



Mission Fulfillment Committee

May 2022

May 12, 2022

9:15 a.m.

Boardroom, McNamara Alumni Center

BACKGROUND INFORMATION

Board of Regents Policy: _____ 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: _____ 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 research interests include the intersection of digital media and journalism, the 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 b

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

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 o

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

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

American Indian or Alaska Native	6	<1%	10	<1%	16	1%
Asian	246	9%				

COLLEGE/CAMPUS

DEPARTMENT/UNIT

FROM

TO

Allie d'Health Programs, Center for

Biological Sciences, College of

Nursing, School of

Pharmacy, College of

Public Health, School of

Science and Engineering, College of

2021–2022 Promotion and Tenure for Faculty and Continuous Appointments for

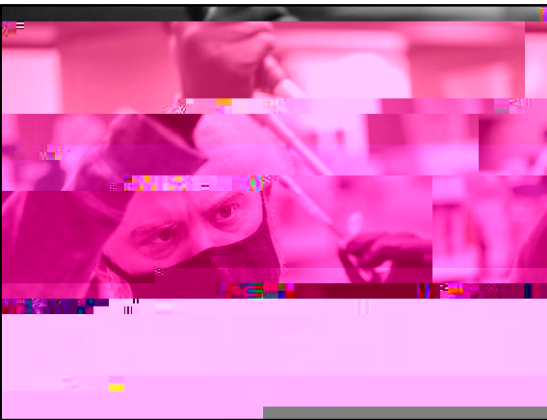
Board of Regents Policy Faculty Tenure

Defines regular faculty:

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

Defines contract faculty:

- “ Annual appointments or multi-year appointments

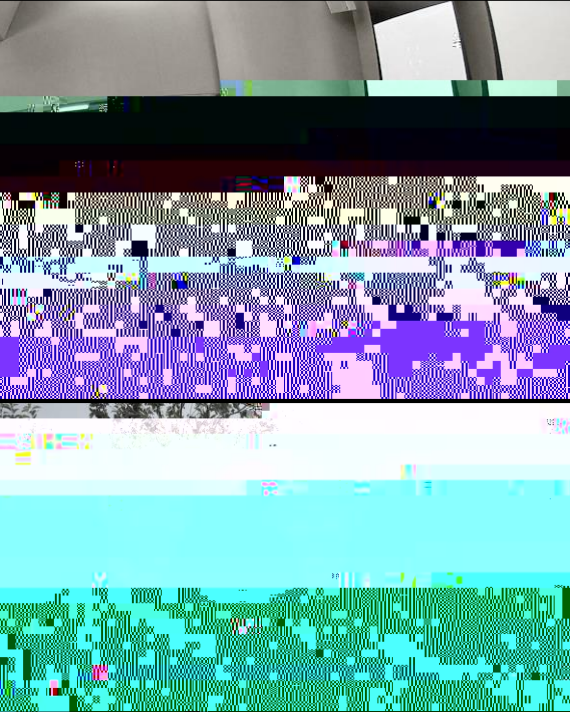


Basic Principles: Promotion

- 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



Review Process

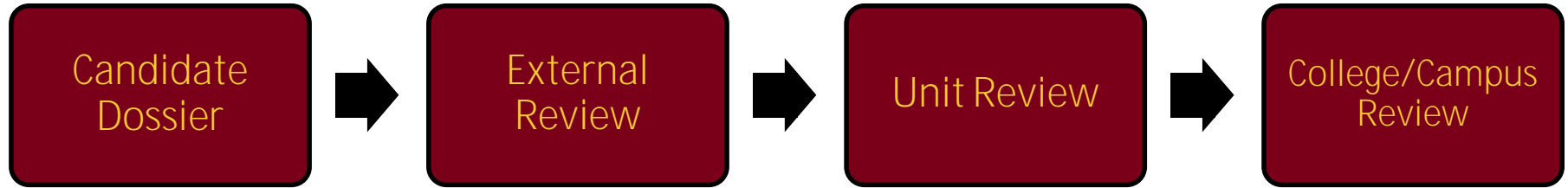


Each candidate creates a dossier

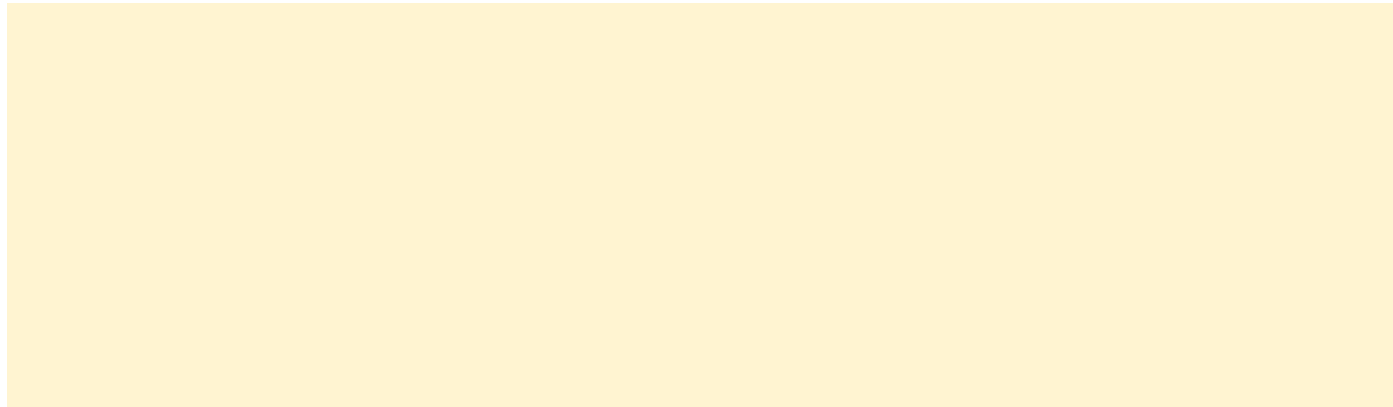
- “ Curriculum vitae
- “ Statements about research or other creative activity, teaching and service
- “ Teaching data from student ratings and peer reviews of teaching
- “ Samples of scholarship or other creative activity

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

Promotion and Tenure Review Process



Promotion and Tenure Systemwide



Tenure Success Rate



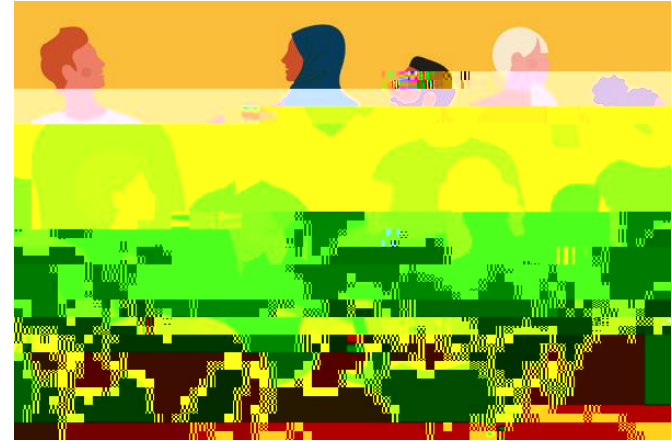
- Consider three cohorts of entering assistant professors (2012–2014)
- Four possible outcomes 7 years later
 - Received tenure
 - Did not receive tenure
 - Received a non-tenure track position
 - Left the university
- 57% of this group received tenure

MPact 2025

Commitment 4: Community & Belonging

Goal 1, Action 3

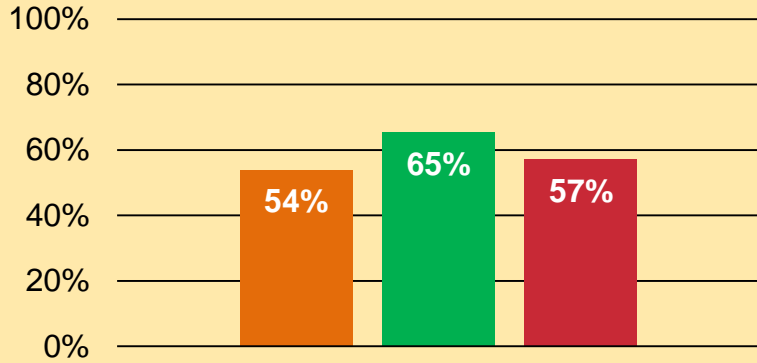
Reduce disparities in faculty promotion rates



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

Tenure Success Rate

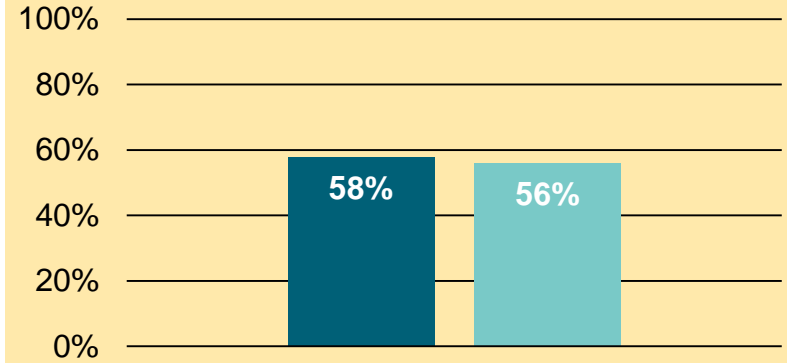
Race and Ethnicity



Rolling three-year average, 2012-2014 cohort

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

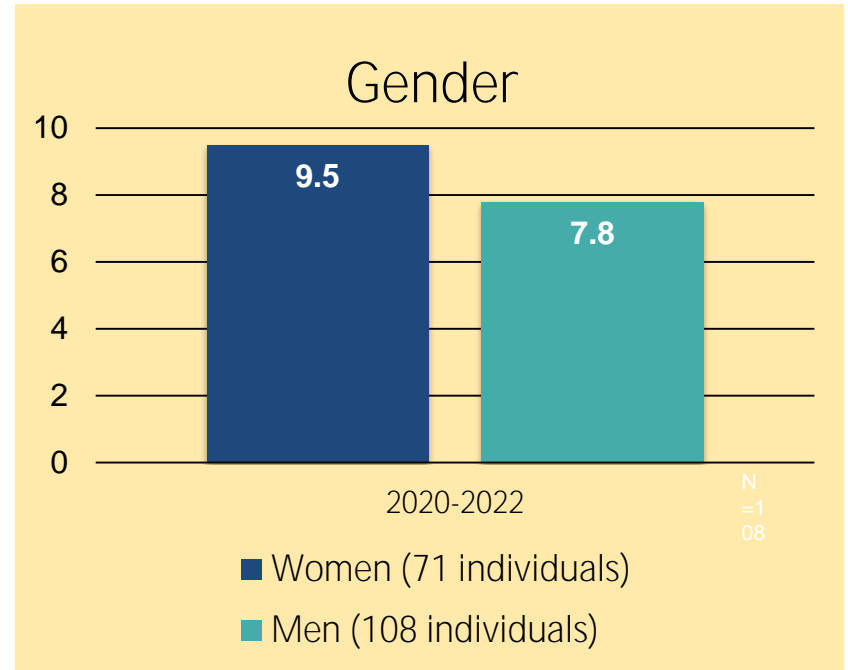
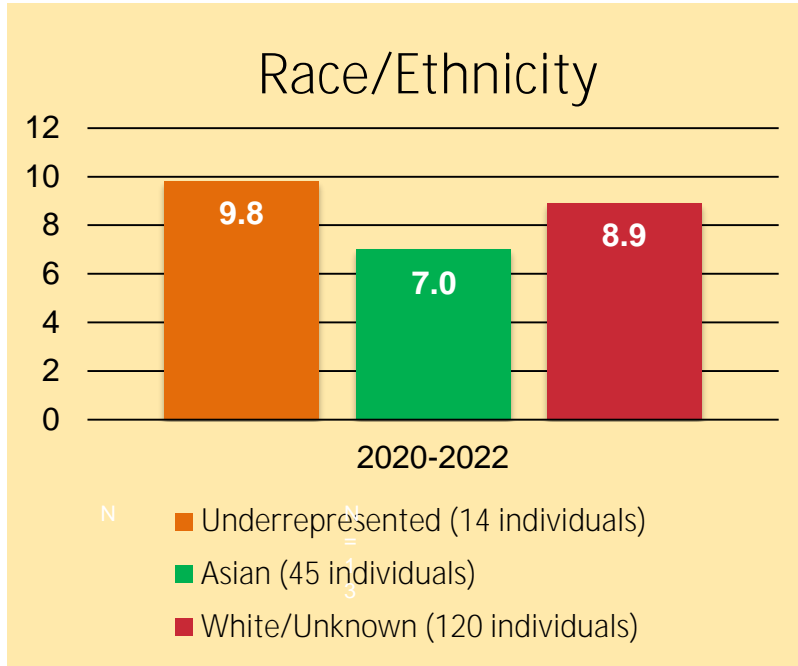
Gender



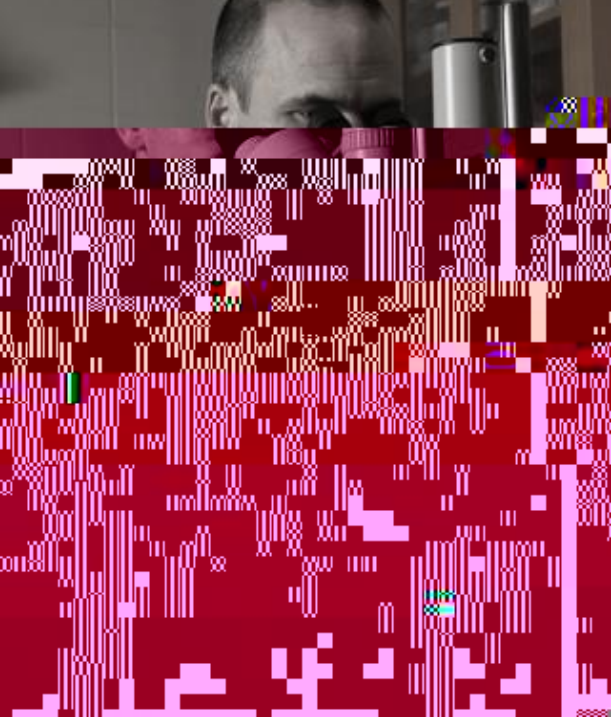
Rolling three-year average, 2012-2014 cohort

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

Average Years in Rank as Associate Professor



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.

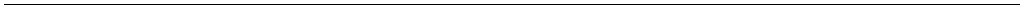
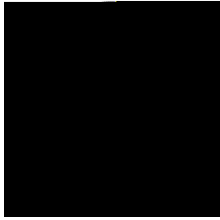


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The following examples highlight the myriad ways in which fixed-term faculty and academic professionals support the University's mission.

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

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.

Academic Professionals (P&A)

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

Pat Hemm

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

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

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

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

Eli Sagor, Forest Resources
Extension

Fixed-Term Faculty and Academic Professionals

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

Rebecca Ropers

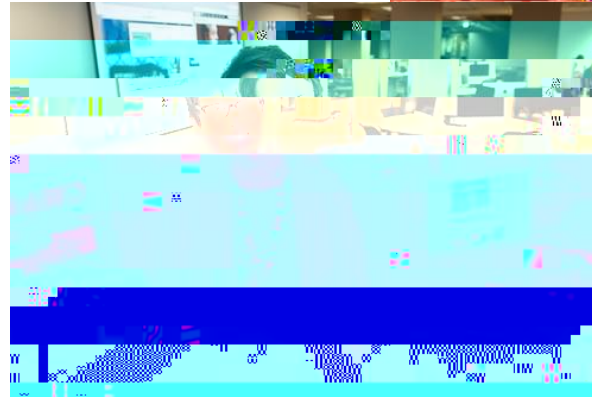
Vice Provost for Faculty and Academic Affairs

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)



Windy González Roberts, Teaching Specialist

Humanities Division
(Morris Campus)



Composition of Faculty and Academic Professionals

	UMN System	Medical School	

Composition of Faculty and Academic Professionals



Promoting Job Satisfaction and Engagement

Supporting Fixed-Term Faculty and Academic Professionals

Increased Attention in University-Wide Governance

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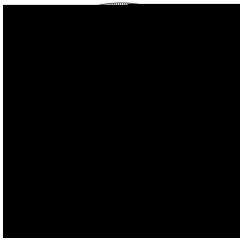


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BOARD OF REGENTS
DOCKET ITEM SUMMARY

Mission Fulfillment

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.

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

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+O/! : ((M<, \$01! 5!>, ><, 2%! 5!-#, !30\$4, 2%\$-*!)' >>. O\$-*! 2!-' !&2, %, 24, !30\$4, 2%\$-*!&2' &, 2-*9!7X8!-' !, O% . 2, !
-#, !%- . /, O-7%! : O!&#*%)\$)+(! 2!, >' -\$' O+(!%+5, -*!+O/! : ((M<, \$019! 2!7Y8!\$5!-#, !%- . /, O-! 2!%- . /, O-!12' . &!&' % , %!
+O! O1' \$01!-#2, +-! 5!/%\$2. &-\$01! 2!\$O-, 25, 2\$01! : \$-#!-#, !' &, 2+--\$' O%' 5!-#, !30\$4, 2%\$-*!;T. 2\$01!-#, !\$O-, 2\$>!
%. %&, O%\$' O9!-#, !%- . /, O-! 2!%- . /, O-!12' . &!>+*!<, !/, O\$, /!+)), %%!' !+((!30\$4, 2%\$-*!+)-\$4-\$, %! 2!&2\$4\$(, 1, %!5' 2!
: #)\$)#!-#, !%- . /, O-! 2!%- . /, O-!12' . &!>\$1#-! -#, 2: \$%, !<, !, (\$1\$<(, 9!\$O)(. /\$01!+)), %%!' !' !30\$4, 2%\$-*!#'. %\$019!-2!
&2' &, 2-*9! 2!%, 24\$), %!' #, !%- . /, O-! 2!%- . /, O-!12' . &!#+%+!2\$1#-!-' !+!&2' >&-!#, +2\$01!<, 5' 2, !-#, !&2, %\$/ , O-! 2!
/, (, 1+-, !' O!-#, !@, %-\$' O%' 5!\$ /, O-\$5\$)+-\$' O!+O/! : #, -#, 2!-#, !\$O-, 2\$>!%. %&, O%\$' O!%#'. (/!2, >+\$0!\$0!, 55,)-!. O-\$!
-#, !5. ((!#, +2\$01!\$0!)' >&(, -, /!;BO!\$O-, 2\$>!%. %&, O%\$' O! : \$(!O' -!<, !)' O%\$/ , 2, /! : #, O!/, -, 2>\$0\$01!
2, %&' O%\$<\$(-*!/. 2\$01!-#, !#, +2\$01! 2!+&&, +(%!&2'), %%, %!'

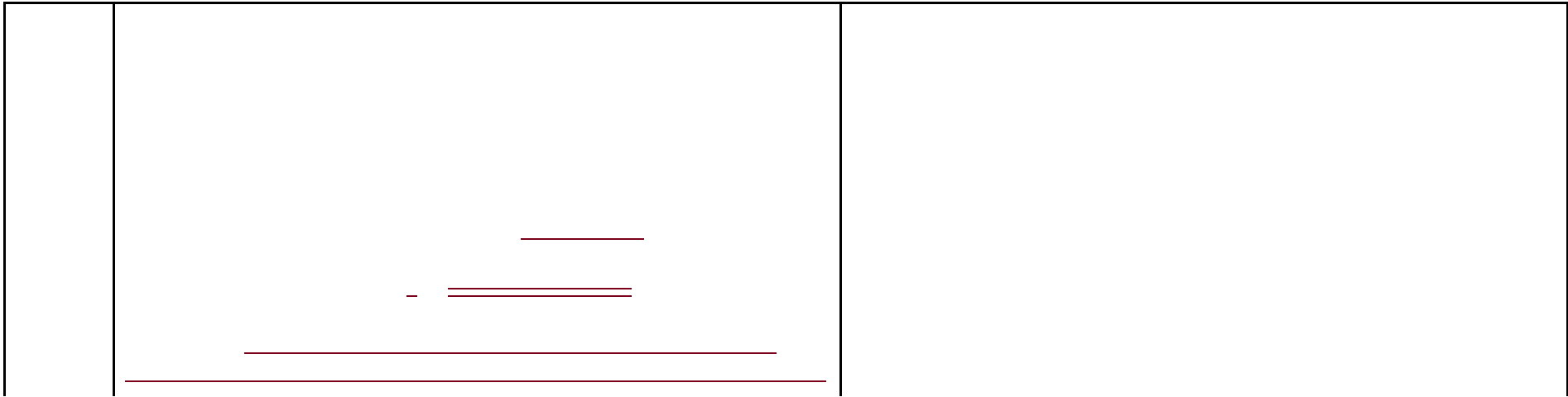
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" #, ! C C !%#+(!+&&(*!' !%- . /, O-!+O/!%- . /, O-!12' . &!)' O/.)-!-#+-!)). 2%! O!)+>&. %!' 2!+!
30\$4, 2%\$-*M

Chronicle of Higher Education

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Board of Regents Policy: *Student Conduct Code*

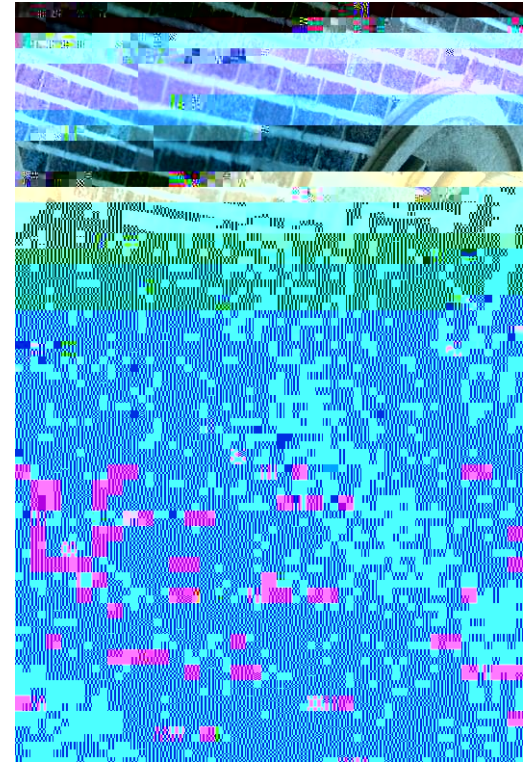
Board of Regents | Mission Fulfillment Committee | May 12, 2022

Calvin Phillips

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)



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**



Key Revisions

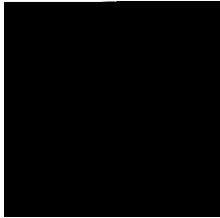
Updated and developmental terminology

Definition of a Student

Scholastic Dishonesty

Grouping of Prohibited Behaviors

Amnesty



BOARD OF REGENTS
DOCKET ITEM SUMMARY

Mission Fulfillment

May 12, 2022

AGENDA ITEM:

Review

Review + Action

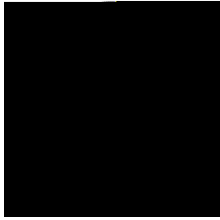
Action

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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
