

PubH 6703 Section 1

Health Impact Assessment: A Tool to Promote Health Equity

PA 5290 Section X

Topics in Planning: Health Impact Assessment

Fall 2018

Credits: 1.5

Meeting Days/Time: Monday 4:00-5:15

Meeting Place: Blegen Hall 125

Instructors: Kathleen Thiede Call, PhD
Professor, Health Policy and Management
School of Public Health

Carissa Slotterback, PhD
Associate Dean and Associate Professor, Urban and Regional Planning
Humphrey School of Public Affairs

Office Address: Call:
Division of Health Policy and Management
15-223 PWB
516 Delaware St SE
Minneapolis, MN 55455

Slotterback:
300C Humphrey School
301 19th Avenue S
Minneapolis, MN 55455

Office Phone: Call: 612-624-3922
Slotterback: 612-625-0640

E-mail: callx001@umn.edu
schiv005@umn.edu

Office Hours: By Appointment

I. Course Description

Health is largely influenced by the upstream social determinants of health, and yet policy decision makers rarely consider health. As a result, our social and physical environments often benefit certain groups over others, leading to health disparities. Health Impact Assessment (HIA) is a tool that uses the best-available evidence to uncover the health impacts of policies, plans and projects in order to influence decisions before they are finalized. Strong community engagement grounds the HIA in the health issues and topics important to those who will be impacted by the decision, leading to more equitable, healthier communities.

This is a skills focused course that introduces students to the six steps of an HIA, along with relevant data sources and methods. With each step, students will be given the opportunity to practice and apply key concepts. Throughout the semester, students will work in interdisciplinary teams to develop a plan for an HIA, culminating in a group presentation. Students will also critique an HIA of their choice to see how HIAs have been used in the real world. This course will also cover emerging topics and challenges in the HIA field, including data gaps, funding, intersections with government decision making processes, and public engagement in HIAs. Students will have a chance to hear from several practitioners who will share their insights and experiences conducting HIAs in Minnesota.

The course meets the requirement for the Health Equity Minor in the School of Public Health. For more information go to: <http://www.sph.umn.edu/academics/degrees-programs/minors/health-equity/>

II. Course Prerequisites

Graduate or professional students or professional in public health, public policy, urban design, design, social work, natural resource management, or related fields. Other individuals interested in the course should contact the course instructor for permission.

III. Course Goals and Objectives

At the conclusion of this course, participants will be able to:

- Define health equity, health in all policies, and the social determinants of health and articulate their importance to decision-makers in non-health fields.
- Articulate the value of assessing health impacts of policies and project to improve population health effects and health equity.*
- List and describe the six steps on a health impact assessment (HIA), as well as identify relevant data sources and understand applicable methods.
- Assess critically the strengths and limitations of previously conducted HIAs.*
- Articulate the value of engaging multi-sector and diverse stakeholders in a HIA.*
- Collaborate to develop a plan to conduct an HIA on a real-world policy, program, or plan.

* Adapted from Pollack et al., 2014. Developing a model curriculum for a university course in HIA in the USA. *Impact Assessment and Project Appraisal*.

IV. Methods of Instruction and Work Expectations

In this course we will use a variety of teaching methods and strategies, including:

- Lecture
- Guest speakers
- Small and large group discussion
- Case study analysis
- Hands-on exercises
- Team HIA projects and presentations

Students will work in teams (during and between classes) on an HIA project to identify health impacts of a current proposed local project or policy. The following team assignments will be completed:

- Conduct screening and scoping
- Design stakeholder engagement plan
- Conduct assessment
- Draft recommendations
- Draft monitoring plan
- Draft process evaluation and discuss approach for impact and outcome evaluations
- Present results and recommendations (to decision-maker if possible)

Participants are expected to be active participants in all class discussions and team work.

V. Course Text and Readings

Required Readings

Bhatia, R., & Seto, E. (2011). Quantitative estimation in health impact assessment: Opportunities and challenges. *Environmental Impact Assessment Review*, 31(3), 301-309.

<https://doi.org/10.1016/j.eiar.2010.08.003>

Braverman, P., Egerter, S. Williams, D.R. (2011). The social determinants of health: Coming of age. *Annual Review of Public Health*, 32:381-398. <https://www.annualreviews.org/doi/10.1146/annurev-publhealth-031210-101218>

Cole, B. L., & Fielding, J. E. (2007). Health impact assessment: A tool to help policy makers understand health beyond health care. *Annu. Rev. Public Health*, 28, 393-412.

<http://www.annualreviews.org/doi/abs/10.1146/annurev.publhealth.28.083006.131942>

Corburn, J., & Bhatia, R. (2007). Health impact assessment in San Francisco: Incorporating the social determinants of health into environmental planning. *J Environ Plann Man*, 50, 323-341.

<https://www.tandfonline.com/doi/full/10.1080/09640560701260283>

Dannenberg, AL. (2016). Effectiveness of health impact assessments: A synthesis of data from five impact evaluation reports. *Prev Chronic Dis*, 13:150559. DOI: <http://dx.doi.org/10.5888/pcd13.150559>

Forsyth, A., Slotterback, C.S., & K. Krizek. (2010.) Health impact assessment (HIA) for planners: What tools are useful? *Journal of Planning Literature* 24(3), 321-245. <http://dx.doi.org/10.1177%2F0885412209358047>

Gase, LN., Pennotti, R., & Smith, KD. (2103). "Health in all policies": Taking stock of emerging practices to incorporate health in decision making in the United States. *J Public Health Manag Pract*. 19(6), 529-40. doi: 10.1097/PHH.0b013e3182980c6e. <https://doi.org/10.1097/PHH.0b013e3182980c6e>

Harris-Roxas, B. (2008). Conceptual framework for the impact and effectiveness of health impact assessment [Internet]. Sydney: Centre for Health Equity, Training, Research and Evaluation. Available from: http://hiaconnect.edu.au/old/evaluating_hia.htm

Human Impact Partners (2011). HIA Toolkit. https://humanimpact.org/wp-content/uploads/A-HIA-Toolkit_February-2011_Rev.pdf

Malekafzali, S., & Bergstrom, D. (2011). Healthy Corridor for All: A Community Health Impact Assessment of Transit-Oriented Development Policy in Saint Paul, Minnesota

http://www.policylink.org/sites/default/files/HEALTHYCORRIDOR_SUMMARY_FINAL_20120111.PDF

Minnesota Pollution Control Agency (2015). Health impacts of St. Paul's Emerald Ash Borer Management Plan. <https://www.pca.state.mn.us/sites/default/files/tdr-fg14-01.pdf>

Wallerstein, N., & Duran, B. (2010). Community-based participatory research contributions to intervention research: the intersection of science and practice to improve health equity. *American Journal of Public Health*, 100(S1), S40-S46.

<http://ajph.aphapublications.org.ezp2.lib.umn.edu/doi/pdf/10.2105/AJPH.2009.184036>

Wernham, A. (2007). Inupiat health and proposed Alaskan oil development: Results of the first integrated health impact assessment/environmental impact assessment statement for proposed oil development on Alaska's North Slope. *EcoHealth* 4, 500-513. <https://doi.org/10.1007/s10393-007-0132-2>

Optional Readings and Resources

Design for Health – designforhealth.net

- HIA Preliminary Checklist, HIA Rapid Assessment, HIA Threshold Analysis tools
- Research Summaries and Comprehensive Plan Information Sheets

Human Impact Partners – www.humanimpact.org

- FAQs, case stories, HIA step summaries and guides

Health Impact Project - <http://www.pewtrusts.org/en/projects/health-impact-project>

- Map of all HIAs completed in US
- Video stories

Minnesota Department of Health (2014). Advancing Health Equity in Minnesota: Report to the Legislature. http://www.health.state.mn.us/divs/chs/healthequity/ahe_leg_report_020414.pdf

Minnesota Department of Health - <http://www.health.state.mn.us/divs/hia/index.html>

- Links to HIAs performed in Minnesota, information on MN HIA Coalition, past training slides, newsletter

Minimum Elements and Practice Standards -

<http://advance.captus.com/planning/hia2xx/pdf/Minimum%20Elements%20and%20Practice%20Standards%20for%20HIA%203.0.pdf>

- Standardizes the practice of HIA with step-by-step guidance

Society of Practitioners of Health Impact Assessments (SOPHIA) - <http://hiasociety.org>

- Model HIAs, guidance and tools, working groups

Ross, C.L., Orenstein, M., & Botchwey, N. (2014). *Health impact assessment in the United States*. New York: Springer. <http://www.springer.com/us/book/9781461473022>

Optional Data Visualization Resources

Introduction to Data Visualization Techniques, Tufts Self-Serve Blogs. 2016 - https://sites.tufts.edu/gjs/files/2016/02/Introduction_to_Data_Visualization.pdf

Data Visualization Techniques – CEHD, UMN - <http://www.cehd.umn.edu/OLPD/MESI/spring/2015/Ficek-DataVis.pdf>

Data Visualization 101: How to Design Charts and Graphs – HubSpot - https://cdn2.hubspot.net/hub/53/file-863940581-pdf/Data_Visualization_101_How_to_Design_Charts_and_Graphs.pdf

The required readings are open educational resources, available for free by clicking on the links provided in the syllabus and on the course Canvas site.

Access to Course Site

- go to canvas.umn.edu click on the “myU” button
- login with your University ID and password
- scroll to your course and click on the Canvas site link

VI. Course Outline

Except where noted, assignments are due at the beginning of the class for which they are listed.

| Due dates | Weekly schedule | Assignments |
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|-------------------------|---|--|
| Week 1 9/10 | <i>Lectures:</i> Intro to HIA <i>Activity:</i> Social determinants of health exercise, brainstorm HIA topics | <i>Before attending the first class read:</i> Braverman et al., Social determinants of health (2011); Malekafzali & Bergstrom, Healthy Corridor for All: HIA Summary (2011); Cole & Fielding (2007) |
| Week 2 9/17 | <i>Lectures:</i> Step 1: Screening <i>Activity:</i> Brief presentation of screened HIA ideas; form teams for class project; pathway diagrams | <i>Read:</i> Human Impact Partners – HIA Toolkit. (2011) Chapters 3 & 4 Screening and Scoping <i>Due:</i> Screening worksheet |
| Week 3 9/24 | <i>Lectures:</i> Step 2: Scoping <i>Activity:</i> Group work time | <i>Read:</i> Forsyth, Slotterback & Krizek (2010). <i>Do:</i> Scoping worksheet |
| Week 4 10/1 | <i>Activity:</i> Group work time | <i>Do:</i> Discuss and design project (Scoping and Stakeholder Engagement Worksheet) |
| Week 5 10/8 | <i>Lectures:</i> Stakeholder engagement <i>Activity:</i> Group work time | <i>Read:</i> Wallerstein & Duran (2009), Corburn & Bhatia (2007) <i>Due:</i> Scoping Worksheet <i>Do:</i> Design stakeholder engagement for class project |
| Week 6 10/15 | <i>Lectures:</i> Step 3: Assessment (baseline and impact) <i>Activity:</i> Group work time | <i>Read:</i> Harris-Roxas (2008) <i>Due:</i> Stakeholder Engagement Worksheet <i>Do:</i> Work on HIA Impact Analysis Summary of Findings Worksheet. |
| Week 7 10/22 | <i>Lectures:</i> Step 3: Assessment (qualitative, quantitative methods; data sources) <i>Activity:</i> Group work time | <i>Read:</i> Bhatia & Seto (2011) <i>Do:</i> Draft HIA Impact Analysis Summary of Findings Worksheet |
| Week 8 10/29 | <i>Lectures:</i> Step 4: Recommendations <i>Activity:</i> Group work time | <i>Read:</i> Human Impact Partners. 2011. Chapter 6, Recommendations. <i>Due:</i> HIA Impact Analysis Summary of Findings Worksheet <i>Do:</i> Draft project recommendations |
| Week 9 11/5 | <i>Lectures:</i> Step 4: Recommendations <i>Activity:</i> Group work time | <i>Read:</i> Wernham (2015), MPCA (2015) <i>Do:</i> Work on Recommendations |
| Week 10 11/12 | <i>Lectures:</i> Step 5: Reporting <i>Activity:</i> Group work time | <i>Read:</i> Human Impact Partners. 2011. Chapter 7, Reporting. <i>Due:</i> Recommendations <i>Browse:</i> Data visualization resources provided above <i>Do:</i> Draft plan for reporting |
| Week 11 11/19 | <i>Lectures:</i> Step 6: Evaluation <i>Activity:</i> Group work time | <i>Read:</i> Dannenberg (2016) <i>Due:</i> Reporting plan <i>Do:</i> Draft process evaluation; discuss approach for impact and outcome evaluation |
| Week 12 11/26 | <i>Lectures:</i> Step 6: Monitoring <i>Activity:</i> Group work time | <i>Read:</i> Gase, Pennotti & Smith (2013) <i>Do:</i> Draft Monitoring Plan and Evaluation Metrics Worksheets |

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| Week 13 12/3 | <i>Activity:</i> Student presentations, guest critic panel | <i>Due:</i> Monitoring Plan and Evaluation Metrics Worksheets <i>Do:</i> Student presentations |
| Week 14 12/10 | <i>Activity:</i> Student presentations, guest critic panel | <i>Do:</i> Student presentations |
| Finals Week 12/20 | | <i>Due:</i> Class participation/reflection; HIA team collaboration grades. |

VII. Evaluation and Grading

Students will be evaluated through HIA assignments, team work, class participation and a HIA project presentation. The final course grade is based on 100 points. Points are distributed in the following manner:

- HIA project assignments (50%)** – Students are required to complete assignments inside and outside of class. Each assignment applies key concepts and skills to the HIA topic chosen by their team and builds on each other to develop the teams HIA plan. Assignments will be graded based on completion, timely submission, and quality.

Assignments must be submitted to the course website by 11:55 PM central time on the due dates; any assignments submitted at 12:00 AM or beyond will be considered late and on point will be deducted per day.

| Assignments: | Due date: | Points: |
|--|--------------------------------------|------------------|
| Screening worksheet (completed by each student) | September 16 (bring a copy to class) | 5 |
| Scoping Worksheet (team) | October 7 | 5 |
| Stakeholder Engagement Worksheet (team) | October 14 | 5 |
| HIA Impact Analysis Summary of Findings Worksheet (team) | October 28 | 10 |
| Recommendations | November 11 | 10 |
| Reporting plan (team) | November 18 | 5 |
| Monitoring Plan Worksheet (team) | December 2 | 5 |
| Evaluation Metrics Worksheet (team) | December 2 | 5 |
| Total | | 50 points |

- HIA team project collaboration (20%)** Team work and collaboration are essential components of HIAs. Each student will independently grade their own and their team member's contribution to the development of the HIA project. Students assign a grade for each teammate and themselves and write a short paragraph justifying the assigned grade. This is due at the end of the semester.

For your teammates: award up to 10 points per person, commenting on team members ability to (1) establish trust and create a balance of power in your work together, (2) communicate effectively, and (3) contribute to and complete the work. Scores will be averaged.

For your own grade: award up to 10 points toward this grade commenting on (1) your contribution to the team project, emphasizing the process of working as part of team, and (2) self-reflection about your contribution to the team process and (3) your contribution to the team product.

3. **Team presentation (20%)** – Each team will give a brief presentation on the proposed plan for an HIA. Each member is expected to present. Presentations should be no more than 15 minutes in length. Presentation will be awarded up to 20 points per team (no individual scores).
4. **Class participation and reflection (10%)** – Students are expected to come to class prepared to discuss assignments, readings and classroom activities. Students should ask questions and share relevant experiences and reflect on the course content. At the end of the semester students will write short reflections (1-2 pages double spaced) of their engagement in the class, the class project, impressions of the class readings, assignments and project (what was learned, its value) and assign their own grade (up to 10 points).

This course is offered A/F or S/N

- **A/F letter grade will be determined by total effort as follows:**
- **S Represents achievement that is satisfactory, which is equivalent to a C- or better.**

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| A 4.000 | Represents achievement that is outstanding relative to the level necessary to meet course requirements. 94-100 points/percent |
| A- 3.667 | 90-93 points/percent |
| B+ 3.333 | 87-89 points/percent |
| B 3.000 | Represents achievement that is significantly above the level necessary to meet course requirements. 83-86 points/percent |
| B- 2.667 | 80-82 points/percent |
| C+ 2.333 | 77-79 points/percent |
| C 2.000 | Represents achievement that meets the course requirements in every respect. 73-76 points/percent |
| C- 1.667 | 70-72 points/percent |
| D+ 1.333 | 65-69 points/percent |
| D 1.000 | Represents achievement that is worthy of credit even though it fails to meet fully the course requirements. 60-64 points/percent |
| F = below 60% | Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I. |

For additional information, please refer to:

<http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>.

Course Evaluation

The SPH will collect student course evaluations electronically using a software system called CoursEval: www.sph.umn.edu/courseval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: www.sph.umn.edu/grades. All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our

work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

Incomplete Contracts

A grade of incomplete “I” shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an “I” requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student’s college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: www.sph.umn.edu/grades.

University of Minnesota Uniform Grading and Transcript Policy - A link to the policy can be found at onestop.umn.edu.

VIII. Other Course Information and Policies

Grade Option Change (if applicable)

For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at onestop.umn.edu.

Course Withdrawal

Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at sph-ssc@umn.edu for further information.

Student Conduct Code

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

Scholastic Dishonesty

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code:

http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see:

<http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see:

<http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>.

Appropriate Student Use of Class Notes and Course Materials

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy:

<http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

Equity, Diversity, Equal Opportunity, and Affirmative Action

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, <https://diversity.umn.edu/disability/>.

Mental Health and Stress Management

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

The Office of Student Affairs at the University of Minnesota

The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.

Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development – Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs at <http://www.osa.umn.edu/index.html>.

Academic Freedom and Responsibility: for courses that do not involve students in research

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

OR:

Academic Freedom and Responsibility, for courses that involve students in research

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.* When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".

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