

University of Missouri-St. Louis
Spring Faculty Meeting
April 28, 2011

Report of the Provost and Vice Chancellor for Academic Affairs

Introduction

We have accomplished a lot at UMSL since our fall faculty meeting. In January, we learned that we have been designated as a Carnegie Foundation Community Engaged University, recognizing all of our community partnerships. In research and technology transfer, the campus has continued to move forward, increasing both our grants and technology transfer activities. Our efforts to increase retention and graduation rates are beginning to pay off in increased enrollments. The Access to Success Initiative is underway and we have already begun to achieve UMSL goals of increasing both retention and graduation rates, especially among students in underrepresented groups. Our community engagement activities have increased, as well, which contribute to student retention as well as making UMSL a good partner with our community. UMSL students have volunteered for many community projects over the past semester, including more students than in past years working with a community organization to improve our neighborhood. Next week the Big Event will be held on May 4 in which students and others will work on tornado cleanup. Overall, there is much to celebrate at UMSL as we prepare for spring 2011 graduation.

Research Activities

A total of 203 awards were received for an amount of \$36,290,215 for the period July 2010 to March 2011.

We provided \$22,042 for travel grants to junior faculty.

UMSL faculty received 8 awards totaling \$214,612 in the fall 2010 UM Research Board competition (13 proposals, \$404,715 requested) and submitted 20 proposals requesting \$719,054 in the spring 2011 competition (not yet awarded).

University of Missouri–St. Louis faculty continue receiving the prestigious NIH and NSF CAREER awards, with another two in FY2011 for a total of 17.

UMSL subscribed to the COS Funding Opportunities database allowing all faculty, staff and students to access one of the most robust, up-to-date funding opportunity search tools available.

Protocols and disclosures for IRB, IACUC and potential Conflict of Interest at UMSL is switching to electronic submission and management through IRBNet. The last day paper protocols for IRB were accepted was April 11, 2011, after which all protocols will be submitted online. Faculty training sessions for IRBNet were held in late March and early April 2011. IACUC (animal subjects) and potential Conflict of Interest will switch to online after online IRB is fully implemented.

Technology Transfer:

In FY2011 to date (7/1/10-3/15/11), we have made the following progress in technology commercialization:

- 6 invention disclosures submitted
- 3 new U.S. non-provisional patent applications filed
- 1 U.S. provisional patent applications currently being drafted
- 4 U.S. patents issued (2 allowed for issue in fall 2011)
- 5 active licenses (including 14 invention disclosures and related patents licensed, 4 startup companies/2 of which were incorporated in Missouri and 1 established company)
- Licensing income of \$95,454.08
- 1 option executed with a license to be finalized in March 2011 (including 8 invention disclosures and related patents licensed, 1 Missouri startup company established)

Faculty

- As of fall 2010, there were 552 full-time faculty at UMSL. This breaks down as follows:
 - 315 Tenure Track, including 236 tenured faculty and 79 untenured, tenure track faculty (a reduction of 4 since fall 2009).
 - 237 Non-Tenure Track full-time faculty (an increase of 17 since fall 2009)
- As of fall 2010, there were 959 part-time faculty: 553 listed as “other” which includes academic appointments such as adjunct faculty and librarians, and 404 in instructional or research assistant appointments.
- As of fall 2009, there were 539 full-time faculty at UMSL. This breaks down as follows:
 - 319 Tenure Track faculty (226 tenured, 93 untenured, tenure track faculty) and 220 full-time Non-Tenure-Track faculty.
- As of fall 2009, there were 908 part time faculty: 541 listed as “other” which includes academic appointments such as adjunct faculty and librarians, and 363 in instructional or research assistant appointments.
- As of fall 2008 there were 336 Tenure Track faculty (234 tenured, 92 tenure track) and 232 full-time non-tenure track faculty. (336 is the highest number of tenured/tenure track faculty at UMSL in over a decade. You may recall that the Action Plan 2004-08 set a goal of 330 tenure/tenure track faculty).
- As of fall 2008, there were 857 part time faculty: 504 listed as “other” which includes academic appointments such as adjunct faculty and librarians, and 351 in instructional or research assistant appointments.

Points of Pride

- UMSL won major recognition this year in the following areas:
 - We achieved the Carnegie Foundation’s Community Engaged University status and held celebrations all across the campus earlier this month.
 - UMSL is **ranked 14th** nationally in a survey of "Best College and University Civic Partnerships." The survey measures economic, social and cultural impact on metro regions.
 - UMSL received a TOP 50 Award from the St. Louis Regional Commerce & Growth Association for its contributions in "shaping the future of St. Louis."
 - Marvin Berkowitz was recently honored by the UM System with the 2011 Thomas

Jefferson Award.

- Tim Farmer was recently honored by the UM System with the 2011 President's Award for University Citizenship.
- Karen Cummings was named the Higher Education Art Educator of the Year by the Missouri Art Education Association.
- Bob Nordman was inducted into the Missouri Music Educators Association Hall of Fame in January.
- Associate Professor Sonya Bahar was honored with a Governor's Award for Excellence in Teaching.
- Associate Teaching Professor Michael Fix was honored with the Emerson award for Excellence in Teaching.

Spring Enrollments

Enrollment details will be posted in the Institutional Research website soon. Enrollments are as follows

- FS2010 enrollments (Headcount) as compared to FS2009
 - Undergraduate up by 1.8%
 - Graduate up by 2%
 - Professional down 3.9% (7 students)
- FS2010 enrollments (Credit Hours) as compared to FS2009
 - On campus hours were up 2.0%
 - Residence Centers were up 22%
 - Video courses were down by 4.6% I think we should eliminate this since most of these courses are now on-line.
- WS2011 enrollments (Headcount) as compared to WS2010
 - Undergraduate up .6% (50 students)
 - Graduate down .9%
 - Professional down 2.9% (5 students)
- WS2011 enrollments (Credit Hours) as compared to WS2010
 - On campus hours were 1.7%
 - Residence Centers were up 31%
 - Video courses were up 4.7% We should eliminate this since they are now on-line
- Fall to Winter retention
 - We lost 296 students, or 2.4% of our student body between the fall and winter semesters.

We must continue to strengthen our retention efforts so that we can improve our retention performance. It is important for us all to work together to make the necessary changes on campus that will help increase our retention of both undergraduate and graduate students. Every member of the UM-St. Louis campus community must contribute to improving our recruitment and retention rates and our students' success on campus. Retention is important for our students,

and also for our bottom line. We could increase tuition revenues potentially by several million dollars with increased retention.

Access to Success

- *Student Progress*: Students admitted in FS 10 showed increases in indicators of six-year graduation over the baseline FS 09 cohort. The FS 10 cohort
 - Averaged 5% more hours taken the first semester.
 - Passed 11% more credit hours.
 - Increased their first-semester GPA by 8%.
- *Feedback to Students*: The Academic Alert program recorded 1268 alerts in fall 2009 semester and 431 were recorded in fall 2010 (some may have been sent but not centrally recorded). Thanks to faculty members' attention to the program, the program is being used so much more now that there were 735 alerts issued in March alone and just among new undergraduates entering in FS 09 and FS 10. We hope that faculty will continue to find ways to give students more feedback on their progress by using the gradebook in MyGateway, providing midterm feedback, or other means appropriate to each course.
- *Acculturating Students to College*: Student Affairs and the colleges have collaborated on a new mandatory Orientation program. Several colleges have initiated or expanded First Year Experience courses. The most extensive has involved all new students in the College of Arts and Sciences.
- *Advising Messages*: For more consistent messages about the role of advising, the Academic Advising Council has drafted a Handbook for professional and faculty advisors and an advising curriculum for students.
- *Rigor*: To encourage higher academic standards, Probation and Suspension processes will be automated. Faculty will soon receive a message describing the process with encouragement to hold to their academic standards. There will be no waiver of probation, so students may pressure faculty to change grades or give Delayed Grades. Please do not give in to such requests unless you think they have merit.
- *Institutionalization of A2S*: The Provost's Council is considering ways to institutionalize A2S efforts. Look for announcements on the outcomes of their investigations toward the end of this semester.

Consumer Information Reporting

- SB 389 requires reporting publicly on the campus website of faculty and teaching assistant credentials of everyone who teaches at a Missouri public university or college beginning August 2008. Faculty and teaching assistants have been asked to update their information on the web for posting each semester. Most faculty members have complied.
 - In Spring 2010 we had 35 non-compliant faculty.
 - For Summer 2010 we have 21 non-compliant faculty so far.
- At the end of each semester our students engage in the Instructor Effectiveness Survey initiated by the Missouri State Legislature in Senate Bill 389, which mandated campuses to initiate an effectiveness survey for all instructors on campus,. Our campus Senate assessment committee designed seven questions to be used on the survey and the Faculty

Senate chose the five final questions used on the survey. The survey this semester opened to students on May 10 and will remain open until June 16th. Students registering for fall semester are able to access the survey results from last fall using MyView. Faculty can view the results from the survey by clicking the link on the academic affairs homepage.

- **Voluntary System of Accountability**
 - The **College Portrait** template of information of interest to prospective students and their parents has been updated. The UMSL College Portrait can be accessed from the front page of the UMSL web site or at URL <http://www.umsl.edu/services/academic/assets/PDFs/vsa-collegeportrait.pdf>

Retention Activities

- During the fall 2010 and spring 2011 semesters, the Center for Student Success offered 150 skills workshops with 900 students attending.
- Students admitted as exceptions for the fall 2009 were all required to take the First-Year Experience course offered by the Center. 86% percent of these at-risk students were successfully enrolled in spring coursework.
- The Academic Alert program is monitored by the Center for Student Success and several college advising offices. Students who respond to notification of alerts through the CSS and meet with Center staff continue to perform at a higher level than those not working with a coordinator. Data for responses to alerts from colleges and for spring 2010 are not yet available.

Curricular Initiatives

I am pleased to report that we have finally achieved 100% compliance with the requirement of a published 3-year rolling course plan. Unfortunately, many of these three-year plans are out of date and must now be revised and updated, and a few need to be redesigned for easier use. Please work with your colleagues to keep your plans up to date so our students can plan their schedules and graduations.

Course Transformation

UMSL is a partner in two initiatives that received recent (partial) funding from the Gates Foundation to support transforming large enrollment courses with technology. The ultimate goal of both projects is to increase student success in courses that have high rates of Ds, Fs, and Withdrawals. We will be increasing the use of technology to create more programmatic continuity among sections of these courses. One initiative brings together faculty working in Missouri's public universities to focus on general education large enrollment courses in consultation with the National Center for Academic Transformation. We expect to have at least two courses proposed for inclusion in this project. The NCAT in conjunction with the chief academic officers of the thirteen universities and the University of Missouri System will select thirteen courses for transformation, presumably one per campus. The second initiative, the Next Generation Learning Challenges, is spearheaded by the American Association of State Colleges and Universities and 20 campuses nationally, including six in Missouri. This initiative is focused on Composition and Algebra. Since we have already 'transformed' college algebra, UMSL's college algebra transformation is one of the success stories cited by both initiatives. The

Missouri campuses in this initiative will be working to create a blended learning version of English Composition.

Other course transformations:

- **Music** faculty combined their undergraduate Music Education program with other Music programs to avoid being targeted as a small program in future state initiative.
- **Biology** faculty changed the specializations in their graduate programs to match faculty resources and avoid listing numerous emphasis areas.
- **Educational Psychology** faculty proposed a new MEd program that passed campus approvals and is now at the UM System for review.
- **Media Studies** faculty designed a new undergraduate certificate, which has also passed the campus processes and now needs to go to the System and CBHE for approval.

Consumer Behavior Partnership with Express Scripts

Express Scripts has generously donated \$1.5 M to the campus and I asked our faculty to create proposals on how best to leverage the resources to create a sustainable partnership with Express Scripts. Currently we are examining two possibilities; one is investing resources in research around consumer behavior and another by creating a curriculum, specifically a graduate program for UMSL students. We are working with faculty teams in both these areas.

Assessment:

As stated in the final Higher Learning Commission re-accreditation report document to campus, “UMSL is working hard to transform itself into an “outcomes oriented” institution”.

- We use data to inform campus-wide planning and we’ll continue to do so. For example, our strategic plan contains a measure for every goal listed in the plan and that data helps us make campus decisions.
- As stated by the recent HLC accreditation team, we excel in the assessment of student learning. The next challenge in assessment is to study our program-level assessment(s) and decide what classes need to be assessed at the program level that truly assess student learning in the majors. The overarching goal is to create a sustainable assessment plan that assists faculty in their teaching, is easy to manage, and provides ample opportunities for improvement.

Grand Center:

The groundbreaking ceremony for UMSL at Grand Center took place on April 15. This facility located on Olive in Grand Center will house St. Louis Public Radio (KWMU) and approximately 30% of the space will be used for UMSL academic programs which can benefit from its location and facilities to enhance ongoing programs and build new partnerships. The facility will offer space for academic programs and units from the campus interested in using space for meetings and workshops. The construction is on a fast track and we hope to open for business by early summer 2012.

Strategic Planning Process

The campus Gateway for Greatness rolling strategic plan will be revised in the 2011-12 academic year. It will be an open process engaging as many faculty and staff as possible.

Academic Program Reviews

19 Program Reviews will have been completed by mid-June. During the past year we completed reviews on administrative units including the Libraries, ORA, The Touhill, University Advancement, Managerial and Technological Services, and centers and departments in the Humanities and College of Fine Arts and Communication. Academic Affairs was reviewed in the fall; Student Affairs' review is scheduled in June.

The Self-Studies, reports of the external reviewers and the Campus Review Teams are posted following the Site Visit on our SharePoint site. Please accept this reminder to post on SharePoint departmental documents such as meeting minutes and annual reports. This conveys that continuous improvement processes are in place on campus.

Charter Schools

UMSL sponsorship of charter schools resulted in \$180,000 in DESE funding this academic year for the oversight of three schools (St. Louis Charter School, St. Louis Language Immersion School, and North Side Community School). St. Louis Charter School remains one of the top performing charter schools in the region. We approved sponsorship requests for our first secondary schools. South City Preparatory Academy will open in the fall along with Preclarus Mastery Academy. Both of these new schools will serve grades 5-6 in their first year and eventually students through grades 12. The campus does not intend to start any additional schools until the approved schools document student success.

Academic Activities Related to Civic and Community Engagement

UMSL continues to be very engaged civically and with our community neighbors. For the second year in a row, we devoted a week to promoting and showcasing our activities related to Civic Engagement. The kickoff event, "Let Us Eat Cake" celebrated the new Carnegie classification with sheet cakes served across the campus to colleagues and community partners throughout the day in colleges, offices, and centers. The day concluded with a panel discussion on the topic, *Civic Engagement: Why Should We Care?*

The week was packed with a variety of activities reminding us about and demonstrating our commitment to our stewardship of the region. Some examples:

- UM Matters: A Panel with our Curators and Chancellor sponsored by (ASUM)
- UMSL Volunteer Services offered its Appreciation and Recognition Event
- A Baseball Game Bleacher Bash and canned food drive to benefit the Pagedale Family Resource Center
- A Battle of the Bands Honors College fundraiser benefited the Children's Advocacy

Among the other activities illustrative of the American Democracy Project that support the campus' responsibility to graduate educated citizens are:

- **News at Noon**, a fall and spring semester series that encourages better and deeper understanding of current events. The program is co-sponsored by *The Current* and *The New York Times* (a co-sponsor of the American Democracy Project). Pizza and discussion of relevant topics draw students and faculty to five Wednesday discussions each term. This year's programs were offered once a month.

- **Missouri Campus Compact (MOCC)** continues to provide support related to civic and community engagement. Small grants awarded to individual faculty members and to the Center for Teaching and Learning funded faculty participation in local conferences, webinars, and “Lunch and Learn” sessions about academic service-learning and civic engagement. This year, a group of almost 30 faculty members are meeting regularly to discuss these interests and to assess their classroom efforts.

Center for Teaching and Learning

The CTL celebrated its tenth anniversary this year. It is enjoying its new location on the fifth floor of Lucas Hall as it works to help UMSL meet its goals to offer quality academic experiences and promote student engagement and retention. The CTL creates professional development opportunities for academic leaders, faculty members, graduate students, and peer tutors to keep each group up-to-date and knowledgeable about campus initiatives related to learning, instruction, and technology. CTL staff are reviewing feedback summaries and meeting now with recent participants of this year’s programs to gather ideas to improve upon their successful models. Check the CTL web pages for details about these programs. Select activities since the fall report include:

Programs for Academic Leaders:

- The UM System Leadership Development Program convened a new class in September and UMSL’s five participants are now completing their year in the program. We expect that applications for the 2011-2012 LDP class will be announced soon. They are usually due in the Provost’s Office by the end of May.

Opportunities for Full- and Part-time Faculty:

- 52 programs were offered this academic year on topics including teaching with technology, using the Faculty Accomplishment System, winning internal research awards, academic honesty, promoting safety on campus, academic service-learning, and preparing for promotion and/or tenure.
- 149 consultations have been logged to date in response to requests from individual faculty, staff, and graduate students. Orientations are in the planning stages for summer and fall. They are essential for informing new colleagues of our campus culture, policies, and procedures. Please note that the Provost’s Office requires all new part-time faculty members to attend a half-day faculty orientation to learn campus policies, procedures, and expectations related to teaching and learning. Part-time Faculty Orientations are scheduled as each term begins on: May 14, June 10 and 11, and August 19 and 20.
- 2011 August Orientations for other members of the academic community are scheduled as follows:
 - Academic Leaders Forum, August 11
 - Teaching Assistants and Research Assistants Professional Development Conference, August 15-16.
 - New Full-time Faculty Orientation, August 17 – 18.
- The call for proposals will soon be announced for the annual, regional 2011 Focus on Teaching and Technology Conference which is scheduled for November 10-11, 2011. Following the 2010 program, Thursday’s program will be on South Campus in the Technology and Learning Center and Friday’s sessions will be in the J.C. Penney

Conference Center. Please consider submitting a proposal to share the teaching with technology innovations you've developed to support students' learning and academic success. So far this year's conference co-sponsors include Maryville University, Southern Illinois University Edwardsville, Saint Louis University, St. Louis Community College, and Missouri University of Science and Technology.

Opportunities for Graduate Students: Certificate in University Teaching (CUT)

- CUT is completing its sixth year. It is coordinated by Professor Sally Ebest. CUT offers a 4 unit program designed to prepare our Master's and Doctoral students for future academic careers. To date, 36 students have earned this non-credit certificate and each has taken an academic position, yielding a placement rate of 100%.
 - Graduate students from the Colleges of Arts and Sciences, Business, Education, Fine Arts and Communication, and Nursing have enrolled in the Certificate in University Teaching (CUT) since the CTL began offering the program in the fall 2006 semester.
 - Over 61 graduate students participated in CUT this academic year, representing 12 departments and five colleges.
- The year begins in August with the two-day Graduate Student Professional Development Conference which was opened in 2010 to all graduate students. It is designed to orient new and continuing graduate students to UMSL and to their responsibilities as teaching and research assistants. The 2010 program included presentations by 70 faculty members and experienced graduate students. 119 graduate students attended the conference. Please note the dates of this year's program so that graduate students in all of our programs take advantage of this unique opportunity to meet their peers and faculty members and learn about campus supports for instruction and research.

Opportunities for Undergraduate Students

- Supplemental Instruction coordinated by the Center for Teaching and Learning, places undergraduate tutors as Supplemental Instruction Leaders in large enrollment classes which have high rates of D, F, and W. This year the CTL supported 12 SI leaders who were placed in 10 courses taught in five departments.
 - These Supplemental Instruction leaders meet monthly during the semester to discuss their work, share their successes, and learn tutoring strategies.
- The Peer Academic Leaders Seminar (PALS) is offered at the beginning of each semester to prepare UMSL's many undergraduate students who work as peer tutors. PALS introduces these undergraduates to campus policies and procedures (such as FERPA, positive work and learning environment, sexual harassment prevention) and tutoring strategies. Optometry routinely offers a program for its students at the start of each semester. Six seminars were offered this year to a total of 95 students tutoring in various capacities on campus. It is essential that all students working as tutors with undergraduates should be attending one of the orientation programs offered by the CTL.

CTL Services and Projects

- Mid-semester Feedback: The mid-semester feedback system, an online service offered by the CTL, is in steady use each semester by faculty and graduate teaching assistants. This academic year, 303 (fall 2010) and 235 (spring 2011) instructors registered 650 (fall) and

474 (spring) courses for feedback. The CTL is always interested in learning how faculty use the data they receive from their students.

- eLearning Initiative and UMSL Online Advisory Committee: CTL staff are supporting the efforts of the new UMSL Online office by serving on its advisory board, planning programs to offer jointly, and collaborating with faculty who are preparing to take courses online.

Faculty Grievances

The Collected Rules on grievances

(<http://www.umsystem.edu/ums/departments/gc/rules/grievance/370/010.shtml>) require that the Academic Grievance Officer report to the faculty governance body on the status of all faculty grievances.

- During the 2010-2011 academic year, there were no faculty grievances.
- Any potential faculty grievances were settled informally or through the campus mediation program, but not reported to Academic Affairs.

Academic Dishonesty

Faculty have responded well to the policy requiring that they report all incidences of suspected academic dishonesty. The Provost's Office investigates and/or notes each reported case as appropriate. It is important that a record be kept even in cases in which the faculty member feels that additional sanctions are not necessary, since this gives a record in case the student engages in similar behavior in later courses, or has already done so without the faculty member's knowledge. It is important to know if a given situation is the first instance for a student, or whether the student has been involved in similar behavior in previous courses in order for investigations and sanctions to be appropriate. I appreciate everyone's cooperation as we try to educate students in an academically rigorous and honest fashion.

Academic Dishonesty Report Cheating

Under guidelines established by the Collected Rules and Regulations section 200.020. B.1 STANDARD OF CONDUCT, the Office of Academic Affairs has investigated 8 cases of academic dishonesty involving **cheating**. Details of those cases are documented below.

- Of the 8 cases reported and investigated, all cases involved undergraduate students. There were no cases involving graduate students reported.
- In 5 cases, there was sufficient evidence to find the students guilty of cheating. In each case, the students received a lowered grade for the work in question and a subsequent sanction from the Office of Academic Affairs.
 - Students were sanctioned with a warning about the seriousness of the violation(s), a warning about future violations of academic dishonesty and the severity of repeat offenses.
- In the remaining 3 cases, the students did not contact the Office of Academic Affairs to discuss the incidents of dishonesty as required and subsequently received a hold on their future registration efforts.
- Currently there are 14 on-going investigations involving cheating.

- One case involves a second charge for a student.
- Two cases involve graduate students.

Plagiarism

Under guidelines established by the Collected Rules and Regulations section 200.020. B.1 STANDARD OF CONDUCT, the Office of Academic Affairs has investigated 26 cases of academic dishonesty involving **plagiarism**. Details of those cases are documented below.

- Of the 26 cases reported and investigated, 25 cases involved undergraduate students and 1 case involved a graduate student.
- In 22 cases, there was sufficient evidence for the students to be found guilty of plagiarism. In each case, the students received a lowered grade for the work in question and a subsequent sanction from the Office of Academic Affairs.
 - In 2 cases, the students were sanctioned by the Student Conduct Committee.
 - In one case, the student was sanctioned to an academic year probation and to discuss strategies for avoiding plagiarism with the Writing Lab before submitting a reflective essay.
 - In the second case, the student was sanctioned to write a 5-page essay on the importance of academic integrity and professional ethics as a student and a 5-page essay on MLA and APA.
 - In 12 cases, the students were sanctioned to discuss strategies for avoiding plagiarism with the Writing Lab before submitting a reflective essay.
 - In the remaining 8 cases, the students were sanctioned with a warning about the seriousness of the violation and the severity of repeat offenses.
- In 4 cases, the students did not contact the Office of Academic Affairs to discuss the incidents of dishonesty as required, and subsequently received a hold on their future registration efforts.
- Currently, there are 8 on-going investigations of academic dishonesty involving plagiarism.
 - Of those cases, two involve a second incident of academic dishonesty.
 - 5 cases involve graduate students.

University policies require faculty to report suspected cases of academic dishonesty to Academic Affairs. We assure students of due process and guide faculty through the procedures. Then we keep the names of those charged on file so that students can be monitored. In this way, it is known if a student commits repeated offenses.

Please do not try to handle these situations by yourself. Please also bring your syllabus into conformity with official university policies and procedures regarding academic integrity requirements. Regardless of what your syllabus says, you could be violating procedures (and legal precedents) if you attempt to sanction students yourself. Please be familiar with the policies. If you wish to have a greater understanding of the policies and procedures, please contact Associate Provost Judith Walker de Felix. She is also happy to present information to departments on how to detect and handle academic dishonesty.

390.010 Discrimination Grievance Procedures for Students

The Office of Academic Affairs has not investigated any formal grievance cases during the Winter/Spring Semester 2011.

Student Complaints Concerning Faculty, Staff, Administrators and Academic Issues

Information on student complaint procedures is now available on the Academic Affairs and Student Affairs websites.

Report on Student Complaint Cases

The following summary documents student complaint cases reported to the Office of Academic Affairs during the Winter/Spring Semester 2011.

The Office of Academic Affairs has investigated 17 student complaints. In those cases, the students were referred to the appropriate unit administrator. The details of those cases are documented below.

- In 15 cases, students expressed dissatisfaction within their respective departments and/or academic units.
 - In those cases, the students contacted or were referred to the Chancellor's Office and/or the Office of Academic Affairs. In these cases, Office of Academic Affairs contacted the student(s), and then forwarded the complaints to the appropriate administrator in the department and/or unit to proceed with resolving the complaint.
 - These complaints were resolved informally.
- In the remaining 2 cases, students expressed dissatisfaction with instructors and/or courses.
 - After contacting the student(s), the Office of Academic Affairs contacted the faculty member and/or the appropriate administrator in the department or unit to proceed with efforts to resolve the complaint.

Currently, the Office of Academic Affairs is investigating 3 student complaints.