

University of Missouri-St. Louis
Spring Faculty Meeting
May 8, 2008

Report of the Provost and Vice Chancellor for Academic Affairs

Introduction

As we prepare for our North Central Association Higher Learning Commission reaccreditation site visit in November, our activities toward continuous improvement of the campus are more important than ever before. This report documents the academic, research, and student affairs activities over the past semester and academic year.

Research Activities

- In the January through March 2007 quarter, UMSL received \$2,036,735 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 2007 – March 2008) is \$27,995,041.
- Internal grant awards from UMSL and the UM System total \$581,825 so far this academic year. Some spring awards have not yet been announced.
- Technology transfer activities in FY 2008 to date include:
 - 8 patent applications filed
 - 14 invention disclosures filed
 - 3 patents issued
 - Licensing income of \$171,169.

Faculty

- As of Fall 2007, there were 566 full-time faculty at UMSL. This breaks down as follows:
 - 329 Tenure Track, including 237 tenured faculty and 92 untenured, tenure track faculty.
 - 237 Non-Tenure-Track full time faculty.
 - 329 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. Allowing for a few vacancies this fall that have now been filled, by working together we essentially have met and possibly exceeded that goal.
- As of Fall 2007, there were 902 part time faculty: 549 listed as “other” which includes academic appointments such as adjunct faculty and librarians, and 353 in instructional or research assistant appointments.
- In Fall 2006 there were 326 Tenure Track faculty (235 tenured, 91 tenure track) and 230 full-time non-tenure-track faculty.

Points of Pride

- UMSL Criminology and Criminal Justice doctoral program was ranked 4th in the country by U.S. News & World Report.
- Two UMSL faculty members have won major UM System recognition this year, effective September 2008:
 - Professor Joseph Carroll was named Curators’ Professor.

- Professor David Robertson was named Curators' Teaching Professor.
- College of Nursing Teaching Professor Judith Maserang was honored with a Governor's Award for Excellence in Teaching.
- Chancellor George was named 2007 Citizen of the Year by the North County Chamber of Commerce.

Spring Enrollments

Our on campus enrollments for WS2008 were up by 0.6% from the WS2007. Our total headcount for WS2008 was 12,976 on campus students (excluding advanced credit students), which is an increase of almost 0.2% (22 students) from WS2007 enrollment of 12,954. Our enrollments in Fall 2007 were also up just less than one percent from Fall 2006. The enrollment details are below:

- First time Freshman: 64 (down 0.1% from WS2007)
- Transfer students: 961 (up 0.7% from WS2007)
- Continuing students: 9856 (down 0.2% from WS 2007)
- Readmitted students: 373 (up 0.2% from WS 2007)
- Master's students: 2196 (up 0.3% from WS2007)
- Doctoral students: 557 (up 0.1% from WS2007)
- Professional students: 169 (even with WS2007)

Enrollment details will be posted in the Institutional Research website soon. These enrollment trends are evidence that our student retention emphasis is beginning to have positive results. This is encouraging, but we must continue to strengthen our retention efforts so that we can improve our retention performance even more. 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 can 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 by August 2008. Faculty and teaching assistants have been asked to update their information on the web for posting by August.
- SB 398 requires reporting of evaluations of teaching to be posted on the campus website available to students eligible to enroll (not publicly to everyone) by August 2009. Our SB 389 questions, as approved by the UMSL Faculty Senate on April 29, 2008, are:
 1. The syllabus clearly expressed the goals, expectations, and the nature of the course.
Strongly agree 5 4 3 2 1 Strongly disagree
 2. The instructor of this course has given my adequate ways to contact him or her, via email, phone, discussion board, office hours, or appointment time.
Strongly agree 5 4 3 2 1 Strongly disagree
 3. The course required that I come to class ready and prepared.
Strongly agree 5 4 3 2 1 Strongly disagree

4. The instructor provided timely and useful feedback on my academic performance during the semester.

Strongly agree 5 4 3 2 1 Strongly disagree

5. This course expanded my analytical thinking, my technical skills, my creativity, my knowledge, and/or my competence.

Strongly agree 5 4 3 2 1 Strongly disagree

- Note that #3 uses “class” in a generic way, which would mean coming to an online discussion, lab, video or distance class, etc. as well as a traditional classroom.
- These will be implemented starting with fall 2008 classes (summer 2008 if feasible) for reporting starting in August 2009. Implementation methods are still being developed.

• **Voluntary System of Accountability**

- The **College Portrait** template of information of interest to prospective students and their parents has been adopted by UMSL and the other three campuses of the UM System, as well as about 300 other universities around the country. It was developed by NASULGC and AACSB, the two associations of public universities. 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> There are still a few items for which we are collecting data, but it is nearly complete, including a college cost calculator and links to other UMSL web sites.

Retention Activities

- The Early Alert system has been in operation all year on campus, and has been successful in identifying and referring students to appropriate services or offices to help them succeed. Students who respond to these referrals have done better than comparable students who have not responded. The University Assembly Committee on Recruitment, Admissions, Retention, and Student Financial Aid 2008 report has further information on Early Alert and other retention activities.
- The Welcome Center has actively recruited students, provided services to prospective students, and made referrals of students and others to campus services and activities. Yolanda Weathersby, director of the Welcome Center, is leading the Division of Student Affairs efforts to improve “customer” service at UMSL.
- The Center for Student Success (CSS) offers workshops for students on topics such as study skills, time management, and other aspects of student success. In addition, the CSS provides services and programming for students on probation from any major. This program has been successful in helping the students who participate raise their GPAs considerably and move off probation.
- The Center for Student Success also coordinates the Path 2 Success program for new freshmen who do not achieve a 2.0 GPA their first semester. This is a sixteen-week program designed to get students back on track and help them be successful in their academic studies. The average GPA for students who participated in the program was a full point higher than those who did not participate (but should have) at the end of their

second semester. The Center operates a similar program in the Fall semester for any student who is on academic probation.

- The Center for Student Success also initiated a new First-Year Experience class in the Fall of 2007. This is the first year this program has been implemented. It was required for the majority of incoming freshmen who were admitted as an exception to the standard admission requirements. The retention rate for these students was 75%, up from 72% previously. We hope to see further increases as we refine the program to adapt to the unique needs of UMSL students.

Curricular Initiatives

- Colleges and departments are required to prepare and maintain perpetual three-year class schedules with commitments to offer these classes as posted (or reasonable substitutes where necessary), and to post this schedule in a prominent position on their websites.
 - About 95% of the departments on campus are in compliance in general, although many plans need to be updated. The three year schedule is intended to be updated each year (or each semester) so there is always a three year planning schedule available to the student online.
 - Many department websites are being updated this year in relation to the accreditation process, with the help of campus web services, which is an opportune time also to assure that each three-year class schedule is up to date. Department chairs (or designated web masters) should assure that this schedule is updated annually.
 - We will continue monitoring these schedules to assure that students can plan their programs whether they take classes in the daytime, in the evening, or online.
- The **Course Archiving** project is underway. Courses that have not been offered in the last five years or more are being removed from all versions of the Bulletin. These courses will be placed in an electronic archive and will remain available for use within a five year window if departments wish to offer them and if they are included on the 3-year course schedule. Any course not revived within the five year window will be dropped via the Senate C&I process.
- I am glad to announce that 95% of the programs on campus are in compliance with posting their Program **Learning Outcomes** statements. These statements will be added to the department and program general information sections in the Bulletin. The next step is assessment of those learning outcomes in all programs.

UMSL Accreditation

The North Central Association Higher Learning Commission re-accreditation process is underway with a reaccreditation steering committee and many faculty and staff members participating in the process.

- During the 2007-08 academic year, the accreditation staff and steering committee focused their work in two ways:
 - To inform the campus of all re-accreditation efforts.
 - To secure information from the campus regarding campus processes and to assess those processes where possible.
- The committee was intentional in its attempts to communicate with the campus by sponsoring events to inform the campus community about re-accreditation. The committee sponsored:

- Three campus wide town hall meetings to discuss the self study, university assessment and campus processes. One town hall session included a discussion of campus safety which resulted in the creation of a campus wide survey of safety on south campus. When completed the results will be communicated to campus.
- A communication plan which consisted of:
 - A newsletter, *the Accreditor*, offering four publications annually designed to update the campus on all re-accreditation activities
 - Participation in campus Homecoming parade with a float
 - A letter from the Chancellor to each UMSL employee explaining the accreditation process and including a HLC bookmark.
 - Sponsoring Accreditation Friday with prizes
 - Engaging with more than twenty focus group and academic unit meetings to discuss and assess their areas, campus assessment and overall accreditation efforts.
- Common themes from the focus groups:
 - the condition of south campus roads
 - poor campus maps and signage
 - incorrect information on the web.
- The outcomes of the focus groups led to new initiatives which included:
 - Repairing the south campus entrance road beginning May 11 and communicating that plan to campus (while this was identified in the focus groups, credit should go to Facilities Services for planning and implementing the road improvements)
 - Development of a new campus map project to provide copies of campus maps to all units for distribution as needed. They should be available to the campus by summer. (see below)
 - Updating campus websites to include easier navigation and searching, updated content, and a more uniform look for all campus websites. The UMSL web facelift will encourage more users by being more inviting and user friendly.
 - Overall the most significant outcome of focus group and academic unit meetings was the opportunity for the accreditation steering committee and staff to receive rich information from the campus regarding processes. This also served as an invaluable communication tool for employees to communicate with the central administration on many topics. Other projects may result from this process.
- Draft one of the self study was completed in December 2007, and posted on the web for campus review and feedback, in a variety of formats. This process provided valuable feedback from the campus. For instance, a comment posted on the self-study wiki site explained that the academic units' learning outcomes were terrific but must be shared with students and the public. As a result, learning outcomes are currently being placed in the Bulletin and on the web. The new "Gateway for Greatness" (strategic plan 2008 – 2012) document includes assessment of learning outcomes as a goal. It should be noted that some forms of feedback were used more than others. For example, the steering committee was disappointed with the lack of campus involvement using the accreditation wiki for feedback. If we choose to continue to use this format for feedback, it will be important to assure that the campus is informed of the process and its value.
- Draft two of the self study is in process and will be completed by mid-May. The steering committee is on schedule for completion of all tasks related to re-accreditation and the

campus visit. The completed self study will serve the campus beyond re-accreditation as a barometer of the health of the campus by citing UMSL strengths and identify future challenges.

- An electronic resource room is being prepared to organize necessary self-study and background documents that will serve as evidence during the HLC site visit.
- **The HLC Re-Accreditation site visit is scheduled for November 9 – 13, 2008**, with the visiting team on campus November 10th and 11th. Open meetings will be scheduled for the campus to meet with the site team and many campus personnel will be called into special meetings. At this time none of those meetings are scheduled. Please keep the dates of November 10th and 11th open for the possibility that you will be invited to participate in a site visit activity sometime during those days. We expect the Chancellor to receive the preliminary report of the HLC team soon after the site visit. The campus will have the opportunity to respond to this report before a final decision will be made.
- The self study must be submitted to the Higher Learning Commission at least eight weeks prior to the visit. To allow for printing of the self study (it will also be available electronically) the self study report itself must be completed by August 4th.
- The months of June and July will be used to verify data, collect and organize the documents contained in the self study and complete the electronic resource room.
- In the fall the re-accreditation steering committee and staff will work with the entire campus to prepare for the site visit.
- Other related campus projects which resulted from campus re-accreditation efforts include:
 - **Respect Committee**, which began with staff members who realized the need to improve respect among faculty, students, and staff on campus. To more fully represent the campus community, students and faculty were added to the original staff members on the committee. The Respect Committee's goals are:
 - To encourage and support respectful interactions among and between academic community and those coming into the University
 - To enhance a positive learning experience for students, support intellectual pursuits of faculty, and provide a valued work environment for the staff.
 - The committee's plan is to implement their campaign early in the fall semester 2008.
 - **New Campus Maps** should be ready for campus use soon. There are multiple uses for the maps:
 - For university offices, the map will be published on pads of desk blotter size paper so each map can be torn off and given to those needing directions, with any notes, arrows, etc. that will be helpful.
 - Maps will be folded and available in batches for employees working outside, like grounds and maintenance personnel, so they can provide maps to assist with directing people on campus when they are lost.
 - The new campus map will be available as a PDF file on the web that can be sent electronically to prospective students or parents in advance of their campus visit, or printed and used as needed.

(In Order of Agreement)

Think critically.	98%	100%
Work well in a team.	96%	99%
Solve problems in my professional role.	96%	98%
Make successful oral presentations.	94%	99%
Use creativity in my professional role.	94%	98%
Succeed in our global society.	94%	97%
Write well.	93%	100%
Succeed in our diverse society.	91%	100%
Get along well with colleagues.	91%	99%
Succeed in our technological society.	90%	95%

II. Alumni Lifetime Skills

My Program Prepared Me To:	% positive	% answering
Appreciate life-long learning.	96%	97%
Commit to professional growth.	96%	95%
Value professional ethics.	96%	95%
Think reflectively about issues.	96%	94%
Respect diversity.	91%	94%
Expand my social skills.	85%	95%

- 90% thought that the curriculum of their UMSL program was rigorous.
- When the group was stratified by year of graduation, the major differences revolved around the costs. Graduates since 2000 claimed to have significantly more debt and were much less positive about the value of the degree compared to its cost. Before 2000 only one student was negative, and that was due to his failure to pass a licensing examination.

Strategic Planning Process

In November 2007, the campus began a new strategic planning process to revise the campus Action Plan that was scheduled to end in May 2008. The new process, led by consultants from Collaborative Strategies, was comprised of two committees. A small steering committee led by the Chancellor and a larger planning committee from the campus community was engaged to shape the plan and provide recommendations for implementation. The planning committee met three times for three hours as did the steering committee. The completed document, entitled Gateway for Greatness, (G4G) was completed in preliminary form in May, 2008 with review by the Senate Budget and Planning Committee and the Provost's Council. Data collection and cost estimations will continue over the summer months and we expect final review and approval Budget and Planning, the Faculty Senate and University Assembly, and the Chancellor early in the fall.

As a result of the strategic planning work the campus has a new vision and mission statement which are more concise than those in the 2004 -08 Action Plan, as well as a set of campus values expanding on the mission and vision. These are: Excellence, Integrity, Partnerships,

Opportunity, Diversity, and Stewardship. These values along with the entire Gateway for Greatness document can be found on the Academic Affairs webpage.

The Gateway for Greatness plan provides for annual reviews and assessment of the goals and priorities and updating of the plan. This allows the campus to discuss and correct any goals which may not be achievable within available resources or need revision for other reasons. This plan has a rolling, organic structure, so that as one year ends a new fourth year is planned, making the plan continuous until another comprehensive review is desired, probably every four or five years. The annual review process built into this plan allows the University the opportunity to respond quickly to changes in the environment.

Academic Program Reviews

- As part of the ongoing assessment of programs and student learning, academic programs and campus units are reviewed every five years. Seven programs and centers have been reviewed this year:
 - Optometry
 - Mathematics and Computer Science
 - Physics and Astronomy
 - Biology
 - Chemistry and Biochemistry
 - Harris Center for Tropic Ecology
 - Center for Neurodynamics
- The Assessment web pages (linked to the Academic Affairs web page) include a schedule of these reviews as well as appropriate guidelines and procedures.
- UM System Comprehensive Program Review Process (CPA) is 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. However, one campus colleague served on a Comprehensive Review Teams in 2007-8 for a program at UMKC.

Five Year Reviews of Endowed and Curators' Professors

- This year's reviews include four Curators' Professors and two endowed professors who participate in both a peer review and an administrative review.

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 GR students to travel to conferences this academic year.
- Details of these awards are on the Graduate School's Research website.

Charter School

- 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.

Academic Activities related to civic and community engagement in 2006-07

- In fall 2007 the Provost's Steering Committee on Civic Engagement was appointed, including representatives of all colleges and campus divisions. Co-chaired by Kay Gasen-Thenhaus and Peggy Cohen, the group will help us meet the Action Plan and new Gateway for Greatness goals to establish UMSL as a campus with strong commitment to civic engagement by our faculty, staff, and students whose research, teaching, and service activities embrace and strengthen the metropolitan community.
- The second annual Civic Engagement Day was held April 4, 2008. It was planned by the Provost's Steering Committee on Civic Engagement and included:
 - presentations by Anne Colby, Senior Scholar at the Carnegie Foundation,
 - a volunteer resource fair featuring 23 organizations interested in working with volunteers from UMSL,
 - a display of 17 posters featuring research, teaching, and community service accomplished by faculty, staff, and students,
 - Lunch with the Legislators, John Loudon and Jeff Smith, sponsored by ASUM.
- News at Noon, a program to encourage better and deeper understanding of current events, continued in the fall and spring semesters with four discussion sessions each semester. 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 has funded an AmeriCorps VISTA worker on our campus this year, and this funding will continue for the second academic year in 2008-09. The position supports efforts to place courses and students in the community for service-learning and community service experiences. If you know of UMSL graduates who would like to devote a year to involving more students in the community, they are welcome to apply for this position.
- A team of four faculty, staff, and students plan to attend the American Democracy Project meetings in Utah in June.
- The 2008 Constitution Day Planning Committee (faculty and students) will begin planning the 2008 observance of Constitution Day on Wednesday, 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 February, and one is scheduled on June 6. 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. You're always welcome to attend more than one.
- Undergraduate Research Day at the Capitol was April 30. UMSL was represented by 10 undergrad researchers under the direction of Kathy Walterscheid.
- The Undergraduate Research Symposium was held on campus on April 25. This year, 71 undergraduates presented their research orally and at a poster session. They were mentored by 37 faculty members from 13 departments. URS is sponsored by the Golden Key Honor Society, College of Arts and Sciences, Honors College, Office of Academic Affairs and Office of Research Administration.
- 75 graduate students from the Colleges of Arts and Sciences, Business, Education, and

Nursing are enrolled in the Certificate in University Teaching (CUT) which the CTL began offering in the Fall 2006 semester. CUT offers a 4 semester program designed to better prepare our doctoral students for future academic careers. To date, 15 students have earned this (non-credit) certificate.

- In response to the Curators and a UM System initiative, we're working on guidelines for a Faculty Communication Policy with the goal of insuring that students are clearly able to understand teaching assistants and faculty. Each spring the UM System surveys randomly selected undergraduates about whether their learning was impeded because of, for example, an instructor's command and use of English, clarity of explanations, or a hard to understand accent. This year, we required all teaching assistants to participate in the mid-semester feedback system. In the System communication survey, 3000 UMSL students were surveyed, with a response rate of about 23%. Based on the results of the system survey and mid-semester feedback, department chairs will work with identified faculty and teaching assistants, including both native and non-native speakers of English, to direct them to available campus assistance, such as accent reduction and clarity of explanation, that may improve how effective each is in the classroom.

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 270 members of the St. Louis academic community from 25 campuses, 4 schools and school districts, and a variety of other organizations and businesses. The conference now has a regional reputation. St. Louis University (SLU), Maryville University, and St. Louis Community College were co-sponsors for the November 1-2, 2007 program. Presenters included colleagues from 11 campuses in the Midwest including two of our sister campuses, UM-Kansas City and UM-Rolla (now Missouri S & T). The fall conference will be on November 13-14, 2008 conference.
- In the 1007-08 academic year, CTL offered 13 programs on topics including assessment, internal research awards, classroom civility, intellectual diversity and accommodations, and preparing for promotion and tenure. InterACT, the new UMSL interactive theatre troupe premiered this spring with a program on working with challenging students.
- The mid-semester feedback system, an online service offered by the CTL, is being used by increasing numbers of faculty. This semester, 345 instructors registered 767 courses for feedback. These figures almost triple the usage in 2004 when the system was put into place. The CTL is interested in learning how faculty are responding to the data received from students.
- We had five participants are in the UM System Leadership Development Program for 2007-08. Nominations for the 2008-09 LDP are due in Academic Affairs by May 23, 2008.
- Fifteen junior faculty members participated in the UM System's New Faculty Teaching Scholars (NFTS) program this year. NFTS participants retreat three times during the academic year and meet monthly on campus to discuss issues related to their professional and academic success. Review of nominations for the 2008-09 NFTS program begins on June 1, 2008.

- Under the direction of the CTL, the Supplemental Instruction Program places undergraduate peers as tutors and supports in large enrollment classes that have high rates of grades of D, F, and W.
 - This year, 23 undergraduate students were placed as peer tutors in approximately 18 courses and 2 department Learning Centers this academic year.
 - These Supplemental Instruction leaders met monthly during each semester academic year to discuss their work, share their successes, and learn tutoring strategies.
 - Concerned that many undergrads on campus are working as peer tutors without appropriate preparation and training, the CTL developed the Peer Academic Leaders Program (PAL) with support from colleagues across campus. PAL introduces undergraduate tutors to campus policies (such as FERPA, positive work place, sexual harassment) and procedures and tutoring strategies and is offered as each semester begins. 75 peer tutors attended this year. Undergraduates working with students in all programs should attend this important training program on August 15.

- August Orientations are in the planning stages for:
 - Academic Leaders August 7
 - Teaching Assistants and Research Assistants Professional Development Conference August 11 & 12
 - New Full-time Faculty Orientation August 13 & 14
 - New Part-time Faculty (half-day programs, offered before the start of each semester), on: May 9, 10, June 6, August 15, 16)
- 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. Details about these programs are available on the CTL web pages.

Faculty Grievances

The Collected Rules on grievances

(<http://www.umssystem.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 2007-2008 academic year, there was one faculty grievance brought by a regular faculty member. It was dismissed for lack of probable cause that a grievance had occurred.
- Other potential faculty grievances were settled informally.

Student Grievances against Faculty

- The Office of Academic Affairs has investigated 2 formal discrimination grievance cases from Summer Session 2006 to the current Winter/Spring Semester 2007. The details of those cases are documented below.
 - Complaints Involving Admission to or Treatment in an Educational Program or in the Granting of Assistantships:
 - In the first case, the student filed a formal grievance citing unfair treatment in an educational program. The student alleged discrimination on the basis of race and

ethnicity. After pursuing the grievance to the Discrimination Grievance Committee, the committee ruled that the allegations were unfounded.

- In the second case, the student filed a formal grievance citing unfair treatment in an assistantship. The student alleged discrimination on the basis of religion. After pursuing the grievance to the Discrimination Grievance Committee, the committee ruled that the allegations were unfounded.

Academic Dishonesty

Faculty have responded well to the policy requiring that they report all incidences of suspected academic dishonesty. We investigate and/or note 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

Under guidelines established by the Collected Rules and Regulations section 200.020. B.1 STANDARD OF CONDUCT, the Office of Academic Affairs has investigated 29 cases of academic dishonesty involving **cheating**. Details of those cases are documented below.

- All 29 cases investigated involved undergraduate students. There were no cases of academic dishonesty involving cheating by graduate students reported to the Office of Academic Affairs.
- In 18 of the 29 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 1 case, the student was suspended for one academic semester.
 - In 4 cases, the students were sanctioned to academic probation.
 - In 4 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.
 - In 1 case, the student was sanctioned to discuss strategies for avoiding plagiarism with the Writing Lab before submitting a reflective essay on the importance of academic integrity.
 - In 2 cases, the student withdrew from the university before receiving a disciplinary sanction. The student's name and number are on file in Academic Affairs.
 - In the remaining 6 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 4 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 7 cases were dismissed due to insufficient evidence.

- There are on-going investigations in 4 cheating cases.

Under guidelines established by the Collected Rules and Regulations section 200.020. B.1 STANDARD OF CONDUCT, the Office of Academic Affairs has investigated 51 cases of academic dishonesty involving **plagiarism**. Details of those cases are documented below.

- Of the 51 cases reported and investigated, 48 cases involved undergraduate students and 3 cases involved graduate students.
- In 44 of the 51 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 1 case, the student was sanctioned to one academic year probation.
 - In 3 cases, students were 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 2 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 28 cases, students were sanctioned to provide evidence that they worked with the Writing Lab on strategies for avoiding plagiarism. In addition, they were required to write a reflective essay on the experience.
 - In 2 cases, students were sanctioned to provide evidence that they discussed the plagiarism charge and strategies for avoiding plagiarism with the Writing Lab.
 - In 2 cases, the students were sanctioned to attend research writing sessions at the Writing Lab.
 - In 6 cases, the students were sanctioned with a warning about the seriousness of the violation and the severity of repeat offenses.
- In 5 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 2 cases were dismissed due to insufficient evidence to warrant a charge of academic dishonesty.
- There are on-going investigations in 12 incidents 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 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 2007 to the current Winter/Spring Semester 2008.

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 2007 to date in Winter/Spring Semester 2008.

The Office of Academic Affairs has investigated 26 student complaints. In those cases, the students were referred to the appropriate unit administrator. The details of those cases are documented below.

- In 9 cases, students expressed dissatisfaction within their respective departments and/or academic units.
 - In those 9 cases, the students contacted or were referred to the Chancellor's Office and/or the Office of Academic Affairs. After contacting the student (s), the Office of Academic Affairs forwarded 7 complaints to the appropriate administrator in the department and/or unit to proceed with the complaint. The remaining 2 complaints were handled in the Office of Academic Affairs informally.
- In 13 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 the complaints.
 - In all 13 cases, the complaints were resolved informally.
- The remaining 4 cases were resolved within the Office of Academic Affairs and are as follows:
 - 1 student had a complaint about the grading system in a course.
 - 1 student appealed a late registration denial on an advanced credit course from 2005.
 - 1 student appealed a financial charge on a student account.
 - 1 student appealed their financial aid eligibility and eviction.
- There are on-going investigations in 3 student complaints.