

MINUTES OF THE MEETING
OF THE
MICHIGAN STATE UNIVERSITY
BOARD OF TRUSTEES

February 2, 2024

Interim president Woodruff called the meeting of the Board of Trustees to order at 9:00 a.m.

Trustees present: Dianne Byrum, Dennis Denno (via Zoom), Renee Knake Jefferson, Dan Kelly, Sandy Pierce, Brianna Scott, Kelly Tebay, and Rema Vassar.

University officers present: Interim President Woodruff, Interim Provost and Executive Vice President Jeitschko; Executive Vice President Beauchamp and Interim Executive Vice President Glasmacher; Senior Vice Presidents Frace and Gore; Vice President and General Counsel Quinn; Secretary Fletcher; Vice Presidents Bollman, Gage, Guerrant, and Swain. Faculty liaisons present: d'Ann de Simone, Jack Lipton, Rebecca Malouin, and Justin St. Charles. Student liaisons present: Maddie Dallas, Emily Hoyumpa, and Hannah Jeffery.

All actions taken were by unanimous vote of the Trustees present, unless otherwise noted.

1. On a motion by Trustee Knake Jefferson, supported by Trustee Scott, the **BOARD VOTED to approve** the proposed agenda.
2. On a motion by Trustee Knake Jefferson, supported by Trustee Kelly, **the BOARD VOTED to approve** the minutes of the December 8, 2023, and December 15, 2023, Board of Trustees meetings.
3. President's Report

Interim President Woodruff provided the following report to the Board.

Good morning, everyone. In my report today, I will highlight recent examples of Spartan excellence. But first, as we enter this February, I want to update you on the planning that many across campus have been engaged in as we mark one year since the violence our campus community experienced last February 13.

Spartans have been planning and will join together in a day of remembrance. Most classes will not meet that day and committees of students, faculty, and staff have been planning activities allowing us to come together once more to reflect. We know people continue to process these events in their own time and way, and there are no requirements to participate. We will also offer reflective spaces on campus

for those who prefer that alternative, as we honor those we lost, those injured, and all affected by the tragedy. I would now like us to join in a moment of silence to remember those we lost and those who were injured.

Thank you. The Spartan Strong Fund is now accepting applications to reimburse mental health services used after February 13 by students, faculty, staff, and first responders. Some 4,200 donors contributed more than \$2 million to the fund and a quarter of that amount is allocated to reimburse out-of-pocket expenses for mental health services to support individual healing. People can apply and find more information on the University Health and Wellbeing Spartan Strong Fund webpages.

I want to provide our community with an update on the release of the Nassar documents to the Michigan Attorney General's office. MSU's Office of General Counsel has met with the Attorney General's office and have mutually determined that the document transfer process will begin in late February. As outlined in the resolution that the Board of Trustees passed on December 15, 2023, the university is in the process of developing and implementing a comprehensive, trauma-informed plan that will support survivors who are impacted by the release of the documents. Part of this plan will include the university hiring an individual to facilitate and coordinate efforts between our campus partners who are instrumental in providing support to our survivor community, which include our Relationship Violence and Sexual Misconduct Expert Advisory Workgroup, Center for Survivors, our Office of Civil Rights and Title IX Education and Compliance, and others. Let us extend our unwavering compassion to survivors, ensuring they feel deeply supported through this process.

Governor Gretchen Whitmer delivered her annual State of the State address last week, and as always, I appreciate her focus on the importance of education to lift Michigan up and support our competitiveness and prosperity. Michigan State, with the nation's top-ranked elementary and secondary education programs, works hand-in-hand with all levels of public education in the state to support students, train our teachers, and assist leaders. We are proud of our collaborations with community colleges, including the Envision Green program, smoothing Lansing Community College students' transition to MSU. And we thank Spartan super-alum and president of LCC Steve Robinson for his partnership. MSU is a Research One university, and I want to emphasize the particular importance of MSU's research to the state's manufacturing and innovation economy and its global competitiveness. MSU is a dedicated partner in the state's 21st-century workforce development, and we look forward to the day when we can break ground for our planned Engineering and Digital Innovation Center. EDIC is part of our mission to improve the competitiveness of our graduates and the state of Michigan in areas where digital and physical technologies converge, including computer science, materials science and engineering, data science, cybersecurity, mobility, game development, information science, artificial intelligence, and machine learning. Those topics may seem quite ordinary, but they become extraordinary when you

add disciplines of the humanities, arts, social science, business, and health. Spartans have always worked to prepare our graduates for the expected and the unexpected, so when we introduced the humanities into AI, and the arts into mobility and health, and business into machine learning, we create the teaching and learning environment that will shape humanities future. It will be exciting to realize this vision at MSU for our students, for the state and the world. We are grateful for the state's \$30 million investment in EDIC in fiscal year 2024 state budget and we will continue to advocate for additional public and private support for this estimated \$300 million instructional research and developmental facility.

Mental health is also an area of concern to Michigan communities, and I am looking forward to today's research presentation by Dr. Jennifer Johnson. Dr. Johnson is the C.S. Mott Endowed Professor of Public Health in the College of Human Medicine and will talk about her work with the National Center for Health and Justice Integration for Suicide Prevention. The Department of Public Health and its researchers are embedded in Flint, where they work side-by-side with local partners and stakeholders to understand health conditions and support the community's needs through initiatives such as this. I was in Flint last month with Dr. Mona Hanna-Attisha, Governor Whitmer, and other program partners and local moms and babies to help launch another initiative, Rx Kids. This program, which is funded by partners including the state and the C.S. Mott Foundation, supports expectant moms and their babies through a novel program of prenatal cash payments and additional financial support in the first year of life. Babies born this year will be eligible for our 2040-2041 entering class and I look forward to my future self welcoming them to our ivy-covered halls and to Dr. Mona being on hand to shake their hands at graduation.

Engagement in our communities, from voting in elections to volunteer service, is an important part of the Spartan experience. That is why the president's office co-sponsors the annual Volunteer Service Recognition Awards with the MSU Center for Community Engaged Learning. Each year, we celebrate those students who earned this recognition by completing at least 100 hours of volunteer community service. Last month, we saluted a record 130 students earning the volunteer service award. Michigan State students in total last year recorded 23,900 community-engaged learning registrations. That came as MSU claimed the number one spot for service learning among public four-year institutions in U.S. News & World Report's 2024 Best Colleges rankings. Congratulations and thanks to all those Spartans working to support our neighbors and communities. I now want to congratulate another Spartan on an amazing career milestone. Hats off to men's basketball Head Coach Tom Izzo on his 700th career win, which came this week against Michigan. Coach Izzo, a Hall of Fame member who also coached his 500th Big Ten Conference regular season game two weeks ago, is in his 29th year leading the Spartans men's basketball program. Tom is a leader both on and off the court. Thank you for your care for our community, coach, and congratulations on his 700th win! I also want to give a shout-out to former Spartan Head Football Coach Mark Dantonio. Coach Dantonio was recently elected to the College

Football Hall of Fame. In his 13 years with us, Coach Dantonio compiled a 114 - 57 record. Congratulations to him. And it was bittersweet this week when we announced that Vice President and Chief Security Officer Marlon Lynch will leave MSU for the University of Colorado, Boulder, where he will take the post of associate vice chancellor for their new division of public safety. Marlon joined Michigan State in February 2021 and has expanded our safety and security work beyond traditional law enforcement. He has done a tremendous job, and on behalf of his alma mater, we give him our appreciation. His last day will be March 3rd. I am pleased to share that Doug Monette will serve as vice president and chief safety officer beginning March 4, ensuring a smooth transition and maintaining the high level of performance of DPPS. I've talked with President-elect Guskiewicz, and he shares with me the confidence in Doug based on his 20-plus years of service to our MSU community and his prior distinguished service as interim chief. We have full confidence in his leadership, and I know the MSU community will welcome him to this role.

Now, I want to thank and congratulate the winners of this year's Excellence in Diversity, Equity and Inclusion Awards, who will be announced at the awards program next week. These awards represent the values and ideals of the university in the area of diversity, equity and inclusion. I want to thank Dr. Jabbar Bennett and the Office for Institutional Diversity and Inclusion for sponsoring these all-university honors. In February, Michigan State joins the nation in celebrating Black History Month, with events including the 24th annual Dr. William G. Anderson Lecture Series: Slavery to Freedom, an American Odyssey. I encourage everyone to attend these and other activities as we learn, grow and celebrate the accomplishments of Black Spartans.

I want to conclude my final report to the university with my thanks to the Board for the opportunity to serve MSU during the past 16 months as interim president and the prior two years as provost. It has been a privilege to serve MSU with you and our exemplary senior leadership team. And I want to again welcome Kevin Guskiewicz as the 22nd president of MSU, starting next month. I am confident he will lead the university to ever-upward levels of accomplishment and success. I am firmly convinced that the future for Michigan State is bright, as long as we continue to learn from and lean on each other, lift each other up, and know that when we do these things, we can lead the world as only Spartans can. And with that, I offer to all of you my heartiest Go Green!

4. Public Participation on Items Germane to the Agenda—None
5. Gift, Grant, and Contracts Report

Vice President Doug Gage presented the Gifts, Grants and Contracts Report for the period of November 14, 2023, through January 5, 2024. The report is a

compilation of 300 Gifts, Grants and Contracts plus 36 Consignment/Non-Cash Gifts, with a total value of \$93,061,631.

Trustee Scott **moved to approve** the recommendation, with support from Trustee Vassar.

THE BOARD VOTED to approve the recommendation.

6. Research Presentation

Vice President Gage introduced Dr. Jennifer E. Johnson, C.S. Mott Endowed Professor of Public Health, who gave a presentation on “The National Center for Health and Justice Integration for Suicide Prevention.” (Appendix A)

7. Personnel Actions

Interim Provost Jeitschko presented the following personnel actions.

Hao Zhang, Ph.D.—AN, Professor, Department of Statistics and Probability, with tenure, effective May 16, 2024

Other Personnel Actions

It is recommended that the Chair of the Board of Trustees is hereby authorized to execute such documents and agreements as may be necessary regarding Interim President Teresa K. Woodruff’s return to the faculty in the Departments of Obstetrics, Gynecology and Reproductive Biology and Biomedical Engineering.

Trustee Vassar **moved to approve** the recommendations, with support from Trustee Pierce.

THE BOARD VOTED to approve the recommendations.

8. Committee on Budget and Finance

Trustee Vassar provided the following remarks.

I would like to congratulate Trustee Pierce on her overwhelmingly successful career in banking. She has closed a chapter and began another one and as I had personally hoped for last year after she was appointed to the board, I’ve asked Trustee Pierce to use her expertise as chair of the Budget and Finance committee. I am so happy since I majored in English, to hand this over to her because she has innovation, experience, and insight and she is an expert in this field. Thank you so much for taking on this role, and I will turn it over to you.

Trustee Pierce presented the Trustee Budget and Finance Committee Report and the following recommendations and resolutions.

A. Long-Term Leases of 4660 and 4700 Hagadorn Road

The Trustee Committee on Budget and Finance recommends that the Board of Trustees authorize the Administration to negotiate and enter into long-term leases of the properties located at 4660 Hagadorn Road and 4700 Hagadorn Road.

BE IT RESOLVED, that the Board of Trustees of Michigan State University hereby authorizes the Administration to enter into long-term leases for the properties located at 4660 Hagadorn Road and 4700 Hagadorn Road, upon such terms and conditions as may be acceptable to the President or designee.

Trustee Pierce **moved to approve** the recommendation, with support from Trustee Kelly.

THE BOARD VOTED to approve the recommendation.

B. Authorization to Plan: Packaging Addition III

The Trustee Committee on Budget and Finance recommends that the Board of Trustees authorize the Administration to plan for an addition and renovation of selected areas of the Packaging building.

BE IT RESOLVED, that the Board of Trustees of Michigan State University hereby authorizes the Administration to plan for the project entitled Packaging Addition III.

Trustee Pierce **moved to approve** the recommendation, with support from Trustee Scott.

THE BOARD VOTED to approve the recommendation.

C. Authorization to Proceed – Campbell Hall Renewal

The Trustee Committee on Budget and Finance recommends that the Board of Trustees authorize the Administration to proceed with major building system updates at Campbell Hall, with a project budget of \$37.1 million.

BE IT RESOLVED, that the Board of Trustees of Michigan State University hereby authorizes the Administration to proceed with the project entitled Campbell Hall Renewal.

Trustee Pierce **moved to approve** the recommendation, with support from Trustee Kelly.

THE BOARD VOTED to approve the recommendation.

9. Committee on Academic Affairs

On behalf of Trustee Denno, Trustee Kelly presented the Trustee Academic Affairs Committee Report and the following recommendations and resolutions.

A. Revision to the Board of Trustees Policy 612, *Buildings and Facilities—Naming*

The Trustee Committee on Academic Affairs recommends that the Board of Trustees authorize revisions to BOT Policy 612 as set forth in Attachment A.

BE IT RESOLVED, that the Board of Trustees hereby approves revisions to the Board of Trustees (BOT) Policy 612, *Buildings and Facilities – Naming* as outlined in Attachment A. (Appendix B)

Trustee Kelly **moved to approve** the recommendation, with support from Trustee Scott.

10. Committee on Audit, Risk and Compliance

Trustee Kelly presented the Trustee Audit, Risk and Compliance Committee Report and the following recommendations and resolutions.

A. Reappointment of University's External Auditors for 2023-2024

The Trustee Committee on Audit, Risk, and Compliance recommends that the Board of Trustees reappoints Plante & Moran as the University's external auditors for the 2023-24 fiscal year.

BE IT RESOLVED, that the Board of Trustees of Michigan State University hereby reappoints Plante & Moran as the University's external auditors for the 2023-24 fiscal year at a fee of \$411,750 in accordance with Board of Trustees Policy 104, *Auditor Rotation*.

Trustee Kelly **moved to approve** the recommendation, with support from Trustee Pierce.

THE BOARD VOTED to approve the recommendation.

B. Approval of Contract Terms

The Trustee Committee on Audit, Risk, and Compliance recommends that the Board of Trustees authorize the agreement between Michigan State University and EarthMetric Innovations, Inc. in which Michigan State University faculty, Dr. Younsuk Dong, holds a financial interest.

BE IT RESOLVED, that the Board of Trustees of Michigan State University hereby approves a licensing agreement with EarthMetric Innovations, Inc. consistent with the licensing agreement term sheet presented to the Board of Trustees for inclusion in its minutes. (Appendix C)

The Trustee Committee on Audit, Risk, and Compliance recommends that the Board of Trustees authorize the agreement between Michigan State University and Jolt Energy Storage Technologies, LLC, a Michigan limited liability company, in which Michigan State University faculty member, Dr. Thomas Guarr holds a financial interest.

BE IT RESOLVED, that the Board of Trustees of Michigan State University hereby approves a lease amendment with Jolt Energy Storage Technologies, LLC, consistent with earlier public notice and with a lease amendment term sheet presented to the Board of Trustees for inclusion in its minutes. (Appendix D)

Trustee Kelly **moved to approve** the recommendations, with support from Trustee Tebay.

THE BOARD VOTED to approve the recommendations.

11. Committee on Student Life and Culture

Trustee Tebay presented the Student Life and Culture Committee Report and the following recommendation and revision.

A. Revisions to Student Rights and Responsibilities (SRR) and General Student Regulations (GSR)

The Trustee Committee on Student Life and Culture recommends that the Board of Trustees approve revisions to the SRR and GSR documents as outlined in Attachment A. The Committee also recommends that the Senior Vice President for Student Life and Engagement be authorized to implement the updated Student Rights and Responsibilities for Fall 2024.

BE IT RESOLVED, that the Board of Trustees of Michigan State University hereby approves the proposed revisions to the Student Rights and Responsibilities (SRR) and General Student Regulations (GSR) documents as outlined in Attachment A. (Appendix E)

Trustee Tebay **moved to approve** the recommendation, with support from Trustee Pierce.

THE BOARD VOTED to approve the recommendation.

Trustee Tebay provided the following report.

The Student Life and Culture Committee also discussed high-impact learning experiences at MSU. High impact practices, or “HIPs,” are teaching and learning practices that provide significant educational benefits for students, such as first-year seminars, undergraduate research, internships, writing-intensive courses, service learning, and capstone courses. Research demonstrates that students who engage in one or more HIPs during their undergraduate career earn higher GPAs, exhibit higher retention rates, develop an increased sense of belonging, and become more deeply engaged in their education.

MSU offers a wide range of HIPs. For example, the Senior Design Class in the College of Engineering and the Senior Art Show in the College of Arts and Letters are examples of capstone learning HIPs, and the University’s 300+ education abroad programs and the First-Year Seminars Abroad represent examples of Global Learning HIPs. MSU has over 4,000 students working with faculty in research-oriented HIPs, while over 20,000 students annually participate in service and community-based learning HIP experiences. Finally, MSU offers several HIPs in the form of learning communities, such as the DOW STEM scholars, Drew Scholars, and Detroit Made, which bring together a community of students around a common broad topic or goal.

The committee had the fortunate opportunity to talk to four students about their experiences with high impact learning opportunities. Jayla Granger, a senior zoology major from Detroit, discussed the impact of the DOW STEM Program and her internship at the Potter Park Zoo. Sam Frank, a second-year Biomedical and Nutritional Science major from West Bloomfield, shared his First-Year Seminar in Iceland and then he went on to do study abroad in Spain. Joey Esparza, a third year Microbiology major from Holland, Michigan, talked about his experiences as an Undergraduate Learning Assistant for biology classes as well as his research on immunology and autoimmune infertility in Dr. Margaret Petroff’s laboratory. He had wonderful things to say about Dr. Petroff and the lab she has. Finally, Mariana Flores, a third year Supply Chain Management major from Monterrey, Mexico, spoke with us, and she is here today to share her work with the Community Engagement Scholars Program and the Spartan Consulting Academy.

Mariana Flores provided the following remarks.

Hi, everyone, first of all, thank you so much for having me here. I'm really excited to just be able to share a little bit of what I've been involved in in my high impact practices here at MSU. So, I was already kind of introduced. My hometown is Monterrey, Mexico, so I am an international student. And I do feel like that has impacted the way that I've grown and really just become a part of the MSU community during my time here. So, the high impact practices that I want to discuss have, they're very varied in the sense that I really do believe that I've had the opportunity to engage not just in professionally fulfilling experiences, but also a lot of personal growth. And they include, for instance, the Career Services Network, which I first joined as a freshman. Which sounds a little bit funny, a freshman giving career advice to upperclassmen, but it was just such an incredible opportunity where I've gained a lot of abilities like interpersonal relationships and how to communicate with people that might be in a situation of distress. And that eventually led me to pursue career and professional goals in the area of consulting, where I've been in Spectrum Consulting Group. It's a very prominent student org in the Broad College of Business, and I've gained so much out of it, including, of course, collaboration, working with a team, and being the face of an organization that has worked with actual clients all over Michigan. From there, I decided to join fellow students, not just in Broad, but around the university, and we are founding the first Spartan Consulting Academy, which is basically an organization dedicated to providing fellow MSU students with resources, coaching, and connections and networking in order to break into the highly competitive consulting industry. And that has been incredible; it has been challenging, but also amazingly rewarding. And finally, what I want to focus on the most is the Community Engagement Scholars Program, which is hosted by the Center for Community Engaged Learning. And I've been a part of that since my freshman year. I keep coming back, and I've had the chance to partner with several nonprofit organizations here in Michigan, including the Refugee Development Center at Capital Area, United Way, and many other organizations. The reason that I'm so passionate about this program specifically is because I feel like I really have been able to find the balance between professional and personal growth. It really consists of taking the necessary steps to make the community a better place and therefore increasing community engagement. I've really learned so much from it, so much from being able to interact with people of many different backgrounds, and it has really pushed me to know what I want to pursue full time. Like when I graduate, keep giving back to the MSU community, to the Michigan Community. And I was just really, really grateful for those kinds of opportunities, really excited to keep being a part of them. And I just really find a lot of value in that. So, I really hope that fellow MSU students can keep increasing community engagement in such high practice activities. Thank you.

Trustee Tebay: Thank you, Mariana. We're very excited to see what you do once you graduate. The university continues to find ways to promote and expand the high impact experiences it offers our undergraduate students.

12. Public Participation on Items Not Germane to the Agenda

1. Tracey Jefferson—Bullying
2. Steve Patterson—Closing of entrance to Kellogg Forest
3. Saba Saed—Addressing the trustees
4. Garrett Sumner—Inclusion of librarians in UTSF bargaining unit
5. Nicole Buchanan—Unionizing tenure stream faculty
6. Andaluna Borcila—Unionizing tenure stream faculty
7. Ning Hsieh—Unionizing tenure stream faculty
8. Piotr Piecuch—Unionizing tenure stream faculty
9. Purani Murukathas—Divestment from Israel/Israel-supporting companies
10. Ateyah Abdul-Wasi—Divestment
11. Owen Connolly—MSU investments
12. McKenzie Kositzke—Injustice against Palestine and its people
13. Alissa Hakim on behalf of Hadeel Rass—Amplifying student voices
14. Michael Balow—New leadership at MSU
15. Kayla Williams (via Zoom)—Swim and dive
16. James Thurston—Swim and dive
17. Valerie von Frank—Truth and transparency
18. Lucius Vassar—An alumni perspective

13. Liaisons Report, Chairperson's Report, Trustees' Comments

Emily Hoyumpa, student liaison, provided the following report.

Hi, everyone. For those who I have not met yet, my name is Emily Hoyumpa. And I'm the ASMSU and MSU undergraduate student body President. For probably the only time this year my report today will be rather brief. Starting off this semester, ASMSU has had 60 bills go through our general assembly. Going back to our first two sessions this spring semester, we have passed bills related to addressing food insecurity on campus in partnership with other organizations that do so already, as well as working with MSU parking, DPPS, and PACE, to address the cost of student parking and the cost of subsequent parking tickets. These are some great ideas, and as the session comes to an end in a few months, I know more fantastic things are yet to come. Along with that, we continue to work with VP Lynch on campus safety. ASMSU is also grateful for the work VP Lynch has done at MSU, and although we will be sad to see him go, his impact on the MSU community will always be remembered. Additionally, ASMSU is continuing to work with Dr. Travis and CAPS on student mental health and pushing those resources out to more Spartans, as well as making sure those resources such as therapy, group therapy and psychiatric care are ones that Spartans would actually benefit from and meet the needs of the community at large. With that, as the ADP is also in the process

of being revised, which quite frankly, is long overdue, and I think we can all admit that. ASMSU is continuing its work with VP Rugless to ensure that the resources to support and call injustices are more accessible than they are right now because if you've heard our students, they're just not. ASMSU also continued meeting with VP Gore, Interim Provost Jeitschko, and Interim President Woodruff to best push student concerns in and outside the classroom to the forefront and to overall better the Spartan experience. Last but not least, I've also had the chance to meet with President Elect Guskiewicz. And I'm trying to remain incredibly optimistic that MSU has brighter days ahead. But quite frankly, if you sit in meetings like these and hear about some of the things that I do, sometimes it's harder than others. As Interim President Woodruff brought up in her remarks, there have been numerous collaborations across campus to remember those we have lost as this university comes to mark the one year of violence on our campus, which is something no student should have to say and that we should not have had to talk about. ASMSU in collaboration with March for Our Lives, Students in Action, and Sit Down Michigan State have a week of advocacy and programming from February 12 to February 16. More details will be released later today, so please be on the lookout for that. ASMSU also had the chance to talk and work alongside the Community Center for Engaged Learning for the day of service and are incredibly grateful for the support that they have provided. As to the other programming advocacy, I just wanted to once again emphasize that this would all not be possible without the work in collaboration and partnership with March for Our Lives, Students in Action and Sit Down Michigan State. And I just want to once again say thank you to all of them. Last but not least, I'm one student of 51,000 and one Spartan on a campus in a community of so many more, and also, it should not go without saying that cops shouldn't try and stop a student when they're speaking, that just really didn't sit right with me. Regardless of whether or not you agree with them, just please listen, and just, it made me incredibly uncomfortable. And I'm sure it made many in here as well. There are so many Spartans on this campus that are hurting, especially our Spartans of color that do not have the institutional support from this university, or representation to the board that actually voices the concerns. Being in this position this year, I've frequently seen that and it's just really difficult. Specifically, our Spartans of color should not feel like they have to fight their own battles because no one in this administration cares to join them in that journey. Please listen to students as they talk about their needs, listen to them as they talk about divestment. Listen to them saying that they don't feel supported. I can only bring up so many things. Thus, to maybe try and maybe it'll be banded, I'm not quite sure. But something I'm hoping to see by the end of my term, is to find a way for the board and administration as a whole to find other ways to hear student feedback outside of those who sit in the liaison seat, especially our students of color. Out of the four liaisons, I'm the only student of color up there. And there's just not the representation that students of color in this campus deserve, especially at a predominately white institution. Whether it be a president's council with student leaders across campus, because there are so many student organizations and so many promising leaders doing such fantastic things, to better outreach to student groups that already exist, and increase actual effort into town halls, because I think

there's maybe been maybe one since I've been here and it's my third year as a student, or something brand new that no one has thought of yet. It should not just be on the liaisons, faculty and students to be responsible for every single thing. Thus, once again, to the board, to the Michigan State University administration, and to whoever else might be listening, please listen to those publicly commenting today. And please validate why they're bringing these concerns to this meeting. They shouldn't have to be here, for saying that. Thank you.

Maddie Dallas, student liaison, provided the following report.

Hi, all, I'm so glad to be able to be back in person for the first meeting of the year. As it's the start of the semester, I have some general updates of things I've been working on as the at-large student liaison from last semester as well as over the break. I'm not sure if you recall, but a big focus of mine last semester was on student support, more specifically, students that have taken on the responsibility of holding leadership positions across campus on top of their academics. This has led me to the start of working on a leadership initiative with the goal in mind to help students continue to build on the foundation they already have as a leader and develop new skill sets that will carry them into the future. This initiative is also constructed to help bridge the gap between all different aspects of the Michigan State community. What this has led me to is that I've started to develop a Student Leadership Initiative. While this program is still in its early stages, the program as a whole would be open to both graduate and undergraduate students and works to pair them with mentors that would be coming from administration, faculty, and hopefully even the Board of Trustee members. Michigan State has so many incredible resources at the tips of our fingers. What we need to do now is make sure that students know enough that they can utilize these resources. Right now, I'm looking forward to starting to expand my team and work with a committee to continue to work on this program with the hopes to get it off the ground officially in the fall. On another note of student support, with such a heavy week coming up for our community, it is really appreciated to hear all the time and energy that has gone into ensuring students are provided everything they need in order to heal. This personally gives me a lot of hope on how we will be moving forward with students very clearly on our minds, because support cannot stop at the end of February. Furthermore, on things I'm looking forward to continuing to work on in the future, communication. I think it's safe to say the majority of communication that comes from the university and administration comes through the form of emails. While this has been seen to be somewhat effective and needed due to the formal nature of the content within these emails, there's still a piece missing in the information students are getting, as well as how much students actually know about the things that come along with being a student here at Michigan State. In the coming semester, I'm very excited to continue working through developing a stronger communication strategy to help make the Board and University more accessible to the student body as a whole. Thank you.

Hannah Jeffery, student liaison, provided the following report.

Good morning, on behalf of the graduate students and professional students of Michigan State University, I would like to briefly address some of the initiatives that the Council of Graduate Students and its colleagues here at MSU have been taking in order to do preventative work that will help to ensure the improvement of health and wellness here on our campus. For example, we have been doing workshops on things like bystander training, how to deal with conflict in the workplace. These are unfortunately things that do happen. But we can always be stronger in responding to it. I would also like to talk about our upcoming Graduate Academic Conference, or the GAC. This has been a collaborative effort that has only been able to be completed thanks to the willingness and the support of graduate professional students just like myself, that, of course, hold a part time job at the same time that they try to do everything else to encourage and benefit our graduate professional student community. I would briefly, personally, like to say that I am pro-union as my father was a unionist. And I think that our first step towards making unions a normal part of our campus is a wonderful step, and I hope that we can carry this through administration as smoothly as humanly possible. Mind you, I said humanly possible. And I personally also think that we, as people, are going to be very surprised in the kinds of changes that we see in our own personal stances towards things as time moves along. So, I encourage all of us, including myself, to carry open minds and open hearts, and to never see the past as a precedent, but the current state of affairs as a precedent for everything going forward. Because I know that, as someone who might be considered to be on the spectrum, I have a hard time letting things go. And yet, my biggest strength, the biggest thing I've learned coming here to MSU, is that you should always admit when you are wrong, but also always see that not as a matter of personal failure, but as a matter of personal growth. And just apply that to anything that's been said here today. I will be, of course, stepping down pretty soon and my successor will hopefully be with me here at the next meeting. It's been an honor serving my fellow graduate professional students. As you may know, I only stepped into the role because no one else wanted the job. Perhaps a testament to how demanding sometimes these things can be. And I can assure you that in the past and even now I have shaken visibly every time that I've been here on the stand, and my voice also shakes. But I think that maybe I have made it so that there's now, we don't have to beg people anymore to be the president of COGS. That I think it worth all the effort. So, thank you very much.

Jack Lipton, faculty liaison, provided the following report.

Thank you, Trustee Vassar. Yesterday, the faculty liaisons to the board discussed the importance of investing in our physical, in our human infrastructure, places, and people. We understand that the board must balance the cost of education for students with the need to keep MSU a vibrant, top-tier education and research institution. Pay raises have lagged inflation for years, we have seen the consequences on faculty turnover, which increases the need for recruitment dollars. While we see shiny new buildings opening around campus, they do not

keep pace with buildings that are becoming obsolete, unsafe, past their useful lives, and too expensive to maintain. The costs of personnel and infrastructure put immense pressure on the need for additional revenue. Our main sources of revenue are tuition and state appropriations. Indeed, we discussed how we all could partner around the inequities of the appropriations process for public universities in the Michigan Legislature. Did you all know that the University of Michigan receives \$19,752 per in-state pupil? They receive the highest amount per in-state pupil in Michigan. One might think, that makes sense, I assume Michigan State is number two, right? Nope. MSU is number seven per in-state pupil. Western, Michigan Tech, Northern, Lake Superior State all receive more per in-state pupil from the Michigan Legislature than MSU. Michigan State only receives \$9,533 per in-state student, less than half of what the University of Michigan receives. Think about that. Why do we have public institutions of higher education in Michigan? It is to educate the people of Michigan. Sixty percent of MSU undergrads stay in Michigan, one-third go into STEM, a priority for economic growth within the state. Twenty-five percent are Pell eligible, meaning that they are from relatively low-income homes. Twenty-two percent are first generation college goers. MSU's two medical schools graduate five times the number of doctors that stay in state as compared to the University of Michigan. Why does this inequity exist? It is because the formula used by the Michigan legislature for allocating these funds is not linked to whether Michigan's public universities fulfill their primary mission, educating Michiganders. We look forward to partnering with the board, the administration, students, staff, and other faculty to address this inequity with our state's lawmakers. We might not solve it this year, definitely not. But over time, we can fulfill our mission to further educate our elected officials. After all, they are in-state, so it fits our mission. Before the next meeting of this board, a new president will be leading the university. We want to commend President Woodruff for her service, her leadership through some truly tumultuous, dark and traumatizing times. Throughout it all she has remained optimistic, solutions oriented, and laser focused on the welfare of this university, which is its people. Thank you, President Woodruff. As the new president takes office, we very much expect that the board adhere to its own Code of Ethics and Conduct and its signed agreement to stay in its lane. Already we have seen a lack of cooperation from one trustee with the investigation to the leak of Brenda Tracy's identity. It comes down to accountability. Will you hold each other accountable? The faculty senate very much looks forward to the conclusion of the Miller and Chevalier investigation of Trustee Scott's allegations and statements of fact. It was these statements of fact that resulted in the Faculty Senate filing a complaint with our accrediting body, the Higher Learning Commission. If the results from this investigation highlight or affirm issues that jeopardize the success of this university, we hope our colleagues on the board will demonstrate whether their signatures on the agreement with President Guskiewicz are worth more than the paper on which they signed. Finally, with February 13 approaching, we cannot forget the human trauma that engulfed this campus a year ago. That night, the Spartan community lost friends, peers, classmates, and family members and made us all question our safety, our security and once again, the health of our greater society. The coarsening of our societal

interactions grows and such collective traumas, this includes responding to the deaths in Palestine, that Saba and Alisa and their peers discussed, and the risk at MSU is no different. However, Spartans have indeed been coming together over this past year in service of collective healing and action. We need to do this difficult work in support of each other. Sandy Doll who lost her husband, the pilot of flight 93 on September 11, aptly said, "if we learn nothing else from tragedy, we learned that life is short, and there is no time for hate." Thank you.

Chairperson Vassar provided the following report.

Happy New Year, and Happy Black History Month. In January, we paid tribute to the remarkable life and enduring legacy of Dr. Martin Luther King Jr. A reverend figure, revered, in a, reverend that is in the fight for justice in the fight against injustice, much like the folks who came here today. I will talk later about the legacy of Michigan State because, although we can't live in the past, like you said, Hannah, Michigan State has a history of fighting for justice. And so, I want to highlight that. We remember Dr. King saying, "as you press on to justice, be sure to move with dignity and discipline using only the weapon of love." Love. I just want to take a moment; I didn't know you were coming. I didn't see the speaker's list. I appreciate you, Lucius. I don't get to do all of any of the work that I do in the quest for liberation without a partner who is like-minded, supportive and loving, and really, really patient. I appreciate you. As we were going through the remarks earlier today, I got an email, a text message from my son's one-on-one. He's on the spectrum too, Hannah. He has an aide, and she sent me pictures of him with a bird in class, and I just appreciate you Lucius because you were late, because you were getting them to school. I just appreciate you more than you can know. We celebrated Dr. King with a cornucopia of celebrations and events. The Office of Institutional Diversity and Inclusion has big plans, and we are especially excited for the Excellence in Diversity, Equity, and Inclusion awards ceremony happening next week, that, you should probably try to get there. A lot of MSU faculty, staff, and students will be recognized for their exceptional and innovative work in the Spartan community. I'm also thrilled to talk about the Alienware grand opening. We were there yesterday, the communication media arts, did I say that correctly? So, that place is amazing. It also lets you know how old you are, because I didn't know any of those games, although one of the characters did have Donkey Kong and I was able to Atari. That's what my error is, Atari, you probably don't even know what Atari is. Kind of sort of, yeah, pretty analog, right? They had Atari and Pac Man, and I think I recognize Pokémon, but that place is amazing. It's a space created through a collaboration with Dell Technologies, its gaming brand Alienware. Interim President Woodruff and Lieutenant Garlin Gilchrist and Trustee Denno actually inaugurated this initiative in January. It's a state-of-the-art facility and is a testament to our commitment to providing cutting edge resources for our students, particularly in the burgeoning field of eSports. It's a legitimate sport, where we are taking home championships, like we are winning out here. February 13 holds a significant place in our hearts, and, I think Dr. Lipton, you spoke about this, it brings back memories of truly difficult time on our campus. Our thoughts turn to the

remembrance of this tragedy, and our campus experienced collective trauma that day. We just need to make sure that we take care of one another, hold each other close, and, again, center love, patience, and a trust that we all want the best for one another. As we get through this month and the months to come, we want to express our deepest condolences. We stand with the students and all of the families and their friends. As our university continues to navigate the path of healing, it's in these times that we're reminded just how much strength we draw from being united as a Spartan community, and that we are stronger together. Also, I want to thank you, Interim President Woodruff. I express our collective gratitude to you for your unwavering leadership. There have been dark days, and you have stepped up in a way that an interim generally might not do that. But I think when we talked the first day, I said, "you should lead like you're the leader, like you are the president." And I think you embodied that and took it on and embodied the interim presidency. Your steadfast commitment to our institution's mission has been inspirational, and the board would like to present a resolution to you outlining your contributions and achievements at MSU. (Appendix F)

Thank you. Thank you so much. Thank you. I know, I know, I know you meant it with your chest. So, I appreciate you coming. Every time I appreciate all the speakers for showing up again. Yeah, so I'm gonna get to that. I was gonna finish my remarks. Yeah, I'm gonna finish my remarks though. I don't have any excuses. I have zero excuses. Again, I'm here to listen. So, I appreciate the bravery that it takes to come and to actually engage in civil disobedience. And to raise your voice. I appreciate that. So, you don't have an enemy in me. I appreciate you coming and holding us accountable. And you should every time. It is hard to listen to folks who are in pain. I do want to recognize that as an empath, I do feel all of those emotions. And it's very difficult to hear folks come month after month to these meetings and show and demonstrate what they've experienced on a personal level. So, it's not landing on deaf ears or a hard heart. But I'm one person. So, I'm here to listen, and I always will be. We've done a lot this year. In the midst of an incredibly difficult year, I think there has been 13 campuses who have experienced a shooting across the United States. We're one. We had issues with students not feeling safe and welcomed here, and their families and their communities not being safe abroad. There's been issues, again, with Title IX that I don't like to be in the news for. With all of that, I think you should probably look at the glass cliff. But with all of that I'm proud of some of the things that we've done here at MSU, particularly, the committee work that has happened with the Board of Trustees. We have a lot of work to do, I do not deny this. We have a lot of professional development that we've engaged in, we've got some systems to put into place, some policies to develop, some understandings of what our roles are to be discussed and then agreed upon. We're doing that work, and we're committed to that work. The committee work has come out of the leadership of this year and last year, and I want to commend Trustee Tebay for her work with the Student Life and Culture committee. That committee was pretty much a non-factor. I think what you did was try to make sure that students were heard, particularly by the people who can make the changes that they need to make, which is not the Trustees, we are not over

the daily operations of this campus, so general oversight. And so that you were able to put in these structures is really important, that you brought a student here to talk to us, for the first time, is important work, and this committee work I think is important as we continue to govern ourselves as a board. At this moment, I think there are no boundaries for MSU. We are global leaders in research, teaching, and alumni relationships. As a land grant institution in Michigan however, our first responsibility is to Michiganders. It is true, Dr. Lipton, we have the most Michigan graduates, and our graduates tend to stay in-state more than any other group. But we also have a commitment to our global community. Antiquated leadership styles demand seemingly omniscient leaders, outdated leadership archetypes value those who pretend to have all the answers and are afraid to simply say I do not know. Effective leaders, however, know that they cannot fathom what they do not know, it's why it's important for you to come and talk with us. No one can know everything. Within his darkest hours, Reverend Dr. Martin Luther King Jr. profoundly felt what he did not know. For example, in Birmingham jail. In those moments, he leaned into faith, faith in his God, the seeds he had planted in the promise of humanity. I do not know everything. For example, I did not know that lithium batteries could explode in the plane. Learned that here last year as a trustee. I'm grateful to know that and a bit terrified. But I learned that as a trustee with an open mind in a posture to learning, and I've learned so much. Some of these lessons have come through very harsh means, but I appreciate the learning, nonetheless. I appreciate the learning, the growing, and expanding my world through knowledge. And MSU continues to teach me. You continue to teach me. What I learned most about, what persistently piques my curiosity, what I endeavor to gain expertise in, is in education. I have devoted my entire life to education because I know its transformative power. I know education is our most potent weapon to combat ignorance and prejudice. I know that education is a style for suppression, a healing balm for injustice, and elixir for all that ails us in society. I know education is the path forward for a gentler, kinder, more progressive world. A kinder, gentler, more progressive world. MSU has been a leader, an exemplar in civil and human rights from President Wharton to the first integrated collegiate football team, to the first to divest from apartheid. MSU has pioneered humanity over and over and over again, we have a legacy of struggle. We have a legacy of being on the right side of history, like Dr. King, it is time to lean into our faith and into the good seeds we have planted. The time is now for our commitment to the full rights of all in our community to be realized. And to where every Spartan to feel safe, welcomed, a sense of belonging and community, and that they are valued. Our historical commitment to civil rights needs to be renewed to a contemporary determination to once again pave the way, light the green path to justice for every Michigander and every global citizen. MSU is poised to be a leader in learning, new learning that propels the world forward into the realization of our fullest potential, the greatest versions of ourselves. As we move into this next chapter for our Spartan community, let us rely on our faith. In a quest for higher learning, let us boldly and energetically stretch toward the highest goal of education, which is our individual and collective freedom. Education, MSU's call for higher learning, is our only promise to humanity. Go Green.

Vice Chairperson Kelly provided the following report.

Thank you. I'll keep my comments short. A couple of comments. Yesterday we received from the student liaisons and updates with regard to the honoring of February 13. And I just want to particularly, Emily, all the hard work that you've put into that, it's obvious, and I'm sure it's going to be a respectful and professional honoring of that traumatic event. Secondly, I'd like to thank VP Lynch. It just seems like yesterday, when you came here, so, wish you the best of luck in the future. I also want to note, Interim President Woodruff, you know, the resolution says it all, and so I won't repeat that. In any event, a personal thank you from myself, but more than all of your accomplishments, and you've had many, was the idea that we were able to get through a successful search. And I appreciate that, and I'm glad that you're staying with the university. And I wish you the best of luck. Thank you.

Trustee Byrum provided the following report.

Thank you. I also want to acknowledge the work of the student liaisons, all year long, but in particular for the remembrance of February 13. So, I very much appreciate it, and to the faculty liaisons, thank you for rising up the inequities in funding. We've just begun the process of setting the budget, as Trustee Pierce talked about, and it is going to take a collective effort because we didn't get in a situation of the disparities in funding overnight, and it's not going to be fixed overnight. But it is something I think that we can come together as a Spartan community and start to make some progress on, so thank you very much for those comments. As Interim President Woodruff mentioned in her report, I'm thrilled about the university's continued efforts to make a difference in the communities we serve. As she highlighted the event that Governor Whitmer joined with Associate Dean for Public Health, Dr. Mona Hanna-Attisha, and the RX Kids program that was on January 10. It is truly one of a kind program. The research that's going to come out of that, I'm very interested in seeing the results. And they're going to be having a kickoff launch. It's February 14, it's in the evening, so I hope some of us will be able to attend. I know I'm planning to, and wear red that night, in celebration of that. And I also want to give my appreciation to Interim President Teresa Woodruff. For you have gone above and beyond, and when you said when we were speaking to you about taking the interim position that you were all in for MSU, and you clearly have been all in. You were not a caretaker interim president by any stretch of the imagination, and you had challenges that no one could even envision at the time, and you rose to the occasion, and you led the university with pride and with that Spartan spirit. I also want to acknowledge the first dude, as you call your husband, and I think he's the number one supporter, not only for Teresa Woodruff, but the university. And so, Dr. Tom O'Halloran, I don't know if you're here today. Well, everybody knows I'm near blind. So, thank you very much. And I was glad I had a chance to go to Cowles House last night and be able to say thank you. I believe it's one of your very...there's just a few events left. Anyway,

it's probably the last time I will be at Cowles House when you and Dr. Woodruff have the interim presidency. And with Marlon Lynch, VP, I wish you well in Boulder, Colorado. Thank you for your service at Michigan State. And that will conclude my remarks for today. Go Green.

Trustee Denno provided the following report.

All right. Thank you. Sorry, I'm not there, although I assume everyone appreciates that I'm not there so I'm not coughing all over everybody. Excuse me, I'd like to read a resolution of appreciation for Vice President and Chief Safety Officer Marlon Lynch. (Appendix G) Thank you. And I can't really see what's going on, but if I can add a personal comment, if that's appropriate, or should I wait? I just want to say that VP Lynch, I'm really sorry to see you leave. I've really appreciated our conversations and your honesty, and your dedication to MSU. And I've just really appreciated that. I think this is a big loss for MSU. And the one thing I ask of you is when you go to Colorado, and when you talk to the baseball fans there, please share your story of hanging out with Mr. October, Reggie Jackson. That's a story that needs to be shared. But seriously, I really do appreciate you. You're a really great person. I'm going to miss you. Thank you.

Trustee Knake Jefferson provided the following report.

The beauty of not being the first trustee to give comments is that I can just amplify and echo the gratitude of, that's been expressed by my colleagues, so I will join Vice Chair Kelly and Trustees Byrum and Denno in expressing gratitude to our student leaders in how you're preparing the campus to approach February 13. Extending my gratitude to you, Marlon, for the work that you've done for our campus. And then, especially to you, Interim President Woodruff, as you're leading our last meeting together. Thank you for your leadership all along as provost, and also stepping into this role. We are so grateful for the service and time and effort that both you and Tom have devoted to this community and how you have prepared for our incoming president-elect to be successful. So, thank you.

Trustee Pierce provided the following report.

Thank you, Stefan. Let me just start by recognizing the Career Services Network. Last week, they held an event, they hosted an event for engineering, diversity, and inclusion. And their whole aim is to make sure that we, as a university, all of us really, stay committed to providing equal opportunities for everyone; everyone welcome, and we want more STEM graduates that are diverse, and so I really appreciate their efforts. I also want to thank VP Lynch. I want to thank first dude Tom, never heard that term, President Woodruff for all that you've done in my tenure here and your leadership is exemplary. So, thank you. And then let me say to those of you that have spoken today, we do appreciate your comments, and one of our responsibilities as a Board of Trustees, and certainly me as the head of the

chair of the budget and finance committee, is to look at the due diligence of our portfolios, and we will. We will look at it.

Trustee Scott provided the following report.

Thank you. Happy New Year to everyone and Happy Black History Month. I'm going to start off with my prepared statements. For the MSU Research Foundation, yesterday during our work session, we had an opportunity to engage with Dave Washburn, who gave an incredible presentation which offered an in-depth look into the MSU Research Foundation's roles and achievement. The MSU Research Foundation has been a crucial launchpad for numerous innovations embodying the spirit of ingenuity, reinforcing our university's commitment to innovative research and development. The Research Foundation's initiatives have significantly contributed to the University's Global Impact. These collaborative efforts have extended our reach and influence, further enhancing our role on the international stage. They provided an exciting overview of the process when the board approves a licensing agreement, and it helped us to appreciate the journey from concept to the establishment of startup companies. An impressive milestone for the Research Foundation is its investment in over 150 active companies, which is just incredible if you think about it. This underscores the Foundation's commitment to nurturing and supporting entrepreneurial ventures. The ongoing work of the MSU Research Foundation is a source of excitement and anticipation. We eagerly look forward to discussing future collaborations and exploring new opportunities the Research Foundation will bring to our university. I also last month had the opportunity to virtually attend the annual diversity research showcase. So, thank you for allowing me to do that virtually because I was not able to get here physically. This event was a remarkable platform where our students presented their research. Their dedication to exploring and bringing awareness to a wide range of diversity issues was truly commendable. The topics covered a broad spectrum including cultural, racial, ethnic, functional, gender, international, LGBTQ+, and political diversity topics. The showcase highlighted the importance of embracing diverse perspectives in our academic community. Recently, the NPHC, or the National Panhellenic Council, successfully conducted a blanket plus cardmaking event, and this initiative resulted in the donation of numerous blankets to Ele's Place, a local organization dedicated to providing grief counseling to children. I actually have a niece who went to Ele's Place when my brother passed away, and they helped her with grief counseling. It is a remarkable institution if you're not aware of it. So, we appreciate that work. They made over 40 Valentine Day cards, which were given to Origami Rehabilitation, a facility treating individuals with traumatic brain injuries. This outreach provided support in a message of hope and care to those undergoing rehabilitation. I would also like to recognize and congratulate Mark Dantonio on his remarkable achievement of becoming the winningest coach in the history of Michigan State football, at least to date, because I am sure our new coach is going to look to surpass that. But he has rightfully earned a space in the College Hall of Fame. This induction is a testament to his exceptional coaching skills and dedication to the sport. This is a big milestone for

our university's athletic history, so congratulations to Coach Dantonio. And finally, I wanted to personally express my sincere appreciation to Dr. Woodruff for her exemplary leadership. Her contributions have also made a remarkable example of what great leadership is in times of adversity. And it's an acknowledgement that you are, well, okay, I'm not going to get emotional. I feel that this acknowledgement is something that we as a board should give to you. You stepped in at a very trying time. And I'm a Rotarian. One of the models for rotary is service above self. And I really thought about that when I think about you because quite frankly, and I think people will be able to appreciate when I say this, you put aside your own personal ambitions for what was best for this university. And if we don't acknowledge that we're just fooling ourselves, you absolutely did. And that sacrifice is not something that I do not appreciate, and I want to commend you on. This has not been easy for you, and yet you have maintained composure and dignity throughout this whole process. And I just want to tell you, you are someone I look up to, because quite frankly, you know me, I would have spoken out a lot if I were in your shoes, but you never did for the sake of this university. And I thank you for the support that you have provided to Dr. Guskiewicz as he comes in, personally, and I hope I speak for most of us when I say that I hope we don't lose you. You are a remarkable person. Your research, that you did even before you got here, speaks for itself. But I know when you came in, there was a lot of concern that people had based on some things that had happened and you came in and you showed everybody who you are, and that DEI is important to you, you have made some significant strides here at the university-level. And we are so appreciative of the things that you have done that will live on, because you have established them since your time here. I think I can call you a friend. I just want to thank you sincerely. I thank Tom for being your biggest cheerleader and supporter. And I mean, you're everything a husband should be, standing by her side, and we're gonna miss calling you first dude. I don't know if there's a first dude emeritus. I don't know if that's the title. But anyway, so I wanted to acknowledge you both. Also, I'm just so sad to see Marlon leave. And I reached out to you like, as soon as I heard, I mean, I am devastated. I'm not happy about it. But you got to do what you got to do for the best of your career. I understand. And I just wish you the best of luck. You are a Spartan alum, so you're always going to be a Spartan; don't let Deion and all the Buffs and all that stuff get to your head. Remember, you still bleed green, I believe. But we're gonna miss you. Thank you for everything you've done. Marlon. You have really come in- there was a lot. And I think the trustees that were here, at the time that you came in know what I'm talking about when there were a lot of issues going on. And you stepped in, and you really just transformed public safety. The community relationships that you have, your reputation across the country precedes itself. So, it definitely is, as Trustee Denno said, it is our loss to lose you. But Colorado's gain. So, I wish you the best of luck, and to your family, as you leave. I also wanted to acknowledge those that spoke up on behalf of the unions. I think most of us up here, I'm looking at Trustee Kelly, most of us up here are pro-union, I would say. I love Trustee Kelly. And we want to see, we want to see you all succeed. We want to see this established. We just want to make sure that people all feel that they're heard and that there's no confusion in this process. Someone had spoken out acknowledging

that our Interim Provost came and spoke, and I appreciate the email that he sent out to give some clarification. That's all we asked for I think as a board is that this process is a fair process, and everyone understands it. So, we will support you all, I don't think you're going to get any pushback, at least from seven of us. And go forth and conquer it in that. I'd also like to talk about those that have come forward with divestment. I am not a numbers person. And so, I appreciate Trustee Pierce saying that this is something that they will look at. I learned a lot from you all, every time I come to a meeting. So, we appreciate that you all have brought these things to our attention, and I will look to our budget and finance committee and our investment advisory committee, I think, that would be dealing in taking a further look into that. So, I just wanted to let you know, we hear you, and those that came up also from other or to speak on other issues that are close to your heart. We appreciate you all having the courage to come forward. I wanted to acknowledge Hannah, because I think Hannah and I have bonded quite a bit over the time that she has been in her position. I didn't know that you consider yourself to be on the spectrum. The fact that you shared that though, Hannah, you have done a remarkable job. You have, and I think Trustee Vassar had stated, you have brought humanity to that role. You have always been open to growing in your position. I think you have represented your constituency base very well. I'm going to hate to see you go. But hopefully, I've got your number and you've got mine, so we'll continue to stay in contact. So, thank you for everything you've done. I also wanted to acknowledge our other student liaisons for all of the sacrifice that you all have made. I am very happy that we are looking further into giving you all support, and so that your, the onus isn't just on you all for all that you are representing, all the students on campus, and that we are trying to come up with better ways in which to alleviate some of the burdens that you all have felt. Take care of your mental health. We want you all to be successful students, but not to leave here, you know, with a bad experience either, because you've been so stressed out. So please take care of your mental health. And know we're here to support you. I also want to acknowledge Trustee Tebay. I told her this last night, and I sincerely mean it, that I think you have done over and above what I did, as the student liaison. You have really, to me, transformed what this committee does. And I appreciate you being willing to listen to some of my suggestions, and the work that you've done. And I know that some have yelled that, you know, you had not met with him, but it's probably not have met with him yet, because he, you have been very open to doing it. So, I just want to acknowledge that you've tried to continue to maintain those close relationships and be a voice for our students, as you always have, since I've known you on this board. And, I think, I'm going to end with Black History Month. I said this last year, I'm gonna say it again: Black History Month is American History. It's a time to celebrate the vast contributions that Black Americans have made throughout this country. Personally, I don't know why they gave us the shortest month of the year, because I feel like we've done so much to build this country on the backs of our ancestors. And so, it's one of my favorite times of the year, I look forward to all of the things that we do at this university to celebrate Black history. And I hope that if you don't know much about it, that you'll look into learning more about what we have contributed as a race to this country and to the university. And

that concludes my remarks. Oh, and also, I look forward to also, Dr. Lipton, the Miller Chevalier report, which hopefully will be out in another week or two. So, I look forward to that as well. Thank you very much.

Trustee Tebay provided the following report.

I just want to acknowledge that I do owe you a date, but I never said I wouldn't meet with you. So, there has been an email exchange, and I do owe you some dates. But I'm not ignoring you. I do apologize for the delay in getting back to you, so it's not that I wasn't going to meet with you. Yeah, I know. I'm not denying that I'm bad with email, okay. So, I'm just saying I'm sorry, and I will get back to you and never said I wouldn't meet with you. So just want to be clear on that. But first, I want to acknowledge President Woodruff, thank you so much for everything that you have done at the university, I think you've set the bar very high for future presidents. And the partnership of Tom that every time people were at your house, you would acknowledge that it was the people's house, and you always had your doors open. I think that says a lot about who you are as a person, and Tom, to acknowledge all of the work that you do outside of supporting Teresa in your work in chemistry and with our graduate students. And so, I really appreciate everything that you've done in addition to supporting your wonderful wife. VP Lynch, all I have to say is I'm super bummed, like I don't have many words to say, I'm just, like, very bummed that you're leaving us, but congratulations, and I'm excited to see what you do in your future. That's all.

14. Request to Adjourn

On a motion by Trustee Kelly, supported by Trustee Scott, **THE BOARD VOTED to adjourn** at 11:55 a.m.

Respectfully submitted,



Stefan Fletcher
Secretary and Chief of Staff of the Board of Trustees

The National Center for Health and Justice Integration for Suicide Prevention (NCHATS)

Jennifer E. Johnson, Ph.D.

C. S. Mott Endowed Professor of Public Health (Flint!)
Chief Translation Officer, MSU Office of Health Sciences



Charles Stewart Mott
Department of Public Health
MICHIGAN STATE UNIVERSITY

BIG PROBLEM #1: Long-standing problem in suicide prevention



Suicide risk factors



Health Factors

- Mental health conditions
 - Depression
 - Bipolar (manic-depressive) disorder
 - Schizophrenia
 - Borderline or antisocial personality disorder
 - Conduct disorder
 - Psychotic disorders, or psychotic symptoms in the context of any disorder
 - Anxiety disorders
- Substance abuse disorders
- Serious or chronic health condition and/or pain



Environmental Factors

- Stressful Life Events which may include a death, divorce, or job loss
- Prolonged Stress Factors which may include harassment, bullying, relationship problems, and unemployment
- Access to Lethal Means including firearms and drugs
- Exposure to another person's suicide, or to graphic or sensationalized accounts of suicide



Historical Factors

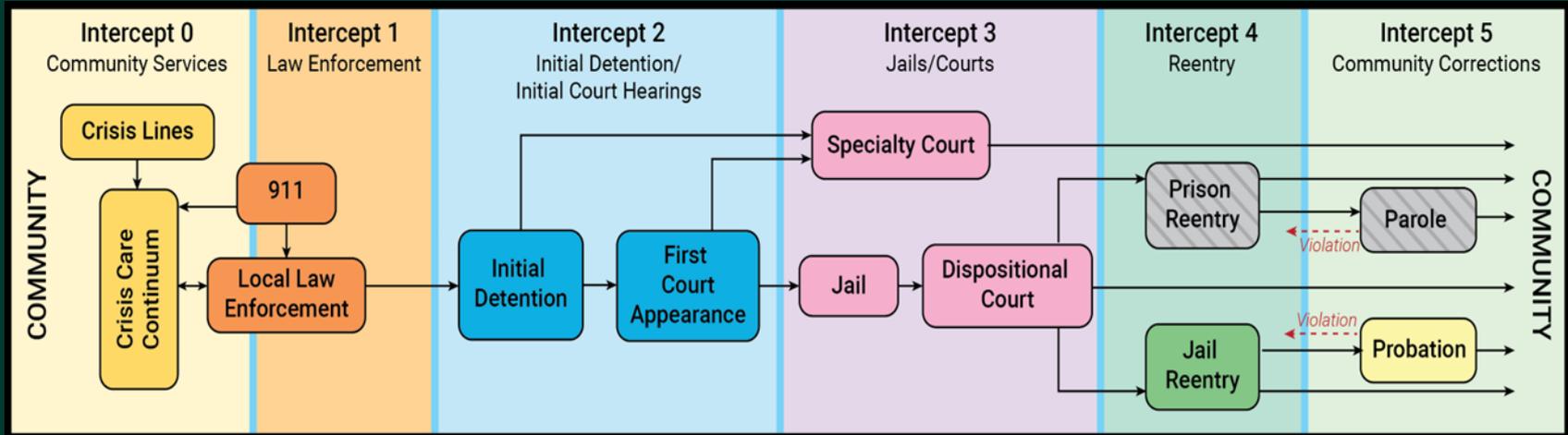
- Previous Suicide Attempts
- Family History of Suicide Attempts

This partially answers who.

But **WHEN** are they are risk?

Source: American Foundation for Suicide Prevention. <https://afsp.org/about-suicide/risk-factors-and-warning-signs//>

Intercepts = Points of intervention



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Per year (in U.S.):

- 911 calls: 240 million
- Police contacts: 53 million
- Arrest & jail detention (3-7 days): 10 million
- Jail sentence: ~ 1 million
- Probation: 5.8 million
- Prison: ~2.2. million
- Parole: 1.3 million

REMEMBER:

- The goal is to prevent suicide IN THE COMMUNITY
- Most people involved in the criminal-legal system on any given day are IN THE COMMUNITY
- In our trial, 97% of past-month suicide attempts occurred IN THE COMMUNITY, prior to arrest
- Sometimes, arrest is a result of the suicide attempt

OUR RESEARCH HAS...

Shown that limited accessibility of community mental health and substance use services – *and not violent crime rate* – predict size of county jail populations

Shown that 21% of all U.S. adults who die by suicide have spent at least one night in jail in the past year

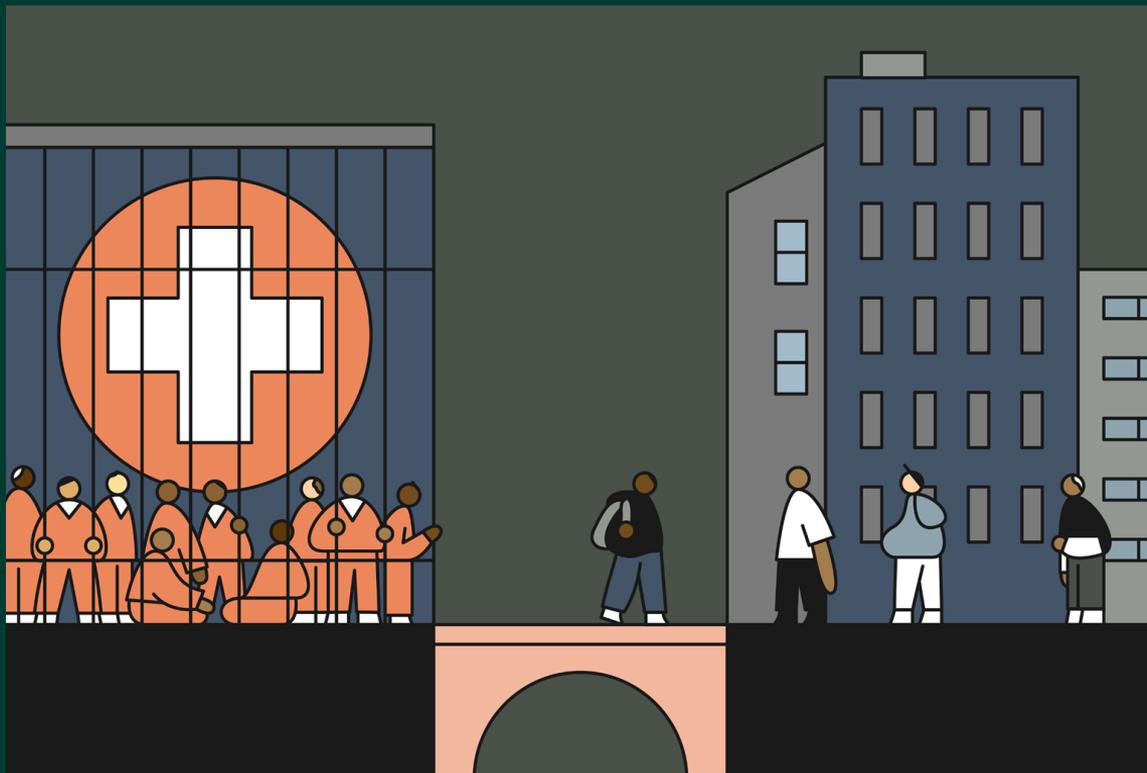
Identified the first evidence-based suicide prevention intervention for the 10,000,000 releases from jail each year

Tested policies for keeping individuals with mental illness adequately treated in the community and out of jails in 950 U.S. counties, an important step for reducing mass incarceration

Published the first comprehensive list of evidence-based mental health practices for individuals involved across the criminal-legal system;

Identified that **only 22-43% of counties** have each practice available anywhere in the county.

BIG PROBLEM #2: How to connect people to community care?



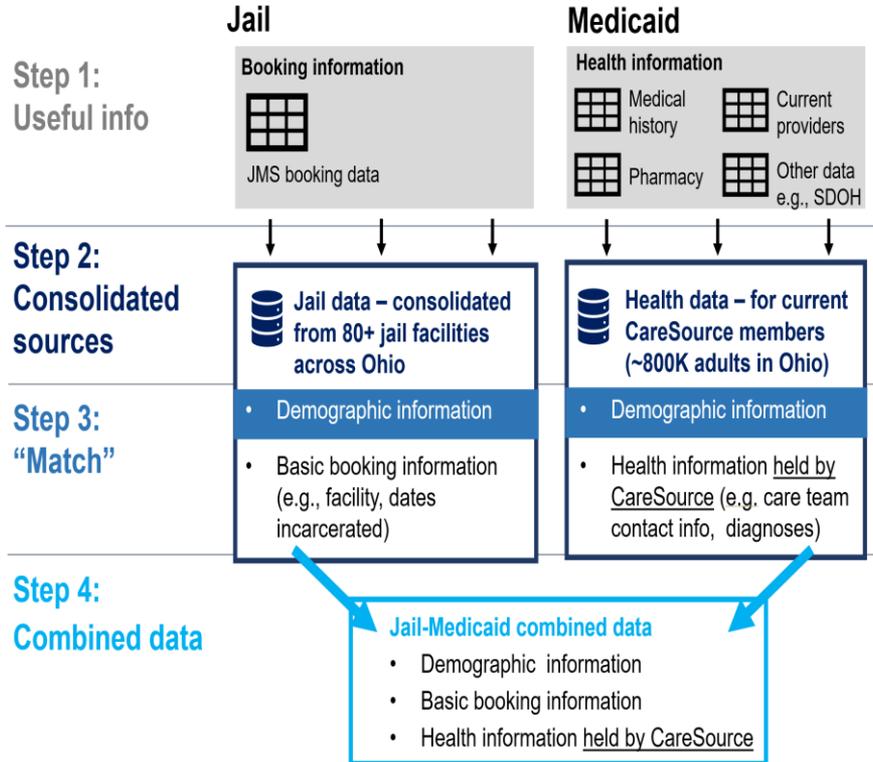
It's complicated...

3,000+ county and local jails, 18,000 police depts in the U.S.

2,500+ community mental health centers, 14,000+ addiction treatment centers, ~626 health systems in the U.S.

An ingenious solution: CareSource's Jail-Medicaid Data Project

Illustrative; Not exhaustive



Real-time matching
by managed care
organization or
healthcare system

Solves 2 large
problems at once



4 large projects + 4 pilot projects

- Includes the **2 largest** randomized suicide prevention trials ever
- >107,000 people
- Methods support

National Center for Health and Justice Integration for Suicide Prevention

\$15.5 million Center funded by the National Institute of Mental Health
(P50 MH127512; Johnson, Ahmedani, & Weinstock)



	Project 1	Project 2	Project 3	Project 4
Project Title	Syncing Screening and Services for Suicide Prevention Across Health and Jail Systems	Real-Time Managed Care Updates of Subscriber Justice-System Involvement for Suicide Prevention	Suicide Risk Identification in Jails using Data Linkage and Automation	Improving Mental Health Treatment for Individuals in Crisis Interacting with the Criminal Justice System
Lead Institutions	Henry Ford Health System & Brown University	Michigan State University & Butler Hospital	Wayne State University and Henry Ford Health System	Cambridge Health Alliance
Project Details	Identify health system affiliated individuals at the time of jail release who will be randomized to usual care vs a multi-level intervention. Care pathway, randomized trial of n=60,000.	Randomize ~43,000 managed care subscribers who pass through jails to receive Caring Contact (CC) letters or to Care as Usual (CAU); implement intervention and training for a subset of subscribers in contact with behavioral health agencies.	Validate suicide risk prediction model for ~6,000 individuals booked into 3 jails using jail records and historic Medicaid claims data.	Compare the effectiveness of a police department intervention and usual care on medically treated suicide behavior, ED use, jail admission, recidivism, police calls, and arrests and engagement in outpatient mental health services.

National, multisectorial effort

Research and Health Institutions

Michigan State University (MI)
Henry Ford Health (MI)
Brown University (RI)
Addiction Policy Forum (DC)
Butler Hospital (RI)
Cambridge Health Alliance (MA)
CareSource Ohio, Inc. (OH)
Columbia University (NY)
George Mason University (VA)
HealthPartners Institute (MN)
Mount Auburn Hospital (MA)
Pacific Institute for Research & Evaluation (MD)
RAND Corporation (CA)
UCLA (CA)
University of Illinois at Chicago (IL)
University of Pennsylvania (PA)
Wayne State University (MI)

Practice, Policy, and Lived Experience Partners

Addiction Policy Forum
Advocates for Human Potential
All Rise
American Academy of Addiction Psychiatry
American Foundation for Suicide Prevention
American Jail Association
American Probation and Parole Association
Civil Citation Network
Faces and Voices of Recovery
Franklin County Sheriff's Office
Genesee County Community Corrections
Greater Flint Health Coalition
JustLeadershipUSA
National Association of Police Organizations
National Center for State Courts
Pennsylvania Department of Corrections
Phronema Justice Strategies
Treatment Alternatives for Safe Communities
Treatment Communities of America
YesCare

Visit the [NCHATS website](http://www.nchats.org) at www.nchats.org
Reach us at: Contact.NCHATS@msu.edu



THANK YOU

Does anyone have any questions?

Visit: www.nchats.org

Reach us at: Contact.NCHATS@msu.edu

JJohns@msu.edu



Charles Stewart Mott
Department of Public Health
MICHIGAN STATE UNIVERSITY



Board of Trustees Policy

POLICY NUMBER: 612

POLICY NAME: *Buildings and Facilities-Naming*

Effective Date:	<i>July 1, 2024</i>
Last Review Date:	<i>October 12, 2001</i>
Next Scheduled Review Date:	<i>January 2029</i>

I. POLICY STATEMENT

Naming buildings and facilities at Michigan State University (“MSU”) has become increasingly significant because of the growing importance of private giving and the value of naming gifts for institutional advancement. For this reason, and because of the longevity of named buildings and facilities and the need to maintain the integrity of MSU’s values and public image, a predictable, published process for considering such gifts is advantageous. At the same time, each naming opportunity and gift has a different context, and MSU must remain flexible enough to seize special funding opportunities. Therefore, though it is expected that this policy will serve as a framework for naming buildings and facilities, it is not intended to negate an occasional, well-justified exception.

II. RESPONSIBLE OFFICE

University Advancement

III. SCOPE

1. This policy applies to the naming of all buildings and facilities on land governed by the Board of Trustees of Michigan State University (“the Board”).

2. This policy does not apply to the naming of administrative or academic programs, or forms of individual recognition, such as faculty chairs, professorships, scholarships, fellowships, awards, and other individual honors.

IV. DEFINITIONS

None.

V. POLICY

A. Authority for Naming

1. Authority for naming buildings and facilities is vested in the Board as follows:
 - a. In recognition of gifts of \$2,500,000 or more.
 - b. An honorific naming that advances MSU's mission and values and may not be supported by a gift.
2. Authority for naming buildings and facilities in recognition of gifts less than \$2,500,000 is vested in the President or their designee. Any delegation of authority from the President must be made in writing and specify the monetary threshold below which the designee is authorized to exercise approval authority.

B. Committee

1. There shall be a University Advisory Committee on the Naming of Buildings and Facilities ("Naming Committee").
2. The Naming Committee shall advise the President on the appropriateness of proposed names or changes in names for buildings and facilities at MSU. Facilities shall include designated areas of the campus, spaces within buildings, streets, and any other permanent physical structures.
3. The Naming Committee shall be composed of the following voting members:
 - a. Vice President for University Advancement (Chair)
 - b. One Dean (Vice Chair)
 - c. Chief of Staff to the President
 - d. Secretary and Chief of Staff to the Board of Trustees
 - e. Senior Vice President for Student Life and Engagement
 - f. Vice President and Chief Diversity Officer
 - g. Assistant Vice President for Engagement, University Advancement
 - h. Four Faculty Members
 - i. One Staff Member
 - j. One Alumnus
 - k. One Graduate Student
 - l. One Undergraduate Student
4. The terms for the Dean representative, faculty members, staff member, and alumnus shall be three years. The terms of the student members of the Naming Committee shall be two years. The Dean, faculty, staff, alumnus and student members shall have staggered terms so that no more than three terms end at the same time, unless a vacancy must be filled.
5. The following members of the Naming Committee shall be nominated and appointed by the President in accordance with the nomination process below.
 - a. For the vacant Dean position, the Provost will provide the President with at least two nominees.
 - b. For each vacant faculty position, the University Committee on Academic Governance will provide the President with at least two nominees.
 - c. For the vacant staff position, the President will request one nominee from each union representing staff.
 - d. For the vacant alumnus position, the Michigan State University Alumni Office will provide the President with at least two nominees.
 - e. For the vacant graduate student position, the President will request two nominees from the Council of Graduate Students.
 - f. For the vacant undergraduate student position, the President will request two nominees from the Associated Students of Michigan State University.

- g. At the discretion of the President, additional nominations may be requested from any or all nominating groups. The President will appoint the members of the Naming Committee from the persons nominated, with preference given to individuals who have a demonstrated interest or experience in institutional advancement and fundraising.
- 6. In the event that a member of the Naming Committee is unable to complete their term of office, the President shall request a list of nominees from the appropriate group or groups described in Section V.B.5. The President will appoint a person from among the nominees to fill the remainder of the term of office.
- 7. The members of the Naming Committee represent not only their constituent groups, but also exemplify the collective institutional values of MSU.

C. Naming Criteria

- 1. Academic buildings and facilities may be named on the basis of primary academic use, location, or for a person or business entity.
- 2. Non-academic buildings and facilities may be named on the basis of primary use, location, for a person or business entity, or, in the case of athletic facilities, in recognition of the primary sports conducted therein.
- 3. Proposals for naming buildings and facilities solely on the basis of primary use or location, shall be submitted directly to the President by the leader of the unit with oversight of the facility, subject to prior approval of the Provost or appropriate Vice President, and are not considered by the Naming Committee or the Board.
- 4. Any other proposals for naming buildings or facilities not explicitly covered elsewhere in this policy are subject to the Board's or President's approval as described in Section VI, and must follow the naming procedures stated herein.
- 5. When a proposal is made to name a building or facility after an individual, that individual should be a person whose life, work or activities exemplify values for which MSU stands. The following criteria are suggested:

- a. Buildings and facilities may be named in honor of extraordinary faculty, staff, or alumni who:
 - i. Have been deceased for five years or longer;
 - ii. Over a long and illustrious career, exemplified values for which MSU stands; and
 - iii. Brought great honor to MSU through major scholarly, professional, or public service contributions that have stood the test of time.

It should be noted that faculty, staff, and alumni, living or deceased, who are worthy of recognition for exceptional service to MSU, but who are not qualified donors or their designees, are eligible for commemoration in a variety of significant ways other than having buildings or facilities named in their honor.

- b. Buildings and facilities may be named in honor of living persons if such persons are:
 - i. Major donors who exemplify values for which MSU stands; or
 - ii. Persons who exemplify values for which MSU stands and are designated by a major donor with the designated person's prior written permission.

Buildings or facilities may not be named for public officials while they hold office.

- 6. Buildings or facilities may be named for corporations or other business entities if the business entity's overall history and activities are consistent with values for which MSU stands. When naming buildings and facilities for business entities, the appropriateness of the business' name in a public context, both historical and contemporary, should be taken into consideration. If the name of a business entity changes after a building or facility is named for the business entity, the name of the building or facility may not change unless a change is recommended by the President and approved by the Board, if needed, in accordance with this policy.
- 7. In the case of donations for buildings and facilities, the building or facility designated with the name of a donor or designee shall be consistent with the donor's wishes and commensurate with the magnitude of the gift. Except when the gift is for the naming of the entire building or facility and other unusual circumstances, it is expected that naming a building or facility for a donor or designee will not be considered unless the present value of the gift amount at the time of naming covers 50% of the project cost of new buildings or facilities, or existing buildings or facilities with a renovation or addition. The minimum gift amount required for

- consideration to name an entire building or facility will be determined based in part on the naming values assigned to other similar buildings or facilities. The proposed naming gift valuation for an overall naming must be set in context of other building and administrative unit naming values and will be proposed to the Naming Committee for review and approval. In the case of an existing building without a renovation or addition, a naming may be considered if the present value of the gift amount covers 50% of the facility's or building's replacement cost at the time of naming.
8. Whenever possible, donors will be encouraged to consider providing endowments for maintaining the building or facility to be named. More than one building or facility may be named by and/or for the same donor or designee, provided that such buildings or facilities' names include language to distinguish them.
 9. Unless otherwise specified, a building or facility named for a person or business entity will retain the name for the useful life of the building or facility.
 10. The criteria for naming in this policy constitute minimum standards. That is, the criteria are necessary, but not sufficient for approval. The Board and the President retain full discretion to decline a proposed naming that otherwise appears to meet the criteria.

VI. PROCEDURES

A. General Provisions

1. All proposals for the naming of new buildings and facilities must be submitted to the Naming Committee, except as otherwise provided for herein.
2. The manner and schedule for the Naming Committee's review and consideration of a naming proposal shall be determined by the Chair of the Naming Committee, subject to scheduled meetings of the Board.
3. The Naming Committee will be responsible for assuring that naming proposals include a thorough, factual investigation of the proposed honoree, and that the proposal meets the criteria for names stated herein. If the Naming Committee determines that the proposed name meets the relevant naming criteria, the Naming Committee will make an appropriate recommendation to the President.
4. After receiving the Naming Committee's recommendation, the President may ask the Infrastructure, Planning and Facilities Office and the Executive Committee for Buildings, Facilities, and Space to provide the Naming Committee with information relating to the building or facility proposed to be named. The President may seek other additional information as needed to make an informed decision, and then approve or disapprove of the recommendation.
5. If the naming proposal requires the Board's approval, the President will provide the Academic Affairs Committee of the Board ("Academic Affairs Committee") and the Secretary and Chief of Staff to the Board of Trustees with a recommendation for their consideration of the naming.
6. Following its review, the Academic Affairs Committee will advise the Board of the naming proposal for consideration and formal approval at the Board's next meeting.
7. The Board may approve the names of the buildings and facilities along with their construction budgets, thus eliminating assignment of working titles for buildings and facilities.
8. Except in unusual circumstances, and then subject to appropriate consultation, a proposed naming should not be announced publicly prior to consideration by the Board and the President. To the extent permitted by law, MSU will honor a donor's request for anonymity and keep confidential information related to the gift.

B. Changes to or Removal of Names

1. Changing or removing the name of a building or facility in honor, or at the designation, of a donor may be considered in exceptionally rare circumstances. Any such request will require serious and careful evaluation on a case-by-case basis. This policy sets a high standard for removing a name designation before the end of an expected duration.
2. All proposals to change or remove the name of a building or facility must be submitted first to the Naming Committee. The process for reviewing proposals to change or remove a name shall be the same as that for proposals to name a building or facility as provided herein. The Naming Committee will retain authority for administration of this process.
3. MSU reserves the right to remove a name from a building or facility under extraordinary circumstances when the continued use of the honoree's name would compromise the public

trust and adversely reflect upon MSU and its reputation. The decision-making process will include at a minimum the following:

- a. An articulation of the specific concerning behavior or conduct by the honoree on which the request for the removal of the name is based.
- b. A fact-finding investigation by the Naming Committee of the alleged behavior or conduct by the honoree.
- c. An assessment of the impact on the campus community of retaining or removing the honoree's name from the building or facility.
- d. Whether retention of the honoree's name compromises MSU's mission or conflicts with its fundamental values.

The Naming Committee may also consult with immediate relatives and heirs of the honoree, as well as individuals involved in the initial naming decision, before making a recommendation.

4. After a thorough review of a request to change or remove a name from a building or facility, the Naming Committee will make a recommendation to the President to approve or deny the request. The President has exclusive authority to approve or deny requests for changing or removing names of building and facilities the President previously approved. The President will inform the Academic Affairs Committee about the request to change or remove a name that the Board had previously approved. The Academic Affairs Committee will advise the Board of the request. The Board has exclusive authority to approve or deny requests for changing or removing names of buildings and facilities it previously approved.

VII. RELATED POLICIES AND INFORMATION

None.

VIII. HISTORY

Enacted: April 25, 1980

Amended: February 3, 1984
November 9, 1989
October 12, 2001
February 2, 2024

Retired Policy No. 02-06-03

Term Sheet

Party:	EarthMetric Innovations
Agreement:	<p>Exclusive world-wide license to the intellectual property rights of the following:</p> <p>TEC2020-0015, "Implementation of Low Cost Remote Monitoring System to Store and Display the Field Data for Critical Agronomy Decision"</p> <p>TEC2023-0008, "LOCOMOS (Low-Cost sensor Monitoring System) APP"</p> <p>TEC2024-0035, "Improving Irrigation Efficiency in Orchards Using an IoT-based Automatic Smart Irrigation System"</p> <p>The parties may add or remove technologies under the agreement, including improvements generated under a separate sponsored research agreement, provided the change does not affect the financial consideration of the parties or the nature or extent of any pecuniary interest of MSU personnel.</p>
Term:	Expiration of the Intellectual Property Rights
Financial Terms:	Initial equity grant of 12% with pro rata rights, running royalty of 6% on Net Sales from manufactured products and any other products and services, minimum annual royalty of \$9,000-\$60,000/year, share of sublicense revenue ranging from 25% to 75%, 100% reimbursement of all past and future copyright registration costs
Services Provided:	<p>By MSU to EarthMetric Innovations: None</p> <p>By EarthMetric Innovations to MSU: None</p>
Use of University	None contemplated under the agreement
Facilities/Personnel:	
Organization Type and Domicile:	C-corp. incorporated in the State of Michigan

Personnel Interest:

Dr. Younsuk Dong, Assistant Professor, MSU Dept of Biosystems and Agricultural Engineering, and members of his family own or have options to buy and ownership interest of more than 1% of the company and will act as Chief Technology Officer (CTO) of the company.

LEASE AMENDMENT TERM SHEET

Party:	Jolt Energy Storage Technologies, LLC (Jolt)
Lease Agreement:	Exclusive use of Room 112 and all offices and subordinate rooms therein. 1,716 ft ² total, comprised of 1,302 ft ² Laboratory, 414 ft ² office. Nonexclusive use of Common Areas of the Bioeconomy Institute, as designated by building management.
Term:	February 15, 2024 – February 14, 2026, with an option to allow Jolt to renew for four (4) additional one-year terms.
Financial Terms:	\$3,580.00 per month with 2% escalation annually.
Services Provided:	By MSU to Jolt: Facility maintenance and custodial service, basic telephone service. By Jolt to MSU: None contemplated under this agreement.
Use of University	
Facilities/Personnel:	Bioeconomy Institute, located at 242 Howard Avenue, Holland, MI 49424.
Organization Type:	Michigan limited liability company
Personnel Interest:	Dr. Thomas F. Guarr, Professor Fixed Term, Director of Research and Development in the MSU Bioeconomy Institute owns an ownership interest of more than 1% of the company.

~~DRAFT – 11.14.23~~ DRAFT – 12.6.23

Student Rights and Responsibilities

This document provides the framework for student rights and responsibilities at Michigan State University (MSU or University), including student conduct, academic pursuits, keeping of records, and publications. It describes procedures for formulating regulations governing student conduct and for providing due process in the adjudication of student disciplinary cases. This document also defines channels and procedures for student complaints.

Commented [KM1]: Rationale: The current version of the document edits and combines the Student Right and Responsibilities (SRR) and General Student Regulations (GSR) into a single document. The purpose of merging the documents was to create a more comprehensive, universal, and "user-friendly" student rights document. The target date for formal Board of Trustees adoption is FEB 2024 and the target launch for the new code is Fall 2024.

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1. Guiding Values and Principles

MSU is a community of scholars whose members include its faculty, staff, students, and administrators. The

Acting as a trusteeship of intellect in the service of society, the basic purposes of the University are the advancement, dissemination, and application of knowledge. The most basic condition for the achievement of these purposes is freedom of expression and communication. The University must always strive to strike that balance between maximum freedom and necessary order which best promotes its basic purposes by providing the environment most conducive to the many faceted activities of instruction, research, and service. This document, originally named Academic Freedom for Students at Michigan State University, outlines a student's rights and duties as a member of the academic community.

Within that community, the student's most essential right is the right to learn. The University has a duty to provide for the student those privileges, opportunities, and protections which best promote the learning process in all its aspects. The student also has duties to other members of the academic community, the most important of which is to refrain from interference with those rights of others which are equally essential to the purposes and processes of the University.

Regulations governing the activities and conduct of student groups and individual students should not be comprehensive codes of desirable conduct; rather, they should be limited to the prescription of procedures for meeting the practical, routine necessities of a complex community and to the prohibition or limitation of acts which cannot be tolerated because they seriously interfere with the basic purposes, necessities, and processes of the academic community, or with rights essential to other members of the community.

The student is not only a member of the academic community, but a part of the larger society, who retains those rights, protections, and guarantees of fair treatment held by all citizens, and which the University may not deny. The enforcement of the student's duties to the larger society is, however, the responsibility of the legal and judicial authorities duly established for that purpose.

This policy document identifies rights and duties of students and provides for students a carefully prescribed system of due process. It does not contain a general or abstract definition of academic freedom. Rather, the document is an operational definition with concrete application of the concept of academic freedom for students.

I. Definition of a Student

Commented [KM2]: Rationale: Key points outlined in the original documents Forward and Preface have been incorporated into section 1

Commented [KM3]: Rationale: MSU's Brief Land Acknowledgement language was requested to be added by the Advisory Group.

A student is a person enrolled or participating in a collegiate-level, University-sponsored program or course, regardless of program level; full-time or part-time status; credit, degree, or certificate awarded; location; or mode of instruction. A person remains a student until graduation or completion of the program, permanent dismissal, or non-attendance for three full, consecutive semesters (including summer semester). This definition includes a person who is on a leave of absence, recess, withdraws, or graduates after an alleged violation of student conduct policies.

II.

When a student enrolls or participates in a collegiate-level, University-sponsored program or course, they accept the rights and responsibilities of membership in the University's academic and social community. Because the University establishes high standards for membership, its standards of conduct, while falling within the limits of the law, may exceed federal, state, or local requirements.

Commented [KM4]: Rationale: A clear outline and definition of a student and jurisdiction was requested by constituents through the course of the revision process. This definition incorporates language previously vetted and currently being used by MSU while also considering benchmarking, best practice, and the model code.

As technology is constantly changing the landscape of teaching, learning, and administrative processes, it is understood that the general principles that govern these regulations should also be extended to apply to new and unanticipated situations involving technology.

That said, student conduct regulations apply to students and student groups if the behavior occurs in any of the following scenarios:

- A. On the land governed by the Board of Trustees of Michigan State University. Regulations relating to scholarship and grades, University functions and services, and University property apply without reference to where the activity occurs.
- B. When students or student groups are engaged in University-sponsored or student group-sponsored activities off campus.
- C. When the conduct of a student poses a clear and present danger to the health and safety of person or property. The regulations relating to protection of individuals apply without reference to where the activity occurs when the alleged misconduct involves:

a. Hazing, defined as requiring or encouraging any act, whether or not the act is voluntarily agreed upon, in conjunction with initiation, affiliation with, continued membership, or participation in any group that causes or creates a substantial risk of causing mental or physical harm or humiliation;

b. Acts causing or explicitly threatening to cause serious bodily harm to other individuals; or

c. Acts causing an adverse effect on campus or in any University program or activity. Adverse effect is defined as causing or threatening to cause a substantial negative impact on the safety of members of the University community or the functions, services, or property of the University. -This includes, but is not limited to, causing an unreasonable interference with the educational or work environment of members of the University community, outside of activities protected by the First Amendment of the Constitution of the United States of America. Violations causing an adverse effect on campus generally threaten the safety of others or the function of University operations. Violations that involve personal misconduct without a broad or significant impact on community members do not cause an adverse effect.

Alleged misconduct by student groups or organizations is adjudicated under the Student Organization (SO) Conduct policy by the Office of Student Support and Accountability (OSSA). Alleged conduct violations by individual SO officers or members are adjudicated under this policy by the OSSA.

The jurisdiction outlined above allows the University to maintain a productive learning environment, its academic reputation, and the right of all students to experience the educational opportunities the University offers without unwarranted interference.

III.

Retaliation is a serious violation of University policy and will be adjudicated under this document.

A. Definition: An act or attempted act, motivated by a person's participation (or anticipated participation) in a protected activity that is intended to discourage a reasonable person from engaging in the protected activity. Protected activity includes a person's good faith:

- a. Opposition to prohibited conduct;
- b. Report of prohibited conduct to the University; or
- c. Participation (or reasonable expectation of participation) in any manner in an investigation, proceeding, hearing, or supportive measure under this policy.

Retaliatory actions include, but are not limited to:

- a. Threats or actual violence against the person or their property;
- b. Adverse educational or employment consequences; or,
- c. Ridicule, intimidation, bullying or ostracism.

The exercise of rights protected under the First Amendment does not constitute retaliation.

Commented [KM5]: Rationale: A clear outline and definition of retaliation was requested by constituents through the course of the revision process.

This definition incorporates language previously vetted by MSU's TIX policy while also considering benchmarking and best practice.

Certain acts of retaliation may be treated as an instance of harassment or discrimination that is adjudicated under the MSU Relationship Violence and Sexual Misconduct and Title IX Policy or the Anti-Discrimination Policy.

B. *Reporting Retaliation:* Acts of alleged retaliation should be reported immediately and will be promptly addressed. The University will take appropriate steps to protect individuals who fear _____.

Commented [PR6]: Examples of retaliation are best placed in a separate document discussing procedures rather than in this policy document.

IV. Guidelines

To protect student rights and define student responsibilities at MSU, the following guidelines apply to conditions under which student conduct is regulated and broadly referred to as regulations.

- A. This document, the Graduate Student Rights and Responsibilities, the Law Student Rights and Responsibilities, and the Medical Student Rights and Responsibilities contain the rights and duties of students in matters of conduct, academic pursuits, the keeping of records, and publications.
- B. All regulations shall seek the best possible reconciliation of the principles of maximum freedom and necessary order.
- C. There shall be no regulation unless there is a demonstrable need which is reasonably related to the basic purposes and necessities of the University as stipulated herein.
- D. To the maximum extent feasible, students shall participate in formulating and revising regulations governing student conduct.
- E. All regulations governing student conduct shall be made public in an appropriate manner. A copy of the University's current regulations relating to student rights and responsibilities shall be made available to every member of the academic community.
- F. Every regulation shall be as brief, clear, and specific as possible.
- G. Wherever rights conflict, regulations shall, to the maximum extent feasible, permit reasonable accommodations for each conflicting right by defining the circumstances of time, place, and means appropriate to its exercise.
- H. Regulations shall respect the free expression of ideas and shall encourage the competition of ideas from diverse perspectives.

- I. Procedures and penalties for the violation of regulations shall be primarily designed for guidance or correction of behavior.
- J. Penalties shall correspond with the seriousness of the offense. Repeated violations may justify increasingly severe penalties.
- K. There shall be clearly defined channels and procedures for the appeal and review of:
 - a. The finding of responsibility in an alleged violation of a regulation.
 - b. The reasonableness, under the circumstances, of the penalty imposed for a specific violation.
 - c. The substance of a regulation or administrative decision which is alleged to be inconsistent with the guidelines in this document.
 - d. The fairness of the procedures followed in the adjudication.
- L. Students accused of violating a regulation or University policy shall have the right to appear before a duly constituted hearing body (e.g., hearing administrator, hearing board) as provided in this document. No student shall be suspended or dismissed from the University for disciplinary reasons, except through the procedures of this document or the applicable sections of the *Graduate Student Rights and Responsibilities*, the *Law Student Rights and Responsibilities*, or the *Medical Student Rights and Responsibilities*.
- M. Every regulation shall specify to whom it applies and whether responsibility for compliance lies with individuals, groups, or both.

2. Academic Rights and Responsibilities

I. [REDACTED]

The responsibility to secure, respect, and protect a learning environment that is supportive of diversity among ideas, cultures, and student characteristics is shared by all members of the University. The primary intellectual purpose of the University — its intellectual content and integrity— and the centrality of the faculty’s role in the educational process must be recognized and preserved.

The proper relationship between instructor and student is fundamental to the University’s function and should be founded on mutual respect and understanding together with shared dedication to the educational process.

II. Role of the Faculty in the Instructional Process

A. No provision for the rights of students can be valid which suspends the rights of the faculty. Consistent with the principle that the competency of a professional can be rightly judged only by professionals, therefore, the competence of instruction shall be judged by the faculty.

B. Faculty shall have authority and responsibility for academic policy and practices in areas such as degree eligibility and requirements, course content and grading, classroom procedure, and standards of professional behavior in accordance with the [REDACTED], and other documents on faculty rights and responsibilities.

C. No hearing board established under this document shall interfere with the evaluation of a student that represents a course instructor’s good faith judgment of the student’s performance. In the event an evaluation is determined to be based on inappropriate or irrelevant factors, as discussed in Section 4 below, the dean of the relevant college shall cause the student’s performance to be reassessed and a good faith evaluation to be made.

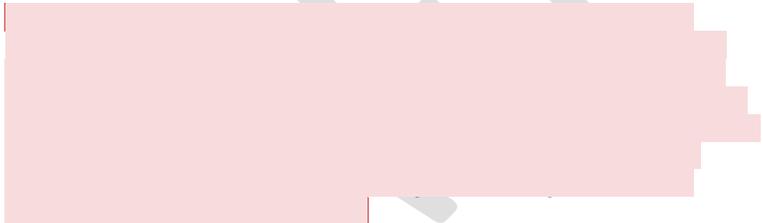
D. The University shall provide appropriate and clearly defined channels for the receipt and consideration of student complaints concerning instruction. In no instance shall the competence of instruction form the basis for an adversarial proceeding before any of the judicial bodies established in this document.

III. Rights and Responsibilities of the Student

Commented [KM8]: Rationale: Preamble Section was edited to ensure clarity and remove redundancy.

Commented [KM9]: Document Alignment: The Code of Teaching will need to be updated to reflect changes in this document. Specifically the section on hearing procedures.

- A. The student is responsible for learning and demonstrating mastery of the content and skills of a course of study, while participating actively in the course’s intellectual community, according to standards of performance established by the faculty.
- B. The student has a right to academic evaluations that represent the course instructor’s good faith judgments of performance. Course grades shall represent the instructor’s professional and objective evaluation of the student’s academic performance. The student shall have the right to know all course requirements, including grading criteria, and course procedures at the beginning of the course. (See also the [Code of Teaching Responsibility](#).)
 - 1. To overcome the presumption of good faith, it must be demonstrated that an evaluation was based entirely or in part upon factors that are inappropriate or irrelevant to academic performance and applicable professional standards.



Commented [KM12]: Rationale: In an attempt to ensure clarity previous footnotes were incorporated directly into policy where possible.

- 2. The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards.
- 3. The student shall be free to take reasoned exception to information and views offered in the instructional context, and to reserve judgment about matters of opinion, without fear of penalty or reprisal.
- 4. The student’s behavior in the classroom shall be conducive to the teaching and learning process for all concerned.
- 5. The student has a right to be governed by educationally justifiable academic regulations and professional standards. The academic unit shall inform students in writing of such regulations, including codes of professional behavior, at the time of the student’s entry into the academic program.
- 6. The student has a right to accurate, timely, and clear information in writing at the time of entry into an academic program concerning:

- i. general academic requirements for establishing and maintaining an acceptable academic standing;
 - ii. the student’s academic relationship with the University and the details of any special conditions that may apply; and
 - iii. graduation requirements for the student’s academic program.
7. Students are responsible for informing themselves of University, college, department, and school requirements as stated in unit publications and in the University catalog. In planning to meet such requirements, students are responsible for consulting with their academic advisors.
8. The student has a right to protection against improper disclosure of their education records. See the [MSU Access to Student Information Guidelines](#) for information regarding confidentiality of student education records. (See also Section 6.)
9. [REDACTED]
10. The student and the faculty share the responsibility for maintaining professional relationships based on mutual trust and civility.

Commented [KM13]: Rationale: Clause updated to more clearly callout academic bullying/academic harassment based of constituent requests.

3. General Student Regulations

I. INTRODUCTION

General student regulations shall be those regulations established to secure the safety of members of the University community and University facilities, maintain order, and ensure the successful operation of the institution. Such regulations shall apply to all students regardless of class level, place of residence, or group affiliation as well as to all governing bodies, governing groups, living groups, and student organizations as established under Jurisdiction in Section 1.

~~MSU's student conduct process requires a preponderance of the evidence~~

~~[Redacted text]~~

Commented [KM14]: Rationale: A call out and definition of MSU's burden of proof was added to ensure understanding of needed criteria to be found in violation of a policy as well as to better align with leading practices.

II. PROTECTION OF SCHOLARSHIPS AND GRADES

The principles of truth and honesty are fundamental to the educational process and the academic integrity of the University. Therefore, it is prohibited for any student or student group to:

- A. Claim or submit the academic work of another as one's own.
- B. Obtain, share, accept or ~~use~~ utilize any ~~materials~~ resources not authorized by an instructor when completing an exam or assignment containing questions or answers to any examination or assignment without proper authorization.
- C. Complete or attempt to complete any assignment or examination for another individual without proper authorization.
- D. Allow any examination or assignment to be completed for oneself, in part or in total, by another without proper authorization.
- E. Alter, tamper with, take without permission, destroy or otherwise interfere with the research, resources, or other academic work of another person.
- F. Fabricate or falsify data or results.

(See also [redacted])

III. PROTECTION OF INDIVIDUALS

Physical security and an environment free of harassment are necessary for individuals if they are to successfully pursue their educational endeavors and fulfill responsibilities. Therefore, it is prohibited for any student to:

- A. Cause or threaten physical harm to another or put another person at risk or danger of physical harm.
- B. Engage in sexual misconduct as defined by University policy. Definitions of sexual misconduct, domestic violence, dating violence, and stalking are included in the [redacted]. Cases involving sexual misconduct are adjudicated by the MSU [Office of Civil Rights and Title IX Education and Compliance](#). ~~Office of Institutional Equity~~.
- C. Engage in domestic violence or dating violence, including stalking, as defined by the [redacted]. Cases involving domestic violence or dating violence, including stalking are adjudicated by the MSU [Office of Civil Rights and Title IX Education and Compliance](#). ~~Office of Institutional Equity~~.
- D. Continuously or persistently intimidate or frighten another individual so as to coerce that individual into some action or avoidance of action.
- E. Engage in repeated, unwanted electronic, verbal, or written communication or personal contact with another individual, including stalking or bullying. ~~The definition of stalking is included in the Relationship Violence and Sexual Misconduct Policy and Title IX Policy.~~ -Bullying is defined as an intentional electronic, written, verbal, or physical act, or a series of acts, directed at another person that is severe, persistent, or pervasive and has the effect of doing any of the following:
 - i. Substantially interfering with a student's education;
 - ii. Creating a threatening environment; or
 - iii. Substantially disrupting the orderly operation of the University.
- F. Harass any other individual in violation of the [Anti-Discrimination Policy](#). Cases involving harassment are adjudicated by the MSU ~~Office of Institutional Equity~~ [Office of Civil Rights and Title IX Education and Compliance](#).

Commented [KM16]: Document Alignment: The Integrity of Scholarship and Grades policy will need to be updated to reflect changes in this document. Specifically, the document calls out individual articles and statements in the old version of the SRR and GSR.

[Redacted comment area containing multiple empty text boxes]

G. Engage in [redacted], defined as, requiring or encouraging any act, whether or not the act is voluntarily agreed upon, in conjunction with initiation, affiliation with, continued membership, or participation in any group that causes or creates a substantial risk of causing mental or physical harm or humiliation. Examples of hazing include, but are not limited to, the following:

Commented [KM25]: Rationale: The definition of hazing was expanded upon, with multiple illustrative examples provided.

- i. Any physical act of violence or intimidation.
- ii. Forced physical activities (e.g. working out excessively).
- iii. Peer-pressuring or coercing someone to consume any legal or illegal substance.
- iv. Placing foreign substances on one's body or that of another (e.g., using a permanent marker on the body).
- v. Not allowing someone to use or possess certain items.
- vi. Depriving individuals of sleep, meals, ways to keep their body clean, or means of communication (e.g., restricting access to cell phones).
- vii. Forcing an individual to create and/or distribute digital content to cause ridicule or embarrassment (e.g., posting photos or videos to social media).
- viii. Forcing someone to expose themselves to weather.
- ix. Activities such as scavenger hunts, pledge ditches, kidnapping, forced road trips, or abandonment (e.g., leaving someone in a field with no way to get home or contact anyone), which result in illegal or otherwise prohibited conduct.
- x. Requiring someone to possess specific items (e.g., carry a brick).
- xi. Servitude (e.g., expecting a new member to do the tasks of an existing member).
- xii. Changing appearance (e.g., wearing a costume or shaving head).
- xiii. Line-ups and berating.
- xiv. Coerced lewd/sexually explicit conduct (e.g., nudity) or sexual acts.
- xv. Engaging in games, activities or public stunts that are purposely degrading or intend to cause embarrassment.
- xvi. Interference with academic pursuits (e.g., not permitting someone to attend class or exams).
- xvii. Violation of University policies.
- xviii. Requiring illegal and/or unlawful activities.

- H. Abuse, neglect, or improperly care for an animal.
- I. Possess or use any firearms, explosive materials, incendiary device or other dangerous objects or substance without proper University authorization.
- J. Obstruct or disrupt the activities of another individual as protected by law, ordinance, regulation, or policy.

- K. Enter or remain in another individual's place of residence or work without permission of that individual or without proper authorization.
- L. Allow an [redacted] unknown individual or non-guest access to any University building, space, or property. Propping open doors or allowing individuals who are not guests to enter locked buildings is strictly prohibited.
- M. Possess or use any drug prohibited by federal or state laws.
- N. Manufacture, produce, sell, exchange, or otherwise distribute any drug prohibited by federal or state laws.
- O. Possess or use any alcoholic beverages, except as permitted by state law, University policy, and University ordinance.
- P. Manufacture, produce, sell, furnish, exchange or otherwise distribute any alcoholic beverages except as permitted by state law, University policy, and University ordinance.
- Q. V [redacted]

Commented [KM26]: Rationale: A policy specifically prohibiting individuals from granting an unknown entity unauthorized access to a MSU buildings was requested. It was also requested that the language relate to already utilized language in MSU's on-campus housing policies.

(See also Alcoholic Beverages; Anti-Discrimination Policy; Disorderly Assemblages or Conduct; Distribution of Literature; Facilities and Services; University Housing Regulations; Residence Hall Room Entry Policy; and Safety.)

IV. PROTECTION OF STUDENT ORGANIZATIONS AND GOVERNING ORGANIZATIONS

Student organizations serve to extend and provide support for the learning environment. Therefore, it is prohibited for any student to:

- A. Obstruct or disrupt the activities or functions of an organization as protected by law, ordinance, regulation, or policy.
- B. Continuously or persistently intimidate an organization so as to coerce that group into some action or avoidance of action.
- C. Provide false information to an organization for the purpose of gaining membership, service, or privilege.
- D. Represent an organization falsely or use the resources of an organization without proper authorization.

(See also All-University Events and Activities; Anti-Discrimination

Policy; Campaigning, Canvassing and Petition Drives; Disorderly Assemblages or Conduct; Distribution of Literature; Facilities and Services; Non-Disciplinary Judicial Process; University Housing Regulations; and Safety.)

V. PROTECTION OF PROPERTY

It is important that the property of individuals, student organizations, and the University be protected if the University and the members of the academic community are to engage in their activities and to effectively discharge their responsibilities. Therefore, it is prohibited for any student to:

- A. Damage, deface, or destroy the property of another person or the University.
- B. Tamper with or misuse University fire or safety equipment, including, but not necessarily limited to, fire extinguishers, fire hoses, and alarm systems.
- C. Copy, take, or use the property of another without proper authorization.
- D. Remove property or goods from their assigned place without proper authorization or accept or convey property or goods which have been procured without proper authorization.
- E. Use any University facility, equipment, or materials except for their authorized purposes.
- F. Take, alter, damage, remove, manufacture, or use, any University key card, lock, password, or other security device without proper authorization.
- G. Without proper authorization enter or remain in any University building or on University property.
- H. Place posters, signs, or handbills except on one's own personal property or in areas authorized by the University.
- I. Sell or otherwise commercialize intellectual property of the instructor or University-provided class materials (e.g., notes, homework, tests) without the written consent of the instructor.

(See also Bicycles-Illegal Taking of; Closing Hours; Distribution of Literature; Facilities and Services; Plant Materials; University Housing Regulations; Residence Hall Room Entry; and Signs.)

VI. PROTECTION OF UNIVERSITY FUNCTIONS AND SERVICES

Functions, services, and processes of the University must be protected if the

institution is to be effective in discharging its responsibilities. Therefore, it is prohibited for any student to:

- A. Knowingly provide false information to any office, agency, or individual acting on behalf of the University.
- B. Obstruct, disrupt, or interfere with the functions, services, or directives of the University, its offices, or its employees (e.g., classes, social, cultural, and athletic events, computing services, registration, housing and food services, governance meetings, and hearings).
- C. Alter or forge any University document and/or record, including identification materials, issued or used by the University.
- D. Allow any University equipment, document and/or record, including identification materials, issued by the University for one's own use to be used by another.
- E. Use any University equipment document and/or record for other than its authorized purpose, including identification materials issued to another.
- F. Act or represent oneself as an agent of the University (including the ability to provide University services) unless authorized to do so.
- G. Fail to properly identify oneself or present University-issued identification when requested to do so by a non-law enforcement University employee acting in the performance of assigned job responsibilities or who has a reasonable suspicion that the student may be involved in the violation of a University policy or regulation.
- H. Sell or make contracts for purchase or delivery of any commercial merchandise or services for personal profit or gain, or solicit voluntary contributions for organizations, without proper authorization.
- I. Engage in unsanctioned [redacted] or games of chance for money or other items of value on University property.
- J. Fail to [redacted] with the lawful directions of any person employed by, or acting for, the University in the good faith performance of their duties. Students also must comply with the regulations and policies of all University offices and departments.
- K. Violate other University policies or regulations, including University housing policies.

Commented [KM28]: Rationale: A clear prohibition of gambling was requested by constituents through the course of the revision process. The language included here is in line with the current language included in the ResHall regulations.

(See also *Campus Bus Policy*; *Disorderly Assemblages or Conduct*; *Distribution of Literature*; *Facilities and Services*; *Housing Policy*; *Non-Disciplinary Judicial*

Process; Records; University Housing Regulations; and Student Identification Cards.)

DRAFT

4. Resolution Process

Commented [KM30]: Rationale: This new section attempted to combine and remove redundancy from previous articles related to non-academic and academic case resolution processes.

I. Complaints

The resolution procedures stated in this document govern cases involving non-academic student complaints and academic complaints by any student at MSU.

A. *Non-Academic*. The resolution procedures stated in this document govern cases involving non-academic student complaints and apply to all students at MSU. Anyone may file a complaint against a student, a student organization, student governing group, or University employee alleging a violation of this document or the student group's constitution, bylaws, or policies. Any student may also file a complaint under this section to challenge a University policy or regulation as being inconsistent with the procedures established in this document.

B. *Academic Complaints*. The resolution procedures stated in this document govern cases involving academic complaints. An academic complaint may: (i) allege a violation of any of the academic rights of students under this document; (ii) challenge an academic evaluation on the grounds that the evaluation was based entirely or in part upon factors other than a good faith judgment of the student's academic performance, including compliance with applicable professional standards; (iii) contest a penalty grade or other disciplinary sanctions (e.g., written assignments) based on a charge of academic misconduct, or (iv) allege academic dishonesty, violation of professional standards, or falsification of academic or admissions records ("academic misconduct"). Instructors and deans seeking sanctions for academic misconduct other than, or in addition to, penalty grades must file a complaint as described in Section 4.II.C. (See also [Integrity of Scholarship and Grades](#) policy and [Code of Teaching Responsibilities](#).)

1. Allegations of falsification of records submitted for admission to the University are handled by the Office of the Provost. The relevant Dean of Undergraduate Studies or the Dean of Graduate Studies may decide the appropriate recourse for a student who is found to have falsified admissions records, including rescinding the applicant's admission. The applicant has ten calendar days from the date the decision was sent to appeal to the Provost. Allegations of falsification of records submitted by a current student for admission to a school, college, or program are handled through the academic disciplinary process as allegations of academic

Commented [PR33]: This last sentence in paragraph 1 appears to conflict with the first sentence.

2. A student who has been dismissed by a college for lack of academic progress may file a complaint under this section alleging procedural. Students may not file a complaint challenging a decision to

dismiss on substantive grounds.

3. Where an instructor or a committee has rendered a decision regarding a student's academic performance, that decision is presumed to be made in good faith and the grievant bears the burden of proving the contrary. In cases involving allegations of academic misconduct, the instructor or committee bears the burden of proof.

II. Resolution Procedures

A. *Office of the Ombudsperson.* At any time during the hearing process, the parties may consult with the [Office of the Ombudsperson](#).

B. *Complaints.* A complaint is defined as:

1. An allegation that a student has violated a University regulation, ordinance, or policy;
2. An allegation filed by a student that a member of the University community violated their rights;
3. An allegation by a student that a faculty or staff member violated their academic rights; or
4. An allegation by a member of the University community that a student engaged in academic misconduct.

Anyone with knowledge of concerning information is encouraged to share it with the University. Any member of the University community, including faculty, staff, or students, may file a complaint. The University may initiate a complaint against a student upon receiving credible information alleging a violation of a University policy. The University will determine if a complaint has merit and the appropriate hearing process for adjudicating the complaint. The University bears the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility. The University may dismiss a complaint at any time if the complaint is deemed baseless or lacks adequate evidence, or if the underlying issue may be resolved through alternative means.

C. *Informal Resolution.*

Commented [PR37]: Shouldn't this section D be placed under "Resolution Procedures"? It is awkward to have it included under the "Types of Cases" section.

Commented [KM39]: Rationale: In order to move toward a more investigative model, language was added to clearly indicate the burden of investigation and proof lies with the University. This language is in line with model codes and benchmarking. Additional information on how an investigation is conducted could be added to doc. As examples, Ohio State includes a relatively robust investigative outline, Rutgers is more brief and Penn State doesn't include an outline of investigative components. If MSU is looking to spell this out, in addition to the referenced policy examples, TNG's model code offers an example on page 28: <https://prod.wp.cdn.aws.wfu.edu/wp-content/uploads/sites/294/2017/09/28060603/NCHERM-Model-Code.pdf>

1. [Redacted]
2. [Redacted]
3. [Redacted]
4. [Redacted]
5. [Redacted]
6. [Redacted]
7. [Redacted]
8. [Redacted]
9. [Redacted]
10. [Redacted]

[Redacted]

Faculty and students must make a good-faith attempt to resolve academic complaints in informal, direct discussions. If the problem remains unresolved, they should consult the unit administrator. Either party may file a request for a hearing if all attempts to resolve the academic issue informally fail.

C.D. [Redacted]

1. A 1. ~~The specific policy, ordinance, or regulation that has allegedly been violated;~~

Commented [PR40]: Make reference to RVSM policy a hyperlink.

[Redacted]

[Redacted]

2-detailed explanation of the facts underlying the complaint, including time, place, and specific description of the alleged misconduct, and any potential redress sought to rectify the issue;

2. The name of the University community member or group against whom the complaint is filed (the “respondent”);

3. The name, PID, and contact information of the individual who is filing the complaint (the “complainant”). Anonymous complaints generally will not be accepted unless the allegations warrant urgent action by the University.

Academic complaints must be filed not later than [redacted] including summer semester, as determined by the Office of the Registrar, following the semester in which the incident first occurred. Academic complaints that are untimely reported will not be accepted, unless extraordinary circumstances precluded a party from timely filing the complaint. The Dean of Students will decide if an exception to the deadline to file the complaint is warranted. If either party to the complaint leaves the University prior to its resolution, adjudication of the complaint may continue at the discretion of the chair of the relevant hearing board or the Dean of Students.

Commented [KM44]: MSU Question: Do you want to consider establishing a specific amount of days. 30, 60, or 90 days from the last day of the semester in which the complaint was reported to occur?

D.E. Notice of Complaint. Upon receipt and preliminary review of a personal misconduct or academic misconduct complaint, the Office of Student Support and Accountability will notify the respondent in writing generally within five class days of the allegations. The respondent will be required to meet with an administrator in OSSA for the purposes described in Section 4.II. [redacted] below. The notice of complaint to the respondent will include:

1. The specific policy, ordinance, or regulation that has allegedly been violated;
2. The time, place, and specific description of the alleged violation;
3. The name of the individual/office/unit who filed the complaint;
4. Notice of the opportunity to review the complaint in [redacted];
5. A list of conflict resolution options and campus resources available to the parties; and
6. The deadline by which the respondent is required to meet with the administrator.

For academic and non-[redacted] complaints involving a student organization, student governing group, or University employee, OSSA will review the complaint

and send it to the appropriate college, department administrator, or hearing body with [redacted] for adjudication. The respondent will be provided a copy of the complaint and an opportunity to respond in writing.

Commented [PR53]: Explain in a few words here what the college or department administrator is expected to do with the complaint.

[redacted] considering all submitted information, the hearing board chair may work with OSSA to:

Commented [KM54R53]: Addressed

1. Schedule a hearing.
2. Reject the complaint for lack of jurisdiction and provide a written explanation for that decision.
3. Invite the parties to meet with the hearing board for an informal discussion of the [redacted]. Such a discussion shall not preclude a subsequent hearing.
4. For academic complaints the hearing board may accept the complaint, in whole or in part, and schedule a [redacted].

E.F. Non-Academic [redacted] Administrative Meeting.

1. The respondent will meet with the administrator to discuss the complaint. The administrator will advise the respondent of [redacted] rights and responsibilities under this document and review available options for resolution. At that time, the respondent will have the opportunity to review a copy of the complaint. The respondent will be given five class days following the administrative meeting to admit or deny the alleged violation.
2. If the respondent fails to attend the administrative meeting, or timely admit or deny the alleged violation(s), the administrator may take one of the following actions:
 - i. Place a hold on the respondent's registration until the respondent meets with the administrator.
 - ii. Refer the complaint to the appropriate hearing board for a formal hearing.
 - iii. Render a decision on the complaint.
 - a. If the administrator's decision does not include a suspension or dismissal, the respondent may appeal pursuant to Section 4.II.J below.
 - b. If the administrator's decision includes a suspension or dismissal, the respondent shall have five class days from the date of the decision to request a formal hearing before the Student-Faculty-Staff Hearing [redacted]. Such a request must be consistent with the directions in the decision letter and will void the administrator's [redacted], which will not be shared with the hearing board that hears the [redacted].

- c. In the absence of a properly submitted appeal or hearing request, the administrator's original decision will be final, pending any necessary approval and implementation by the Dean of Students.
3. A respondent who admits they violated this policy waives their right to a hearing on the matter of responsibility. In such circumstances, the respondent may request that the administrator or the relevant hearing board determine the sanction. Where appropriate, the respondent may also request to participate in another dispute resolution process, in lieu of or in addition to the adjudication procedures outlined in this section. The respondent may participate in another dispute resolution process only if the complainant agrees and the Dean of Students approves.
4. If the respondent denies the violation, the respondent may choose to have the matter heard by an administrator or a hearing body.

F.G. *Academic Misconduct Administrative Meeting*

1. The student shall be required to meet with an OSSA [redacted], as requested, to discuss the alleged academic misconduct and review the academic disciplinary hearing process. The administrator will inform the student of their right to contest the allegations in a hearing before the University Academic Integrity Hearing Board or an administrator. If the respondent chooses to have a hearing conducted by the University Academic Integrity Hearing Board, the complaint will be sent to the chair of the hearing board.
2. The student shall have ten class days to request a hearing on the academic misconduct complaint, including any penalty grade assigned. If the University Academic Integrity Hearing Board determines and any subsequent appeals affirm that the student did not commit academic misconduct, no additional sanctions may be issued on those allegations.
3. A student who admits their academic misconduct waives the right to a hearing to contest the allegations. In this event, the administrator will impose an appropriate redress or sanction for the academic misconduct. The student may appeal the appropriateness of the sanction or redress to the University Academic Appeal Board.
4. If a student fails to meet with the administrator when required, the academic misconduct complaint will be referred to the University Academic Integrity Hearing [redacted] for adjudication. (See also [Integrity of Scholarship and Grades Policy](#) and [General Student Regulation](#);

[Redacted comment box]

Commented [PR72]: Clarify when the student must attend the administrative meeting. Is it after the complaint is filed? Is it after having an informal meeting with the faculty member, or after exhausting all options to resolve informally in the academic unit or with the Dean?

Commented [PR74]: A brief statement about what happens after the complaint is referred to the hearing board is needed here.

Protection of Scholarship and Grades.)

G-H. Hearing | _____ |.

Commented [PR76]: Do these hearing procedures apply to all complaint types?

1. At least five class days prior to a hearing, the hearing body adjudicating the complaint will provide the complainant and respondent a written notice of the hearing. This notice of hearing shall include:
 - i. A description of the alleged misconduct;
 - ii. The date, time, and location of the hearing;
 - iii. The name(s) of the individual(s) who will conduct the hearing; and
 - iv. The names of the complainant's witnesses and advisor (if known).
2. The hearing body or administrator adjudicating the complaint will take necessary precautions to avoid any conflict of interest. The parties will have two class days after receiving the notice of hearing to challenge any hearing board member or administrator for cause. The challenge must explain the cause for removing the hearing board member. The standard in ruling on challenges for cause is whether the hearing board member's or administrator's knowledge of the case, or personal or professional relationships with the complainant, respondent, or witness, inhibit their ability to decide the case fairly and impartially. The chair of the hearing body or the administrator will decide any such challenge. If the challenge requests removal of the chair of the hearing body or administrator, the Dean of Student will decide.

Any hearing board member or administrator that must be removed will be replaced with another individual from the pool of hearing board alternates or OSSA administrators. The parties will be promptly informed of the new hearing board member or administrator.
3. The parties shall have two class days after receiving the notice of hearing to provide the hearing body with the names of their witnesses and advisors. The complainant and respondent will receive a second notice containing this information not less than one class day prior to the hearing.
4. Any amendment to a complaint must be filed at least five class days before the date of the hearing.
5. Either party may request for good cause that the hearing be postponed. The hearing body or administrator may grant or deny such a request.
6. Hearings will generally be closed unless both parties agree to an open hearing. Hearings regarding non-academic student complaints involving a student organization and/or student governing group will be open unless the hearing body decides to close the hearing to protect the confidentiality

of information. The hearing body or administrator may close an open hearing at any time to maintain order or protect the confidentiality of [REDACTED]. All hearing bodies should refer to University policies and applicable laws regarding confidentiality of information. An open hearing is open to any member of the University [REDACTED] (i.e. students, faculty, and staff).

Commented [PR78]: Why are hearings on non-academic student complaints open by default and treated differently on this point than the other complaints? This language restricts the hearing body's ability to close the hearing for only those two stated reasons. Was this intentional?

7. The complainant and respondent are expected to appear at the hearing to present their cases in person or virtually. If the complainant fails to appear, the hearing may be postponed or the case may be dismissed. If the respondent fails to appear, the hearing may be postponed or the case may be heard despite the respondent's absence. The respondent's failure to appear shall not mean the respondent is presumed to have committed the alleged violation.
8. The hearing body will determine whether each allegation in the complaint has been supported by a preponderance of the evidence. The respondent cannot be found responsible for a policy violation that is not supported by a preponderance of the evidence. If the respondent is found to have violated the policy, the hearing body may impose one or more sanctions listed in Section 4.II.L of this document.

Under the [REDACTED]

Commented [KM82]: Rationale: Additional language added clarifying the definition of "preponderance of the evidence."

9. The hearing body will prepare and deliver a written decision within five class days of the hearing. The decision must include the rationale for the decision and notification of the right to appeal. A copy of the decision will be provided to the complainant and respondent, who are required to maintain the confidentiality of the document to the extent permitted by law.
 - i. If a respondent is found to have violated policy, the hearing board shall determine what, if any, redress or sanction should be implemented. Within five class days of receipt of the decision, the appropriate unit administrator shall implement the redress or sanction, other than suspension or dismissal from the University.
 - ii. If an appeal is filed pursuant to Section 4.II.J. below, any redress or sanction imposed will be held in abeyance while the appeal is pending.

H.I. *Rights of the Parties.*

[Redacted]

Commented [KM83]: Rationale: Section reclassified to more clearly outline the rights of individuals participating in a hearing process and offer opportunity to request accommodations.

1. Receive a timely, collegial hearing.
2. Call witnesses on their behalf. Witnesses must be members of the University community, unless the hearing body determines that the witness has direct knowledge of the facts pertaining to the matter at issue. Witnesses may be present in the hearing only when participating as a witness. Witnesses may submit written statements to the hearing body in lieu of attending the hearing only with the express permission of the hearing body. The witness statement must be submitted at least three class days before the scheduled hearing. Expert or character witnesses are not allowed, except as deemed necessary by the hearing body. The hearing body may limit the number of witnesses.
3. Submit information in support of their positions.
4. Be accompanied by an advisor to all meetings, interviews, and/or hearings part of the resolution process.
5. During the hearing, each party shall have an opportunity to make an opening statement, present evidence, question witnesses, ask questions of the opposing party, give a rebuttal, and present a closing statement. The chair of the hearing board will decide the schedule and time allotted to each party to present their case.

6. Request reasonable accommodations and support needed to ensure equal access to the adjudication process.

J. Role of an Advisor.

1. [Redacted]

Commented [KM84]: Rationale: Updated to allow for any advisor of the parties choosing, including an attorney, and to outline the role and scope of an advisor.

2. The advisor may be a friend, mentor, family member, attorney, or any other individual a party chooses to advise, support, and/or consult with during the resolution process.

3. If one party selects an attorney to serve as their advisor, and the other party cannot afford an attorney, the University is not obligated to provide an attorney or other equivalent representation.

4. The advisor may be present throughout the hearing process, but has no voice in the hearing, unless otherwise permitted by the chair of the hearing body. The chair ~~may~~ shall normally grant permission for a student representative from the Student Rights Advocates program to have limited voice in the hearing.

5. Advisors must not interfere with the resolution process. Any advisor who fails to comply with these guidelines will be given only one warning. If the advisor continues to disrupt or otherwise fails to respect the limits of the advisor role, the advisor will be asked to leave the meeting. If an advisor is removed, the meeting or hearing may continue without the advisor present.

I.K. Appeals.

1. The University Student Appeals Board and University Academic Appeal Board have jurisdiction over all appeals of decisions made by a hearing body under this section.
2. The parties may appeal an adverse decision on one or more of the following basis:
 - i. The information presented does not support the decision reached.
 - ii. The sanction recommended is not commensurate with the seriousness of the offense.
 - iii. Applicable procedures were not followed.
 - iv. There was a conflict of interest involving a member of the hearing body.
3. A written appeal must be filed within five class days after the date on which the decision was sent to the complainant and respondent. Generally, any sanctions imposed will be held in abeyance while the appeal is pending unless the misconduct involves hazing or acts causing or explicitly threatening to cause serious bodily harm to other individuals, as determined by the Dean of Students.
4. The appeals board will take necessary precautions to avoid any conflict of interest on the part of its members. Upon receipt of the appeal, the complainant and respondent will be provided the names of all appeal board members. The parties will have two class days from receiving such notice to challenge any member for cause.

Commented [KM85]: Rationale: Added an option to allow sanctions to remain in place during appeal under specific circumstances.

5. The appeals board will review the written appeal, request additional information if needed, and decide the following:
 - i. Reject the appeal for lack of jurisdiction.
 - ii. Affirm, reverse, or modify the original decision.
 - iii. Direct the original hearing body to rehear the case or to reconsider or clarify its decision.
6. The appeals board will issue a written decision on the appeal, including the rationale for its decision, within ten class days of convening. A copy of the decision will be provided to the complainant, respondent, and the appropriate academic unit administrator, who are required to maintain the confidentiality of the document to the extent permitted by law. The academic unit administrator or dean will implement the redress or sanction. The decision of the appeals board is final and shall be effective immediately.

7.

K.

K.L. *Sanctions and Remedies.* Disciplinary sanctions imposed should be based on a consideration of all circumstances in a particular case, including a student's record of any prior misconduct. Failure to comply with a sanction imposed may form the basis for additional conduct charges and the imposition of more severe disciplinary sanctions.

1. S | | for an individual may include any one or more of the following:
 - i. Warning: An official written statement expressing disapproval of the behavior and notifying the student the behavior must not | |.
 - ii. Educational Program/Activity: The student may be required to complete an educational program or activity. An academic dean may request additional sanctions in accordance with the [Integrity of Scholarships and Grades](#) | |.
 - iii. Change of residence: The student may be required to move from their current on-campus residence, to an off-campus location or to another location within the University housing system.
 - iv. Probation: An official written statement establishing a period of time for observing and evaluating a student's conduct and indicating that any additional violations may result in more severe disciplinary action. This period may be accompanied by stipulations, including

Commented [KM86]: MSU Question: This reads as a 2nd appeal. It may be worth a wider discussion to determine if MSU would like to keep this language in place.

- but not limited to restitution, participation in an educational program, or loss of certain University privileges.
- v. Restitution: A requirement that a student pay for property damages or losses resulting from acts committed by the student, with the date by which the restitution must be completed.
 - vi. Disenrollment from a course: If the complaint is based on disruptive behavior in a specific class the hearing body may recommend that the student be disenrolled from that course. Behavior is considered disruptive when a student, intentionally or unintentionally, significantly disturbs or unreasonably impedes a faculty member's ability to carry out classroom instruction, research, mentoring, or any other faculty-related duties.
 - vi-vii. Suspension: A suspension is temporary removal from the University for a particular period of time, at the conclusion of which the student is eligible to apply for readmission. A suspension may also be a conditional suspension, in which case the student must demonstrate that they have fulfilled stated conditions prior to applying for readmission. Only the Dean of Students or Provost may impose the sanction of suspension from the University. A suspended student may not attend or otherwise participate in any University-sponsored or student group-sponsored (student governing groups and registered student organizations) events or activities, whether on or off-campus.
 - vii-viii. Dismissal: A dismissal is permanent removal from the University. Only the Dean of Students or Provost may impose the sanction of dismissal from the University.

Commented [KM93]: Rationale: Clearer definition of "disruptive behavior" requested and added.

Commented [PR94]: Move "dismissal" section last on the list.

2. Sanctions for a student organization may include any one or more of the

- i. Warning: An official written statement expressing disapproval of the behavior and notifying the respondent it must not recur.
- ii. Probation: An official written statement establishing a period of time for observing and evaluating a student group's conduct and indicating that further violations may result in more severe consequences. This probation may be accompanied by conditions.
- iii. Revocation of privileges for a student organization or student governing group.
- iv. Revocation of registration of a student organization.
- v. Completion of an educational program or an activity.
- vi. A formal recommendation to the organization or group to correct the action, policy, or regulation in question.

Commented [PR98]: How/when do these apply?

3. Remedies involving an [] may include:

- i. A formal recommendation to the appropriate administrator to address the employee's action.
4. Remedies involving a University policy or regulation:
- i. A formal recommendation to the appropriate administrator to correct or revise the policy or regulation in question.

L.M. Interim [redacted]. If the Dean of Students, or a hearing board, is presented with credible information that

- a. A student's continued presence at the University poses a clear and present danger to the health or safety of persons or property, or
- b. a group action allegedly threatens immediate and irreparable harm through action contrary to the constitution of any undergraduate or graduate student governing group within the judiciary's jurisdiction, or
- c. a regulation or administrative decision allegedly threatens immediate and irreparable harm through infringement of rights defined by this document,

the Dean of Students may temporarily suspend a respondent from the University and a hearing body may issue other interim measures as appropriate. Respondents issued interim measures shall face disciplinary action for the underlying conduct pursuant to this document, regardless of where the conduct occurred.

Before initiating interim measures, the OSSA or the hearing board will make a reasonable attempt to notify the respondent of the potential interim action and offer the respondent an opportunity to present information that they do not pose a threat to persons or property and/or to consider the nature and potential extent of irreparable harm.

The interim measures shall not preclude, render irrelevant, or predetermine the outcome of subsequent disciplinary action relating to conduct on which the interim action is based. Nor shall interim measures create a presumption that the respondent violated University policy. Respondents issued interim action may petition for the measures to be removed at any time, subject to the following guidelines.

1. Such petitions will be decided by the Dean of Students, the Provost, or the appropriate hearing board.
2. Within five class days after receipt of a petition, the Dean of Students or the Provost shall meet with the respondent for the sole purpose of deciding whether to continue the interim measure or grant reinstatement.

Commented [PR100]: Shouldn't this be called temporary restraining actions? This section is awkwardly written and should be revised. This paragraph still contains the reference to temporary restraining actions. Is this intentional?

A hearing board shall make every reasonable effort to meet whatever exigencies requirements of time may exist in such a case. If necessary, the hearing board may announce its decision regarding a temporary action without a written statement of its reasons, provided that such a statement of its reasons shall be made available to the parties as soon as is reasonably possible.

3. The outcome of this meeting shall also not preclude, render irrelevant, or predetermine the outcome of subsequent disciplinary [REDACTED].

Commented [PR102]: This statement is redundant to the statement that appear a few paragraphs above.

DRAFT

5: Office of the Ombudsperson

Commented [KM104]: Rationale: Changes to this section were submitted by the current Ombudsperson, Shannon Burton.

I. Appointment

- A. The President shall appoint a senior faculty member, executive manager, or other qualified person with the title of University Ombudsperson. The Ombudsperson shall be confidential, independent, informal, and neutral in accordance with the charter for the office. ~~The Ombudsperson shall respect the sensitive and confidential nature of the position and the privacy of all persons soliciting assistance from the Office of the Ombudsperson, thereby protecting them against retaliation.~~

II. Roles and Responsibilities

The Ombudsperson's functions shall include the following charges:

- A. The Ombudsperson shall establish simple, orderly procedures for receiving requests, complaints, and concerns/grievances.
- B. The Ombudsperson shall assist ~~students~~ the University community in accomplishing the expeditious ~~settlement/resolution~~ of requests, complaints, and concerns and concerns -and may provide information, options, and referrals for appropriate avenues for resolution. Additionally, the Ombudsperson explains university policies, processes, and rights, advise a student that the student's request, complaint, or grievance lacks merit, or that the student should seek a remedy elsewhere in the University. The Ombudsperson may also assist the student in obtaining an informal ~~settlement of the student's problem~~ resolution.
- C. The Ombudsperson shall provide systemic feedback to the university based on aggregated data to protect confidentiality of visitors.
- D. The Ombudsperson shall have broad investigatory inquiry powers and direct and ready access to all University officials, including the President.
- C.E. The Ombudsperson is not an office of formal report and does not take formal complaints on behalf of the University, nor does the Ombudsperson participate in the formal processes of the University.
- D.F. When necessary, the Ombudsperson shall may report directly to the President valid complaints and concerns for which no remedy has been found. The Ombudsperson shall may also report any recommendations regarding such complaints and concerns.

E.G. ____ The Ombudsperson shall make periodic reports to the President regarding the operation of the Office of the Ombudsperson.

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6: Student Records

- I. All policies and practices concerning records, including the acquisition and dissemination of information in student records, shall be formulated with due regard for the student's right to privacy and access and will conform with all current federal and state law.
- II. Record keeping must be performed only by University personnel whose job responsibilities require record keeping.
- III. All policies and practices governing access to, and maintenance and release of, student records shall conform to the University's published guidelines. (See the [MSU Access to Student Information Guidelines](#).)
- IV. No record shall be made, reproduced, or retained unless there is a demonstrable need for the record that is reasonably related to the basic purposes and necessities of the University.
- V. The University shall not make, reproduce, or retain records of a student's religious or political beliefs or affiliations without the student's knowledge and consent.
- VI. Students shall have the right to inspect any of their own educational records, except as specifically waived by the student (e.g., confidential letters of recommendation). Student educational records include, but are not limited to, official transcripts, student disciplinary records, and records regarding academic performance.
- VII. All student educational records that are used or may be used to make determinations about a student's employment, financial aid, or academic progress shall include a notation of the name of the person who supplied the information and the date of its entry, with the exception of central, Student Information System records.
- VIII. Confidential records shall be responsibly handled. Units shall train persons handling such records in appropriate methods of keeping and disposing of confidential records.
- IX. No one outside the faculty or administrative staff of MSU, except as permitted by law, may have access to the record of a student's offenses against University regulations without the written permission of the student.
- X. All policies governing the maintenance and the selective release of records and of portions of records shall be made public in an appropriate manner and shall be

Commented [KM105]: Rationale: Section was updated for clarity and removal of redundancy with no substantive or material changes.

Commented [PR106]: Make reference to the FERPA policy a hyperlink.

Commented [KM107R106]: addressed

subject to judicial review as provided in Section 4 of this document. Any changes to the policies shall be made known to the student body through the appropriate student governance bodies.

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7: Hearing Board Composition and Guidelines

This section describes the composition and jurisdiction of all non-academic and academic hearing boards that hear cases involving undergraduate students. Academic hearing boards that hear cases involving graduate students are described in the *Graduate Student Rights & Responsibilities* document. Academic hearing boards that hear cases involving medical students are described in the *Medical Student Rights & Responsibilities* document.

I. General Guidelines

- A. *Student Membership and Selection.* A nomination committee composed of undergraduate and graduate members from each of the hearing boards outlined in this section, as well as representatives from the Residence Hall Association (RHA), Associated Students of Michigan State University (ASMSU), and the Council of Graduate Students (COGS), will typically be responsible for recruiting and nominating a full complement of students to serve on each hearing board, including at least *three* undergraduate students nominated from each college that offers undergraduate courses. At its discretion, the committee may include faculty and/or staff members in the nomination process. The committee will be advised by a designee of the Dean of Students, who shall be a non-voting member. The committee will develop and follow written procedures to govern the nomination process.

Once the nomination process is complete, the committee must submit the names of the candidates for appointment to the appropriate governing body (see Section 7.1.B below) typically no later than the [REDACTED].

- B. *Student Appointment/Reappointment.* COGS shall be responsible for the appointment of graduate students to the hearing boards described in this document. RHA shall be responsible for the appointment of residence hall hearing board members. ASMSU shall be responsible for the appointment of undergraduates to remaining hearing boards described in this document. All student appointments shall typically be made by the [REDACTED] week of spring semester.

Student hearing board members shall serve for one full calendar year, commencing with summer semester following appointment and will have the opportunity for reappointment for one additional term. Student members

Commented [KM108]: MSU Question: Very specific. Still true? Do we want to make this less specific? Could some be nominated and approved out of cycle?

appointed mid-semester will serve until the beginning of the next succeeding summer semester.

Each governing body shall make provisions for filling mid-semester vacancies on an interim basis prior to completion of the appointment process. If such vacancies have not been filled within two weeks, the Provost and/or Dean of Students may appoint student members to fill the vacancies. The Provost and/or Dean of Students may also appoint students to fill vacancies if students are unable to serve during the summer or if interim members are necessary to meet quorum requirements.

- C. *Faculty and Staff Membership and Appointments.* Faculty members on the hearing boards described in this section shall be nominated pursuant to the [Bylaws for Academic Governance](#) and appointed by the [REDACTED]. Staff members on the hearing boards described in this document shall be nominated by the Executive Vice President for Administrative Services and appointed by the President.

Commented [KM110]: MSU Question: Does this need to be at the President level?

Individuals shall be nominated no later than the middle of Spring Semester for terms of one calendar year, beginning at the start of Summer Semester and ending at the end of the following Spring Semester. Colleges can opt to appoint faculty to two-year terms. Currently serving pool members will extend their service until a replacement is nominated. Members can serve up to three consecutive terms, not to exceed four consecutive years.

The Provost may appoint members from the faculty and staff ranks to fill vacancies in the event that mid-semester openings occur, members are unable to serve during the summer, or interim members are necessary to meet quorum requirements.

- D. *Composition of Academic Hearing Boards.* The three academic hearing boards described in this section will all draw their members from the same pool of potential hearing board members. This pool will consist of *three* faculty members from each college and *three* undergraduate students nominated from each college that offers undergraduate courses.

The senior faculty member on any academic hearing board shall act as the chair of that hearing board. The chair shall serve without vote, except in the event of a tie.

- E. *Advisors.* Each hearing board described in this document shall have an advisor designated by the OSSA. The role of the advisor is to ensure that each hearing board follows the provisions outlined in this document.

F. *Code of Operations.* All hearing boards shall follow a written code of operations that will be reviewed and approved by the University Committee on Student Life and Engagement (UCSLE). The codes of operation of student-only hearing boards described in Section 7.II of this document must be approved by their related major governing groups. Each code of operations must be consistent with this document, including confidentiality provisions, procedures for determining whether a complaint warrants a judicial hearing, and how a hearing is to be conducted.

The codes of operation shall, at a minimum, require that board members be trained, provide for the appointment of board members to specific board roles, and establish procedures for the assessment of conflicts of interest and removal of board members if necessary. The codes of operation shall also define the quorum for the hearing board, which in no case shall be less than five board members or 50% of the currently appointed memberships. The adjudication of complaints should proceed in a timely manner. The codes of operation shall also address procedures for expedited consideration of urgent cases in which a interim measures are sought.

II. Hearing Board Structures

A. University Housing Hearing Boards

1. *Jurisdiction.* The RHA may establish University Housing Hearing Boards with jurisdiction over cases involving complaints of personal misconduct occurring in, or within reasonable proximity to, University housing, including alleged violations of General Student Regulations, as outlined in this document, Student Group Regulations, Living Group Regulations, or University policies, where the possible sanction would not be expected to result in suspension or dismissal from the University; and complaints regarding the constitution, bylaws, or policies of RHA. University Housing Hearing Boards do not have jurisdiction over cases involving academic misconduct, except as described in Article 4 of this document.
2. *Composition.* The University Housing Hearing Boards shall be comprised of student membership as outlined in RHA's codes of operations.
3. *Appeals.* Decisions of the University Housing Hearing Boards may be appealed to the University Student Appeal Board.

B. All-University Student Hearing Board

1. *Jurisdiction.* ASMSU and [] shall form one All-University Student Hearing Board with jurisdiction over cases involving complaints of

Commented [PR111]: If the term temporary restraining action is no longer being used, this statement should be revised accordingly.

Commented [PR118]: Since this appears to be first time ASMSU and COGS have been referenced in this document, it is best to use their full titles and not abbreviate they first time they appear.

Commented [KM119R118]: Referenced in 7.I.A above

personal misconduct occurring in, or within reasonable proximity to, University housing that involve a graduate student, or for which another hearing board is not available and where the possible sanction would not be expected to result in suspension or dismissal from the University; complaints alleging violations of General Student [redacted], as outlined in this document, Student Group Regulations, or University policies by individual members or constituent groups within ASMSU or COGS where the possible sanction would not be expected to result in suspension or dismissal from the University; complaints regarding the constitution, bylaws, or policies of ASMSU or COGS. The All-University Student Hearing Board does not have jurisdiction over cases involving academic misconduct, except as described in Section 4.II.L of this document.

Commented [PR120]: Another reference to the GSR appears here.

2. *Composition.* The All-University Hearing Board shall be comprised of at least three undergraduate students and three graduate students.
3. *Appeals.* Decisions of the All-University Hearing Board may be appealed to the University Student Appeal Board.

C. Student-Faculty-Staff Hearing Board

1. *Jurisdiction.* The Student-Faculty-Staff Hearing Board shall have jurisdiction over cases involving complaints of personal misconduct, including alleged violations of general student, student group, or living group regulations, or University policies; complaints arising between or within major governing groups, student governing groups, living units, and/or registered student organizations that allege a violation of the group's, unit's, or organization's constitution, bylaws, or policies; complaints between ASMSU and COGS that allege a violation of either governing body's constitution, bylaws, or policies. The Student-Faculty-Staff Hearing Board does not have jurisdiction over cases involving academic misconduct, except as described in Section 4 of this document.
2. *Composition.* The Student-Faculty-Staff Hearing Board shall be comprised of five undergraduate students, three graduate students, two staff members, and three faculty members.
3. *Appeals.* Decisions of the All-University Hearing Board may be appealed to the University Student Appeal Board.

D. University Student Appeals Board

1. *Jurisdiction.* The University Student Appeals Board shall have appellate jurisdiction over disciplinary decisions arising from processes outlined in Section 4. The University Student Appeals Board shall also have original

jurisdiction over non-academic student complaints filed pursuant to Section 4 to challenge a University policy or regulation.

2. *Composition.* The University Student Appeals Board shall be comprised of two undergraduate students, one graduate student, one staff member, and two faculty members.
3. *Appeals.* Decisions of the University Student Appeals Board are final and are not eligible for appeal.

E.

1. *Jurisdiction.* The University Academic Grievance Hearing Board shall have initial jurisdiction over student academic grievances alleging violations of student academic rights (see Section 2).
2. *Composition.* In addition to the chair, the University Academic Grievance Hearing Board will consist of an equal number (no fewer than two) of voting undergraduate students and faculty members. Board composition is specified in the relevant code of operations for each board.
3. *Appeals.* Decisions of the University Academic Grievance Hearing Board may be appealed to the University Academic Appeal Board.

Commented [KM122]: MSU Question: May want to change name of board to align with removal of grievance language.

F. University Academic Integrity Hearing Board

1. *Jurisdiction.* The University Academic Integrity Hearing Board shall have jurisdiction over academic grievances brought by a student to contest a charge of academic misconduct or the severity of the penalty grade imposed by an instructor. The University Academic Integrity Hearing Board shall also have jurisdiction over academic disciplinary hearings involving academic misconduct.
2. *Composition.* In addition to the chair, the University Academic Integrity Hearing Board will consist of an equal number (no fewer than two) of voting undergraduate students and faculty members.
3. *Appeals.* Decisions of the University Academic Integrity Hearing Board may be appealed to the University Academic Appeal Board.

G. University Academic Appeal Board

1. *Jurisdiction.* The University Academic Appeal Board shall have appellate jurisdiction over (i) decisions by the University Academic Integrity Hearing Board, and (ii) decisions by the University Academic Grievance Hearing

Board.

2. *Composition.* In addition to the chair, the University Academic Appeal Board will consist of an equal number (no fewer than two) of voting undergraduate students and faculty members. Board composition is specified in the relevant code of operations for each board.

3. *Appeals.* All decisions of the University Academic [REDACTED]

Commented [KM123]: Rationale: Options for second appeal on academic cases removed as requested.

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8: Independent and University-Supported Student Publications

I. Definitions

- A. *Independent student publications*: Publications that are prepared and distributed, at least in part, by students and that are not funded by the administrative units of the University. Independent student publications are typically publications of student living units, governing groups, registered student organizations, or student groups.
- B. *University-supported student publications*: Publications that receive funding from administrative units of the University.

II. General Guidelines

- A. Students and student groups shall have maximum freedom to express opinions and communicate ideas by preparing and distributing independent student publications.
- B. The University shall neither authorize nor prohibit the solicitation of advertising by an independent student publication.
- C. Administrative units may provide advice and counsel, but all University-supported student publications shall be guaranteed freedom of content and editorial policy.
- D. The withdrawal of financial support as a means of censorship over those University-supported student publications which are in substance a forum for free speech is recognized to be inappropriate.
- E. A University-funded publication should identify the campus unit responsible for its preparation and distribution.
- F. Regulations governing distribution of publications shall apply equally to all publications.
- G. Each on-campus living unit shall decide what policies shall be formulated for distribution of publications within that living unit.
- H. For buildings other than organized living units, the Secretary of the Board of Trustees and the all-University student governing bodies, after consultation with the administrative, faculty, and student occupants of the building, shall determine

designated places for the distribution of publications.

- I. Publications may be distributed in living units, classroom buildings, and office buildings, but only in the places established through the procedures described above. Hand-to-hand distribution is permitted in all public areas of campus buildings, subject only to building security and access rules and such limitations as are necessary to prevent interference with scheduled University activities.
- J. Publications shall be permitted outside campus buildings, subject only to such limitations as are necessary to prevent interference with the use of streets, sidewalks, and building entrances for other purposes.
- K. The offices of the Secretary of the Board of Trustees and ASMSU shall keep available for inspection an up-to-date list of places of distribution within campus buildings.
- L. Any regulations necessary to implement these guidelines shall be developed in accordance with Section 10 of this document.

9: Procedures for Amendments and Revisions of Related Regulations & Policies

The University community's expectations for student and group conduct which hold the potential for disciplinary action shall be disseminated through ~~General this document, Student Rights and Responsibilities, Regulations, as outlined in this document,~~ Student Group Regulations, Living Group Regulations, and All-University Policies as defined herein. Administrative decisions which mediate the flow of services and privileges in the operation of the University are Administrative Rulings. All regulations, policies, and rulings declared by the University shall be consistent with this document.

Commented [PR124]: Another reference to the GSR here.

~~I. General Student Regulations~~

~~A. General Student Regulations shall be those regulations established within the University community to secure the safety of members of the University community and University facilities, maintain order, and ensure the successful operation of the institution. Such regulations shall apply to all students, as defined in Section 1, regardless of class level, place of residence, or organization affiliation, as well as to all governing bodies, governing organizations, living organizations, and registered student organizations.~~

~~B.A. Any governing body, governing group, living group, or registered student organization or any individual member of the University community may propose amendments to the General Student Regulations by submitting that proposal to the University Committee on Student Life and Engagement (UCSLE). The UCSLE may also propose amendments to the General Student Regulations.~~

~~C.A. Proposals submitted to the UCSLE may be approved or rejected. If rejected, the UCSLE shall forward a written explanation to the initiator of the proposal. The explanation may include suggestions for modification of the proposal. If approved, the UCSLE shall forward the proposal to the University Council.~~

~~D.A. The University Council may approve or reject the proposal. If the University Council rejects the proposal, a written explanation of the rejection shall be forwarded to the UCSLE. The written explanation may include suggestions for modification of the proposal. If the proposal is approved, the University Council shall forward the proposal to the President.~~

~~E.A. The President may approve or reject the proposal. If the President rejects the proposal, a written explanation of the rejection shall be forwarded to the~~

~~UCSLE. The written explanation may include suggestions for modification of the proposal. If the proposal is approved, the amendment shall take effect upon its approval by the President.~~

III.I. Student Group Regulations

- A. Student Group Regulations shall be those regulations established within the University community to govern the conduct of the constituent members of a governing body or a governing group and the activities of living groups and registered student organizations under a governing body or governing group's jurisdiction. Such Regulations shall apply only to the students, bodies, groups, and organizations specified by the Regulations.
- B. Any constituent member of a governing body or governing group or any living group or registered student organization under its jurisdiction may propose amendments to the Student Group Regulations by submitting that proposal to the governing body or group with the appropriate legislative authority. A governing body or governing group may also propose amendments to the General Student Regulations.
- C. Proposals submitted to the appropriate student governing body (Associated Students of Michigan State University [ASMSU] or the Council of Graduate Students [COGS]) may be approved or rejected. If rejected, the student governing body shall forward a written explanation to the initiator of the proposal. The explanation may include suggestions for modification of the proposal. If approved, the student governing body shall forward the proposal to the University Committee on Student Life and Engagement (UCSLE).
- D. The UCSLE may approve or reject the proposal. If rejected, the University Committee on Student Life and Engagement (UCSLE) shall forward a written explanation to the appropriate student governing body (ASMSU or COGS). The explanation may include suggestions for modification of the proposal. If approved, the proposal shall be forwarded to the Senior Vice President for Student Life and Engagement (SVPSLE).
- E. The SVPSLE may approve or reject the proposal. If the SVPSLE rejects the proposal, a written explanation of the rejection shall be forwarded to the UCSLE. The explanation may include suggestions for modification of the proposal. If the proposal is approved, the amendment shall take effect upon its approval by the SVPSLE .

III.II. Living Group Regulations

- A. Living Group Regulations shall be those regulations established within the University community to govern the conduct of residents and other students who

are visitors and guests while within the building or buildings defining the living group. Such Regulations shall apply to all students regardless of class level, place of residence, or group affiliation.

- B. Any constituent member of a living group may propose amendments to that group's Living Group Regulations by submitting such proposals to the living group with appropriate legislative authority. Living groups may also propose amendments to their own Living Group Regulations.
- C. Proposals submitted to the living group may be approved or rejected. If rejected, the living group shall forward a written explanation to the initiator of the proposal. The explanation may include suggestions for modification of the proposal. If approved, the living group shall forward the proposal to the appropriate student governing body.
- D. The student governing body may approve or reject the proposal. If rejected, the student governing body shall forward a written explanation to the initiator of the proposal. If approved, the student governing body shall forward the proposal to the University Committee on Student Life and Engagement (UCSLE).
- E. The UCSLE may approve or reject the proposal. If rejected, the UCSLE shall forward a written explanation to the appropriate student governing body. The explanation may include suggestions for modification of the proposal. If approved, the proposal shall be forwarded to the Senior Vice President for Student Life and Engagement (SVPSLE).
- F. The SVPSLE may approve or reject the proposal. If the SVPSLE rejects the proposal, a written explanation of the rejection shall be forwarded to the UCSLE. The explanation may include suggestions for modification of the proposal. If the proposal is approved, the amendment shall take effect upon its approval by the SVPSLE.

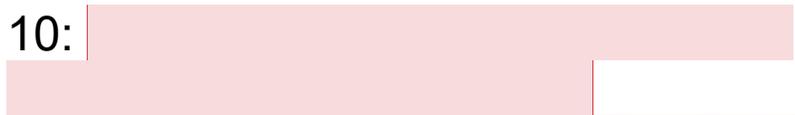
IV.III. All-University Policies

- A. All-University Policies shall be policies established within the University community to define and prescribe broad areas of institutional concern. Such policies shall apply to the individuals, groups, and organizations specified by the policies.
- B. All-University Policies are established by the Board of Trustees, usually following University-wide discussion and endorsement or as the result of a recommendation by an administrative unit or committee. It is the expectation that the appropriate academic governance bodies will be provided with an opportunity to review and provide input on such Policies as part of the approval process. All-University Policies may also be initiated and enacted by the Board itself.

V.IV. Administrative Rulings

- A. Administrative Rulings shall be those policies, procedures, and practices established to implement the functions of the University's various administrative units. Such Rulings shall apply to the individuals, groups, and organizations specified by the Rulings. The various administrative units are delegated authority, by the Board of Trustees through the President, to establish Administrative Rulings.
- B. The process by which Administrative Rulings are developed shall be consistent with the legislative and advisory duties and prerogatives of the relevant academic governance bodies. The process shall reflect concern for student input when the substance of a ruling affects students.
- C. When a student is alleged to be noncompliant with an Administrative Ruling that may result in disciplinary action under Section 4 of this document, the relevant unit administrator shall invite the student to a meeting to allow the student an opportunity to clarify the situation.
 - 1. The administrator shall determine whether the alleged noncompliance may violate a General Student Regulation, Student Group Regulation, or Living Group Regulation, or an All-University Policy. If so, the administrator may refer the student for disciplinary action under Section 4 of this document.
 - 2. The administrator shall assess the situation and decide whether any interim or temporary non-disciplinary actions must be taken during the pendency of their investigation (if applicable) or to prevent similar acts from occurring. The administrator may not impose disciplinary sanctions against a student without going through the judicial process described in Section 4 of this document.
 - 3. The administrator shall notify the student, in writing, of any non-disciplinary action taken; the rationale for the action, and whether the Administrative Ruling provides any avenue of appeal of the decision. The student may challenge the Administrative Ruling itself pursuant to Section 4 of this document.

10:



Commented [KM127]: MSU Question: Certain sections of this document (i.e. Student Records, Hearing Board Composition, etc.) may not need to go through full governance (through Board of Trustees). Should this bifurcation be requested, this section could be updated to outline which sections of the document will be subject to full governance and which would use an abridged governance process (through University Council).

This document may be amended and revised according to the following procedures.

I. The Senior Vice President for Student Life and Engagement or their designee may make minor modifications to the entirety of this document, including but not limited to changes such as formatting, office/personnel names, titles, and contact information, clarifying language, grammatical/typographical corrections, and/or non-substantive procedural adjustments, without prior notice or hearing, but shall promptly provide notice of such modifications and the reasons therefor to the University Committee on Student Life and Engagement (UCSLE).

II. Amendment Procedures for Section 3: General Student Regulations

A. General Student Regulations shall be those regulations established within the University community to secure the safety of members of the University community and University facilities, maintain order, and ensure the successful operation of the institution. Such regulations shall apply to all students, as defined in Section 1, regardless of class level, place of residence, or organization affiliation, as well as to all governing bodies, governing organizations, living organizations, and registered student organizations.

B. Any governing body, governing group, living group, or registered student organization or any individual member of the University community may propose amendments to the General Student Regulations by submitting that proposal to the University Committee on Student Life and Engagement (UCSLE). The UCSLE may also propose amendments to the General Student Regulations.

C. Proposals submitted to the UCSLE may be approved or rejected. If rejected, the UCSLE shall forward a written explanation to the initiator of the proposal. The explanation may include suggestions for modification of the proposal. If approved, the UCSLE shall forward the proposal to the University Council.

D. The University Council may approve or reject the proposal. If the University Council rejects the proposal, a written explanation of the rejection shall be forwarded to the UCSLE. The written explanation may include suggestions for modification of the proposal. If the proposal is approved, the University Council shall forward the proposal to the President.

E. The President may approve or reject the proposal. If the President rejects the proposal, a written explanation of the rejection shall be forwarded to the UCSLE. The written explanation may include suggestions for modification of the proposal.

If the proposal is approved, the amendment shall take effect upon its approval by the President.

~~I.~~ Amendment Procedures for Section 1-2 and 4-11, document
III.

- A. The University Committee on Student Life and Engagement (UCSLE) shall review this document at least once every five years.
- B. Any member of the University community and any constituent body of the University may propose amendments to this document by forwarding them to the University Committee on Student Life and Engagement (UCSLE).
- C. The University Committee on Student Life and Engagement (UCSLE) shall review any proposed amendments. It may approve, reject, or amend the proposal.
- D. If the University Committee on Student Life and Engagement (UCSLE) approves the proposal, it shall forward the proposal to the Associated Students of MSU (ASMSU) and the Council of Graduate Students (COGS). ASMSU and COGS shall review the proposal. Each may approve or reject it.
- E. If either ASMSU or COGS rejects the proposal, it shall submit a written explanation of the rejection to the University Committee on Student Life and Engagement (UCSLE). This explanation may include suggestions for alteration of the proposal.
- ~~F.~~ If ASMSU and COGS both approve the proposal, it shall be returned to the Chairperson of the University Committee on Student Life and Engagement (UCSLE) for presentation to the University Council.
- F.
G. The University Council shall review the proposal and either approve or reject it in accordance with the [Bylaws for Academic Governance](#). If it rejects the proposal, the University Council shall return the proposal to the University Committee on Student Life and Engagement (UCSLE), ASMSU, and COGS, along with a written explanation for the rejection. This explanation may include suggestions for alteration of the proposal. If it approves the proposal, the University Council shall forward the proposal to the President who shall submit it to the Board of Trustees for action.
- H. The Board of Trustees shall review the proposal. If the Board rejects the proposal, the Board shall return the proposal to University Council with an explanation. If the Board approves the proposal, the amendment shall take immediate effect, unless the Board specifies another effective date.

- I. The University community shall be promptly informed of all action taken on proposed amendments to this document.

DRAFT

11: Definitions and Acronyms

Commented [KM128]: Rationale: Section updated to reflect, incorporate and align with any changes or additions throughout the edited document.

For the purposes of this document, the following definitions shall apply:

Academic Misconduct: Instances of academic dishonesty, violations of professional standards, and falsification of academic records or records for admission to a department, school, or college. See also [General Student Regulation](#), [Integrity of Scholarships and Grades Policy](#).

Academic Misconduct Case: A case brought against a student accused of academic misconduct involving sanctions other than or in addition to a penalty grade.

Administrators: University employees who manage University budgets, direct work units, or formulate, evaluate, and/or administer University policy.

Advisor: Any individual chosen by a party to advise, support, and/or consult with throughout a resolution process assist in the preparation of a case.

ASMSU/Associated Students of Michigan State University: All-University undergraduate student governing body.

Associate Provost: Associate Provost for Undergraduate Education of Michigan State University or the Associate Provost's designee.

Bullying: An intentional electronic, written, verbal, or physical act, or a series of acts, directed at another person that is severe, persistent, or pervasive and has the effect of doing any of the following:

- Substantially interfering with a student's education;
- Creating a threatening environment; or
- Substantially disrupting the orderly operation of the University.

Class Day: A day on which classes are being held at the University, including the days of Final Exam Week but excluding weekends and break periods.

Clear and Present Danger: An immediate and significant danger to the health or safety of persons or property.

COGS/Council of Graduate Students: All-University graduate student governing body.

Complainant: A member of the University community who initiates a proceeding against a student member of the MSU community under this document.

Complaint: An allegation of a violation of University regulation, ordinance, or policy filed by a member of the University community ~~against a student~~.

Adverse Effect: Causing or threatening to cause a substantial negative impact on the safety of members of the University community or the functions, services, or property of the University. This would include, but is not limited to, causing an unreasonable interference with the educational or work environment of members of the University community. Violations causing an adverse effect on campus generally threaten the safety of others or the efficient operation of University operations; violations that involve personal misconduct without a broad or significant impact on other community members do not cause an adverse effect on campus.

Dean of Graduate Studies: Dean of Graduate Studies of Michigan State University or the Graduate Dean's designee.

Dean of Students: Dean of Students of Michigan State University or the Dean's designee.

Direct discussion: Conversation in person, by phone, text, email, videoconferencing (e.g. Facetime, Zoom, Teams, etc), or other communication medium, including any and all forms of social media.

Faculty: All persons appointed by the University to the rank of professor, associate professor, assistant professor, or instructor, all persons appointed by the University as librarians, and all other University employees with approved titles in the academic personnel system whose duties involve instructional activities.

Falsification of Admission or Academic Records: Falsification of any record submitted for admission to the University or an academic unit of the University. Falsification of any record created, used, and/or maintained by the Office of the Registrar, the Office of Admissions, or academic units (e.g. colleges, departments, and schools).

Good Cause: Reasons including, but not limited to, circumstances outside of a party's control, such as illness, death in the family, or a class conflict.

Graduate Student: A student enrolled in a master's, doctoral, or educational specialist program or in a graduate non-degree program, including Lifelong Education.

_____: Requiring or encouraging any act, whether or not the act is voluntarily agreed upon, in conjunction with initiation, affiliation with, continued membership, or participation in any organization that causes or creates a substantial risk of causing mental or physical harm or humiliation. Examples of hazing include, but are not limited to, the following:

Commented [PR129]: Definition of hazing here should be consistent with any other policies that define hazing and allow for discipline for it.

- A. Any physical act of violence or intimidation.
- B. Forced physical activities (e.g. working out excessively).
- C. Peer-pressuring or coercing someone to consume any legal or illegal substance.
- D. Placing foreign substances on one's body or that of another (e.g., using a permanent marker on the body).
- E. Not allowing someone to use or possess certain items.
- F. Depriving individuals of sleep, meals, ways to keep their body clean, or means of communication (e.g., restricting access to cell phones).
- G. Forcing an individual to create and/or distribute digital content to cause ridicule or embarrassment (e.g., posting photos or videos to social media).
- H. Forcing someone to expose themselves to weather.
- I. Activities such as scavenger hunts, pledge ditches, kidnapping, forced road trips, or abandonment (e.g., leaving someone in a field with no way to get home or contact anyone), which result in illegal or otherwise prohibited conduct.
- J. Requiring someone to possess specific items (e.g., carry a brick).
- K. Servitude (e.g., expecting a new member to do the tasks of an existing member).
- L. Changing appearance (e.g., wearing a costume or shaving head).
- M. Line-ups and berating.
- N. Coerced lewd/sexually explicit conduct (e.g., nudity) or sexual acts.
- O. Engaging in games, activities or public stunts that are purposely degrading or intend to cause embarrassment.
- P. Interference with academic pursuits (e.g., not permitting someone to attend class or exams)
- Q. Violation of University policies.
- R. Requiring illegal and/or unlawful activities.

Hearing Body: A hearing administrator or duly constituted judiciary as described in this document.

Intellectual Property: Any work or invention that is the result of creativity, such as a manuscript or design, and can be protected by statute of legislation, such as patent or copyright. It includes inventions, discoveries, know-how, show-how, processes, unique materials, copyrightable works, original data, and other creative or artistic works. IP also includes the physical embodiment of intellectual efforts (e.g., models, machines, devices, apparatus, instrumentation, circuits, computer programs and visualizations, biological materials, chemicals, and other compositions of matter, plans, and records of research). See www.technologies.msu.edu/researchers/patent-copyright-policy.

Jurisdiction: Official authority to make decisions and judgments under conditions specified herein (e.g., permissible bases for appeal, adherence to stated deadlines).

Living Group: A campus residence hall or residential complex, or a floor in such a residence hall or complex.

Major Governing Groups: ASMSU/Associated Students of Michigan State University, COGS/Council of Graduate Students, The Greek Governing Boards, Student Housing Cooperative, Owen Graduate Association, Residence Hall AssociationHA, and University Apartment Council of ResidentsACOR, etc.

New Information: Relevant information or documents previously unavailable to a party although the party acted with due diligence to obtain such information.

Non-Academic Disciplinary Case: A case brought against a student accused of violating a General Student Regulation, University ordinance, or University policy.

Office of the Provost: The Provost of Michigan State University or the Provost's designee.

Ombudsperson: The University Ombudsperson, a senior faculty member, executive manager, or other qualified person who assists members of the MSU community in resolving complaints or concerns confidentially, informally, impartially, and independently.

Penalty Grade: A grade assigned to a student by a faculty member based on a charge of academic misconduct.

Preponderance of the Evidence: Standard of evidence meaning that an individual will be found in violation of a University policy if the evidence demonstrates that it is "more likely than not that the alleged violation occurred. Evidence that is more convincing, more credible, and of greater weight.

President: The President of Michigan State University or the President's designee.

Professional Standards: Codes of expected professional conduct, sometimes referred to as honor codes.

Provost: The Provost of Michigan State University, the Office of the Provost, or a designee of the Provost.

Respondent: An individual or group against whom or which a complaint is filed.

RHA/Residence Halls Association: The residence halls governing body.

Semester Start Date: The first date in the semester on which the University opens its residence halls to student residents.

Staff: Employees of the University other than administrators or faculty.

Student: A student is a person enrolled or participating in a collegiate-level, University-sponsored program or course, regardless of program level; full-time or part-time status; credit, degree, or certificate awarded; location; or mode of instruction. A person remains a student until graduation or completion of the program, permanent dismissal, or non-attendance for three full, consecutive semesters (including summer semester). This definition includes a person who is on a leave of absence, withdraws, recess, or graduates after an alleged violation of student conduct policies.

Student Organization (SO): A SO is defined as any group whose membership consists of students currently enrolled at the University that is: (1) registered with the Office of Student Life and Engagement; or (2) affiliated with the University through an academic department or administrative entity which supports, endorses, supervises, or recognizes the organization, unless the Senior Vice President for Student Life and Engagement otherwise determines the organization is a University function.

UACOR/University Apartments Council of Residents.

UCSLEA/ University Committee on Student Life and Engagement~~University Committee on Student Affairs.~~

Undergraduate: A student enrolled in a program leading to a bachelor's degree or in an undergraduate non-degree program, including Lifelong Education.

University Community: All University students, Trustees, administrators, faculty, and staff.

University Document: A document created by any unit of the University, regardless of its form or medium, for the administration, operation, or governance of the University or a unit of the University.

Voice (limited voice): Authority to speak (authority to speak if and when granted by a hearing-body).

Senior Vice President for Student Life and Engagement (SVPSLE) ~~Senior Vice President for Student Life and Engagement (SVPSLE) at Vice President for Student Affairs and Services of Michigan State University or the jr Vice President's~~ designee.

Written/in writing: In paper or electronic form.

History of Approval

ORIGINAL RIGHTS & RESPONSIBILITIES DOCUMENT

Academic Council – January 10, 1967
Academic Senate – February 28, 1967
Board of Trustees – March 16, 1967

AMENDMENTS

Board of Trustees – June 18, 1971
Board of Trustees – July 1, 1971
Board of Trustees – June 24, 1977
Board of Trustees – June 24, 1983
Board of Trustees – September 6, 2019
Board of Trustees – April 26, 2021

COMPLETE REVISIONS

UCSA – February 28, 1983
ASMSU Student Board – March 8, 1983
UCSA – March 10, 1983
Elected Student Council – April 12, 1983
Academic Council – January 17, 1984
Board of Trustees – July 27, 1984
UCSA – December 4, 2009
ASMSU Academic Assembly – December 8, 2009
COGS – December 9, 2009
Academic Council – January 26, 2010
Board of Trustees – February 12, 2010
UCSA – February 7, 2014
ASMSU – February 20, 2014
COGS – March 12, 2014
University Council – April 22, 2014
Board of Trustees – June 20, 2014
ASMSU – December 7, 2017
COGS – December 6, 2017
University Council – January 23, 2018
Board of Trustees – February 16, 2018

ORIGINAL GENERAL STUDENT REGULATIONS DOCUMENT

University Committee on Student Affairs – February 19, 1988
Academic Council – January 17, 1989
President, – effective September 1, 1989

REVISIONS:

University Committee on Student Affairs – February 13, 2015
University Council – March 24, 2015
President – effective May 18, 2015
University Committee on Student Affairs – April 21, 2017 and October 20, 2017
University Committee on Student Affairs – October 20, 2017
University Council – November 28, 2017
President – effective January 1, 2018

DRAFT

Resolution honoring Interim President Teresa K. Woodruff
Michigan State University
Feb. 2, 2024

Appendix F

Michigan State University has been privileged to have Teresa K. Woodruff, Ph.D., serve as its interim president since Nov. 4, 2022; and

Dr. Woodruff has exemplified visionary leadership, overseeing the university's longstanding mission of education, research and outreach and implementing MSU's 2030 strategic plan.

Her tenure as chief executive has been marked by significant advancements in MSU's strategic initiatives, building trust across the university community and fostering excellence.

We recognize her steadfast leadership during the tragedy that occurred on our campus Feb. 13, 2023, and her commitment to improving the safety of our Spartan community.

Dr. Woodruff has diligently worked to strengthen partnerships and relationships, both within the university and externally, including with faculty, staff, students, alums, legislators, donors and the broader community.

Her efforts have invigorated MSU's physical spaces, including advancing the new dairy and greenhouse facilities, the MSU Museum, a plant science building, an engineering and digital innovation center and a multicultural center.

Dr. Woodruff has inspired the MSU community through a shared vision, values and measurable outcomes, significantly enhancing the university's commitment to "advance knowledge and transform lives."

Her leadership as interim president has been an extension of her esteemed academic career, including her role as provost and executive vice president for academic affairs at MSU and as a notable leader and educator at Northwestern University.

Dr. Woodruff was named American Council of Education, Michigan Chapter Women's Distinguished Leader in 2022

She was also recognized by the MSU Council of Graduate Students with the "Above and Beyond" Administrative Leadership Award.

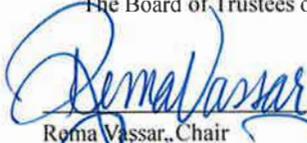
She is nationally active in leadership roles, including the National Academy of Medicine Climate Change and Health Interest Group.

Dr. Woodruff's contributions to science and education have been nationally and internationally recognized, including her innovation in the field of "oncofertility," her advocacy for inclusive research practices and her numerous awards and honors, such as the Presidential Award for Excellence in Science Mentoring.

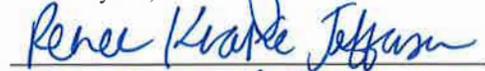
Dr. Woodruff's dedication has been impactful in prioritizing student leadership and engagement and contributing to the enriching experience of our student body.

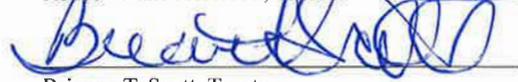
The Michigan State University Board of Trustees extends its deepest gratitude to Dr. Teresa K. Woodruff for her compassionate leadership, steady influence and unwavering commitment to Michigan State University, its people and its mission.

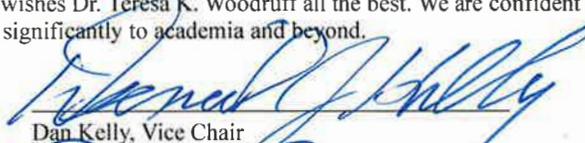
The Board of Trustees of Michigan State University wishes Dr. Teresa K. Woodruff all the best. We are confident she will continue contributing significantly to academia and beyond.


Roma Vassar, Chair


Dianne Byrum, Trustee


Renee Knake Jefferson, Trustee


Brianna T. Scott, Trustee


Dan Kelly, Vice Chair


Dennis Denno, Trustee


Sandy Pierce, Trustee


Kelly Tebay, Trustee

Resolution of appreciation for Vice President and Chief Safety Officer Marlon Lynch
Michigan State University
Feb. 2, 2024

The Michigan State University Board of Trustees extends its deepest appreciation to Vice President and Chief Safety Officer Marlon Lynch for his unwavering dedication, extraordinary service and invaluable contributions to MSU.

Vice President Lynch has served the Spartan community with dedication since February 2021. Throughout his tenure, he has consistently demonstrated a commitment to enhancing the safety and well-being of the MSU community.

Under Vice President Lynch's leadership, comprehensive safety measures have been prioritized, surpassing traditional law enforcement approaches and leading to significant improvements in campus safety across MSU campuses statewide.

His instrumental role in spearheading initiatives such as expanding door locks, providing active violence training, establishing a security operations center, installing metal detectors and security video cameras on campus, and enhancing campus alert systems has increased the safety and security of our Spartan community.

Vice President Lynch has served as an advocate for campus safety and has fostered an environment of trust and collaboration between the police and the community.

His innovative approach is evident in the implementation of the police social worker program and the creation of the P.E.A.C.E. Team in partnership with the East Lansing Police Department, reflecting his commitment to addressing community concerns and promoting a proactive, community-based approach to policing.

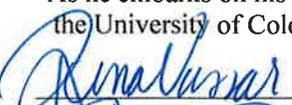
Additionally, Vice President Lynch has facilitated closer connections between the MSU Department of Police and Public Safety and the Spartan community by introducing community liaisons, enhancing communication and collaboration between these entities.

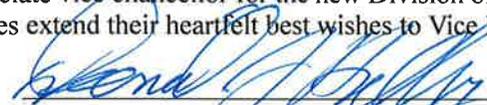
His service to MSU is particularly noteworthy as he is an alumnus whose contributions have left an indelible mark on the institution.

On behalf of the entire Spartan community, the Board of Trustees expresses its deepest gratitude to Vice President and Chief Safety Officer Marlon Lynch for his exceptional service and dedication.

We celebrate his legacy of improved safety and leadership during his time at MSU.

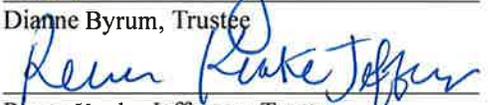
As he embarks on his next adventure as the associate vice chancellor for the new Division of Public Safety at the University of Colorado, the Board of Trustees extend their heartfelt best wishes to Vice President Lynch.

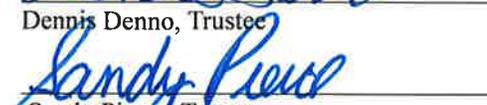

Rema Vassar, Chair


Dan Kelly, Vice Chair


Dianne Byrum, Trustee


Dennis Denno, Trustee


Renee Knake Jefferson, Trustee


Sandy Pierce, Trustee


Brianna T. Scott, Trustee


Kelly Tebay, Trustee