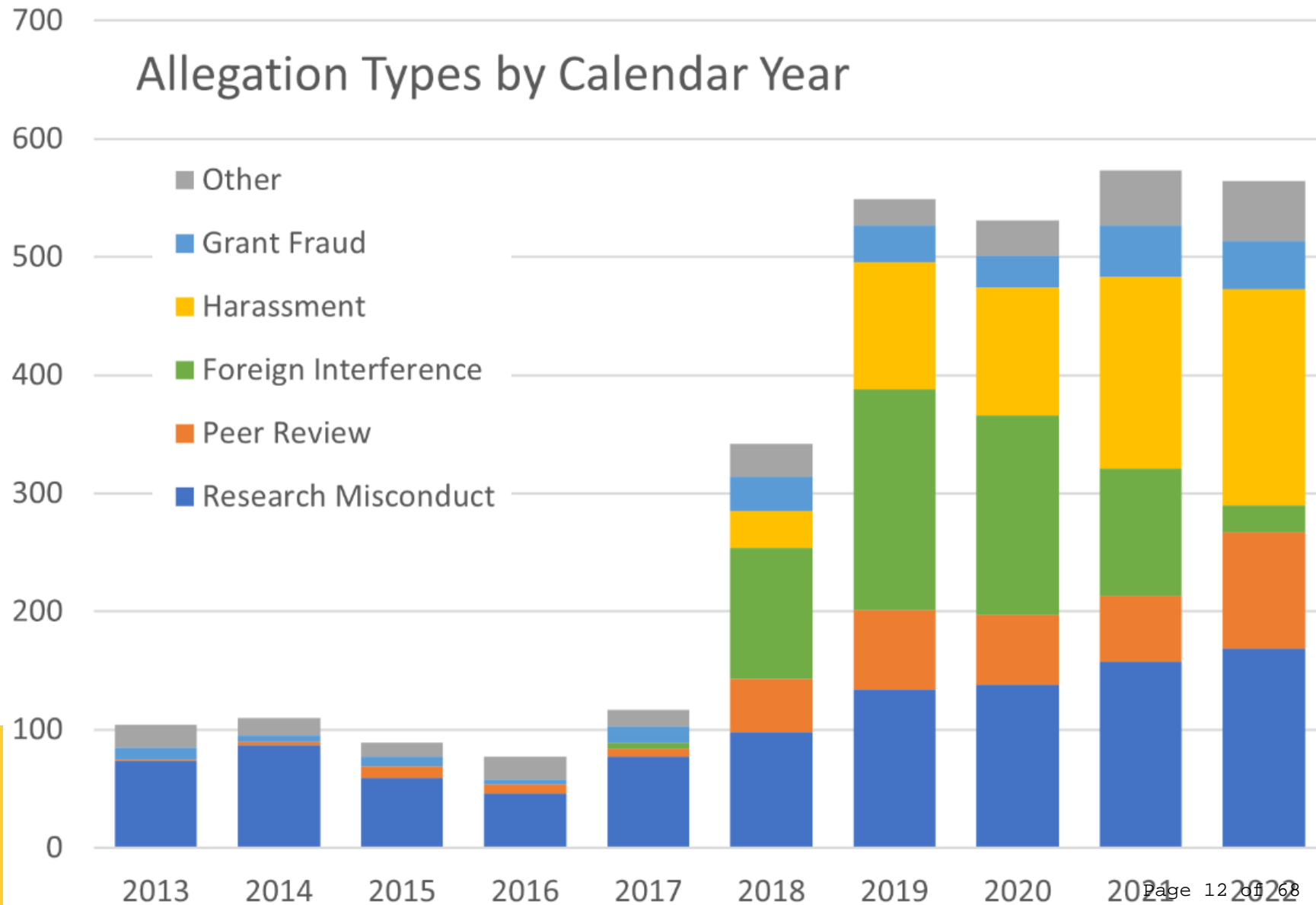
- Research misconduct **damages** people, public perception, funding agency relationships, reputation, and creates legal challenges
- Need to **increase awareness** of academic research integrity within the UMN research community, and foster an environment of safe and compliant research and education
- Emphasize inclusion of **ethical, legal and societal implications (ELSI) framework** into research activities
- Doing so will **decrease risk and liability** of institution, and protect our people and our research community





“....We generally handled an average of 100 violations each year up to around 2017. Over the last five years, however, the numbers rose precipitously....”

Allegation Types by Calendar Year



By Mike Lauer

Posted March 22, 2023



September 15, 2023

By Liam Knox

Cornell Cancer Researchers Fabricated Data

Two former scientists at Cornell University used made-up data in 12 different scientific papers published between 2008 and 2016, according to new reports by the federal Office of Research Integrity.

Retraction Note | Published: 19 January 2024

Retraction Note: A water-soluble DsbB variant that catalyzes disulfide-bond formation *in vivo*

The authors have retracted this article based on irregularities associated with the data collection. These concerns were first identified by PubPeer and correspond to western blots presented in the article. The allegations raised by PubPeer were investigated internally, and it was confirmed that the GroEL immunoblot in the left panel of Fig. 3b was used for the GroEL immunoblot in the right panel, and that portions of the GroEL immunoblot from Fig. 5b and d were reused in the anti-FLAG immunoblot corresponding to AppA in Fig. 5b. There are also additional concerns about potential data manipulation in Fig. 3b.

The Harvard Crimson

Top Harvard Medical School Neuroscientist Accused of Research Misconduct

By Veronica H. Paulus and Akshaya Ravi, Crimson Staff Writers

February 1, 2024



Research Integrity: An Integral Component of a Successful Research Enterprise



Funding for research relies on ethical conduct and honest reporting of results in research



Ethical conduct of research is the cornerstone of advancing knowledge and innovation



University of Minnesota's reputation can be negatively influenced by lapses in integrity.

How Do We Support and Promote Research Integrity?



Outreach and
education



Research
ethics week



Advocating for
and
implementing
resources



Networking and
national
representation



Investigate
research
integrity issues



Outreach and Education

- Outreach activities:
 - Research Ethics Week
 - Research Ethics Day Conference
 - Presentations with various groups
- Education: Responsible and Ethical Conduct of Research
 - Required for all principal investigators, regardless of funding status, and all research personnel sponsored through NIH, NSF, or USDA-NIFA grants
 - Administered through the Collaborative Institutional Training Initiative (CITI) Program





RESEARCH ETHICS WEEK

- Features **department-led presentations & trainings** that promote professional development and best practices in the ethical conduct of research, such as AI, clinical research, research misconduct, data management, authorship
- Many are **open to the public**
- **Research Ethics Day** anchors this annual week of reflection & training on research ethics & integrity

UMN Research Ethics Week 2025: March 3 - 7



Research Ethics Day

Annual webinar for researchers, staff, students, policymakers & the public on issues in research ethics

- Presentations by & discussion with **top national experts**
- **Draws ~1,000 registrants** from our community, U.S., internationally
- **Free and open to the public**

Organized by Consortium on Law and Values in Health, Environment & the Life Sciences; supported by RIO; co-sponsored by UMN Masonic Cancer Center & Clinical & Translational Science Institute



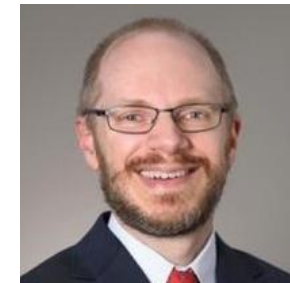
RESEARCH ETHICS Register at: z.umn.edu/ResearchEthics2024

Building Partnerships to Advance Ethical Research: Collaborators, Communities & Companies

ANNUAL RESEARCH ETHICS DAY
Wednesday, February 28, 2024
9:00am - 3:00pm Central time
University of Minnesota
Webinar on Zoom

A webinar sponsored by the Research and Innovation Office; Consortium on Law and Values in Health, Environment & the Life Sciences; Masonic Cancer Center; and Clinical and Translational Science Institute

Joshua Denny, MD
Karriem Watson, DHSc
All of Us Res. Prog., NIH



UMN Research Ethics Day 2025
Wed., March 5, 9am-3pm CST
10th year!



Karina Walters, PhD,
MSW
Dir., Tribal Health Res.
Ofce., NIH

Research Integrity and Compliance Initiatives

- **Add institutional software resources** for detection of potential integrity issues and effectively manage data - In progress
- **Expand education** to the Graduate School
- **Grow Research Ethics Week** to be nationally recognized
- **Conduct a gap analysis** of our program
- **Revise UMN Research Misconduct policies** to align with new regulations from the Office of Research Integrity (ORI). (Eff. date Jan. 2026)

We strive to advocate for and provide the tools and resources necessary to empower the research community to conduct ethical research and to uphold high standards of integrity in research.



RIO Investigates Research Integrity Issues

UMN Research Integrity & Compliance:

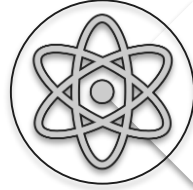
- Investigates **research integrity issues**, such as authorship, peer review, data management practices
- Conducts **internal reviews of allegations** of research misconduct to determine credibility of allegation.
- **Oversees panel investigations** of research misconduct allegations.



Research misconduct negatively impacts people, science, and reputation



People



Public perception



Funding agency relationships



Reputation



Legal challenges

Who Is Notified of a Finding?

The respondent

- Opportunity to review full report and respond

Funding Agencies

- RIO communicates with the funding agencies when applicable

Appropriate HR and need to know leadership

- May include Dean and/ or Department head,
- President and BOR when appropriate

***** Once there is final disposition of disciplinary action, the underlying reasons for imposing sanctions and associated data are no longer private data. *****



Possible Disciplinary Actions

- Reprimand
- Restrictions
- Demotion
- Termination of employment



Response to Growing Research Enterprise Needs

- **Infrastructure**
 - Training and educational resources
 - Software, digital tools
 - Sharing of best practices
- **Institutional Policies**
 - Update Research Misconduct related policies
- **Partnerships**
 - Federal and state agencies
 - Small businesses
 - Clinical trials
 - Organize workshops and conferences



In Closing...

- Incorporate ethical, legal and societal implications (ELSI) framework in our research and education programs. Offer more outreach activities to promote culture of safe and compliant research.
- Need to grow Research Integrity and Compliance Program (RIC) to meet increased compliance and regulatory requirements, manage growing research enterprise, and attend to increased public interest.
- New data management software and AI-based tools offer opportunity to improve the integrity and quality of research.



Research & Innovation

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BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

October 10, 2024

AGENDA ITEM: Higher Learning Commission Accreditation for the Crookston Campus 2025 Update

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTERS: Mary Holz-Clause, Chancellor, Crookston campus
Rosemary Erickson Johnsen, Senior Vice Chancellor for Academic Affairs, Crookston campus
Sue Erickson, Director of Institutional Effectiveness and Accreditation Liaison Officer, Crookston campus

PURPOSE & KEY POINTS

The purpose of this item is for the committee to receive an update on the University's process and progress toward its 2025 accreditation renewal for the Crookston campus.

The presentation will highlight steps that the Crookston campus is taking to prepare for the Higher Learning Commission (HLC) accreditation site visit in April 2025. The discussion will outline the purpose of accreditation, criteria for accreditation, and ways the Board will be involved with the site visit.

BACKGROUND INFORMATION

The U.S. Department of Education (DOE) states that the goal of accreditation is to ensure that institutions of higher education meet acceptable levels of quality. Accreditation in the United States involves non-governmental entities (accrediting organizations) as well as federal and state government agencies. These three entities are formally known as the Triad. Accreditation's quality assurance function is one of the three main elements of oversight governing the Higher Education Act's (HEA's) federal student aid programs. For students to receive federal student aid from the DOE for postsecondary study, the institution must be accredited by a "nationally recognized" accrediting agency.

The Crookston campus has been accredited since 1971 and its most recent reaffirmation of accreditation was granted in 2015-16 by the HLC.

Overview of institutional accreditation 10-year reaffirmation process at University of Minnesota Crookston

Accreditation is essential

Per the U.S. Department of Education, “The goal of accreditation is to ensure that institutions of higher education meet acceptable levels of quality.”

(<https://www2.ed.gov/admins/finaid/accred/accreditation.html>)

Accreditation is how students, families, government officials, and other constituencies know that an institution or academic program provides a quality education. It provides credibility with employers and other institutions. Credits earned through non-accredited programs face significant hurdles in order to be accepted for transfer.

Most importantly, accreditation grants institutions the authority to disburse Title IV federal financial aid funds. Without accreditation students attending the institution would not be eligible for Pell grants or federal student loan programs.

Board of Regents’ Role in the Reaffirmation of Accreditation Process

Criterion 2. Integrity: Ethical and Responsible Conduct includes one subcriterion that directly speaks to governing boards and the Higher Learning Commission’s expectations. As part of the site visit, the team of peer reviewers must speak with a member of the governing board, typically the Board chair or vice chair. This meeting may be held via zoom or another videoconferencing platform. The Higher Learning Commission (HLC) preparation leadership team at U of M Crookston will provide relevant information to the Regent(s) in advance of the scheduled meeting, but no one from the Crookston campus will be part of that meeting.

2.C. The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution’s integrity.

- 1) The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution’s financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
- 2) The governing board’s deliberations reflect priorities to preserve and enhance the institution.
- 3) The governing board reviews the reasonable and relevant interests of the institution’s internal and external constituencies during its decision-making deliberations.
- 4) The governing board preserves its independence from undue influence on part of donors, elected officials, ownership interests or other external parties.
- 5) The governing board delegates day-to-day management of the institution to the institution’s administration and expects the institution’s faculty to oversee academic matters.

Accreditation at U of M Crookston

U of M Crookston has been accredited with the Higher Learning Commission since July 30, 1971. Its most recent comprehensive evaluation resulted in “Reaffirm Accreditation” status on February 8, 2016. We are now in the process of compiling materials for our comprehensive evaluation. The steps in the comprehensive evaluation include:

1. Institution prepares an Assurance Filing, which includes an Assurance Argument supplemented by an evidence file. In the Assurance Argument, institutions explain how they meet the Criteria for Accreditation and provide evidence to validate their argument. [“Providing Evidence for the Criteria for Accreditation”](#) shows examples of what this evidence might look like.
2. A team of peer reviewers evaluate the Assurance Filing and recommends whether the institution is in compliance, or meets, the Criteria for Accreditation. Peer reviewers are chosen from candidates who apply for selection into the peer corps. Those chosen are professionals from member institutions and receive training in how to determine whether evidence shows the criteria are being met. Peer reviewers include faculty, staff, and administrators from a wide variety of institution types and all campus sectors, including academics, student affairs, finance and operations, and student success.
3. An on-site visit is conducted to ensure arguments made in the Assurance Filing are accurate.
4. The review team compiles a report and indicates how well criteria are being met.
5. HLC’s Institutional Actions Council reviews the team report and makes a decision on reaffirmation of accreditation.

While the above steps are common across all institutions seeking HLC accreditation, the uniqueness of each institution leads to very different looking Assurance Arguments based on the mission and size of the institution. Just as the Crookston campus is very different from the Twin Cities campus, our mechanisms for showing we meet the Criteria for Accreditation may look very different.

As the Assurance Filing is comprehensive, U of M Crookston has identified a team of personnel to collect evidence and form arguments for how the criteria are being met. A designated leader has been identified for each criterion, and this lead identifies contributors, selects relevant data, and weaves those pieces into the developing assurance argument. This work was ongoing throughout the 2023-24 academic year. By early March of 2025, the completed Assurance Filing will need to be uploaded to HLC for the initial desk review by the team of peer reviewers assigned to our comprehensive evaluation.

The Crookston campus site visit is scheduled for April 14-15, 2025. Prior to assignment, the campus will be notified of team members to identify any conflicts of interest in peer reviewer personnel. The campus Accreditation Liaison Officer (ALO) will work with the team chair to develop an agenda for the site-visit as April approaches. At a minimum, the site visit will include open sessions for campus to speak to Criteria 1 & 2, (mission and integrity), Criteria 3 & 4 (teaching and learning) and Criteria 5 (resources and planning).

The Higher Learning Commission

The HLC evaluates institutions as a whole and validates the quality of an institution's academic programs at all degree levels, whether delivered on-site, online, or otherwise. Institutional accreditation also examines the soundness of governance and administration, adherence to mission, the sustainability of its finances, and sufficiency of resources allocated.

While U of M Crookston is in the midst of preparing for the comprehensive review, please note that maintaining accreditation is a continuous process for institutions of higher education. Member institutions are responsible for:

- **Criteria for Accreditation** – These are the criteria for which institutions must provide evidence to ensure they meet HLC's expectations through the Assurance Filing process.
- **Assumed Practices** – These are foundational university operations that are generally considered to be matters to be determined as facts, rather than matters requiring professional judgement. They are not expected to vary by institutional mission or context. Examples of assumed practices include that institutions have policies on conflict of interest and on determining faculty qualifications, and that the institution is able to meet its current financial obligations.
- **Eligibility Requirements** – While proving eligibility is primarily focused on institutions seeking accreditation, once achieved these requirements must be maintained.
- **Federal Compliance Requirements** – In conjunction with a comprehensive review, institutions participating in Title IV aid programs must show evidence they meet federal compliance items, including assignment of credits and program length, records of student complaints, student identity verification, and public disclosure of student outcomes.
- **Obligations of Membership** – Institutions voluntarily agree to meet obligations such as filing the annual HLC Institutional Update, designating an Accreditation Liaison Officer, and notifying HLC of conditions potentially affecting its standing with HLC.

The Higher Learning Commission is Minnesota's Regional Accreditation Agency

The U.S. Department of Education recognizes a variety of regional accrediting bodies to evaluate and ensure institutions of higher education are meeting their standards. The regions and bodies are identified in Figure 1.

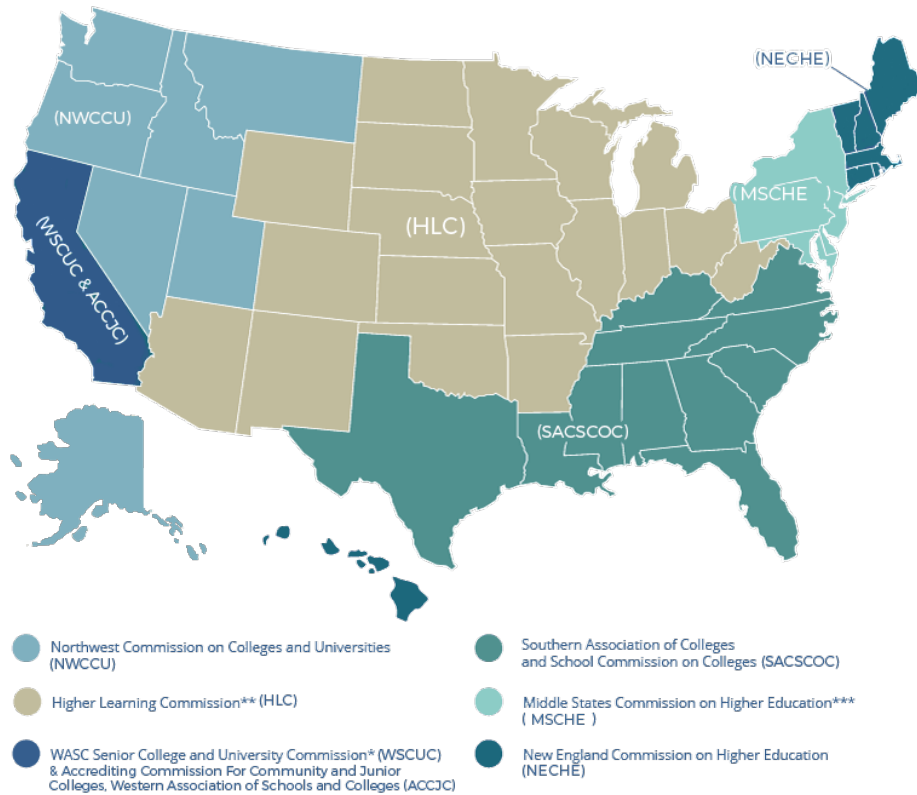


Figure 1. Regional Accrediting Bodies (<https://www.chea.org/regional-accrediting-organizations-accreditor-type>)

Questions or requests for more information:

Director of Institutional Effectiveness, Sue Erickson, rosh0035@crk.umn.edu

Senior Vice Chancellor for Academic Affairs, Rosemary Johnsen, rjohnsen@crk.umn.edu



PROVIDING EVIDENCE FOR THE CRITERIA FOR ACCREDITATION

Updated for Revised Criteria for Accreditation, Effective September 1, 2020

An institution has to provide a narrative and supporting evidence that demonstrate it meets HLC's Criteria for Accreditation. A team of peer reviewers evaluates the institution to validate its argument and determine if each Core Component of the Criteria is met. HLC provides suggestions to assist institutions in thinking about possible sources of evidence. This document should not be viewed by institutions or peer reviewers as an exhaustive list or be used as a checklist when preparing institutional materials or conducting a review.

IDENTIFYING EVIDENCE

The evidence an institution provides to demonstrate that it complies with HLC's Criteria should do the following:

- Substantiate the facts and arguments presented in its institutional narrative.
- Respond to the prior peer review team's concerns and recommendations.
- Explain any nuances specific to the institution.
- Strengthen the institution's overall record of compliance with HLC's requirements.
- Affirm the institution's overall academic quality and financial sustainability and integrity.

HLC encourages institutions to provide thorough evidence and ensure that the sources it selects are relevant and persuasive. To identify compelling evidence, it may be helpful to consider the three categories of evidence presented in Black's Law: clear, corroborating and circumstantial.

- **Clear evidence** is precise, explicit and tends to directly establish the point it is presented to

support. Institutions should provide clear evidence of their compliance with each Core Component.

Example: Clear evidence that a president was duly appointed by an institution's board would be a board resolution or meeting minutes showing a motion and vote to hire the president.

- **Corroborating evidence** is supplementary to evidence already given and tends to strengthen or confirm it. This type of evidence can be useful in illustrating points made in the institution's narrative, but it may not be persuasive to peer reviewers on its own.

Example: Corroborating evidence that a president was duly appointed by an institution's board would be a copy of the offer letter addressed to the president.

- **Circumstantial evidence** establishes a condition of surrounding circumstances, from which the principal fact may be inferred. This type of evidence is never sufficient on its own.

Example: Circumstantial evidence that a president was duly appointed by an institution's board would be a copy of a letter from the president to

the chair of the board, accepting the presidential appointment.

Finally, institutions should remember the peer review team will base much of its recommendations on the evidence presented. In order to identify whether any gaps exist in the institution's evidence, it is recommended institutions analyze each Core Component from the perspective of the peer review team. Peer reviewers will consider all materials presented and ask questions if they determine information is missing, but it is ultimately the institution's responsibility to present evidence of their compliance with the Criteria.

POSSIBLE SOURCES OF EVIDENCE

The following are examples of the types of information institutions may present in addressing the Core Components. This list was developed based on input from institutions and peer reviewers.

Important: Please note that the sources are not exhaustive, and institutions may provide different information relevant to their specific context and mission. The examples will not be applicable to all institutions. Further, institutions are not required to use these examples, and peer reviewers should defer to institutional preference instead of requiring the sources listed. This document is not intended to serve as a checklist.

CRITERION 1. MISSION

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1A. The institution's mission is articulated publicly and operationalized throughout the institution.

Examples

- Documentation of the history, development and adoption of the institution's mission statement.
- Documentation that the mission statement is regularly reviewed by the administration and reviewed and approved by the governing board.
- Documentation that academic programs, student support services and planning and budgeting priorities align with the mission (e.g., documents with budget allocations to instruction, student services, etc.).

- Enrollment profile.
- Information about new student, employee, and board member orientation that imparts the mission.
- Information about where the mission statement, purpose, vision, values, plans and goals are located and their accessibility to staff, faculty, students and the general public.
- Documentation of the policies and actions implemented or discontinued to achieve clearer alignment between an institution's practices and its mission.
- Recruitment materials.

1.B. The institution's mission demonstrates commitment to the public good.

Examples

- The institution's mission documents, if they specifically address the institution's role in the community.
- List of efforts, programs and certificates that meet community or constituent needs.
- Information about the institution's sustainability program.
- A list of partnerships and consulting arrangements with local businesses.
- Documentation of public events and series the community is able to attend.
- Documentation of the utilization of campus facilities by the community.
- Engagement of faculty, staff, and students in the community (i.e., community service, service-learning, etc.).

1.C. The institution provides opportunities for civic engagement in a diverse, multicultural society and globally-connected world, as appropriate within its mission and for the constituencies it serves.

Examples

- Documentation of course-based activities that promote civic engagement, including alternative spring break experiences, capstone experiences, community service projects, international service projects, professional or clinical practicum,

community-based student employment, organized mission- or faith-based services in the community, military service or entrepreneurship.

- Documentation of student or residential-life-based service or experiences, such as service clubs, fraternity or sorority service projects, athletic team service activities, resident advisor employment or residential life service projects, or institution-led volunteer experiences.
- Documentation of extramural and independent volunteer or community service activities, including arts- and culture-based activities, children/youth-based service, human rights service or advocacy, public health and public policy-based activities, environmental and sustainability activities, food security/hunger-relief volunteering, church-based community service, or political campaign volunteering.
- Documentation of how diversity and inclusion are addressed in the institution's mission documents and strategic plan.
- Student demographics and enrollment strategies that demonstrate a focus on diversity and inclusion.
- List of on-campus centers, offices and committees that address societal diversity, inclusion, and/or global awareness.
- List of student organizations that support societal diversity, inclusion, and/or global awareness.
- Listing of activities that the institution hosts or participates in that emphasize diversity, inclusion, and/or global awareness.

CRITERION 2. INTEGRITY: ETHICAL AND RESPONSIBLE CONDUCT

The institution acts with integrity; its conduct is ethical and responsible.

2.A. The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

Examples

- Hiring qualifications and processes for faculty and staff, including a search committee procedure or handbook.
- External (independent) and internal audits since last comprehensive evaluation.

- Investment policy and documentation demonstrating compliance.
- Internal budget control policies.
- Bond rating since last comprehensive evaluation, if available.
- Schedule of and minutes for board audit and/or finance committee meetings.
- Documentation supporting ongoing training related to integrity issues and ethical behavior for all employees and board members (e.g., sexual harassment, sexual assault, campus- safety, etc.).
- Annual conflict of interest affirmation forms signed by board and senior leadership.
- Handbooks for employees (staff and/or faculty), students, student athletes (if applicable).
- List of auxiliary functions and information about each (e.g., dining services, residential life, bookstore, parking, student health services).
- Grievance policy for faculty, staff and students if not delineated in faculty, staff and student handbooks.
- Academic catalog.
- Institutional policies on non-discrimination, anti-harassment, FERPA, anti-nepotism, intellectual property, Title IX, etc.

2.B. The institution presents itself clearly and completely to its students and to the public.

Examples

- Academic catalog that includes program requirements for all degree levels.
- Course schedule for all degree levels offered.
- Published list of all current accreditations and statuses.
- Listing of tuition and fees and net price calculator.
- Faculty and staff roster.
- Recruitment and admissions documents for prospective students indicating requirements for institutional and program entry.
- Information pertaining to the entity that is responsible for the fiscal and operational oversight of the institution.

- Sample evaluations of activities that support the learning claimed in activity.
- A sample of academic student organizations and clubs demonstrating the diversity of groups on campus.
- Agendas and minutes from student athlete advisory committee and/or student government association.
- Information about athletic academic services.
- A list of fine arts offerings.
- Documentation of partnerships with internal and external entities to offer community service opportunities or service-learning experiences.
- Documentation of any volunteer clubs and detail of student participation.
- Campus newspapers, magazines, radio programming, and/or cable TV shows.
- List of cultural events and research and academic symposiums.
- Study abroad opportunities.

2.C. The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

Examples

- Board manual, policies and bylaws, including a conflict of interest policy.
- List and bios of board members.
- Documentation of the selection process for board members and for selection of chair, vice- chair, etc.
- Dates, agendas and minutes of board meetings for multiple years (and town hall or community meetings with the board).
- On-boarding and orientation process for new board members.
- Information about professional development and training for board members.
- Board approval of planning and budgeting documents.
- Board selection, evaluation, and right to terminate president of institution.
- Board self-evaluation.

2.D. The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Examples

- Institutional learning principles.
- Listing of activities supported and sponsored by the institution that allow for a discussion of varying views and opinions.
- Policy on freedom of expression and/or academic freedom.
- Course listing including the range of options for general education courses.
- Policies and procedures for peaceful assembly of students.
- Statement on censorship.

2.E. The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff, and students.

Examples

- Research opportunities and policies.
- Policy on academic integrity.
- Protocol, by-laws, and training documentation for Institutional Review Board (or similar entity).
- Institutional animal care and research policy, if appropriate.
- Training programs on plagiarism, citations, use of library resources, online research, etc.
- Applicable policies and procedures in student and faculty handbooks, including student honor code.
- Judicial affairs or student conduct meeting and training agendas.
- Information about sponsored program and grant office.
- Documentation of research symposia, highlighting faculty and student scholarship.

CRITERION 3. TEACHING AND LEARNING: QUALITY, RESOURCES, AND SUPPORT

The institution provides quality education, wherever and however its offerings are delivered.

3.A. The rigor of the institution's academic offerings is appropriate to higher education.

Examples

- Academic catalog.
- Documentation that the institution is in compliance with federal policy for credit hour requirements, where appropriate.
- Agendas and minutes from graduate council, faculty senate and/or curriculum review committee meetings.
- Examples of course- and program-learning goals for each degree level across all modes and locations.
- A syllabus template or guidelines for course outlines.
- Documentation that supports the method in which the institution determines program levels, e.g., Bloom's Taxonomy of Learning Domains or other methodology or framework.
- Program-level admission requirements.
- External reviews conducted of programs.
- Documentation of any linkages between undergraduate and graduate level programs and differentiation of student learning outcomes by level.

3.B. The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing the environments.

Examples

- Documentation of the process for developing curriculum and course outlines.
- List of graduate and undergraduate internship and practicum program sites.
- Agendas and minutes of committees related to educational programs.
- Departmental improvement plans.
- Agendas, minutes and activities of multicultural committees.
- General education learning goals and curriculum.
- Notification from the state that the institution meets the state requirements for general education coursework, if applicable.

- Notable faculty and student achievements relative to scholarship and creative work.
- Dual credit guidelines.
- Documentation that programs meet programmatic accreditation requirements.
- Research symposia.

3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

Examples

- Statement on faculty expectations and minimum qualifications.
- Student-to-faculty ratio (overall, on-ground, online).
- Faculty handbook.
- Summary of qualifications of Student Affairs staff.
- Documentation of professional development and training opportunities for staff and faculty, including support for instructional design.
- Sabbatical policy.
- Complete faculty roster (full-time, part-time, adjunct, online, dual credit) with information on highest degree and teaching content area with evidence of courses taught.
- Guidelines and process for hiring faculty (includes full-time, part-time, adjunct, online, dual credit) that are in compliance with HLC and specialized accreditors, as appropriate.
- Faculty and staff professional development plans and annual evaluations.
- Orientation program for all faculty (includes full-time, part-time, adjunct, online, dual credit).

3.D. The institution provides support for student learning and resources for effective teaching.

Examples

- Student handbook.
- Academic catalog.
- List of student support services, disability services, financial aid, advising, career counseling, campus childcare, cocurricular activities and health services (include for all modalities).

- Information about writing and math assistance, tutoring programs, or other support provided to students.
- Schedule or documentation of student activities, programming and organizations.
- List of veterans' affairs office activities.
- Listing of remedial or developmental courses.
- Documentation on how campus advising works (matriculation through graduation).
- Information about computer labs, clinical sites, scientific labs and performance spaces.
- First-year experience program (academic and cocurricular).
- Documentation of undergraduate and graduate student processes and research.
- Documentation of programming offered by residence life and student affairs.
- Plagiarism and academic integrity training.
- Information about libraries and resources (e.g., interlibrary loan, reference services, Ask a Librarian).
- Information about utilization of data from internal resources and external national surveys, such as the National Survey of Student Engagement or Community College Survey of Student Engagement.
- Transfer student resources.
- Advanced Placement and College Level Examination Program policies and procedures.
- Academic catalog, specifically information about transfer credit and experiential learning.
- Internal and external curricular review process.
- Guidelines for hiring faculty and a hiring process.
- Dual credit programs and guidelines.
- Published list of all current accreditations and statuses.
- Data on where students go after graduation, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships and special programs (e.g., Peace Corps and AmeriCorps).
- State degree requirements and evidence of compliance.
- Documentation of a process for reviewing, approving and implementing new programs.
- Licensure or certification exam results.
- Surveys of alumni.
- Articulation agreements with other institutions.
- Documentation of engagement of faculty, academic administration, and governing board in academic program review process.

CRITERION 4. TEACHING AND LEARNING: EVALUATION AND IMPROVEMENT

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A. The institution ensures the quality of its educational offerings.

Examples

- Program review policy, processes, schedule and guidelines.
- Sample program review.
- Program advisory board agendas and minutes. Curriculum review committee minutes.
- Transfer credit policies, course equivalency guides, and credit validation process for prior learning and third-party providers.

4.B. The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

Examples

- General education and course, program- and institutional-level learning goals and outcomes.
- Annual reports of the assessment process.
- Faculty senate minutes.
- Curriculum maps.
- Faculty expectations and evaluation processes.
- Assessment and/or curriculum committee minutes.
- Meeting minutes and agendas demonstrating departmental use of assessment data with evidence of action taken based on review and analysis of data.
- Institutional learning outcomes and rubrics.

- Documentation of cocurricular assessment and improvements based on data.
- Assessment plan and/or process and calendar/cycle.
- Documents and reports using direct measures for assessment of student learning.

4.C. The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

Examples

- Current rates of and goals for institutional persistence, retention and completion (include the institution's definitions of these terms).
- Strategies or initiatives implemented based on review and analysis of data to make improvements in persistence, retention and completion, such as agendas, meeting minutes and action items of units working in these areas.
- Enrollment management plan.
- Documentation of a consortium for student retention data exchange.
- Information about the institution's student success center.
- Documentation of utilization of datasets to make improvements.
- Analysis of graduation and retention rates by distinctive student populations (e.g., age, gender, race, ethnicity, first-generation status).
- Documentation of campus services to support student needs (e.g., writing center, math tutoring, study skills, time management, etc.).
- Suspension and probation trends.
- Student advising procedures and policies.
- Participation in Federal TRiO programs as it relates to persistence, completion, and retention, if applicable.
- Student exit survey results and action taken to address as applicable.

CRITERION 5. RESOURCES, PLANNING, AND INSTITUTIONAL EFFECTIVENESS

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

5.A. Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

Examples

- List of campus committees and teams, such as faculty or university senate, assessment committee, general education committee, library committee, etc.
- Bylaws, policies, procedures and schedules for the institution's faculty or university senate, student government association, staff senate or council, and governing board.
- Documentation outlining the organizational structure.
- Document resolutions and meeting minutes of different constituent groups.
- Agendas and minutes of governing board demonstrating knowledge and oversight of finances and academic functions.

5.B. The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

Examples

- Independent audited financial statements and Composite Financial Index patterns for multiple years.
- Documentation of investments in facilities and technology, including deferred maintenance.
- Campus master plan including additions and deferred maintenance.
- Policy for faculty and staff credentials.
- Information about training and professional development for faculty and staff.
- Documentation of strategic plan investments.
- Budget requests and procedures delineating flow of decision-making.

- Projected budgets/Pro-forma.
- Compliance with bank covenants and lines of credit.
- Endowment drawdown policy.
- Process for monitoring expenses.
- Mission statement and activities of institution's foundation or advancement office.
- Fundraising documentation and results.
- Enrollment plan, current enrollment and projections.
- Allocation of budget for instruction, strategic plan, mission, professional development, etc.
- Duration and amount of grants received by the institution.
- Evidence of linkage to planning initiatives related to current educational programs.
- Collective bargaining agreement(s).

- Documentation delineating linkage between planning, budgeting and evaluation/assessment.
- Retention and completion data and reports.
- Student success data and reports.
- Documentation of institutional effectiveness plans and strategies, including goals and measurable outcomes for identified functional areas.
- Student learning and academic program assessment documentation.
- Documentation regarding assessments of and satisfaction with facilities, libraries, technology, human resources, security, and other services (e.g., counseling, dining, residence life, student recreation, student activities, parking, etc.).
- Key performance indicators/dashboard.
- Meeting minutes, agendas and/or task lists indicating review and analysis of data to inform improvements of operational activities (e.g., counseling, residence life, information technology, parking, student activities).

5.C. The institution engages in systematic and integrated planning and improvement.

Examples

- History and process of strategic plan creation and constituencies involved.
- Annual updates to strategic plan.
- Budget requests and procedure for budget planning.
- Budget allocation by major area.
- Budget projections for multiple years.
- Enrollment management plan.
- Environmental scan results.
- Evidence of resources used to aid in planning activities, such as, state reports on demographics, industry/vocational employment demands, etc.
- Facilities and technology plans.
- Evidence of attainment of strategic planning goals.



RELATED RESOURCES

Criteria for Accreditation
hlcommission.org/criteria

Comprehensive Evaluation
hlcommission.org/comprehensive

Assurance Review
hlcommission.org/assurance-review

CRITERIA REVISION

HLC revised the Criteria for Accreditation in February 2019, effective September 2020. The evidence provided here aligns with the Criteria effective September 2020.

For institutions preparing for reviews prior to September 2020, HLC has also provided possible sources of evidence for the current Criteria.

UNIVERSITY OF MINNESOTA CROOKSTON

Chancellor Mary Holz-Clause

ACCREDITATION UPDATE

*Presentation to Board of Regents Mission Fulfillment Committee
October 10, 2024*

Rosemary Johnsen

Senior Vice Chancellor for Academic Affairs
Crookston Campus

Sue Erickson

Director of Institutional Effectiveness
Accreditation Liaison Officer
Crookston Campus



Site Visit & Regents

April 14 - 15, 2025



- Site visit team's agenda includes:
 - **Meeting with Regents**
 - Meeting with campus CEO
 - Open fora on Criteria 1-2 (mission and integrity); 3-4 (teaching and learning); & 5 (resources and future)
- Trained peer reviewers
- Checked for conflicts of interest

University of Minnesota Crookston **MISSION & VISION**

The University of Minnesota Crookston delivers educational programs that build upon a broad academic foundation, combining theory and practice in a technologically rich environment. We prepare students for career success, advanced study, and engaged citizenship in a diverse world. We integrate teaching and learning, research and scholarly work, and outreach and engagement to serve the public good.

Envision a University of Minnesota Crookston that fulfills a modern land grant mission by ensuring we are passionate about learning and discovery to serve the public good.

*(mission statement updated by campus committee and approved
by Campus Assembly, March 21, 2024)*

Purpose of Accreditation

“The goal of accreditation is to ensure that institutions of higher education meet acceptable levels of quality.”*

*U.S. Department of Education

<https://www2.ed.gov/admins/finaid/accred/accreditation.html>



Criteria for Accreditation



Criteria for Accreditation

- Criterion 1. Mission
- Criterion 2. Integrity: Ethical and Responsible Conduct
- Criterion 3. Teaching and Learning: Quality, Resources, and Support
- Criterion 4. Teaching and Learning: Evaluation and Improvement
- Criterion 5. Institutional Effectiveness, Resources and Planning

Regents and HLC Criteria

Criterion 2. Integrity: Ethical and Responsible Conduct

2.C. The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institutions integrity.



BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

October 10, 2024

AGENDA ITEM: Evolution of AI in Higher Education

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTERS:

Rachel Croson, Executive Vice President and Provost
Shashank Priya, Vice President for Research and Innovation
Caroline Hilk, Director, Center for Education Innovation
CJ Loosbrock, Senior Director and Chief Technology Officer, Office of Information Technology

PURPOSE & KEY POINTS

The purpose of this item is for the committee to engage in a discussion of the impact of artificial intelligence (AI) on teaching, research, and administrative functions within the University. The overview will outline the University’s response to using AI and spotlight best practices. The committee will also consider the ethical considerations and regulatory compliance associated with AI adoption. Key points include:

- defining AI and its many ideations;
- AI as it pertains to the classroom and teaching;
- the current use of AI in University operations and administration;
- examples of improper use of AI; and
- the use of AI in faculty research, including AI as a subject of research as well as a tool to support research.

BACKGROUND INFORMATION

The Board most recently discussed the topic of AI and ChatGPT at its retreat in March 2023.

Evolution of AI in Higher Education Background Materials

Links to Applicable Policies

1. [Administrative Policy: Data Security Classification](#) - To protect the security and integrity of University of Minnesota data, and comply with applicable state and federal laws and regulations, all University of Minnesota data must be classified appropriately.
2. [Board of Regents Policy: Student Education Records](#) - To maintain the privacy of student education records.
3. [Board of Regents Policy: Student Conduct Code](#) - Section IV, Subd. 1 relating to scholastic dishonesty was recently amended to prohibit the unauthorized use of online learning support and testing platforms. The Senate Committee on Educational Policy developed a range of syllabus statements (link below) for faculty to use to prohibit, moderate, or allow the use of AI in their course. An FAQ addressing this topic with a link to the sample syllabus statements was added to [Administrative Policy: Syllabus Requirements: Crookston, Morris, Rochester, Twin Cities](#).
4. [Duluth Campus Policy: Teaching and Learning: Generative Artificial Intelligence Tools](#) - The Duluth Campus recently created a Generative AI Tools policy for coursework, effective Fall 2024. The policy states that “Student use of generative artificial intelligence (AI) as part of course work requires written instructor permission.”
5. [Office of the General Counsel: Data Access and Privacy](#) - Public and Private Information.
6. [NSF Guidelines](#) on use of generative AI. Here is a link to the [source material](#).

Resources from the University

1. [Navigating AI @ UMN](#) (ai.umn.edu) - This site provides links to AI resources and tools available at the University of Minnesota. The goal is to make faculty, staff, and students aware of information published across the system so they can leverage AI in their academic, research, and professional endeavors. This includes a collection of resources for all University audiences to support considerations and uses of GenAI.
2. [Sample Syllabus Statements](#) - This page includes syllabus statements that were developed by the Senate Committee on Educational Policy as a resource for faculty and instructors, with options ranging from “no restrictions” to “ChatGPT and other AI tools may not be used under any circumstances.” These statements may be adopted or adapted to reflect a given instructor's course learning objectives and instructional / assessment style.

3. [Exploring GenAI in Teaching and Learning](#) - Collection of resources to guide decisions about teaching with GenAI.
4. [Emerging Technology AI Faculty Fellows Program](#) - In Spring 2023, the University launched this program to foster a multidisciplinary learning community that uses generative AI in teaching practice and to promote the effective use and best practices of this emerging technology.
5. [Writing Across the Curriculum: What should I do about ChatGPT?](#) - The Teaching with Writing program offers advice for responsible strategies for including ChatGPT in writing instruction or for restricting its use by students. Members of the WAC Team are also available for customized consultations.

Research Examples

1. [Projects from the Research and Innovation Office](#)

Recent Media

1. [Moving into the next technological revolution](#) - exploring the many ways the University of Minnesota is leading the way with Artificial Intelligence (AI). ([Trailer video](#))
2. Provost Croson on MPR News: [Is AI giving students license to cheat at colleges and universities?](#)

Evolution of AI in Higher Education

Board of Regents | Mission Fulfillment Committee | October 10, 2024

Rachel Croson

Executive Vice President and Provost

CJ Loosbrock

Senior Director and Chief Technology Officer

Caroline Hilk

Director, Center for Education Innovation

Shashank Priya

Vice President for Research and Innovation

Applications of AI

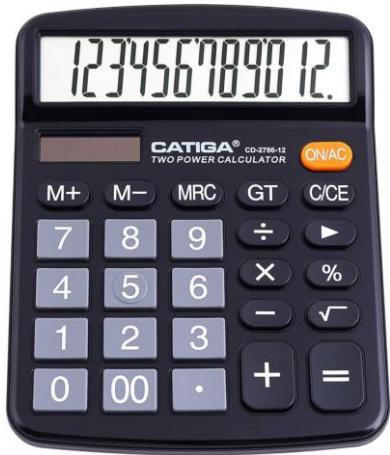
- Text and code generation (ChatGPT/Gemini/Copilot/O1)
- Voice assistants (Siri/Alexa)
- Personalized recommendations (Netflix/Spotify)
- Navigation apps (Google Maps/Waze)
- Predictive text and spell checking (email/texts)
- Image creation from text (DALL-E)
- Music creation (AIVA/Amper Music)
- Subtitle and translation assistance (DubVid/Flixier)
- ...and many more



Some Things to Know

- AI sometimes hallucinates
- Predictable errors
- Ethical considerations to using AI
 - plagiarism
 - environmental impacts
 - trained on data without permission
- Uploaded data becomes the training corpus





Resources for Instructors

- Encourage [AI Assessment Scale](#) (Furze, 2024) Framework

No AI	AI for Planning and Ideation	AI for Drafting and Refining	AI for Achieving Goals and Solving Problems	AI Exploration for Co-design and Innovation
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- University Resources
 - Syllabus language
 - Workshops on assignment design
 - Book clubs and curated reading lists
 - New faculty orientation
 - All faculty workshop at Duluth
 - ...and much more



Examples of AI in Education @UMN



Find project details at z.umn.edu/UMN-AI-Fellows



University AI Tools & Services

- AI Companion in Zoom
- Microsoft Copilot
- Chatbot for IT, OneStop
- Consultation & Development Services available



Zoom AI Companion

What is AI Companion?

Zoom's AI Companion is an opt-in suite of AI tools that enhance the in-meeting and post-meeting experience. The University has made the following AI Companion tools available:

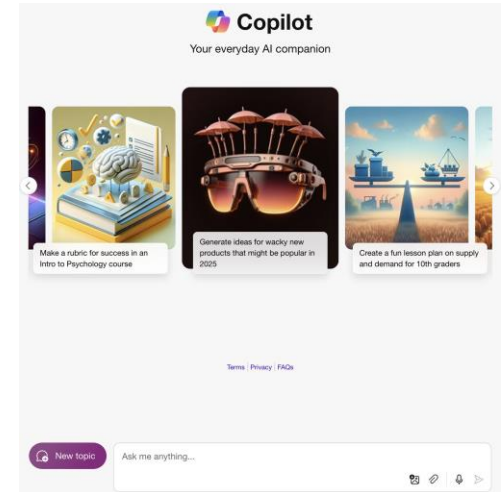
- [Meeting Summary](#)
- [Smart Recordings](#)
- [In-Meeting Questions](#)

It is important to note that Zoom does not use any of the data captured by the AI tools to train the Large Language Model. Data may be passed to third-party AI model providers for processing. [Find more information about how Zoom's AI Companion handles data.](#)

Discussion of protected health information (PHI) is prohibited in any use cases where AI Companion is present.

Acceptable Use and Academic Considerations

Due to the risk of inaccuracies, inability to understand tone, and the potential to lack additional context, AI tools should never be used to quote, paraphrase, or form assumptions based on discussed topics. Additionally, all summaries generated through the use of these AI tools should be reviewed for accuracy and edited (when applicable) prior to sharing.



One Stop Chatbot



Hi, I'm Goldy, a chatbot for One Stop Student Services. I am here to answer your financial aid, billing, registration, academic records, financial wellness, veteran services questions...and more!



How can I help you?



Yes, audited course credits charged the tuition rate even though they do not count as earned credits.

Did I help?  

Chatbot Frame



What is the tuition rate for graduate school audit



I apologize for any inconvenience. Can you please let me know how I can assist you better?

I want to know the graduate school tuition rate just for one audit



I understand your concern. The tuition rate for auditing a graduate course at the University of Minnesota Twin Cities is typically the same as the rate for taking the course for credit. For specific details on the current tuition rates, you may need to contact the One Stop office directly.

If you need further assistance, you can send an email for additional help by entering the phrase "request help."

Please note that I am a generative AI, and you should be cautious about any instruction I give.

Not helpful

Applicable University Policies

- Driven by Information Security and Data Use Policies
- Consultation With University Units
- <http://ai.umn.edu>

Technology Help

Training & Events News & Alerts

Help

Navigating AI @ UMN

Explore and innovate with AI at the University of Minnesota

Introduction to AI

Artificial Intelligence (AI) is a rapidly evolving field that touches nearly every aspect of our lives. While much of the current buzz centers around generative AI—tools that can create text, images, and more—it's essential to recognize that AI encompasses a broad spectrum of technologies, from machine learning algorithms that predict trends to neural networks that mimic human thought processes.

This site provides links to AI resources and tools available at the University of Minnesota. Our goal is to make faculty, staff, and students aware of information published across the system so they can leverage AI in their academic, research, and professional endeavors.

Approved UMN AI Tools

Microsoft Copilot >

Microsoft Copilot can generate content, computer code, and alternative text for images; summarize information; and draft emails.

Zoom AI Companion >

Zoom's AI Companion is an opt-in suite of AI tools that enhance the in- and post-meeting experience.

General Guidelines

As you explore AI, keep a few guidelines in mind:

- AI tools should only be used with institutional data classified as Public, unless approved for use.
- Do not integrate unapproved AI tools with University systems.
- Coordinate with IT staff on any AI usage to protect you and the University.

See More of Appropriate Use of Generative AI Tools >

AI and the UMN Research Community



AI tools apply directly to large research questions but can also **simplify researchers' work**:

- Generate code for researchers
- Enhance presentations and demonstrations
- Create grant solicitation summaries
- Tailor grant writing to individual solicitations



With this comes the **need for policies** for fair, equitable, and safe use. For example:

- [National Science Foundation \(NSF\)](#) and [National Institutes of Health \(NIH\)](#) ban use of AI in reviewing; proposers *encouraged* to detail any AI use
- [Nature](#), a leading journal, has banned all use of AI in writing journal articles



Material Science/Drug Development

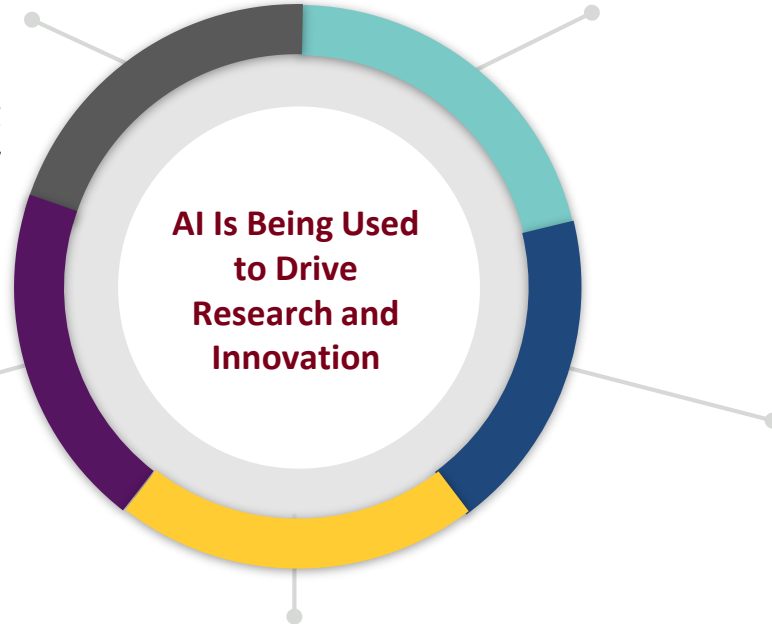
AI is providing more accurate modeling to **predict the behavior of materials** in fields from **nanotechnology to drug discovery**
[George Karypis](#), CSE

Climate Change Predictions

AI can accurately and reliably **predict sea-level rise**
[Shashi Shekhar](#), CSE

And **predict and prevent wildfires**

[Vipin Kumar](#), CSE



Social and Behavioral Science

AI is **telling us about how we ingest media** and advertising and inform society on the **best ways to combat mis and disinformation**
[Jisu Huh](#), CLA

Individualized Medicine

AI is **reversing inequitable practices** by using **individualized medicine** trained and tailored to minority populations
[Rui Zhang](#), Med School

Agriculture and Animal Health

Facial analysis of hogs tells farmers about problems like **spotting disease, animal welfare, or pain management** for lameness – [Yuzhi Li](#), CFANS



UMN Is Pioneering Research into AI Itself



To [create new AI](#) to learn from medical data without sharing sensitive health data



Creating learning algorithms that let [automated vehicles understand hand gestures](#)



By [embedding human values](#) to [reduce bias](#) and increase safety of AI algorithms



Adding context to the problems being solved by AI by [developing new algorithms](#) that take in different types of data



[Data Privacy](#) that records data in a way that protects individual information

Autonomous Vehicles

Driverless vehicles need to be trained to understand visual hand signals, for safety and to allow for external control of such vehicles.



Partnerships – University of Buffalo; Johns Hopkins University



Next Steps and Questions

- Working with University Governance to create task force to explore further
 - Teaching/learning, operations, research
- What do today's students need to know for their future careers?
- Should we be using AI more ourselves? How much risk should we be comfortable with in exploring its potential?
- The docket summarizes our existing policies applicable to the use of AI; do the current applicable policies adequately address this area or is additional new guidance needed?





BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

October 10, 2024

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; and conferral of tenure for new hires, as outlined below.

I. Request for Approval of New Academic Programs

- College of Education and Human Service Professions, Duluth campus—requests approval to create a new Bachelor of Applied Science in Early Childhood Education, effective fall 2025.
- College of Education and Human Development, Twin Cities campus—requests approval to create a new Master of Science in Child Life and Pediatric Psychosocial Care, effective summer 2025.

II. Request for Conferral of Tenure for New Hires

- Christopher Banek, associate professor with tenure, Department of Surgery, Medical School, Twin Cities campus
- Todd Constantini, professor with tenure, Department of Surgery, Medical School, Twin Cities campus
- Michael Gale, professor with tenure, Department of Microbiology and Immunology, Medical School, Twin Cities campus

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.
- Tenure and/or promotion recommendations: Article I, Section V, Subd. 1.

PRESIDENT'S RECOMMENDATION

The President recommends approval of the Consent Report.

**University of Minnesota Board of Regents
Mission Fulfillment Committee
October 10, 2024
Consent Report: Academic Program Changes**

I. Request for Approval of New Academic Programs

College of Education and Human Service Professions (Duluth campus)—requests approval to create a new Bachelor of Applied Science in Early Childhood Education, effective fall 2025.

This program will provide foundational understanding of child development, social justice, and leadership, and will emphasize various field experiences across child care, pre-primary, and elementary settings. The program curriculum covers health, safety and wellbeing, developmentally appropriate and culturally responsive practices, as well as the importance of connecting family, school, and culture. The program also prepares graduates to address the diverse needs of all children, with a focus on working with Indigenous students and multilingual learners. Graduates will be prepared for employment in a wide range of environments including public schools, community and private preschools, early primary grades, home- and center-based childcare, Head Start programs, and hospital-based settings. The program will be offered in both majority face-to-face/classroom and hybrid modalities. While the program makes use of some existing resources, several new Early Childhood courses are in development, and the program will be supported financially through the department.

College of Education and Human Development (Twin Cities campus)—requests approval to create a new Master of Science in Child Life and Pediatric Psychosocial Care, effective summer 2025.

The Child Life and Pediatric Psychosocial Care program prepares students to work as Child Life Specialists within diverse environments to address the impact of stress and trauma on children and their families. Students will gain knowledge of developmental processes and competence in the application of theory and research to the practice of Child Life within formal healthcare settings, community agencies, and policy/research forums. The Master of Science will offer graduating students skills including statistical analysis and applied research that address the disparity in child life-specific, evidence-based practice. The program will be offered in a completely online modality. While the majority of the program makes use of existing courses and resources, six new credits in Child Psychology will be offered and the department has allocated additional resources to support new courses.

University of Minnesota Board of Regents
Mission Fulfillment Committee
October 10, 2024

Consent Report: Recommendation to Grant Tenure to New Hires

The Executive Vice President and Provost recommends three external hires for tenure and faculty rank as outlined below. The decision of the Board of Regents to confer tenure and rank for any individual faculty hire with tenure becomes effective on the first day of that faculty member's academic appointment at the University.

Christopher Banek, associate professor with tenure, Department of Surgery

Professor Banek's research explores the role of the peripheral nervous system in the onset and progression of cardiovascular and renal diseases, including hypertension and polycystic kidney disease, and the use of therapeutic surgery to modulate nerve activity. He earned his Ph.D. in 2014 from the University of Oregon. Currently, Dr. Banek serves as an assistant professor at the University of Arizona College of Medicine.

Todd Constantini, professor with tenure, Department of Surgery

Dr. Constantini conducts research on cellular and genetic responses to blunt musculoskeletal trauma, with the objective of identifying treatments and improving outcomes for severely injured patients. He earned his M.D. from the University of Minnesota Medical School in 2004. Professor Constantini comes to the University of Minnesota from the University of California San Diego, where he is a professor with tenure.

Michael Gale, professor with tenure, Department of Microbiology and Immunology

As a leader in his field, Dr. Gale researches how the innate immune system recognizes and defends against viruses, particularly RNA viral infections with pandemic potential. He earned his Ph.D. in 1994 from the University of Washington, where he presently serves as a professor with tenure. Professor Gale is the incoming head of the Department of Microbiology and Immunology at the University of Minnesota's Medical School.



BOARD OF REGENTS DOCKET ITEM SUMMARY

Mission Fulfillment

October 10, 2024

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.

**University of Minnesota Board of Regents
Mission Fulfillment Committee
October 10, 2024**

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

University Highlights

University of Minnesota was included on [Forbes' 2024 Best Employers by State](#) list, and is the third year in a row it has made the list.

[The University of Minnesota Crookston has been recognized as a top performer in the 2024 Sustainable Campus Index](#) in the area of research and overall excellence among baccalaureate institutions. The Association for the Advancement of Sustainability in Higher Education publishes the Sustainable Campus Index, recognizing top-performing sustainable colleges and universities overall and across 17 impact areas through the Sustainability Tracking, Assessment & Rating System.

[The Center for Climate Literacy](#) in the Department of Curriculum Instruction received a \$200,000 grant from the National Endowment from the Humanities to support a summer institute for K12 educators; The Teaching Climate Justice with Young People's Literatures and Media Summer Institute will host educators from across the country in the summer of 2025.

[The University of Minnesota has earned the W.K. Kellogg Foundation Community Engagement Scholarship Award](#) in recognition of the community engagement initiatives of the U of M's Center for Urban and Regional Affairs.

[The Department of Family Social Science's own parent and family education program has been awarded a \\$580,000+ grant from the Minnesota Office of Higher Education.](#) The grant will support scholarships for students in the program as well as fund informational videos to attract new candidates.

Faculty and Staff Awards and Activities

Noelle Noyes, associate professor in the College of Veterinary Medicine, has received a [5-year, \\$3.6 million grant from the National Institute of Allergy and Infectious Diseases](#) to develop an important new tool for combating antimicrobial resistance.

Stephanie Doscher, assistant vice provost for curriculum internationalization in the Global Programs and Strategy Alliance, [has been named to the inaugural cohort of the Stevens Initiative Global Champions](#), an international leader in virtual exchange which advocates for and investing in virtual exchange opportunities for young people worldwide.

Vlad Pribiag, associate professor at the College of Science and Engineering, was one of only 19 researchers nationwide to receive [the prestigious five-year \\$1.25 million Experimental Physics Investigators award](#) from the Gordon and Betty Moore Foundation; Pribiag's research in quantum materials could impact next-generation computing.

Chalandra Bryant, professor in the College of Education and Human Development,, has won the 2024 Ernest W Burgess Award from the National Council on Family Relations for demonstrated quality research and innovative data collection techniques.

Rex Bernardo, professor in the College of Food, Agricultural and Natural Resource Sciences, , [received the 2024 Lifetime Achievement Award](#) from the National Association for Plant Breeding.

Renee R. Frontiera, professor in the College of Science and Engineering, and Amanda Sullivan, professor in the College of Education and Human Development, were both recipients of the [2024 Sara Evans Leadership Award](#). This award recognizes faculty and academic professionals who are leaders in the advancement of women or gender-marginalized people at the University of Minnesota.

Mary Rohman Kuhl, senior director of Total Rewards in The Office of Human Resources, was honored alongside her team with the [2024 Excellence in Benefits Award](#) from Employee Benefit News.

Student Awards & Activities

Gaurav Jain, School of Dentistry Alumnus, , received a [2024 Resident Recognition Award from the American Academy of Pediatric Dentistry](#). The American Academy of Pediatric Dentistry selected four residents out of a graduating class of more than 450 nationwide for the honor, which recognizes innovative contributions during the residency training program.

Denise Felder, Jessica Lopez Lyman, Nathan Jacobson, Ekomobong Eyoh, Roslyn Englund, Amanda Niskode-Dossett, and Kristin Farrell have all been awarded [microgrants for the 2024-2025 academic year by the First-Gen Institute](#), with the generous support of the Office of Undergraduate Education and the Graduate School. The First-Gen Institute's microgrants awards community members with funding to support and advocate for the success of first-generation students.

[The first cohort of University of Minnesota's BA/MD Scholars Program are becoming doctors.](#)

Launched in 2017, provides students from underserved communities and first-generation college students a pathway to become physicians.