

University of Missouri-St. Louis
Spring Faculty Meeting
May 11, 2010

Report of the Provost and Vice Chancellor for Academic Affairs

Introduction

We have accomplished a lot at UMSL since our fall faculty meeting. In research and technology transfer, the campus has continued to move forward, increasing our grants and technology transfer activities. We have received a number of grants from the UM System to develop online courses and course clusters that we hope will enhance our classroom offerings and attract new students. Our efforts to increase retention and graduation rates are beginning to pay off in increased enrollments. The Access to Success Initiative has begun in the System as a whole, with ambitious UMSL goals of increasing both retention and graduation rates, especially among students in underrepresented groups. Our community engagement activities have increased, as well, which contribute to student retention as well as making UMSL a good partner with our community. UMSL students have volunteered for many community projects over the past semester, including the Big Event on May 1 that involved more students than in past years working with a community organization to improve our neighborhood. Overall, there is much to celebrate at UMSL as we prepare for spring 2010 graduation.

Research Activities

A total of 120 awards were received for an amount of \$33,683,220 for the period July 2009 to March 2010. There were 26 awards during the third quarter of fiscal year 2010 totaling \$2,445,392.

We provided \$25,319 for travel grants to junior faculty.

The National Science Foundation (NSF) is requiring students, undergraduate and graduate, and postdoctoral researchers supported by NSF funds to obtain Responsible Conduct in Research (RCR) training prior to being paid. We have enrolled students and post-doctoral researchers in computer-based training courses through Institutional Training Initiative (CITI). Also, we are currently in the process of gathering, from each unit, course syllabi that satisfy the RCR requirements.

NIH has made significant changes to the application process. The application has been considerably shortened and our faculty have transitioned well to the new guidelines.

Technology Transfer:

In 2009-10 we have made the following progress in technology transfer:

- 7 invention disclosures submitted
- 3 new patent applications filed (4 conversions also filed)
- 1 US patent issued
- Licensing income of \$92,369
- 1 new license executed (6 technologies licensed, 1 start-up company established)

Faculty

- As of Fall 2009, there were 539 full-time faculty at UMSL. This breaks down as follows:
 - 319 Tenure Track, including 226 tenured faculty and 93 untenured, tenure track faculty (a reduction of 17 since fall 2008).
 - 220 Non-Tenure-Track full time faculty (a reduction of 12 since fall 2008).
- As of Fall 2009, there were 908 part time faculty: 541 listed as “other” which includes academic appointments such as adjunct faculty and librarians, and 363 in instructional or research assistant appointments.
- As of Fall 2008 there were 336 Tenure Track faculty (234 tenured, 92 tenure track) and 232 full-time non-tenure track faculty. (336 is the highest number of tenured/tenure track faculty at UMSL in over a decade. You may recall that the Action Plan 2004-08 set a goal of 330 tenure/tenure track faculty).
- As of Fall 2008, there were 857 part time faculty: 504 listed as “other” which includes academic appointments such as adjunct faculty and librarians, and 351 in instructional or research assistant appointments.
- In Fall 2007 there were 329 Tenure Track faculty (237 tenured, 92 tenure track) and 237 full-time non-tenure-track faculty.
- 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.

Points of Pride

- UMSL won major recognition this year in the following areas:
 - Laura McCarty, senior in Anthropology, was awarded a Fulbright scholarship. Ms. McCarty is the 4th Fulbright recipient from the Dept. of Anthropology in 4 consecutive years.
 - Associate Professor Jim Henry was honored with a Governor’s Award for Excellence in Teaching.
 - Associate Teaching Professor Bill Mayhan was honored with the Emerson award for Excellence in Teaching.

Spring Enrollments

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

- FS2009 enrollments (Headcount) as compared to FS2008
 - Undergraduate up by 3%
 - Graduate up by 5%
 - Professional unchanged
- FS2009 enrollments (Credit Hours) as compared to FS2008
 - On campus hours were up 3.6%
 - Residence Centers were up 24.3%
 - Video courses were down by 4.6%
- WS2010 enrollments (Headcount) as compared to WS2009
 - Undergraduate up 4.6%

- Graduate up 3.3%
- Professional down 1.7% (-3 students)
- WS2010enrollments (Credit Hours) as compared to WS2009
 - On campus hours were 5.3%
 - Residence Centers were up 5.8%
 - Video courses were up 4.7%
- Fall to Winter retention
 - We lost 313 students, or 2.5% of our student body between the fall and winter semesters.

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

Consumer Information Reporting

- SB 389 requires reporting publicly on the campus website of faculty and teaching assistant credentials of everyone who teaches at a Missouri public university or college beginning August 2008. Faculty and teaching assistants have been asked to update their information on the web for posting each semester. Most faculty members have complied.
 - In Spring 2010 we had 24 non-compliant faculty
 - For Summer 2010 we have 16 non-compliant
- At the end of each semester our students engage in the Instructor Effectiveness Survey which was initiated by the Missouri State Legislature which mandated campuses to initiate an effectiveness survey on all instructors on campuses, Senate Bill 389. Our campus Senate assessment committee designed seven questions to be used on the survey and the Faculty Senate chose the five final questions used on the survey. The survey this semester opened to students on May 10 and will remain open until June 16th. Students registering for fall semester are able to access the survey results from last fall using MyView. Faculty can view the results from the survey by clicking the link on the academic affairs homepage.
- **Voluntary System of Accountability**
 - The **College Portrait** template of information of interest to prospective students and their parents has been updated. The UMSL College Portrait can be accessed from the front page of the UMSL web site or at URL <http://www.umsl.edu/services/academic/assets/PDFs/vsa-collegeportrait.pdf>

Retention Activities

- During the Fall 2009 and Spring 2010 semesters, the Center for Student Success offered 164 skills workshops with 936 students attending.

- Students admitted as exceptions for the Fall 2009 were all required to take the First-Year Experience course offered by the Center. 86% percent of these at-risk students were successfully enrolled in spring coursework.
- The Academic Alert program received 1268 alerts in Fall 2009 semester. Students who respond to alerts and meet with the Center, continue to perform at a higher level than those not working with a coordinator. Data for Spring 2010 are not yet available.
- The Respect Committee continued activities to improve the campus climate, including a new collaboration to integrate activities in the Power of Retention workshops.

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

Student Engagement

- The Student Success Workshops have been rebranded to The Power of Retention workshops, in order to more accurately reflect the focus. These workshops, facilitated by teams comprised of students, faculty and staff, provide participants with information and ideas to support student success and increase student retention. Participation has increased from an average of 15-20 to over forty in March. If you have not attended a workshop, you are encouraged to do so at the next convenient offering.

Curricular Initiatives

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

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

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

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

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

Assessment:

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

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

Grand Center:

Recently, the Board of Curators accepted the Grand Center construction plan which includes the approved Developer, Architect, and Construction Company. This facility which will be located on Olive in Grand Center will house St. Louis Public Radio (KWMU) and approximately 30% of the space will be used for some UMSL academic programs which can benefit from its use to enhance ongoing and build new partnerships. The construction is on a fast track with plans to break ground by August 1, 2010. The ground surveys and geo-technical surveys are completed; soon the exact schematics and blueprints will be completed and soon we'll see models of the site we can share with the campus.

Strategic Planning Process

We are currently updating our campus data in Gateway for Greatness and that updated version should be available for review by end of June. If you are responsible for submitting data for this report, which also is submitted to the UM System, you may do so at any time.

Academic Program Reviews

During the past year we completed reviews on the College of Business Administration and the College of Education. These reviews included reviews of the Deans' Offices and all the Endowed Professors in each college, which in Education equals 11.

The documents provided by the external reviewers and the campus review team for each review are available for your review on the SharePoint site.

Marketing

The campus has worked all year on Campus Marketing Initiative which is a process to enhance our campus marketing activities shared by University Advancement and Academic Affairs designed to achieve the following goals:

1. **Brand** - enhance and expand the image of the University brand within the campus, the community, the region, and the nation.
2. **Enrollment** - enhance the campus processes related to enrollment and foster student growth, through recruitment and retention.
3. **Fundraising** - enhance the overall awareness of the UMSL brand and develop innovative processes for University fundraising efforts.

In September, 2009 we retained Simpson-Scarborough as Marketing Consultants to conduct market research for UMSL and to report those results back to the campus along with recommendations. Their contract requires them to complete the market research for us, analyze the results, and report the results along with recommendations. We have received recommendations from Simpson-Scarborough in several areas so far. They have analyzed the look and use of our current website. A marketing technology committee chaired by Associate Provost Judith Walker de Felix is preparing a report responding to the consultants' report and making recommendations on how to proceed. Since a major role of the UMSL home page is to function as a marketing tool for the campus to recruit and retain students to our campus, the committee has recommended revisions based on the market research. A redesign of the web home page is underway, pending the appointment of a Chief Marketing Officer.

In December, 2009 Simpson-Scarborough presented to the Marketing Committee Phase I of their recommendations of which the most significant was that the campus should hire a new Chief Marketing Officer to manage and coordinate all the campus efforts related to marketing strategies. Vice Chancellor Martin Leifeld is currently engaged in this search, and hopes to complete this hire before July 1.

Later this month Simpson-Scarborough will present their comprehensive findings from the second phase of their research along with their recommendations. We'll ask the various marketing committees and their chairs to respond to these recommendations and prioritize them as we present the recommendations to the new CMO for implementation. The overall marketing plan strategy calls for an action plan based on the marketing research supplied to us by Simpson-Scarborough for the campus to review in the fall.

Charter Schools

Our UMSL sponsorship of Charter Schools resulted in over \$100,000 in DESE funding this academic year for oversight of the charter schools. The St Louis Charter School, ranked the top charter school in this region, proposed a ten-year contract, and the campus approved it. Two new charter schools started this academic year under UMSL sponsorship: St. Louis Language Immersion French and Spanish Schools and North Side Charter School. We also approved sponsorship of a fourth charter school, our first secondary school.

Academic Activities Related to Civic and Community Engagement

UMSL is very engaged civically and with our community neighbors. This year, instead of devoting one day to **Civic Engagement**, the campus returned from spring break to a week devoted to promoting and showcasing many such activities that included:

- Chartwell's donating 10% of their Monday sales that week to the Pagedale Family Support Center run by a community non-profit organization, Beyond Housing.
- Student-Life's T-shirt sales at Tuesday's Bleacher Bash yielded cash and 175 food items that were also donated to the Pagedale Family Support Center.
- A campus-wide blood drive.
- A service project at the Wayside Community Garden.
- A "Service Expo" displaying community-based projects (1) implemented by student organizations and (2) designed by faculty and students as applied activities in academic courses.
- Two panels composed of representatives of the faculty, *The Current*, and *The New York Times* discussing "The Future of Print Media" and "Integrating Newspapers into Academic Courses".

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

- **News at Noon**, a fall and spring semester series that encourages better and deeper understanding of current events. The program is co-sponsored by *The Current* and *The New York Times* (a co-sponsor of the American Democracy Project). Pizza and discussion of relevant topics draw students and faculty to five Wednesday discussions each term.
- **Missouri Campus Compact (MOCC)** continues to provide support related to civic and community engagement. Small grants awarded to the Center for Teaching and Learning funded faculty participation in local conferences, webinars, and "Lunch and Learn" sessions about academic service-learning and civic engagement. Six programs were offered this academic year. This is the last of three years of MOCC funding that placed an AmeriCorps VISTA worker on our campus. This full-time support for service-learning and volunteerism was invaluable to the work of the Office of Student Life, the CTL, and the Community Partnership Project.

Carnegie Application for Engaged Campus Designation

The application for Carnegie Engaged status was received and is due September 1. A working committee is in place generating the application and will be meeting next week with the chairs to help gather the necessary information regarding UMSL's community engagement activities to complete the application. Since UMSL is very strong in community engagement, as discussed above, we anticipate having a strong application. Notifications to successful Universities will be made on or about December 1.

Center for Teaching and Learning

The CTL is thriving in its new Lucas Hall fifth floor location as it works to help UMSL meet its goals to offer quality academic experiences and promote student engagement and retention. The CTL creates professional development opportunities for academic leaders, faculty members, graduate students, and peer tutors to keep each group up-to-date and knowledgeable about campus initiatives related to learning, instruction, and technology. CTL staff are reviewing

feedback summaries and meeting now with recent participants of this year's programs to gather ideas to improve upon their successful models. Check the CTL web pages for details about these programs. Select activities since the fall report include:

Programs for Academic Leaders:

- **Campus Leadership Enhancement Series (CLES)**, a series of three day-long programs for first and second year chairpersons was developed with Missouri S &T. Participants met in November in Rolla and in February and April in St. Louis.
- **The UM System Leadership Development Program** resumed in January and UMSL's six participants are now completing their year in the program. Applications for the 2010-2011 LDP class are due in the Provost's Office by May 28.

Opportunities for Full- and Part-time Faculty:

- 26 programs were offered on topics such as teaching with technology, using the Faculty Accomplishment System, winning internal research awards, classroom civility, helping students with disabilities be successful, and preparing for promotion and/or tenure.
- 214 consultations were logged in response to requests from individual faculty, staff, and graduate students. This is a 42% increase in consultation activity from the last academic year – an exciting outcome of the CTL's move to its new home in Lucas Hall.
- Orientations are in the planning stages for summer and fall. Please note that the Provost's Office is now **requiring** all new part-time faculty members to attend a half-day faculty orientation to learn campus policies, procedures, and expectations related to teaching and learning. Part-time Faculty Orientations are scheduled as each term begins on: May 15, June 5 and 6, and August 21 and 22.
- 2010 August Orientations for other members of the academic community scheduled as follows:
 - Academic Leaders Forum, August 13
 - Teaching Assistants and Research Assistants Professional Development Conference, August 17-18
 - New Full-time Faculty Orientation, August 19-20.
- The call for proposals will soon be announced for the annual, regional 2010 Focus on Teaching and Technology Conference which is scheduled for November 11-12, 2010 in the J.C. Penney Conference Center. Please consider submitting a proposal to share the teaching with technology innovations you've developed to support students' learning and academic success. This year's conference is sponsored with Maryville University, Southern Illinois University Edwardsville, Saint Louis University, St. Louis Community College, Missouri University of Science and Technology, and MOREnet.

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

- CUT is completing its fifth year. It is coordinated by Professor Sally Ebest. CUT offers a 4 unit program designed to prepare our Master's and Doctoral students for future academic careers. To date, 26 students have earned this non-credit certificate and each has taken an academic position, yielding a placement rate of 100%.

- 102 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.
- Over 40 graduate students participated in CUT this academic year, representing 12 departments and four colleges. This year's highlights include:
 - A growth in Unit 3, the Teaching Practicum, from 4 participants in fall 2009 to 17 participants this spring 2010 semester. Participants are observed teaching at three different times during the semester.
 - Unit 4 (Professional Development) participants now have an option to be placed with a faculty mentor in their discipline at another St. Louis area college or university or one within the UM system. Shadowing a mentor for a day may include attending classes, committee meetings, and conferences. Three students selected this option this year.
 - A new credit-course was added to CUT this semester: Sally Ebest offered the Scholarship of Teaching & Learning (ENG 5850) to 13 students.

Opportunities for Undergraduate Students

- Supplemental Instruction, coordinated by the Center for Teaching and Learning, places undergraduate tutors as Supplemental Instruction Leaders in large enrollment classes which have high rates of D, F, and W. This year the CTL supported 14 SI leaders who were placed in 11 courses taught in 6 departments.
 - These Supplemental Instruction leaders meet monthly during the semester to discuss their work, share their successes, and learn tutoring strategies.
- The Peer Academic Leaders Program (PALs) is offered at the beginning of each semester to prepare UMSL's many undergraduate students who work as peer tutors. PALs introduces these undergraduates to campus policies and procedures (such as FERPA, positive work and learning environment, sexual harassment prevention) and tutoring strategies.

CTL Services and Projects

- ELIXR Video Case Stories: UMSL was one of 30 campuses funded by an ELIXR Grant to showcase innovative course and classroom designs. Our project was titled, "Re-imagining Learning Spaces." Five faculty members worked with CTL and ITS to develop case stories which have become part of the learning objects repository, www.Merlot.org. These video stories are available for self-study by faculty or use in professional development programs.
- Mid-semester Feedback : The mid-semester feedback system, an online service offered by the CTL, is in steady use each semester by faculty and graduate teaching assistants. This academic year, 278 (fall 2009) and 254 (spring 2010) instructors registered 659 (fall) and 567 (spring 2010) courses for feedback. The CTL is always interested in learning how faculty use the data they receive from their students.
- eLearning Initiative and Advisory Committee: CTL staff have collaborated with UM System leaders and faculty preparing course, program or certificate proposals for eLearning Initiative grants. An Online Advisory Committee was formed to help plan and support the launch of the eLearning Initiative among CE, CTL, FRC, and the eLearning Mentors.

- Power of Retention Programs: Programs were offered in December and March to inform faculty and staff of UMSL's data and efforts to recruit and retain students and to discuss the variety of ways each member of the campus community can take responsibility for supporting these efforts. These programs, formerly named Student Success Workshops, are a collaboration of Student Affairs and Academic Affairs.

Faculty Grievances

The Collected Rules on grievances

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

- During the 2009-2010 academic year, there were no formal faculty grievances.
- Any potential faculty grievances were settled informally or through the campus mediation program, but not reported to Academic Affairs.

Academic Dishonesty

Faculty in all colleges 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. New academic dishonesty policies and grade grievance policies were adopted by the Faculty Senate at its April meeting. These are now posted on the Academic Affairs and Faculty Senate websites.

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

- Of the 5 cases reported and investigated, all cases involved undergraduate students. There were no cases involving graduate students reported.
- In 2 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 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 case, the student was sanctioned with a warning about the seriousness of the violation(s), and a warning about future violations of academic dishonesty and the severity of repeat offenses.

- The remaining 3 cases were dismissed due to insufficient evidence to warrant a charge of academic dishonesty.
- There currently are 8 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 **50 cases** of academic dishonesty involving **plagiarism**. Details of those cases are documented below.

- Of the 50 cases reported and investigated, 41 cases involved undergraduate students and 9 cases involved graduate students.
- In 42 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.
 - The case involved a graduate student.
- In 4 cases, the students were sanctioned to an academic semester probation.
 - 3 of the 4 cases involved graduate students.
- In 2 cases, the students were sanctioned to an academic semester suspension.
 - In those cases, the students were graduate students.
- In 1 case, the graduate student resigned from the respective academic program before facing charges of dismissal.
- In 33 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.
 - Two cases involved graduate students.
- In the remaining case, the student was sanctioned with a warning about the seriousness of the violation and the severity of repeat offenses.
- In 7 cases, the students did not contact the Office of Academic Affairs to discuss the incidents of dishonesty as required, and subsequently received a hold on their future registration efforts.
- The remaining 1 case was dismissed due to insufficient evidence to warrant a charge of academic dishonesty.
- Currently, there are 8 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 during the Winter/Spring Semester 2010.

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 during the Winter/Spring Semester 2010.

The Office of Academic Affairs has investigated 14 student complaints. In those cases, the students were referred to the appropriate unit administrator. The details of those cases are documented below.

- In 8 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 6 cases, students expressed dissatisfaction with instructors and/or courses.
 - After contacting the student(s), the Office of Academic Affairs contacted the faculty member and/or the appropriate administrator in the department or unit to proceed with efforts to resolve the complaint.

Currently, the Office of Academic Affairs is investigating 2 student complaints.