

University of Missouri-St. Louis
Spring Faculty Meeting
April 30, 2009

Report of the Provost and Vice Chancellor for Academic Affairs

Introduction

Since my report to the Fall 2008 Faculty Meeting, we have a number of accomplishments to report. We have received excellent reports from the Higher Learning Commission site visit team and the external readers, and we expect to have our ten-year accreditation approval letter soon. We received word this week that Dr. Ron Yasbin, a professor of microbiology and former Dean of the College of Sciences from the University of Nevada – Las Vegas, has accepted our offer and will be our new Dean of the College of Arts and Sciences, starting in August. Dr. Terry Thiel will continue as interim dean until Ron Yasbin arrives. We have a new athletic director, Lori Flanagan, who previously was our interim athletic director and associate athletic director. Several of our athletics teams have been very successful this semester, including a conference championship season for our women's softball team, a woman golfer going to the NCAA post season tournament, and a division one national championship for our roller hockey team.

We have reorganized reporting lines in two areas. The Des Lee Collaborative Vision formerly reported to the Vice Chancellor for Advancement, but in recognition of its essentially academic purpose, we have moved it to now report to Academic Affairs. Steffanie Harting Rockette, director of the DLCV, has moved to an office in the Provost's Suite within 426 Woods Hall. The DLCV functions and activities will continue in Academic Affairs as before the reorganization.

The Executive Leadership Institute that has reported to the College of Business Administration and served students in the College of Business has been reorganized. No longer considered an institute/center, it has moved its programmatic activities to the Division of Continuing Education in order to serve the campus as a whole. It will be known as the UMSL **Executive Leadership Consortium** (ELC), and will continue to be directed by Dr. Malaika Horne. As a continuing education activity, it will generate a significant part of its budget through gifts and other revenues.

Many of you know that I appointed a **Respect Committee** of faculty and staff in December 2007. Since then this committee, co-chaired by Dr. Sheilah Clarke Ekong and Yolanda Weathersby, has been meeting to assess and increase campus support and awareness for a student-centered learning environment that is founded in respect for self and others. This committee has assessed campus practices and norms, and has made recommendations to the Chancellor and me. The Chancellor and I are strongly supportive of the work of this committee. It is easy in our busy work lives to be preoccupied or concerned with our own activities and problems, but as a campus community we need to be mindful of others' needs, as well, and to support each other as we all work hard to achieve our collective and individual goals. The Respect Committee has surveyed and interviewed students, faculty, and staff to ascertain their perceptions of whether they are treated with respect on our campus. The results of these activities to assess the campus climate, as well as the committee meetings and retreat have demonstrated that while we have many examples of exemplary actions on campus, we still have

a ways to go to achieve a truly respectful, welcoming, and collegial campus. The Committee is now planning a series of actions steps to help increase awareness of our routine treatment of others in stressful times and ways we can all be more respectful and collegial to our fellow faculty members, staff members, and students. I hope you will join me in supporting the work of the Respect Committee by participating in these activities and taking the time to treat everyone on this campus with respect and collegiality. Making the effort to treat others with respect as we would like to be treated will help us with student retention, and with faculty and staff morale and success.

Research Activities

- In the January through March 2009 quarter, UMSL received \$2,663,031 in externally funded grants for research, teaching, and service activities.
- The year-to-date total of external funding received for the first three quarters of this fiscal year (July 2008 – March 2009) is \$24,915,832.
- Internal grant awards from UMSL and the UM System total \$297,178 so far this academic year. Spring 2009 internal grants were suspended because of budget reductions, but are expected to resume in the 2010 academic year. Research Board awards have not yet been announced.
- Technology transfer activities in FY 2008 to date include:
 - 13 patent applications filed
 - 8 invention disclosures filed
 - 13 patents issued
 - Licensing income of \$85,629.

Faculty

- As of Fall 2008, there were 558 full-time faculty at UMSL. This breaks down as follows:
 - 336 Tenure Track, including 234 tenured faculty and 92 untenured, tenure track faculty.
 - 232 Non-Tenure-Track full time 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 and by working together we have exceeded that goal.
- 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.
- In Fall 2007 there were 329 Tenure Track faculty (237 tenured, 92 tenure track) and 237 full-time non-tenure-track faculty.

Points of Pride

- UMSL faculty members won major recognition this year:
 - Professor Bob Ricklefs (Biology) was elected to the National Academy of Sciences this week. He is the only professor from Missouri, including public and private institutions, to be elected this year.
 - Professor Miles Patterson will receive the UM President’s Award for Research and Creativity.
 - Professors Chris Spilling and Wes Harris jointly won the System Award for Entrepreneur

of the Year, for Entrepreneurial Innovation at the University of Missouri.

- Associate Professor Virginia Navarro was honored with a Governor's Award for Excellence in Teaching.

Spring Enrollments

Because of technical difficulties with the conversion to PeopleSoft's Student module, we were unable to determine our official enrollments for the Fall Semester 2008 until very recently, so I have that report for you now in addition to our Spring Semester 2009 enrollment report. Enrollment details will be posted in the Institutional Research website soon.

- FS2008 enrollment (Headcount) of 11, 910 as compared to FS2007
 - Undergraduate down by 3%
 - Graduate up by 1%
 - Professional up by 4.1%
 - Average increase of 1.3%
- FS2008 enrollments (Credit Hours) of 114,826 as compared to FS2007
 - On campus hours were down 2.2%
 - Residence Centers were down by 14.5%
 - Video courses were down by 11.2%
 - Average decrease of 2.5%
- WS2009 enrollments (Headcount) of 11,523 as compared to WS2008
 - Undergraduate down 1.6%
 - Graduate up 4.2%
 - Professional up 4.7%
- WS2009 enrollments (Credit Hours) of 109,716 as compared to WS2008
 - On campus hours were down 0.1%
 - Residence Centers were up 17.2%
 - Video courses were down 11.5%
 - Average decrease of 0.1%
- Fall to Winter retention 2008-09
 - We lost 387 students, or 3.2% of our student body between the fall and winter semesters.

Improving retention is very important for enrollment growth and student success. We need 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. This includes attention to student advising, referrals through academic alert for students who may be having difficulties, encouraging student engagement in academic and extracurricular activities, and continuing to demand high standards and promote excellence. Every member of the UM-St. Louis campus community must contribute to improving our recruitment and retention rates and our students' success on campus.

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.
 - In Spring 2009 we had 17 non-compliant faculty
 - For Summer 2009 we have 22 non-compliant faculty members.
- Last fall our students engaged 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. This semester, the survey opened April 24th and will close May 29th. 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.umsel.edu/services/academic/assets/PDFs/vsa-collegeportrait.pdf>

Retention Activities

No new retention initiatives were begun this year, however, all previous initiatives were continued with the following results:

- During Fall 2008, we conducted 86 workshops with 670 students attending.
- 87% of the students who took INTDS 1002 "Freshman Success Seminar" FS 2008 were enrolled for SP 2009.
- The Respect Committee has continued its activities to improve the campus climate for student retention.
- Early Alert was renamed Academic Alert
 - We added the ability to collect mid-term grades from instructors to Academic Alert.
 - Almost 150 faculty members participated in SP 2009.

Curricular Initiatives

- The Bulletin: is moving entirely online. This will not only save money but will also allow us to use more links so that our information is consistent and up-to-date. We are also revising and consolidating the introductory material in the Bulletin. Degree programs, listed in the *Bulletin* until 2003, will be included with other instructional areas that are not in the Missouri Department of Higher Education's program inventory; i.e., undergraduate certificates and emphasis areas or tracks that are not officially recognized by the DHE. We intend to use this list as the official program inventory for the campus so that different offices will have access to the same data when reporting how many programs we have.
- Distance Education: Feedback from the re-accreditation team requires the campus to centralize oversight of all of our distance initiatives, including off-site, Internet, and teaching synchronous classes with Wimba. Please report any proposed new distance course or

program offerings to Judith Walker de Felix before they are offered, to be sure we are authorized by both the Missouri Coordinating Board for Higher Education and the Higher Learning Commission to offer it online or at a different location. We plan in the very near future to appoint a Distance Education Committee to recommend policies and procedures that will promote innovative methods of reaching out to students with programs and courses while also providing the oversight necessary to maintain our solid accreditation standing.

- The System has recognized that they are unable to manage all of the online offerings of the four campuses and has changed to their involvement to providing coordination across campuses and support. The form that support will take is still under consideration, informed by a new Academic Council for E-learning. UMSL's faculty representative is Rocky Keel, and the provost will have a representative on the council as well.
- Scheduling Work Group: An Ad Hoc Committee on Scheduling has proposed some scheduling principles to guide the scheduling of courses to serve students better and use classroom resources more efficiently. They have asked for feedback on the principles from advisors as well as deans and department chairs. We anticipate that the principles and a revised list of standard times that courses can be offered will be taken to the Provost's Council for action later this term. Discussions of room scheduling will probably wait until next fall when more faculty are available for input.
- Workload: The Program Audit Committee was able to build on the work of a workload task force in 2002 to produce a new policy for tenure-track faculty. The policy is now posted on the Academic Affairs website with other academic policies. Further clarifications or revisions may be made as colleges and departments develop corresponding policies.
- Assessment: Over the past several years in preparation for our accreditation self study and campus visit, we have improved assessment considerably at UMSL. As stated in the Higher Learning Commission report document to campus, "UMSL is working hard to transform itself into an "outcomes oriented" institution".
 - We use data to inform campus-wide and individual unit planning and will continue to do so. For example, our strategic plan, Gateway for Greatness, 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 process that uses assessment data to assist faculty and departments in program and course revisions to improve student learning. We also expect this process to be relatively easy to manage and to support improvement.
 - Part of our continuing assessment plan is our process of Five-Year reviews of academic programs, centers, and administrative units. The 2009-10 academic year will begin our second cycle of five-year reviews under our current system.
- Grand Center: Last fall, the University Assembly agreed to a plan to build a new building at Grand Center, which will include the main offices and studios of KWMU and will also include adequate space (about 30%) dedicated to campus academic activities. The building is being funded by private dollars and campus funds already committed to KWMU. This project is a joint venture between University Advancement and a Grand Center fund raising committee.

- In January, a call for proposals was made to the campus asking the units and programs interested in moving to or operating in Grand Center to send their proposals. We received eighteen proposals and the sifting process of those proposals is underway. There are two types of proposals. One group consists of the units which can use shared space in the building to greatly enhance their current campus programs by moving to Grand Center. The second group of proposals includes academic programs which would benefit from moving to Grand Center that would need dedicated space. The committee to study the use of space at the Grand Center site, chaired by Dr. Susan Cahan, will submit a report to me by May 10. I'll keep you informed of any decisions made in the fall.

UMSL Accreditation

- The Higher Learning Commission of the North Central Association re-accreditation process is nearing completion. As you know, the Visiting Team approved our campus without exceptions, and this spring the external readers confirmed that finding. These positive reports go to the HLC board, and we anticipate their approval. We expect to receive the official word of a successful 10-year re-accreditation very soon.

Strategic Planning Process

- During the past year the System has identified 82 performance indicators with measures for each campus. We have integrated many of the System measures into our G4G plan as measured of our goals and strategic initiatives. In many cases we have also kept the original UMSL measures and added the System, since some of ours are qualitative and the System measures are all quantitative. We will be working on the data for all of these measures over the summer and expect to report the plan outcome data for 2008-09 to the University Assembly Budget and Planning Committee in early fall. At that time we also will work with the Committee to update the goals for the new fourth year of the plan.

Academic Program Reviews

- Since our focus was on accreditation, only two units were reviewed this year:
 - Department of Music
 - Center for Nanoscience
- An updated schedule for these reviews is presently under construction and will soon be uploaded to the Assessment web pages (linked to the Academic Affairs web page). One major future change is that we'll be scheduling reviews in both the fall and spring semesters.
- UM System Comprehensive Program Review Process (CPA) has been an alternative to the campus five-year review process coordinated by the Academic Affairs Office of the UM System. This option was not used by campus units this year. While this option is still available for us to use on the campuses, the System Office of Academic Affairs is not funding it at this time.

Five Year Reviews of Endowed and Curators' Professors

- Will resume in 2009-2010. A schedule is being developed.

GRADUATE SCHOOL

Graduate School

- The Graduate School awarded recruitment grants of \$4000 each for four years to six prospective students in Biology, Clinical Psychology, Criminology and Criminal Justice, Industrial/Organizational Psychology. Two of these went to students from under-represented groups.
- In addition, three (out of 10 outstanding applicants) students in Biology, Chemistry, and Physics were awarded dissertation fellowships.
- Details about the awards are included in the minutes of the Graduate Council, posted on the Graduate School's website.

Innovations

- The electronic review of applications has begun in small programs and will expand to include all graduate programs during the summer.
- ITS has designed a graduate student equivalent of the FAS (but much more user friendly) to help advising of graduate students become much more transparent.
- Graduate School staff members are working with DARS staff to include master's programs, which should also assist advisors and students.

Graduate School Points of Pride

- A Biology MA graduate won the Outstanding Master's Thesis Award from the Midwest Association of Graduate Schools this year.
- An MA student in History won an award for a paper presented at the Phi Alpha Theta Regional Conference.
- Two MSN Nursing students won First Place in a poster presentation at the Midwest Nursing Research Society.
- A PhD student in Teaching and Learning won the International Reading Association's Teacher as Researcher Grant award.
- A PhD student in Counselor Education co-authored an article in the *Journal of Black Studies*.
- Three MFA students had poems published this year, and one of them won an award for her short stories.
- The Graduate School awarded over \$9K to graduate students to travel to conferences this academic year.
- Details of these awards are on the Graduate School's Research website.

Charter Schools

- The new charter school law provided UMSL over \$100,000 this academic year for oversight of the charter school. The St Louis Charter School has increased its academic achievement and narrowed somewhat the achievement gap between ethnic groups. It has complied with all federal and state regulations.
- Several other charter school applications have been made and a few may be approved for UMSL sponsorship if all requirements are met.

Academic Activities Related to Civic and Community Engagement

- The Provost's Steering Committee on Civic Engagement, co-chaired by Peggy Cohen and Kay Gasen-Thenhaus, is providing leadership to help the campus meet the Gateway for Greatness goals to establish UMSL as a community-engaged campus. We encourage all faculty members to complete the Community Engagement Survey if they haven't already, so that we have a baseline for our inventory of faculty, staff, and student engagement.
- The Provost's Steering Committee on Civic Engagement coordinated planning for UMSL's fourth Civic Engagement Day held on April 1, 2009. The theme of the day, "Investing in Your Community" included:
 - Representatives from corporate and non-profit organizations responding to the question "Why corporate responsibility?"
 - Breakout sessions with alums employed in various corporate sectors to answer the question, "What's Your Responsibility?"
 - An evening presentation by the Honorable Dick Gephardt titled, "Taking a Role in Public Service".
- **News at Noon**, a program to encourage better and deeper understanding of current events, continued in the spring semester with four discussion sessions. The program is supported by the New York Times, one of the co-sponsors of the American Democracy Project. Pizza and discussion of relevant topics draws students and faculty to each event.
- Missouri Campus Compact funded an AmeriCorps VISTA worker on our campus this year, and this funding will continue for the third academic year in 2009-10. The position supports efforts to place courses and students in the community for service-learning and community service experiences. **Lunch and Learns** were planned this semester with funds from Missouri Campus Compact. If you are interested in service-learning, you are invited to attend the program scheduled for tomorrow, May 1 at 12:30 PM.
- The 2009 Constitution Day Planning Committee (faculty and students) will soon begin planning the 2009 observance of Constitution Day, September 17. Those interested in planning the program may contact Associate Provost Peggy Cohen for more information.

Student Engagement:

- Student Success Workshops were offered in October and March and another is scheduled on June 5. These workshops, facilitated by a team of faculty and staff, are intended to provide faculty and staff with information that will help us support student success. Please attend a workshop if you have not already done so.
- Undergraduate Research Day at the Capitol was April 21. UMSL was represented by 9 undergraduate researchers under the direction of Kathy Walterscheid.
- The Undergraduate Research Symposium will be held in the MSC on May 1. URS is sponsored primarily by the Golden Key International Honor Society, the College of Arts and Sciences, and the Pierre Laclède Honors College. Please show your support of our undergraduate researchers by visiting the URS on May 1 at noon in the MSC.

Center for Teaching and Learning

- The fall Focus on Teaching and Technology Conference, co-sponsored by the CTL, Information Technology Services, and Continuing Education attracted over 320 members of the St. Louis academic community from 25 campuses, 2 schools and school districts, and a variety of other organizations and businesses. The conference now has a regional reputation. Southern Illinois University Edwardsville, Maryville University, St. Louis Community College, and MOREnet were co-sponsors for the November 13-14, 2008 program. Presenters included colleagues from 12 campuses in the Midwest including two of our sister campuses, UM-Kansas City and Missouri S & T. The call for presentations was posted recently for the fall conference scheduled for October 15-16, 2009.
- UMSL is one of 16 campuses in North America funded by an ELIXR Grant to showcase innovative course and classroom designs. Our project is titled, "Re-imagining Learning Spaces." Five faculty members are working with CTL and ITS to develop case stories which will become part of the learning objects repository, www.Merlot.org.
- In the 2008-09 academic year, CTL offered 22 programs on topics including teaching with technology, the FAS, internal research awards, classroom civility, and preparing for promotion and/or tenure.
- 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 semester, 286 instructors registered 659 courses for feedback. The CTL is always interested in learning how faculty use the data they receive from their students.
- UMSL had six participants in this year's UM System Leadership Development Program. This group continued meeting after the UM System funds were suspended in January, facilitated by CTL.
- Fifteen junior faculty members participated in the UM System's New Faculty Teaching Scholars (NFTS) program this year. NFTS participants attend retreats three times during the academic year and meet monthly on campus to discuss issues related to their professional and academic success. When the UM System funds for this program were suspended in January, the last two retreats were held locally and designed especially for UMSL participants, facilitated by CTL.
- 75 graduate students from the Colleges of Arts and Sciences, Business, Education, and Nursing have enrolled in the Certificate in University Teaching (CUT) since the CTL began offering the program in the Fall 2006 semester. CUT offers a 4 unit program designed to better prepare our Master's and Doctoral students for future academic careers. To date, 20 students have earned this (non-credit) certificate and each has taken an academic position, yielding a placement rate of 100%.
- The Center for Teaching and Learning places Supplemental Instruction leaders in large enrollment classes which have high rates of D, F, and W. This year the CTL supported 26 SI leaders who were placed in 19 courses taught in 7 departments.
 - These Supplemental Instruction leaders meet monthly during the semester to discuss their work, share their successes, and learn tutoring strategies.
- Because many undergraduate students on campus are working as peer tutors, the CTL offers the Peer Academic Leaders Program (PAL) at the beginning of each semester. PAL introduces undergraduate tutors to campus policies and procedures (such as FERPA, positive work place, sexual harassment prevention) and tutoring strategies.

Undergraduates working with students in all programs should attend this important training program in August.

- August Orientations are in the planning stages for:
 - Academic Leaders August 13
 - Teaching Assistants and Research Assistants Professional Development Conference August 17 & 18
 - New Full-time Faculty Orientation August 19 & 20
 - New Part-time Faculty (half-day programs, offered before the start of each semester on: May 15, June 5 and 6, August 21, 22.
 - CTL staff are reviewing feedback summaries and meeting now with recent participants of these programs to gather ideas about how to improve upon their already successful models.
 - The CTL web pages provide details about these programs. .

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 in October on the status of all faculty grievances.

- During the 2008-2009 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 13 cases of academic dishonesty involving **cheating**. Details of those cases are documented below.

- Of the 13 cases reported and investigated, 11 cases involved undergraduate students and 2 cases involved graduate students.

- In 9 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.
 - In 2 cases, the students were sanctioned to academic probation.
 - In 2 cases, the student was 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.
 - In the remaining 5 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.
 - In 2 of these cases, the students were graduate students.
- The remaining 4 cases were dismissed due to insufficient evidence.
- There currently is one on-going investigation 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 53 cases of academic dishonesty involving **plagiarism**. Details of those cases are documented below.

- Of the 53 cases reported and investigated, 46 cases involved undergraduate students and 7 cases involved graduate students.
- In 47 of the 53 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 5 cases, the students were sanctioned to one academic year probation.
 - All 5 cases involved graduate students.
 - In 1 case, the student was sanctioned to an academic semester suspension.
 - In that case, the student was a graduate student.
 - In 1 case, the student was sanctioned to an academic year suspension.
 - In that case, the student was a graduate student.
 - In 1 case, the student was sanctioned to a research paper of academic quality on the importance of academic integrity and professional ethics either as students or in their chosen professions.
 - In 31 cases, students were sanctioned to discuss strategies for avoiding plagiarism with the Writing Lab before submitting a reflective essay on the importance of academic integrity and professional ethics either as students or in their chosen professions.
 - In 8 cases, the students were sanctioned with a warning about the seriousness of the violation and the severity of repeat offenses.
- In 2 cases, the students did not contact the Office of Academic Affairs to discuss their act of dishonesty as required, and subsequently received a hold on their future registration efforts.
- The remaining 4 cases were dismissed due to insufficient evidence to warrant a charge of academic dishonesty.
- Currently, there are 11 on-going investigations of academic dishonesty 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 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 from Fall Semester 2008 to the current Winter/Spring Semester 2009.

Student Complaints Concerning Faculty, Staff, Administrators and Academic Issues

Information on student complaint procedures and the Student Advocate 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 2008 to date in Winter/Spring Semester 2009.

The Office of Academic Affairs has investigated 53 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 22 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.