University of Missouri-St. Louis Spring Faculty Meeting May 7, 2012

Report of the Provost and Vice Chancellor for Academic Affairs

Introduction

We have accomplished a lot at UMSL since our fall faculty meeting. We received a grant from the UM System to develop the BLS online courses to attract new degree-completion students. Our efforts to increase retention and graduation rates are beginning to pay off in increased enrollments. The Access to Success Initiative, with its ambitious UMSL goals of increasing both retention and graduation rates, especially among students in underrepresented groups, resulted in higher freshmen retention rates among underrepresented than traditional students. 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 the Big Event on May 1 that involved more students than in past years working with a community organization to improve our neighborhood. Overall, there is much to celebrate at UMSL as we prepare for spring 2012 graduation.

Research Activities:

FY2011 - FY2012 (7/1/10-3/31/12)

A total of 360 awards were received for an amount of \$77,029,411 for the period July 2010 to March 2012. To date for FY2012, a total of 127 awards have been received for an amount of \$32,791,457.

We provided \$33,982 (35 awards) for travel grants to junior faculty, with \$10,871 of that awarded in fall 2011.

Technology Transfer Activities:

FY2011 - FY2012 (7/1/10-3/31/12

- 19 invention disclosures submitted
- 4 provisional, 4 non-provisional, and 2 PCT patent applications filed
- 9 US patents issued
- Licensing income of \$257,219
- 3 new licenses executed (11 technologies licensed, 2 start-up companies established)

UMSL also launched a campus chapter of the National Academy of Inventors, an organization established to honor academic invention, recognize and encourage inventors and enhance the visibility of university technology and innovation. Seventeen faculty staff and students were inducted in the inaugural class as Inventor Members, and 20 as Honorary Members. (Inventor members are individuals listed as an inventor on an issued patent. Honorary members are individuals recognized for their support and commitment to advancing technological

development and innovation, retired faculty listed on an issued patent, and those listed as inventors on a pending U.S. patent application.)

Faculty

- As of fall 2011, there were 533 full-time faculty at UMSL. This breaks down as follows:
 - 299 tenure track, including 236 tenured and 63 untenured, tenure track faculty (a reduction of 16 since fall 2010). Note that 3 of those 16 transitioned into part-time positions as Founders' Professors.
 - 234 Non-Tenure Track full-time faculty (a loss of 3 since fall 2010)
- As of fall 2011, there were 937 part-time faculty: 529 listed as "other" which includes academic appointments such as adjunct faculty and librarians, and 401 in instr4uctional or research assistant appointments.
- 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.

Points of Pride

Spring Enrollments

Enrollment details are posted on the Institutional Research website. Enrollments are as follows

- FS2011 enrollments (Headcount) as compared to FS2010
- Undergraduate down by -0.1% (14 students)
- Graduate down by -1.6% (49 students)
- Professional up by 0.6% (1 student)
- FS2011 enrollments (Credit Hours) as compared to FS2010
- On campus hours were down 0.8% (944 hours)
- Residence Centers were up 13% (117 hours)
- WS2012 enrollments (Headcount) as compared to WS2011
- Undergraduate down 0.9% (103 students)
- Graduate down 0.4% (33 students)

- Professional up 1.2% (2 students)
- WS2012 enrollments (Credit Hours) as compared to WS2011
- On campus hours were down 1.0% (1189 hours)
- Residence Centers were down 7.8% (147 hours)

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
 - o Averaged 5% more hours taken the first semester.
 - o Passed 11% more credit hours.
 - o Increased their first-semester GPA by 8%.
- *Feedback to Students*: The Academic Alert program recorded 1268 alerts in fall 2009 semester and 431 in fall 2010. Thanks to faculty members' attention to the program, the program is so much more popular 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.
- 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, the automatic Probation and Suspension processes started last year have proven successful and much more efficient to implement. As evidence that students understand UMSL's rigor, our most recent freshmen NSSE scores are much higher than any other university group (e.g., urban, doctoral, or all NSSE) in the factor, High Academic Expectations.

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
- At the end of each semester our students engage in the Instructor Effectiveness Survey which was initiated by the Missouri State Legislature which mandated campuses to initiate an effectiveness survey on all instructors on campuses, Senate Bill 389. 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 received 1268 alerts in fall 2009 semester. Students who respond to alerts and meet with the Center, continue to perform at a higher level than those not working with a coordinator. Data for spring 2010 are not yet available.
- The Respect Committee continued activities to improve the campus climate, including a new collaboration to integrate activities in the Power of Retention workshops.

As you know, the UM System is an active participant in the national Access to Success initiative, and the campus has submitted an ambitious plan to increase our graduation rate dramatically. The A2S Delivery Plan links to our G4G strategic plan and the President's Accountability Measures and also provides a means to increase tuition income. This should not be considered just another initiative but a change in the way we do business. Success in A2S will require every member of the campus community to relay the message that we are here to help students complete their degrees. You will be receiving much more information on A2S at the start of next school year.

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.

As I reported at last spring's faculty meeting, the re-accreditation team from HLC required the campus to centralize oversight of all of our distance initiatives, including off-site, Internet, and teaching synchronous classes with Wimba and other new technologies. HLC and the Missouri Department of Higher Education are both starting eLearning oversight initiatives that will require more approvals, which we have not been able to do in the current distributed model.

In response to these requirements, we are establishing within Academic Affairs a new office for online learning (name still being determined) with an associate dean who reports to the provost but is supervised on an operational basis by the dean of Continuing Education. The vision is eventually to divide CE's current non-credit and credit offerings, with all credit courses offered through the new office. The search for the associate dean has produced many excellent candidates for this leadership role and we hope to appoint someone soon.

Starting this summer, all new online courses will be managed by this office. Course credit will accrue to the unit offering the course, and funding will be shared among the unit, campus, and CE. The funding model will be evaluated each year to reflect the student population and to revise the model if necessary. That is, if no new students are recruited, then the campus cannot afford to share the tuition income. On the other hand, the more successful the program in recruiting new students, the greater the share of funds going to the units.

UMSL's proposals for online courses and course clusters were all successful in the UM System's competition. These faculty will be the first to experience support from the new office.

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 second initiative, the Next Generation Learning Challenges, is spearheaded by the American Association of State Colleges and Universities and 20 campuses, including six in Missouri. This initiative is focused on Composition and Algebra. Note that we've already 'transformed' college algebra. UMSL's college algebra transformation is one of the success stories cited by both initiatives.

- **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.
- NCAT

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 intend to notify the campus of final plans by end of fall semester.

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 by 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 University is scheduled to accept the keys to Grand Center by May 18 with St Louis Public Radio move scheduled for Father's day Weekend. The grand opening is being scheduled for early this fall so look for that information.

Strategic Planning Process

The G4G is being renewed, and subcommittee chairs are conducting needs assessments as part of the process. A co-chair of the Teaching and Learning Subcommittee, Larry Frederick, contracted with planning consultants, Gartner, regarding ways UMSL should plan for the disruptive technology facing higher education. Subcommittee chairs and administrators met with the consultants and hope to be able to design more strategic goals than in past strategic plans.

16 Program Reviews were completed this academic year and includes Art & Art History, Sue Shear Institute, Continuing Education, Honors College, Deans' Offices in Arts and Sciences and Fine Arts and Communication, Child Advocacy Center, Anthropology, Sociology and Languages, Criminal Justice, Engineering, Center for Teaching and Learning, Bachelor of Interdisciplinary Studies, Psychology and Political Science.

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.

Also the UM System has adopted a new framework, one page for reporting our program reviews and they will be submitted to CBHE as well.

Charter Schools

UMSL sponsorship of charter schools resulted in \$228,067 in DESE funding this academic year for the oversight of three continuing charters (St. Louis Charter School, St. Louis Language Immersion Schools, and North Side Community School) and two new ones (Preclarus Mastery Academy and South City Preparatory Academy). Both of the new schools will serve grades 5-6 in their first year and eventually students through grades 12. The Charter Oversight Office will move administratively from Academic Affairs to the College of Education with the start of the fiscal year, and the director will be housed in Grand Center to be closer to the schools.

Activities Related to Civic and Community Engagement

UMSL continues to be very engaged civically and with our community neighbors. While we were very disappointed that Corey Booker cancelled his visit here last month for Civic Engagement Day, there is an abundance of related activity at UMSL. Some examples:

- Silent Witness Initiative and Domestic Violence Fair took place May 1 as a result of efforts by students in a CCJ course taught by Kristin Carbone-Lopez
- Pursuing Engaged Scholarship in an Age of Austerity was the topic of two presentations made on May 2 and 3 by Dr. Katherine Lambert-Pennington, Assistant Professor of Anthropology at the University of Memphis and 2011 recipient of the Ernest A. Lynton Award for the Scholarship of Engagement
- Two April programs, Relay for Life and the Big Event, brought students, faculty, and staff together to raise dollars and to volunteer together on projects in the 24:1 Community Initiative
- Students of Service, the Learn and Serve America Grant, concludes its three year project partnering across campus and with a Community Advisory Committee composed of community neighbors and representatives from Beyond Housing, Girls, Inc. 1775 students logged over 23,000 hours of service in the 24:1 Initiative during the three funded years.

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 monthly discussions each
 term.
- **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

Center for Teaching and Learning

The CTL offers professional development opportunities for academic leaders, faculty members, graduate students, and peer tutors to help each group stay up-to-date and knowledgeable about campus initiatives related to learning, instruction, and technology. The CTL 'enjoyed' a Center Review this spring and its staff members are gearing up to plan August orientations and programs. Their Center Self-Study Report will be posted to SharePoint.

This spring I announced that Instructional Design is now be housed in the CTL. Presently, a search is underway to fill a vacated instructional designer position. This spring, the CTL lead a series of iPad Teaching Circles for the 45 faculty members who submitted successful proposals to ITS for an iPad.

This summer, the CTL will be offering a series of workshops to support faculty members as they move courses online for the fall semester. Level Up: the Online Course Development Series begins on May 21. Announcements about the program and registration information will be be sent soon. Please contact the CTL if teaching an online course is in your future plans. It's very important to begin course preparation at least a semester in advance of offering the course.

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 seven participants are now completing their year in the program. We expect that applications for the 2012-2013 LDP class will be announced soon. They are usually due in the Provost's Office by the end of May.
- The CTL supports Five-Year Program Reviews by making arrangements with the external reviewer for each unit and supporting unit leaders as they plan the site visit for the review or have questions as they work on the Self-Study.
- Save August 9, 2012 for the fall's Academic Leaders Forum.

Opportunities for Full- and Part-time Faculty:

- 73 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.
- 317 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.

- o Part-time Faculty Orientations are scheduled as each term begins on: May 11, June 2, and August 11 and 17.
- o The 2012 New Faculty Orientation for full-time faculty is on August 15-16.
- The call for proposals will soon be announced for the annual, regional 2012 Focus on Teaching and Technology Conference which is scheduled for November 1-2, 2012. Save the date and submit a proposal to share your teaching with technology innovations. This regional conference attracts participants from campuses across the bi-state region.
- UMSL is a partner in two initiatives that received 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. Innovations were implemented this year in IS 1800 Computers and Information Systems and in English 1100- First Year Writing. Both courses are relying increasingly more on technology and undergraduate peer supports to engage students in class and online.

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

- CUT is completing its seventh year under Sally Ebest's direction. CUT offers a 5 unit program that prepares our Master's and Doctoral students for future academic careers. About 50 students are completing CUT units this year. They represent 12 departments and five colleges.
- CUT's annual events begin in August with the two-day Graduate Student Professional Development Conference for all graduate students. The program orients new and continuing graduate students to UMSL and to their responsibilities as teaching and research assistants. Please note the dates of this year's program (August 13-14) so that graduate students in each UMSL program can take advantage of this opportunity to meet their peers and faculty members and learn about the campus.

Peer Academic Support Services

- 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 SI leaders who were placed in 25 courses taught in nine departments.
 - o 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. This year 121 students from 29 academic and support units participated in a PALS. 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, 190 (fall 2011) and 265 (spring 2012) instructors registered 484 (fall) and

- 732 (spring) courses for feedback. The CTL surveyed faculty users this spring to learn how they use the data received from their students.
- Both Peggy Cohen and Keeta Holmes serve ex officio on several Senate and University Assembly Committees.

The Graduate School

With the increase in graduate student applications and enrollment and additional federal compliance requirements, it was necessary to create a new leadership position. Wes Harris, the new associate dean of the Graduate School, assists in administration of the programs and is focusing on developing a new Professional Science Master's degree in collaboration between science faculty, industry, and key collaborative programs.

Online Administration

The administration of online courses and programs has been moved from Continuing Education to Academic Affairs. Specifically, we plan for "online" to become simply a choice of delivery method available to faculty. That means that faculty may access support services from instructional designers from the CTL, just as do for all other instructional support. Until faculty are comfortable with online tools, we will continue additional compensation (\$3000 less benefits) for faculty who are new to designing online courses; the Office of Online Administration is charged with administering requests for compensation. A new tuition-sharing model to compensate departments and service offices for growth in online enrollments should be ready to pilot, starting next spring.

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 2011-2012 academic year, there were no faculty grievances.
- Any potential faculty grievances may have been settled informally or through the campus mediation program, but none were 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 whether 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 focus on educating students in an academically rigorous and honest fashion.

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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 31 cases of academic dishonesty involving **cheating**. Details of those cases are documented below.

- 31 cases were reported and investigated.
 - o 20 cases involved undergraduate students.
 - o 11 cases involved graduate students.
- In 25 cases, there was sufficient evidence to find the students guilty of cheating. Students received a lowered grade for the work in question and a subsequent sanction from the Office of Academic Affairs.
 - Students were sanctioned to an academic semester/year of suspension (1 case).
 - Students were sanctioned to an academic semester/year of probation (6 cases).
 - Students were sanctioned to submit a research paper of academic quality on the importance of academic integrity and professional ethics either as students or in their chosen professions (10 cases).
 - Students were sanctioned with warnings about the seriousness of the violation(s), a warning about future violations of academic dishonesty and the severity of repeat offenses (8 cases).
- The remaining 6 cases were dismissed due to insufficient evidence to warrant a charge of misconduct.
- Currently, there are 9 on-going investigations involving cheating.

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 34 cases of academic dishonesty involving **plagiarism**. Details of those cases are documented below.

- 34 cases were reported and investigated.
 - o 29 cases involved undergraduate students.
 - o 5 cases involved graduate students.

- In 32 cases, there was sufficient evidence to find the students guilty of cheating. Students received a lowered grade for the work in question and a subsequent sanction from the Office of Academic Affairs.
 - Students were sanctioned to an academic semester suspension (1 case).
 - Students were sanctioned to receive information from the Writing Lab and to write a reflective essay (24 cases).
 - Students were sanctioned to submit a research paper of academic quality on the importance of academic integrity and professional ethics either as students or in their chosen professions (1 case).
 - Students were sanctioned to an academic semester/year of probation (4 cases).
 - Students were sanctioned with warnings about the seriousness of the violation(s), a warning about future violations of academic dishonesty and the severity of repeat offenses (2 cases).
- Registration holds are placed on student accounts for students who do not contact Academic Affairs to discuss the allegations of academic dishonesty (2 cases).
- Currently, there are 6 on-going investigations involving plagiarism.

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 Vice Provost Judith Walker de Felix and/or Tanisha Stevens, in the Office of Academic Affairs. They are 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 from Fall Semester 2011 to date in Winter/Spring Semester 2012.

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 from Fall Semester 2011 to date in Winter/Spring Semester 2012.

The Office of Academic Affairs has investigated 31 student complaints. In those cases, the students were referred to the appropriate unit administrator. The details of those cases are documented below.

- In 31 cases, students expressed dissatisfaction with instructors, courses and/or within their respective departments/academic units.
- 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.
- These complaints were resolved informally.