

Carlson School Code of Conduct

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Carlson School Code of Conduct

Revised May 6, 2009

The Carlson School Code of Conduct (conduct code) covers both academic and professional codes of conduct applying to all students of the Carlson School of Management and those admitted to any of the academic programs operated by the Carlson School of Management. These guidelines also apply to Carlson students participating in international business courses abroad, students in the Global Executive MBA Programs, dual-degree program students, and exchange students during their study at the Carlson School. This code is updated as necessary and students are responsible for keeping current with the code.

I. Academic conduct

A. Academic conduct code

Academic conduct code mission

Members of the Carlson School community are always expected to engage in behavior that promotes the continuous development and improvement of each student's academic experience. Honesty and integrity inside and outside the classroom are essential components of such an environment and thus it is imperative for all members of the Carlson School community to incorporate these values into their scholastic pursuits.

The Carlson School Code of Conduct is designed to reinforce these standards and allow the students, faculty, staff, and administration of the Carlson School and the Carlson School community to actively monitor and endorse an honorable learning environment with high academic standards, while at the same time foster the professional growth and development of all students.

ii) Carlson School Code of Conduct purpose

The Carlson School Code of Conduct outlines the definitions of academic misconduct, identifies the responsibilities of Carlson School community members in upholding the code and lays out the recommended course of action to be followed in cases where violations of the policy occur. The Carlson School conduct code does not supersede any institutional policies of the University of Minnesota or laws of the State of Minnesota. All information regarding cases of misconduct will be handled in accordance with the University of Minnesota Board of Regents policies on academic information and privacy. The full document can be found at:

<http://www.umn.edu/regents/policies/academic/StudentConductCode.html>

All students agree to the terms of the Carlson School conduct code by accepting admission to the Carlson School or accepting admission to any of the academic

programs operated by the Carlson School of Management. . The term “Carlson student’ applies to any student admitted to the Carlson School any student admitted to a Carlson operated academic program. The term “non-Carlson” student refers to students taking Carlson classes but who are admitted to academic programs operated outside of the Carlson School. The Carlson School conduct code does not cover cases of academic misconduct by non-Carlson School students in Carlson School classes. However, these students are still bound by syllabi requirements and code of conducts by their home college. Allegations of violations by non-Carlson School students must be forwarded to the conduct code coordinator in the University of Minnesota Office for Student Conduct and Academic Integrity at <http://www1.umn.edu/oscai/>.

B. Behavioral guidelines, procedures, consequences

i) Definitions of academic misconduct

The student conduct code of the University of Minnesota outlines matters of scholastic dishonesty as follows:

- Submission of false records of academic achievement
- Cheating on assignments or examinations
- Plagiarizing – submitting another’s work or ideas as one’s own. Related, not citing sources of work, for example, Internet, books, and articles
- Unauthorized duplication/replication of course materials (including textbooks, cases, course packs, and electronic media) in violation of copyright laws or regulations
- Altering, forging, or misusing a University academic record
- Acting alone or in cooperation with another to falsify records or to obtain falsified grades, honors, awards, or professional endorsement
- Utilizing work from previous versions of the same class or related work from another class and activities such as taking, acquiring, or using test materials, or utilizing papers or presentations without faculty permission (In general, the Carlson School allows students to utilize past exams as study aids unless the professor explicitly prohibits their use)
- Collaborating with other students when assignments or tests are designated as individual work – this includes sharing group assignments or portions of assignments with other study teams or students outside of your study team.
- Not following other guidelines as set by faculty

If students are unsure whether certain actions would constitute a violation of the honor code, it is their responsibility to consult with their instructor or a Carlson School staff member, such as the program director, academic advisor, director of student affairs, faculty advisor, or program designate, etc.

ii.) Responsibilities and rights

(a.) The student

The intention of the conduct code is to create an optimal learning environment in which members of the Carlson School community feel comfortable to pursue their academic and professional goals. Students are responsible for their own actions and the consequences of their actions. When misconduct occurs, the whole community is impeded from an ideal learning experience. Students within the Carlson School community have responsibilities to one another and to the community at large.

The cornerstone of the conduct code is personal responsibility. In that light, students who engage in misconduct (as defined in the code) will bear full responsibility for their actions and are subject to the procedures defined within this document.

As a community, academic misconduct affects the entire Carlson School community and ultimately the University of Minnesota. It is to the entire community's benefit to be self-monitoring. In most instances, students are encouraged to uphold the spirit of the conduct code by addressing misconduct issues through communication with one another.

Appropriate actions include approaching the student(s) who has committed the act and reporting the observed behavior to faculty and/or staff. Failure to act allows students who violate the code to negatively affect the rest of the students in the program, and serves to lower the value of other students' achievements. Should the situation warrant further investigation, please refer to page 17 of this document for the full review process.

(b.) The faculty and staff

To encourage the professional and academic growth of all Carlson School community members, Carlson School faculty will be responsible for adhering to the following guidelines:

1. At the beginning of each course, the instructor is responsible for specifying any demarcations between group and individual work. The specifications should be addressed by the instructor in class or be listed in the course syllabus or appropriate attachment.
2. Each instructor must address in class or include in the course syllabus or appropriate attachment any prohibition the instructor wishes to enforce with respect to students utilizing past exams. The absence of such a prohibition implicitly permits students to use such exams.
3. Instructors should address in class or clearly state their test administration rules (time limitations and take-home rules with respect to working collaboratively) within the text of their course syllabus.
4. Upon notification of misconduct, the instructor or staff member should research the alleged violation as well as, when appropriate, discuss the situation/incident with the accused student to hear his/her story.

Instructors are advised to undertake the following actions, as deemed appropriate:

- a. Verify the alleged violation occurred, to the best of his/her abilities.
- b. When appropriate, discuss the situation with the accused student to hear his/her story regarding the alleged violation.
- c. Involve the appropriate Carlson School program office and discuss the situation with assigned staff member (This person may be different for each program office.) Follow full review process for more detailed information on who to contact in your specific program.
- d. Decide upon appropriate sanction for accused student and report resolution to the assistant dean of the appropriate program office; support the student's appeals process as needed. The appeals process will be managed by the appropriate program office.
- e. If the student does not accept the sanction, request that the matter be turned over to the academic review committee (RC) or appropriate committee within each program office who will then decide on the appropriate sanctions against the student.

(c.) The Dean of Carlson School community

Instructors or staff members should report incidents of academic misconduct to the assistant dean, program director, faculty director, or appropriate administrator/program designate in your program office, for the purpose of revealing repeated offenses by individual students that may require counseling or disciplinary action at the program level.

All misconduct incidents and resolutions are also to be reported to the associate deans of Carlson School Undergraduate and MBA Program and recorded in a misconduct database, maintained and updated by the Carlson School Office of the Dean. Names of students and instructors involved in academic misconduct proceedings will be omitted from the misconduct database upon resolution.

When making decisions concerning sanctions against students accused of misconduct, instructors may utilize the misconduct database as a resource. The associate dean for each program will appoint three faculty members to serve on the RC. The associate dean or program designate will serve as a consultant to faculty with questions regarding misconduct.

(d.) Review committee (RC)

The RC will be comprised of four Carlson School students and three faculty members. In the case that an RC is convened for hearing, the associate dean or program designate of the appropriate program will appoint four Carlson School students and three faculty members at that time, identifying one as chair of the RC. At the conclusion of the hearing, the RC must report the result of the hearing

(i.e. sanction imposed or dismissal of charges) to the associate dean or program designate of the appropriate program to be recorded in the misconduct database. Additionally, the RC must report the result of the hearing to the assistant dean. The hearing will be conducted according to the University of Minnesota Board of Regent's Code of Conduct

http://www1.umn.edu/regents/policies/academic/Code_of_Conduct.pdf that details policies for disciplinary procedures and the appeals process. The results of the RC's recommendations also should be reported to the Office of Student Academic Integrity for inclusion in a University-wide database.

iii.) Formal misconduct complaint and hearing process

(a.) Complaint filing

The instructor or staff person involved in reviewing the incident and the assistant dean of the appropriate program decide if it is to be turned over to the RC. The incident is to be reported to the associate dean or program designate and recorded in a misconduct database, maintained and updated by the Carlson School Office of the Dean. Materials related to the incident should be given to the associate dean or academic program designate for use by the RC. This information will also be recorded in the student's official University of Minnesota student file.

(b.) The hearing

The associate dean or program designate shall convene an RC to analyze the reported case of academic misconduct and to discipline the student as it deems appropriate, or to hear the student's appeal against an instructor's decision. In the hearing, the RC will hear testimony from the accuser and the accused, as well as any other pertinent parties. The charges against the accused will be dismissed if the accuser wishes to remain anonymous.

(c.) Disciplinary action

If the accused student is found guilty of misconduct, the RC will prescribe disciplinary action commensurate with the severity of the offenses. The sanctions may include the student retaking the test or resubmitting the assignment, assigning zero credits for the test or assignment, assigning a failing grade for the entire course, oral or written warning, probation, suspension, revocation of student privileges, or dismissal from the Carlson School program from which the student is enrolled.

(d.) Review and appeal process

In the case of instructor-imposed sanctions, the student may appeal to the RC in which case a hearing will be conducted. In the case of RC-imposed sanctions, the student may appeal to the dean of the Carlson School of Management.

Students may appeal RC decisions to the University-level appeal board, in accordance with policies of the Regents of the University of Minnesota. Information on filing an appeal is provided in section III of “The Student Discipline System,” published by the Office of Student Judicial Affairs. However, the RC is also required to give the students complete information on procedures for filing an appeal against the RC.

Though it is standard within the University of Minnesota for appeals of the collegiate-level hearing body to go to the President’s Student Body Review Panel, a student can appeal an RC decision to the dean of the Carlson School of Management if he/she wishes to do so.

II. Professional conduct

A) Professional conduct code

i.) Professional conduct code mission

Members of the Carlson School community are encouraged to continuously engage in behavior that promotes both individual academic and professional development as well as simultaneously contributing to the improvement of the entire community of the Carlson School. Respect, vision, leadership, integrity, and attitude are values that must be upheld in such an environment and it is imperative all members of the Carlson School community incorporate and work by these tenets during their Carlson School experience and beyond.

The professional conduct code is designed to reinforce these values and provides a mechanism for the students, faculty, staff, and administration of the Carlson School and the Carlson School community to endorse an honorable academic learning environment that incorporates the high behavioral standards of the professional business community.

ii) Professional conduct code purpose

The professional conduct code provides guidelines for professional behavior expected within the Carlson School community, and the recommended course of action to be followed if violations of the policy occur. The professional conduct code does not supersede any institutional policies of the University of Minnesota or laws of the State of Minnesota. All information regarding cases of misconduct will be handled in accordance with the University Minnesota Board of Regents policies.

iii) Core tenets

(a.) Respect:

- Recognize and value the talents and roles of each individual.
- Respect gender, race, religion, sexual orientation, economic status, culture, identity, background, age, ethnicity, disabilities – both seen and invisible, family and work situations, and any and all diversity.
- Respect different points of view and the rights of individuals to state them in an atmosphere where dissention is acceptable if delivered in a respectful manner.
- Treat fellow students, faculty, staff, and guests of the Carlson School as you wish to be treated yourself.
- Do not single out individuals inappropriately or devalue them in any way.

(b.) Vision:

- Integrate lessons learned about leadership, innovation, and integrity to develop individual interpretations of how business will advance and evolve.
- Be able to look ahead to understand and utilize the unique capabilities and perspectives that each Carlson School graduate will develop.
- Evaluate the day-to-day situations faced by students and professionals and successfully navigate the path leading to the achievement of personal and professional goals based on the skills and values learned during the Carlson experience.

(c.) Leadership:

- Demonstrate conviction and commitment to take action and to influence positive change.
- Take the initiative to be engaged in Carlson School activities such as the Enterprises, student organizations, and mentor programs.
- Seek out leadership roles at the individual, group, and organizational levels.
- Promote problem solving and conflict resolution over complaining.

(d.) Integrity:

- Integrity is holding true to one's values that are consistent with the particular community's values. Integrity is knowing what is important to you and living your actions accordingly.

(e.) Attitude:

- Be ready and willing to do what it takes to consistently uphold a high level of professional conduct.
- Understand that all individuals of the Carlson School community are responsible for upholding professional behavior. All are part of the solution.

iv). Applications

- (a). Teams and group projects for all Carlson School Programs

The Carlson School understands the importance of teams and group work in both academic and professional settings. To accommodate this important method of learning, team-based learning occurs during any given semester during each student's academic career. Group assignments may factor heavily into final grades. As such, students should treat team work as they would in a business setting. Professional behavior must be demonstrated during such assignments. Professional behavior in group settings includes:

- Respecting and treating all others in a manner consistent with the professional conduct code tenets.
- Allowing all team members to voice their opinions, thoughts, and concerns.
- Taking personal responsibility to voice thoughts to benefit the team's learning.
- Contributing to the learning of the team by giving equal time and work quality as others in the group.
- Committing to a standard of work agreed upon by the group.
- Being flexible with regard to meeting times, locations, and platforms to ensure inclusiveness
- Participating in group projects at a level agreed upon by the entire team. Failure to fulfill this level will not be tolerated and any "free-riding" will be determined a code of ethics breach. A free-rider is defined as any individual not devoting as much time to the group and its work as the remaining members. It also can indicate an individual's quality of work is not at a consistent Carlson School community caliber or level desired by the team.
- If you are unable to handle the course load you must contact the instructor immediately. It is not acceptable to simply neglect assignments, projects, midterms, or finals. You should also contact your group regarding the items that affect them after speaking with your instructor.

The over-arching objective is to maintain a cohesive and productive group dynamic that will enhance the student's learning experience. It is an ongoing policy of the Carlson School to provide a supportive environment to maintain this objective.

Members of classroom-based groups should make every attempt to rectify disputes or disagreements encountered among them. However, if problems arise that cannot be resolved within the group (habitual delinquency, violations of the code of conduct, abusive behavior, etc.); additional actions should be taken to rectify the situation.

The following procedure should be followed in order to gain assistance in correcting more complicated group issues such as those listed above as well as the possible consequences that may result.

For Full-Time MBA students:

Core teams

Students are encouraged to utilize the team training provided at the beginning of the program to help resolve any team issues. If a solution cannot be reached, the entire team may seek assistance from the Director of Student Affairs in the MBA office. The Director will listen to the team and offer options for improving the group process in consultation with the assistant dean.

All members of the group must actively utilize suggestions proposed by the Director. Work within the group must occur until a satisfactory group dynamic is achieved. Only after multiple attempts to resolve the team's issues have been made will the MBA Program office consider alternative methods of group resolution and equitable consequences. The decision of the MBA Program office is final.

Non-core teams

All members of the group must actively work to resolve the issue. The instructor should then be approached for recommendations. Only if these efforts do not result in a satisfactory resolution should the MBA Program office be involved to help with potential solutions.

For Part-Time MBA, MAcc and HRIR students:

Teams will sometimes be used in your academic classroom experience. A majority of your grade in core classes, as well as in subsequent classes, reflect group assignments. As such, the spirit of honor must be upheld in group assignments as well as in individual work. Upholding the spirit of honor in learning and project outputs will maintain the Carlson School's reputation of the highest integrity, honesty, and excellence in the quality of work in its students.

Should problems arise that cannot be resolved within the group, actions should be taken to rectify the situation. The following lists the procedure for gaining assistance in correcting group breakdown and possible consequences that may result.

- All members of each group must make every attempt to rectify any disputes or disagreements encountered. If a resolution cannot be reached, the entire team must seek assistance from the professor. The professor will listen to the team and offer suggestions on ways to improve the group process.
- All members of the group must actively work on suggestions proposed by the professor.

- Steps one and two must be repeated until a satisfactory level of group dynamics is achieved.
- The appropriate program office may consider alternative methods of group resolution and equitable consequences on an as-needed basis.

For Executive MBA students:

The Carlson School of Management understands the importance of teams and group projects in both academic and professional careers. Students will be assigned to a study group at the beginning of each academic year. That team will stay in place for one academic year. They will be used for any group projects assigned, unless the faculty state otherwise. All of the principles stated in the Carlson School Code of Conduct apply to these study groups.

Study teams will go through an extensive team training process at the start of the program where they will learn tactics and processes for addressing and resolving any team issues that may arise. Students must actively utilize what they learned in the team training in order to resolve issues.

Issues that cannot be resolved within the team should be brought to the attention of the associate director, in consultation with the assistant dean and associate dean of the MBA Program. The MBA administration will consider a variety of options to determine the best solution for the study team and the program. The decision of the MBA administration is final.

For undergraduate students:

The Carlson School of Management's Undergraduate program understands and supports the importance of teams and group work in both academic and professional settings. In many of your courses, liberal education, and major coursework, you will be asked to complete an assignment that requires participation of more than one student. Students are expected to actively participate, follow through on commitments, and complete a satisfactory amount of the workload when working in groups and/or teams. All assignments, both individual and group, should be completed with the highest degree of quality. Questions concerning what are individual assignments and group assignments should be directed to the course instructor.

(b.) Classroom etiquette (All Carlson Program Sponsored Classes)

The academic rigor of the Carlson School community demands that the environment of the classroom be conducive to learning. Because norms vary from one institution to another and individuals vary in their perception of what constitutes an appropriate learning environment, student leaders of the Carlson School community have partnered with faculty and administration in defining what specific guidelines for student behavior should exist in the Carlson School community. Individual faculty members may have additional requirements or conditions within their specific classes.

Carlson School students will be expected to understand and adhere to the following guidelines for their participation and behavior in respect to the classroom environment:

-Class attendance - Students are expected to attend all sessions unless professors set different expectations in the class syllabus. Failure to attend the first class session may result in losing one's seat in the course. If circumstances arise that a student cannot attend class, the student should notify the professor in advance. Should a student be unable to avoid missing a class session, it is the student's responsibility to obtain materials and notes covered in class that day, to make up tests, and to turn in homework as required. Students should not expect professors to go over the material with them individually.

-Punctuality - Students are expected to arrive for class on time in order to show respect for both the professor and the other students in the class. It is the professor's prerogative to establish guidelines and protocol for those arriving late. If faculty members provide a break during the class, students should take only the time allotted by the faculty member. Acknowledging that there are sometimes factors beyond one's control that will result in arriving late to class, students arriving after the class is in session should wait until the end of class to get any handouts or course materials passed out before or during class. Similarly, students should wait until the end of class to hand in required assignments, unless the instructor has set out other specific instructions for the timing of turning in assignments.

-Exiting and entering - Students are expected to remain in the classroom for the duration of the class. If a student must depart early due to unavoidable circumstances, the student should inform the instructor before class. In cases of illness, emergency, or personal comfort, individual best judgment should be used when choosing to exit and enter the classroom.

-Classroom decorum - Students should demonstrate respect for both the professor and for fellow students during the class period. As in a professional conference or formal business meeting, students are expected to refrain from potentially distracting behaviors such as eating during class, using laptops and

other electronic devices to instant message, or hold side conversations. Students are asked to turn cell phones off during all classes and special events. It is the prerogative of each faculty member to set the tone for his or her class, and faculty members may set different standards, if they so choose.

- Faculty members will dismiss the class at the conclusion of each session. Students should avoid packing up materials while a faculty member is speaking, regardless of the time.
- Preparation for class should be done outside of class time. Students should refrain from reading assigned materials and materials for other classes, magazine articles, and other materials during lectures.
- Guest speakers are an integral part of the Carlson School's tradition of experiential learning and students are ambassadors and representatives of the program and without exception must adhere to classroom decorum policies during interactions with guest lecturers. Unless stated otherwise by a professor or the speaker, all sessions led by guests should be 'laptop down' environments.

-Laptop computer and electronic device policy - The laptop computer is an integral part of a Carlson School student's studies. The building is well equipped with access points so that students will be able to perform these activities from a variety of convenient locations. When class is in session, students must use their laptop only as directed by their professor. Students shall avoid any activities such as instant messaging, surfing the web, checking email, or playing games that diminish their – or their classmates' – engagement with the instructional activity. In general, students should keep in mind that the use of laptops should add to the classroom environment, not detract from it. If students are unsure whether a given activity is appropriate, they are encouraged to ask their instructor. In addition, students are expected to immediately close laptops and other electronic devices at the request of the instructor. Misuse of laptops will at the very least affect a student's participation grade. Grievous misuse or continued abuse that creates a distraction within the intended learning environment will lead to disciplinary action.

-Exams - Laptops open up new possibilities for cheating during exams. Accessing web sites and online material, viewing documents saved on the hard drive, instant messaging, emailing, text messaging on cell phones, or other electronic activities not explicitly deemed acceptable by the professor during exams will be considered cheating. Students with laptops are expected to follow the same professional code of conduct as students without laptops would, and any infraction of that code will be dealt with just as severely. During exams, laptops should only be used as directed by the instructor.

-Specialized workshops, events, and corporate information sessions - In the spirit of creating a professional environment at the Carlson School, students will be held accountable for any inappropriate laptop usage during speaker engagements, specialized workshops, and events. Providing a positive, engaging

experience for corporate and alumni partners who volunteer their time and energy to address the student body is essential to building the reputation of the Carlson School.

-Class participation- Students should respect the rights of other students to contribute to class discussions and should avoid dominating class discussions. Students should be aware that their peers might have varying abilities to partake fluently and confidently in classroom discussions, and are encouraged to make efforts to promote a tolerant environment for all students. For that reason, it is suggested that individuals raise their hands instead of volunteering answers to allow everyone in the class an equal opportunity to participate. Again, it is the prerogative of the faculty member to define the tone and process for classroom participation.

-Respect for the physical environment (in and out of the classroom) – Unlike a hotel or conference facility, the Carlson School is part of a large, public institution with limited resources for cleaning and maintenance. Therefore, students are expected to show respect and care for our building by bussing their own dishes, soda cans, plates, utensils, and trash. Students should also discard all trash, push in chairs, and wipe any eraser marks, crumbs, or other remnants from any room they use. To report trash overflows, order additional waste bins, or report spills or breakage that require clean up, contact Facilities Management at 612-625-2001.

-Grade Point Average Requirements

MA- HRIR, MBT and MAcc Students

Students in these programs must maintain a 3.0 GPA, as designated by the Graduate School. Students must pass all courses with at least a C- in order for the course to be eligible for credit in one's graduate program.

Undergraduate Students

Carlson Undergraduate student grading policy

MBA Students

Students must maintain an overall grade point average (GPA) of at least 2.80 on a 4.0 scale to satisfy the MBA degree requirements. Failure to maintain a 2.80 GPA will result in academic probation and possible dismissal from the MBA program. Also Full-Time MBA students who are on scholarship may have different GPA requirements. Contact the MBA office for more details.

The Carlson School's Procedure for Low Scholarship in the MBA Program and MAcc:

Step 1: Probation – Low scholarship. Students who fail to maintain a 2.80 GPA after they have completed at least one semester in the program will be placed on academic probation. At that time they will be required to submit a written plan,

via email, for bringing their GPA up to satisfactory level that outlines specific courses that they will take and specifies a performance level they will attain each semester. This must be submitted to the appropriate MBA program designate(s) and be approved by said designate. FT/PT MBA: Director of Student Affairs, Assistant, and Associate Dean; CEMBA: Associate Director, Assistant Dean, and Associate Dean; MAcc: Director of MAcc .

Step 2: Final Probation – Low scholarship. Students who are on probation and still fail to maintain a 2.80 GPA upon being contacted will be placed on final probation. Students on final probation must meet with the Assistant and the Associate Dean of the MBA program or Director of MAcc and are subject to further probationary measures, which may include dismissal from the program due to low scholarship.

CEMBA Students: Because of the cohort, lock-step curriculum in CEMBA, students must pass all courses each semester with at least a C- in order to continue on to the next semester of the program. Failure to do so will result in immediate dismissal from the Executive MBA program.

FT MBA Students: Failure to pass the required Enterprise program course(s) with a minimum grade of C- may result in immediate dismissal from the Full Time MBA program. Students are expected to participate fully and those who do not make acceptable progress in the Enterprise programs may be subject to academic sanctions and or dismissal from the program.

- (c.) Carlson’s Recruiting System “The Edge “No Show policy
There is almost no excuse for missing an interview. However, if an emergency should arise, students should contact the Business Career Center (BCC) front desk at 612-624-0011 as soon as possible so we will not lose the interview opportunity for other students. Those who notify the BCC office prior to the interview date and receive an excused miss can retain access the The Edge by meeting with a career coach and writing a letter of apology to the recruiter/company. Those with unexcused absences will lose all access to The Edge

- (d.) Other responsibilities of Carlson School community members

At events outside the classroom as well as outside the school, e.g., corporate receptions, social events, recruiting trips, networking events, Enterprise client meetings, study abroad, career fairs, conferences, and any time that students are ambassadors for the school, they should act in a manner consistent with the professional code of conduct. This includes wearing appropriate attire. Ex. – business formal for all interviews, corporate receptions, and corporate visits; minimum of business casual for info sessions and professional networking events. It is your responsibility as a student to find out what the appropriate attire is if you have questions.

Carlson School Process for investigation violations of the Conduct Code

Process for investigating academic violations of the conduct code



Process for investigating violations of the professional conduct code



Carlson School Program Office Contact Information

HRIR Programs

3-300 Carlson School of Management
612-624-2500

Master of Accountancy Program

3-110 Carlson School of Management
612-624-7511

MBA Program

1-110 Carlson School of Management
612-625-5555

MBT Program

3-110 Carlson School of Management
612-624-7511

Undergraduate Program

2-190 Hanson Hall
612-624-3313

International Programs

2-210 Carlson School of Management
612-625-9361

Code of Conduct Agreement

The students, faculty, staff, and administration of the Carlson School promote an environment that fosters the professional growth and development of students and maintains high academic standards. All members of the Carlson School are expected to participate in any manner that ensures continued development and improvement of the overall academic experience. Honesty and integrity are essential qualities in this environment, and it is absolutely necessary for all members of the Carlson School community to adhere to the Carlson School code of conduct so that all members of the community can fully engage in the pursuit of their academic goals.

Each member of the Carlson School community accepts personal responsibility to read, understand, and uphold the conduct code throughout their Carlson School experience. In the same respect, anyone who stands by and does nothing when confronted with a code violation not only threatens the spirit of the codes, but is in violation of the codes. Any violation of the conduct code will not be tolerated and appropriate action will be taken.

Every Carlson School student, as defined in the Code of Conduct, is required to sign below indicating their acceptance of the standards set forth before being allowed to attend classes and participate in any Carlson School community activity.

I have read and understand the Carlson School Code of Conduct and agree to abide by its authority.

Name (printed): _____

Signature: _____

Email address: _____

Date: _____

APPENDIX A

Carlson School of Management Procedure for Resolving Student Concerns About Courses, Instructors, and Grades Effective Fall 2008

If a student has a concern about a class he or she is taking in the Carlson School of Management, the student should contact the instructor of the class and make every attempt to resolve the concern with the instructor directly. Students should start by addressing all concerns about grades and grading directly with the instructor. Most concerns about how a class operates and some concerns about instructor conduct can and should be addressed directly with the instructor.

In the case of some concerns about instructor conduct, the nature of the concern may make directly contacting the instructor inappropriate. If this is the case, the student should contact the departmental program coordinator (listed below) as the first step. If the instructor in question is the departmental coordinator, the student should contact the department chair as the first step. If the instructor in question is the department chair, the student should contact Associate Dean of Faculty and Research Sri Zaheer as the first step. Students with concerns related to differential treatment due to factors such as race, gender, or disability, should be directed to the central office that handles such concerns.

- Equal Opportunity and Affirmative Action (<http://www.eoaffact.umn.edu>)
- Disability Services (<http://ds.umn.edu/>)

The following guidelines may be helpful to students who wish to approach an instructor with a concern:

- You will be best received if you are (a) specific in with the details of your situation and (b) clear, consistent, and professional in your communication.
- There are often multiple perspectives on a situation and multiple pieces of information to consider. Presenting a concern to an instructor or to another person such as a department chair does not guarantee that the person will agree with you.
- Please make every effort to resolve your concern directly with the instructor. Please be aware that concerns about how a particular item of work was graded can be resolved only with the instructor. Other individuals (such as departmental coordinators and department chairs) cannot re-grade work and assign a different grade. However, concerns about violations of policy (including the grading policy), inadequate instructor record keeping, or instructor conduct can be resolved by others if necessary.

Students who are uncertain how to approach an instructor may be directed to the Student Conflict Resolution Center (<http://www.sos.umn.edu/students/>) for a free consultation. If and only if a student cannot reach resolution directly with the instructor, they should then move up the chain. The next step would be to contact the department coordinator responsible for the course as outlined below. If you find this list to be inaccurate, please contact the department for updated information. Again, at this and subsequent stages of the process, specificity, clarity, and professionalism of communication are very important:

Department Coordinators

Department of Accounting – 612-62

- Undergraduate Courses: Nick Biondich (biond001@umn.edu)
- MAcc Courses: Larry Kallio (kalli008@umn.edu)
- MBA Courses: Gordon Duke (gduke@umn.edu)
- MBT Courses: Mark Sellner (selln001@umn.edu)

Department of Finance

- Undergraduate Courses: Rick Nelson (rnelson@umn.edu)
- Graduate Courses: Jim Gahlon (jgahlon@umn.edu)

Department of Human Resources and Industrial Relations

- Undergraduate Courses: Sid Benraouane (benra001@umn.edu)
- Graduate Courses: Theresa Glomb (tglomb@umn.edu)

Department of Information and Decision Sciences

- Undergraduate Courses: Ching Ren (chingren@umn.edu)
- Graduate Courses: Ravi Bapna (rbapna@umn.edu)

Department of Marketing and Logistics Management

- Undergraduate Courses: Kevin Upton (upton006@umn.edu)
- Graduate Courses: Akshay Rao (arao@umn.edu)

Department of Operations and Management Science

- Undergraduate Courses: Steve Huchendorf (huche001@umn.edu)
- Graduate Courses: Kevin Linderman (linde037@umn.edu)

Department of Strategic Management and Organization

- Undergraduate Courses: Isaac Fox (foxxx040@umn.edu)
- Graduate Courses: Pri Shah (shahx007@umn.edu)

If resolution through the coordinator is unsuccessful (or if the coordinator is unresponsive after a reasonable period of time, such as a week), the department chair should be contacted. The department will only intervene if it appears that the department coordinator did not appropriately handle the case. For courses taught abroad in whole or in part, department chairs should consult with the Associate Dean for International Programs in order to ensure that they have the complete perspective on concerns that reach them. Except in cases where the department chair is appropriately approached as the first step in the process, decisions of the department chair shall be final. In those cases where the process begins with the department chair or Associate Dean of Faculty and Research, the Associate Dean's decision shall be final.