

University of Missouri-St. Louis

Fall Faculty Meeting 2011

October 24, 2011

Report of the Provost and Vice Chancellor for Academic Affairs

Introduction

Since the Spring 2011 faculty meeting UMSL has made significant progress in many areas. Our enrollment, which was up significantly in fall 2010, is holding steady with record numbers of new freshmen and transfer students entering this fall. Retention is improving although we still need to do better. We graduated a record number of students in 2010-11. We have continued to improve our research productivity, with approximately \$45M in external research grants in the last academic year, and we have already had one patent issued to a UMSL faculty member this academic year. We welcomed 6 new tenured/tenure track faculty this fall, including our new Dean of the College of Education, Dr. Carole Basile, and 14 non-tenure-track faculty. Our former dean of the College of Nursing, Dr. Julie Sebastian, left this month for a position as Dean of Nursing at the University of Nebraska Medical Campus, and Dr. Sandy Lindquist is the Interim Dean of the College of Nursing while we search for a new dean. Academic Year 2011-12 is the 30th anniversary of the College of Nursing at UMSL, so Sandy will be guiding the College through those celebrations in anticipation of the new dean's arrival in summer 2012. UMSL students and alumni just celebrated our fall 2011 Homecoming including several events that benefitted various charities. October is the UMSL month of giving, with opportunities for all of us to give to our communities and the campus financially and as volunteers. Details of these and other UMSL activities and achievements are discussed in this report.

Gateway for Greatness

A significant aspect of our ongoing accreditation depends on campus planning, specifically our strategic plan, Gateway for Greatness. UMSL has a rolling strategic plan with current goals for 2012 so it is time to re-assess our G4G campus strategic priorities. The renewal process began in August and continues through August, 2012. There are four phases; diagnostic, planning, approval, and implementation. The Steering Committee of the G4G process includes the Chancellor, Vice Chancellors, Vice Provosts and a few others. The larger Planning Committee will engage with the campus in the planning process includes the University Assembly Budget and Planning Committee, Chancellor's Cabinet, Provost's Council, and representatives of the Staff Association, Student Government Association and other campus leaders. Many faculty and staff members and students will be involved in various planning sub-committees as the planning process proceeds in the next six to eight months. We hope to adopt the plan by the end of the academic year, and begin implementation and data collection in August 2012.

Faculty

- For Fall 2011 we have 538 full-time faculty members at UMSL. This includes:
 - 300 tenure track faculty members, including
 - 236 tenured faculty and

- 64 untenured, tenure track faculty
 - 238 non-tenure track full-time faculty members
 - We also have 920 part-time faculty members, including 525 adjunct and other faculty members and 395 teaching and research assistants
 - Please note that these are preliminary numbers, since the official faculty census is done after October 31. These are the correct numbers as far as we know now, but they will be confirmed after the census.
- For Fall 2010 we had 552 full-time faculty members at UMSL. This includes:
 - 315 tenure track faculty members, including
 - 236 tenured faculty and
 - 79 untenured, tenure track faculty
 - 237 non-tenure track full-time faculty members
 - We also have 959 part-time faculty members, including 553 adjunct and other faculty members and 404 teaching and research assistants
- For Fall 2009 we had 539 full-time faculty members at UMSL. This includes:
 - 319 tenure track faculty members, including
 - 226 tenured faculty and
 - 93 untenured, tenure track faculty
 - 220 non-tenure track full-time faculty members
 - We also had 908 part-time faculty members, including 541 adjunct and other faculty members and 363 teaching and research assistants.

Tenure and Promotion

- 15 Assistant Professors were considered for promotion to Associate Professor and tenure in the academic year 2010-11. Of those, 13 were promoted and tenured.
- 3 untenured Associate Professors were considered for tenure. All were granted tenure.
- 7 Associate Professors were considered for promotion to Professor. Of those, 6 were promoted.
- 3 NTT faculty were considered for promotion to Assistant Teaching Professor, all were promoted.
- 3 NTT faculty were considered for promotion to Associate Teaching Professor, 2 were promoted.
- 1 NTT faculty who was considered for promotion to Clinical Associate Professor was promoted.

- 1 NTT Associate Research Professor who was considered for promotion to Research Professor was promoted.
- 2 NTT Associate Teaching Professors were considered for promotion to Teaching Professor. Both were promoted.

New Faculty

- For 2010-11, there are 6 new tenured or tenure track faculty hires, including our new dean for the College of Education, Dr. Carole Basile.
- There are 14 non-tenure track faculty new hires in Fall 2011.

Research Activities

- External funding for the FY2011 for all grants, contracts and other sponsored activities totaled \$44 million, an increase of 13% over the previous year. There were 226 external awards in FY2011, an increase of 45% over the previous year.
- In the first quarter of FY2012 (July, Aug., Sept. 2010), a total of \$13,865,827 in external grants was received. This included: \$360,830 from associations, \$255,244 from corporations, \$12,427,716 from federal agencies, \$26,723 from Missouri local governments, \$16,000 from other university sources, and \$779,315 from the State of Missouri. These funds were designated for the following purposes: \$156,111 for instruction, \$1,106,783 for various sponsored activities, \$3,769,841 for research, and \$8,833,093 for student financial aid.
- Technology transfer for FY2011 totaled 9 invention disclosures submitted; 4 provisional and 3 non-provisional U.S. patent applications filed; 6 U.S. patents issued; 10 technologies licensed/optioned; 1 startup company based on UMSL technology established; and \$141,112 in licensing income received by the University.
- In technology transfer during the first quarter of FY2012, 1 U.S. patent issued and \$47,383 in licensing income was received by the University.

General Education

The reconstituted, smaller, General Education Committee, led by Tim Farmer, has been charged with proposing an alternate administrative structure for general education. A proposal is expected before the end of the academic year. During this transition year the committee will also be handling general education course approvals in conjunction with the Faculty Senate Curriculum and Instruction Committee and other issues.

Academic Program Reviews

Last academic year we conducted 24 five-year reviews, this year we will complete 18. During the summer, the entire review process was assessed and as a result, changes were made to the review processes to make the reviews more effective and efficient for units under review.

Fall Enrollments

- The overall enrollment at the University was approximately flat in fall 2011.
- Total undergraduate enrollment was flat this fall, and we experienced a slight decline in graduate student enrollment.
- We had an increase in new student enrollment for the 3rd consecutive year. We enrolled over 2400 new students in fall 2011, which represents a 2% increase over last year.
- We have a 10.5% increase in residential students this fall. Both Mansion Hills and University Meadows Apartments are at full capacity, and we have a record number of freshmen living in Oak Hall. This is the most students we have had living on campus in over a decade.
- We reached our highest retention rate in school history for first-year students. We retained 77% of our first-years students from fall 2010 to fall 2011. The previous high for the University was 75% in 2006.
- We also recorded our highest retention rate for first-time freshmen in school history at 78%.
- As a result of our retention efforts, we have a 3% increase in sophomore enrollment.
- Our goal for retention remains 80% or more for all students.

Freshmen Enrollment Summary

Fall Term	Applications	Admits	Enrolled	Yield
2008	2192	1154	486	42%
2009	2250	1257	537	43%
2010	2336	1347	502	41%
2011	2411	1328	508	38%

Transfer Enrollment Summary

Fall Term	Applications	Admits	Enrolled	Yield
2008	3019	2491	1844	74%
2009	3276	2497	1848	74%
2010	3284	2458	1884	77%
2011	3489	2504	1931	77%

First-Year Retention Summary

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Freshmen	69%	72%	69%	74%	78%
Transfer	76%	73%	75%	75%	77%
Totals	74%	73%	74%	74%	77%

Retention Activities

Access to Success

- As you know from the Chancellor's letter to the faculty about Access to Success, UMSL is participating in this national endeavor organized by the National Association of System Heads designed to close the gap between non-traditional and traditional students' graduation rates.
- Chancellor George asked for campus-wide shared responsibility in attaining this goal.
 - For faculty, that requires, first, maintaining high standards. We have evidence that you are doing that. NSSE Scores from last spring's freshmen show a large growth in their perception of the academic challenge at UMSL. This is the first year that UMSL's score on this factor was significantly higher than our comparators. I encourage you to go to the new Institutional Research Sharepoint site (linked from the main IR page) to review NSSE data.
 - The second faculty role in A2S is communicating with students. We need to give students feedback about how they're doing. Many find the MyGateway gradebook to be the most efficient way to do that. ITS has changed the gradebook so you can now easily calculate grades when you allow students to drop the lowest grade.
 - Third, faculty need to communicate problems via Academic Alert so students can be held responsible while there's still time for them to address issues. We won't have specific data until the end of the semester, but there has been a large increase in the use of Alerts this fall compared to other fall terms at this time of year.
- As an aspect of Access to Success, 2011-12 is the Year of the Advisor, in which we are emphasizing the importance of advising to student retention, success, and graduation. We hosted the first Advising Summit in July and will hold 2 more Summits, one in October and one in the spring. In June 2012 we'll sponsor a campus-wide professional development opportunity for all advisors.
- Campus advisors are vital to achieving our A2S goals. A2S activities are intended to improve retention and graduation rates for all UMSL students. To further those goals we enlisted direct support of campus advisors. Research tells us students want and need meaningful relationships when at college. Faculty and advisors are the best source for creating those relationships with students. Advisors are key in communicating to students that we expect more of them, and specifically advisors can help students to enroll in enough academic credits each semester to graduate within six years or less.

Academic Policies

- We are specifically working on improving our retention and graduation rates for all our students and our research uncovered some academic policies that may not work in concert with our A2S goals. For example, suspension and probation policies were managed differently in each college. The effect of this for students was that they were not being treated the same and to remediate this campus-wide policy and process for suspension and probation was designed. We have now standardized probation and suspension policies campus-wide and are notifying students from the Provost's Office if they are placed on

probation or suspended. Departments, schools, and colleges may have more stringent policies than the standard campus requirements and if so, are responsible for implementing those policies.

- There are a number of other academic policies that might need to be revised, overhauled, or aligned with academic goals. I am working with the Faculty Senate Academic Affairs Advisory Committee to review these policies. Some of them may be referred to other committees for action and/or to the Senate for approval. You will hear more about this as the year progresses.

Online Education

- Several System-wide initiatives are continuing.
 - A portal will allow prospective students to search for online courses and programs.
 - The default will be to the home campus, but students can see what is available on all four campuses with further searching.
 - The design is currently being tested with student focus groups and will soon be available for others to review.
 - If you have questions about the Portal, please address them to Judith Walker de Felix, who is UMSL's representative to the System's Portal Committee.
 - UMSL will seek System funding to start a limited online BLS program.
 - UMKC saw huge enrollment growth when they started a similar online program, and we hope to achieve similar growth.
- As a result of Continuing Education's five-year review, the campus will contract with a consultant to recommend funding models for UMSL Online and Continuing Education activities.
 - We would like to develop a model that responds to enrollment growth and benefits all involved when departments offer successful online programs within this fiscal year, although implementation may not occur until 2012-13, depending on timing and other factors.

Implementation of SB 389

- As of August 2008, SB 389 required that the course schedule listing the names of all faculty members, including tenured/tenure track, full-time, and part-time faculty and teaching assistants, must be available on the public website online prior to student registration for classes. We are also required to show the degree credentials of all instructors which we do through a link from the course schedule. Some faculty members have not yet verified their credentials on the MyHR website to assure they are correct for posting. Since this is a state law and may affect our funding, my office continues to work with deans, department chairs, and faculty to gain compliance from all faculty members. Approximately 17 faculty members still need to verify their credentials for Fall 2011. Please make sure your credentials are verified if you have not done so, and encourage your colleagues to do so as well. Please especially encourage adjuncts to do so if they have not done this already. If anyone has misplaced the instructions, please call my office and we will send them.

Other legislation

- The Federal Education Transparency Act requires that as of 2010 we have to publish textbook information within the schedule of courses. This means that whenever possible, all faculty members have to submit their textbook orders to the bookstore prior to the time the course schedule is submitted to the Registrar. This is a significant change to a much earlier date for textbook orders than prior practice and your cooperation is appreciated. The Bookstore will contact all departments and faculty members about compliance with this law each semester since we are required to comply with this federal law. Early ordering also helps Disability Access Services to have textbook information available earlier for those students who need textbook accommodations.

Professional Development

Orientations

- New Faculty Orientation was held on August 17-18 and 18 new full-time faculty attended.
- 205 graduate students attended the 2-day Graduate Student Professional Development Conference on August 15-16. Presenters included 50 faculty, staff, and graduate students.
- 44 new part-time faculty members participated in Part-time Faculty Orientations in May, June, and August.
- As each semester begins, Peer Academic Leader Seminars (PALS) are offered for undergraduate students employed as peer tutors. This training introduces effective instructional strategies, and informs these employees about University policies and procedures. Forty-six undergraduates who provide instructional support for Math, Instructional Computing, Writing, Optometry, Foreign Languages, and the First-Year Experience and Supplemental Instruction (SI) programs or who work in offices such as the Welcome Center and Multicultural Relations, attended programs offered in August and September. An additional 46 first-year Optometry students participated in a specially designed program for the College on October 18, 2011.

Leadership Development

- 51 deans, associate deans, chairs, and directors attended the Academic Leaders Forum in August.
- Seven of UMSL's academic leaders are now participating in the 2011-2012 UM System's Leadership Development Program (LDP).

Instructional Support

- The CTL places undergraduates who are trained to offer academic support to their peers in courses that have high attrition rates. These students offer supplemental instruction to teach enrolled students how to master course content. Approximately six courses are supported each semester.

- This year, UMSL colleagues were invited to participate in two large course redesign projects. Both projects received some funding from the Gates Foundation's Next Generation Learning Challenge competition and both aim to transform with technology large enrollment courses that have historically high rates of D, F, and/or W grades. Each redesign model also relies on increased use of undergraduate learning assistants. The CTL is working with each of three project teams:
 - A consortium of Missouri institutions received Next Generation Funding to transform college algebra and first-year composition classes. This initiative was led by the University of Central Florida and the American Association of State Colleges and Universities (UCF/AASCU). Since we've already redesigned College Algebra, UMSL will transform its First-Year Composition classes. Suellynn Duffey, Writing Program Administrator, leads this team.
 - The UM System is leading an initiative where Missouri campuses are working with the National Center for Academic Transformation (NCAT) to redesign 13 courses statewide. Information Systems 1800, Computers and Information Systems, was the UMSL course selected for redesign. Mimi Duncan, CoBA, is the team leader on this project.
 - Spanish 2101, Spanish Language and Culture 111, also will be following the NCAT model, as it completes its redesign of its 13-credit hour language requirement in Spanish. Beth Eckelkamp, Director of Languages, is the team leader on this project.

Programs and Resources

- During the 2010-2011 academic year, 1,988 individuals attended 78 workshops, colloquia, seminars and conferences offered by the Center for Teaching and Learning. This computes to 5,005 hours that faculty, staff, teaching assistants, and peer tutors devoted to their professional development. The CTL also logged 214 individual consultations for an additional 248 contact hours.
- In August five graduate students received their Certificates in University Teaching. A Teaching with Technology Unit was added this fall to the CUT curriculum. 41 graduate students are currently working on one of these five units.
- Faculty and teaching assistants are taking advantage of the mid-semester feedback system to learn from students' suggestions for supporting student learning during the remainder of the semester. While this is a requirement for Teaching Assistants, very few were registered this fall. In the spring semester 2011, 474 courses were registered by 235 instructors; this fall 206 instructors registered 484 courses for participation.
- Conference on Teaching and Technology: The Focus on Teaching and Technology Conference will be on November 10 and 11. This year's regional conference is co-sponsored with SIUE, Missouri S & T, Maryville University, Saint Louis University, St. Louis Community Colleges, and the University of Missouri Online. Thirty-six workshops and presentations will be offered by colleagues from 16 campuses. There are noontime keynote addresses each day of the conference. On Thursday, Tom Mills, Enterprise Director of Global Education at Google will present on "Going Google", which will be very appropriate as our campus learns to use the Google Apps for Education Suite. On Friday, the keynote speaker is Michele DiPietro, Executive Director of the Center for Excellence in Teaching and Learning at Kennesaw State University. His Friday topic is: "Understanding the Learning Process as the Gateway to Smart Teaching."

Anyone who uses technology can learn strategies at the conference to enhance his/her instructional and research efficiencies. In fact, on Friday morning breakfast will be sponsored by Piazza, an innovative online platform for tutoring and collaborations. Please take advantage of this conference opportunity with no conference fees, no travel and lodging to reimburse, and the opportunity to learn to teach effectively with technology.

Civic Engagement Activities

- Late last year Patricia Zahn took over as the director of the Des Lee Collaborative Vision with expanded duties managing Community Outreach and Engagement activities for the entire University. Since that time, she has worked with departments across campus to support ongoing projects.
- Civic Engagement Week 2011 kicked off with a day-long celebration across the campus where various colleges, offices, and centers enjoyed “Let Us Eat Cake” in honor of our recognition by the Carnegie Foundation as a Community-Engaged Campus. Many activities during the week of April 11th focused on the various ways that UMSL is engaged in the community. Over a thousand people participated in events and activities across campus.
- Constitution Day 2011 According to federal law, universities are required to celebrate Constitution Day commemorating the signing of the U.S. Constitution on September 17, 1787. Constitution Day activities at UMSL on September 14, 2011, commemorated the tenth anniversary of 9/11 and explored the constitutional issues related to living and governing in a post 9/11 world with an experiential program for titled, “One Nation, Under Suspicion?” Sixty-five participants including faculty, staff and students engaged in interesting dialogue on rights and responsibilities in the U.S.
- This is the eighth semester for News at Noon, a forum designed to encourage student and faculty discussions about current events. One program is planned for each month this fall. News at Noon is co-sponsored by *The New York Times* and *The Current*. *The New York Times* is a co-sponsor of the American Democracy Project.
- UMSL’s Learn and Serve America Higher Education grant from the Corporation for National and Community Service supports UMSL’s efforts to expand our participation in community service and academic service-learning to meet the needs of the communities that surround the campus. We’re in year 3 of a three-year grant aimed at addressing pressing housing and education needs. Please consider opportunities to participate in activities for service and service-learning sponsored by this grant, referred to as UMSL Students of Service (UMSL SOS). Last month, Missouri Campus Compact recognized the excellent partnership forged by this grant and gave its award for Outstanding Community and Campus Collaboration to UMSL and Beyond Housing.
- As collaboration is a key to success in community outreach and engagement, UMSL Volunteer Services and the Office of Student Life have begun working together on a shared resource for volunteerism at UMSL. A web page is being created that will host all volunteer opportunities for students and UMSL employees as well as community volunteers. It will also provide resources for community engagement.

- This fall, UMSL hosted a joint volunteer fair for students, staff and faculty bringing over eighty nonprofit organizations onto campus to share information about volunteer opportunities. The volunteer fair will be an annual event. In an effort to simplify the paperwork that nonprofit organizations have to complete to be included in volunteer programs at universities, UMSL has been in discussions with representatives from St. Louis University and Washington University on ways to streamline the process. Working together to expand and strengthen relationships with community organizations will open doors to new opportunities for service learning, research and community service for students, staff and faculty in the future.
- Developing an intentional structure for our civic engagement efforts is ongoing. Patricia Zahn is working with a small team of UMSL colleagues to develop the new format. Plans include a forum each semester (modeled after UMSL's marketers forum) to engage the campus community in conversations about civic engagement at UMSL. The forum will include speakers who highlight what's working on campus with time to share information, etc. Furthermore, a "service coalition" will meet regularly to discuss communication, coordination, planning needs, etc. for civic engagement at UMSL. This group may evolve and add structure as additional tasks and strategies are identified. We expect that this model will provide opportunities to augment our collaborations and networking while we strengthen our outreach and engagement efforts.

Grand Center

We were recently notified that construction of UMSL at Grand Center will be completed by May, 2012. Once completed, St Louis Public Radio will move into the building first this spring and classes are planned to begin in fall, 2012. As opening date gets closer you will receive more specific information.

Faculty Grievances

The revised grievances procedures for the University can be found at:

<http://www.umsystem.edu/ums/departments/gc/rules/grievance/370/010.shtml>. Under the new procedures, grievances will be reviewed by a standing Grievance Resolution Panel (GRP), comprised of a senior administrator and two or four tenured faculty members.

The Collected Rules and Regulations on grievances require that the Academic Grievance Officer report to the faculty governance body in October on the status of all faculty grievances.

- During the 2011 academic year, there were 2 faculty grievances initiated.
- One case was settled informally or through the campus mediation program, but not reported to Academic Affairs.
- The second grievance is currently in the informal resolution process.
- Discrimination complaints go to the Office of Equal Opportunity and Diversity and are not reported to the Provost's office.

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 keeps 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 25 cases of academic dishonesty involving **cheating**. Details of those cases are documented below.

- 25 cases were reported and investigated.
 - 18 cases involved undergraduate students.
 - 7 cases involved graduate students.
- In 21 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 probation (2 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).
 - 1 student was sanctioned to perform community service within the academic department that brought the charge.
 - 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 4 cases were dismissed due to insufficient evidence to warrant a charge of misconduct.
- Currently, there are 7 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 47 cases of academic dishonesty involving **plagiarism**. Details of those cases are documented below.

- 47 cases were reported and investigated.
 - 41 cases involved undergraduate students.
 - 6 cases involved graduate students.

- In 42 cases, there was sufficient evidence to find the students guilty of plagiarism. 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 (2 cases).
 - Students were sanctioned to receive information from the Writing Lab and to write a reflective essay (24 cases).
 - 1 student was sanctioned to an academic semester probation.
 - Students were sanctioned to an academic year of probation (2 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 (13 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).
- The remaining 3 cases were dismissed due to insufficient evidence to warrant a charge of misconduct.
- Currently, there are 8 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 Winter/Spring Semester 2011 to the current Fall 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 from Winter/Spring Semester 2011 to date in Fall Semester 2011.

The Office of Academic Affairs has investigated 37 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 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 8 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.