

University of Missouri-St. Louis
Spring Faculty Meeting
May 7, 2007

Report of the Provost and Vice Chancellor for Academic Affairs

Introduction

As we work toward our North Central Association Higher Learning Commission reaccreditation process in 2008-09, our activities toward continuous improvement of the campus are important. 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 \$1,797,696 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 2006 – March 2007) is \$27,866, 271.
- Internal grant awards from UMSL and the UM System total \$326,443 so far this academic year. Some spring awards have not yet been announced.
- Technology transfer activities in FY 2007 to date include:
 - 10 patent applications filed
 - 2 invention disclosures filed
 - 2 patents issued
 - Licensing income of \$91,772
 - Option income of \$3,7501

Faculty

- As of Fall 2006, there were 556 full-time faculty at UMSL. This breaks down as follows:
 - 326 Tenure Track, including 235 tenured faculty and 91 untenured, tenure track faculty.
 - 230 Non-Tenure-Track full time faculty.
 - 326 is the highest number of tenured/tenure track faculty in over a decade.
- In 2005-06 there were 301 Tenure Track faculty (217 tenured, 84 tenure track) and 211 full-time non-tenure-track faculty.

Points of Pride

Two UMSL faculty members have won major UM System Awards this year:

- Michael Harris, Professor of Management in the College of Business Administration, is the 2007 recipient of the Thomas Jefferson Award.
- Fred Willman, Curators' Teaching Professor of Music and Education, CoFAC and COE, is the 2007 recipient of the President's Award for Outstanding Teaching.

Spring Enrollments

Our on campus enrollments for WS2007 were down a little less than 1% from the WS2006. Our total headcount for WS2007 was 11,463 students both on and off campus (excluding the advanced credit high school students), which is a decrease of almost 1% (94 students) from WS2006 enrollment of 11,557. Our enrollments in Fall 2006 were also down just less than one percent from Fall 2005. The enrollment details are below:

- First time Freshman: 67 (down 0.3% from WS2006)
- Transfer students: 880 (down 0.3% from WS2006)
- Continuing students: 9878 (up 0.1% from WS 2006)
- Readmitted students: 349 (down 0.4% from WS 2006)
- Masters students: 2166 (up 0.7% from WS2006)
- Doctoral students: 551 (up 0.4% from WS2006)
- Professional students: 173 (up 0.1% from WS2006)

These enrollment trends are evidence of the urgent need to improve student retention. We all need 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.

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 2007 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.

Evening Programming

- When the Evening College ceased operations in June 2005, evening programming became the responsibility of the academic units. Departments and Colleges were required to begin serving the needs of all students, including those who need to take classes in the evenings, on weekends, and at other non-traditional times. This responsibility also includes having evening office hours for advising and other academic activities.
- As part of these revised responsibilities, Colleges and Departments are required to prepare and maintain rolling three-year class schedules with commitments to offer

these classes (or reasonable substitutes where necessary because of faculty changes and other unforeseen events), and to post this schedule on their websites. Most Colleges and Departments have posted their rolling three-year schedules on their websites. 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 both. While most departments are in compliance, we found the following exceptions:

- Anthropology web page was not working
- Biology, Criminology and Criminal Justice, History, Philosophy, and Physics need to be updated
- Social Work only has the evening schedule posted

UMSL Accreditation

- The regional accrediting body for UMSL is the Higher Learning Commission of the North Central Association of Colleges and Schools. The next re-accreditation self-study is due to the Higher Learning Commission (HLC) in fall 2008. To achieve that, Academic Affairs has undertaken several steps, including revisions to the program review process, to engage the campus to meet HLC’s goal of continuous quality improvement. Through these processes we have been developing a new perspective: instead of focusing on the re-accreditation review, the campus is emphasizing assessment and improvement of our processes and programs. Increasingly, our goal is to take a more scholarly approach to HLC’s question, “How do we support students’ learning?”
- Since the provost’s report at the fall 2006 faculty meeting, 17 faculty and administrators have participated in workshops or conferences on assessment of learning and accreditation. Faculty have also responded to the need for learning outcomes as the basis for assessment so that 89% of our 96 programs now have learning outcomes. These are summarized below:

College	N Programs	% With Outcomes
CAS	46	89%
CoBA	12	100%
CoE	19	95%
CoFAC	10	70%
Engr	3	100%
Nurs	3	100%
Opt	3	33%
TOTAL	96	89%

- A steering committee consisting of representatives of various constituencies is being formed to direct the accreditation self-study. They will each take responsibility for one of the criteria and seek information from the campus to respond to that criterion. By October 2007 they plan to have a draft of the responses to the five criteria for the campus community to edit. By the Winter Semester 2008 they will have established a conceptual framework for analyzing

that information. The goal is to produce a self-study that the campus can use to improve the quality of our processes and student learning. If you would like to submit ideas to the Steering Committee, please send them an email at accreditation@umsl.edu.

Curriculum and Instruction Actions 2006-07

• New Courses	
○ New Undergraduate Courses	48
○ New Graduate Courses	85
• Courses Dropped	
○ Undergraduate Courses Dropped	05
○ Graduate Courses Dropped	33
• Courses Changed	
○ Undergraduate Courses Changed	21
○ Graduate Courses Changed	70
• Undergraduate Programs Added	
○ Undergrad Minors Added	02
○ Undergrad Certificate Added	02
• Graduate Programs Added	
○ Graduate Programs Added*	02
○ Graduate Certificates Added*	<u>02</u>
• Total	270

*Pending CBHE Approval

Academic Program Reviews

- Please visit the new web pages on Assessment linked to the Academic Affairs web pages as all of the processes, procedures, and schedules of these reviews is now public and on the web (with thanks to Judith Walker de Felix).
- Five programs and centers have been reviewed or are slated for review this year:
 - Criminology and Criminal Justice
 - Economics
 - Political Science
 - Sociology
 - Public Policy Research Center
- The Senate’s Administrative Review is scheduled for May 18
- Review of Curators’ Research and Teaching Professors is new in this new cycle of five-year reviews. Two Curators’ Professors are participating in their first 5-year reviews this academic year.
- 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 selected by three programs this year:
 - Anthropology
 - Psychology, including the Center for Trauma Recovery and Children’s Advocacy Services of Greater St. Louis
 - College of Nursing

- A number of UMSL faculty serve on Comprehensive Review Teams for programs on the other UM campuses.

College/School Accreditation Visits

Two UMSL departments/schools were scheduled for reaccreditation this year. We expect both processes to be successful.

- The Department of Psychology
- The School of Social Work

Five Year Reviews of Endowed Professors

- As begun 2004-05 academic year, we continue to review all endowed professors every five years. These reviews are now scheduled in conjunction with the program reviews of their primary academic departments.

Faculty Developmental Leaves

- Three developmental leaves have been awarded for 2007-08. While these development leaves have been offered and funded by Academic Affairs in recent years, in the future these leaves will be decentralized and offered through colleges and departments, as has also been done in recent years in addition to those funded by Academic Affairs. Development leaves will still be announced to faculty annually, so everyone is aware of the opportunities.

Graduate School

- The Graduate School awarded recruitment grants of \$4000 each for four years to seven prospective students. Four of these were offered to minority students. In addition, outstanding PhD students in Biology, Chemistry, and Mathematics were awarded dissertation fellowships. For details about the awards, please see the minutes of the Graduate Council on the Graduate School's website.
- The Graduate School's Faculty Research Fellowship for associate professors who are members of underrepresented groups was awarded to Jean-Germain Gros this semester. Dr. Gros completed a book for his project.

Charter School

- The new charter school law provided UMSL over \$106,534 for oversight of the charter school. Mike Bahr is leading the team that will conduct the two-year evaluation of St. Louis Charter School this month.

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

- The second annual observance of Constitution Day was held September 18, 2006 and the 2007 Planning Committee (faculty and students) has begun work for Constitution Day 2007 on Monday, September 17. Anyone who is interested in being involved in Constitution Day in 2007 or in the future is encouraged to contact Associate Provost Peggy Cohen for more information.
- News at Noon, a new program to encourage better and deeper understanding of current events, was initiated this spring semester. Five faculty-led News at Noon

discussions with students on current events were held this academic year. The program, with support from the New York Times, one of the co-sponsors of the American Democracy Project, offered pizza as well as good discussions to quite a few students at each event.

- Missouri Campus Compact funding will place an AmeriCorps VISTA worker on our campus in the next academic year to help faculty identify community placements for service-learning experiences in their classes.
- A team of 6 faculty, staff, and students plan to attend the American Democracy Project meetings in Philadelphia in June.

Student Engagement:

- Student Success Workshops were offered in October and February, and one is scheduled again on Friday, June 8. These workshops 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 on April 17, the campus was represented by 8 undergrad researchers under the direction of Kathy Walterscheid
- The Undergraduate Research Symposium was held on Friday April 27, where 80 undergraduates presented their research orally and at a poster session. The Golden Key Honor Society was again a prime sponsor of this very successful showcase of student research, along with Academic Affairs and several colleges.
- The Faculty Survey of Student Engagement (FSSE) and the National Survey of Student Engagement (NSSE) are now underway on our campus. You are in the FSSE sample if you teach an undergraduate class of more than 5 students. Data collection for FSSE closes on May 15. If you are in the sample and have not already done so, please complete FSSE by May 15.
- The NSSE surveys freshmen and senior students. Students are randomly selected to complete the National Survey of Student Engagement, but we need your help encouraging them to do so. If you received a message recently about the NSSE, please take the time to call this to the attention of students in your classes. Results from these surveys give us an indication of how our efforts to improve the campus are working. The higher our response rate, the better our information will be.

Center for Teaching and Learning

- 51 new full-time faculties were invited to the two-day New Faculty Orientation in August. Five Faculty Colloquia in the fall semester were designed to follow-up the summer program.
- The 2007 New Faculty Orientation is scheduled for August 13 and 14, 2007.
- 110 TAs attended the 2006 Teaching Assistants Professional Development Conference and Orientation. 57 TAs participated in the new Certificate in University Teaching (CIT) program, a 4 semester program designed to better prepare our doctoral students for academic careers.
- The 2007 August TA Conference and Orientation will be held August 15 & 16.
- Part-time Faculty Orientations are offered prior to the start of classes each semester to orient new faculty to the campus and its supports for faculty and students.

- A total of 64 new part-time faculty members attended Orientations in August 2006 and January 2007
 - Summer part-time faculty orientations are scheduled June 9, 10, 2007.
- The Fall Focus on Teaching and Technology Conference, co-sponsored with ITS, attracted over 128 members of the St. Louis academic community from 9 institutions (faculty, staff, TAs). The conference is acquiring a regional reputation. St. Louis University (SLU) was a co-sponsor in fall 2006. Both Maryville University and SLU are co-sponsors for the November 1-2, 2007, Conference Program with the theme of “Learning: Impact and Evidence”
- Six participants (chairs, directors, associate deans) are concluding a year of participation in the UM System Leadership Development Program. The CTL periodically convenes campus alums of this program and the Administrative Leadership Development Program. Nominations for the 2007-08 LDP Program are due May 25, 2007.
- Twelve junior faculty members are concluding a year of participation in the UM System’s New Faculty Teaching Scholars (NFTS) program this year. They attended three System-wide conferences during the academic year and met monthly on campus to discuss issues related to their professional and academic success. Nominations for the 2007-08 NFTS program are due May 31, 2007.
- Responsibility for coordinating the Supplemental Instruction Program moved from the Center for Academic Development (CAD) to the CTL this year with the intent of insuring that undergraduate tutors were well prepared for peer tutoring.
 - The Peer Academic Leaders Program was developed by the CTL with support from colleagues in the Center for Student Success, Multicultural Relations, Student Support Services, and the CAD.
 - Offered as each semester begins, the Peer Academic Leaders Program introduces undergraduate tutors to campus policies and procedures (emphasizing FERPA) and various tutoring and study skills strategies.
 - Supplemental Instruction leaders met regularly this year to discuss their work and share their successes. They were placed in approximately 12 courses.
 - Faculty in Chemistry, Foreign Languages, Nursing, and Physics are exploring alternative models for supporting large enrollment classes – including variations on the Learning Center theme that is in place at the Math Technology and Learning Center and in many departments at UM-Rolla.

Faculty Grievances

- There was one formal grievance submitted by a faculty member since the fall faculty meeting. It is still in process.

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.

Late Registration Requests

Students request late registration for a number of reasons, often related to non-payment or late payment of fees, although sometimes there are other reasons as well. Each case was investigated by my staff and I made a determination whether to grant or deny the request, and under what conditions. This process for consideration of requests will continue. A total of 52 individual requests for late registration were presented this year. The Office of Academic Affairs has tracked these requests. They are shown by college and department for both graduate and undergraduate students below.

- The numbers of requests are as follows:
 - Art & Sciences: 26 undergraduate; 3 graduate
 - Business Administration: 5 undergraduate
 - Education: 4 undergraduate; 5 graduate
 - Fine Arts & Communication: 6 undergraduate
 - Nursing: 3 undergraduate

Academic Dishonesty

- Faculty have responded well to the current 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 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

200.020. B.1 STANDARD OF CONDUCT

“Academic dishonesty, such as cheating, plagiarism, or sabotage. The Board of Curators recognizes that academic honesty is essential for the intellectual life of the University. Faculty members have a special obligation to expect high standards of academic honesty in all student

work. Students have a special obligation to adhere to such standards. In all cases of academic dishonesty, the instructor shall make an academic judgment about the student's grade on that work and in that course. The instructor shall report the alleged academic dishonesty to the Primary Administrative Officer."

The following summary documents academic dishonesty cases reported to the Office of Academic Affairs from the Summer Session 2006 to the current Winter/Spring Semester 2007.

200.010.B.1.a CHEATING- *(i) use of any unauthorized assistance in taking quizzes, tests, or examinations, (ii) dependence upon the aid of sources beyond those authorized by the instructor, (iii) acquisition or possession without permission of tests or other academic materials, or (iv) knowingly providing any unauthorized assistance to another student on quizzes, tests, or examinations.*

The Office of Academic Affairs has investigated 18 cases of academic dishonesty involving cheating. Details of those cases are documented below.

- All 18 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 13 of the 18 cases, the students were found guilty of academic dishonesty involving cheating. In each case, the students received a failing grade for the work in question and a subsequent sanction from the Office of Academic Affairs.
 - In 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 3 cases, students were sanctioned to one semester suspensions.
 - In 2 cases, students were sanctioned to write a reflective essay (varying lengths dependent upon the nature of the incident) on the importance of academic integrity and profession ethics in their chosen (future) professions.
 - In 2 additional cases, students were sanctioned to attend two research and writing sessions sponsored by the Center for Academic Development.
 - In the remaining case, the student was sanctioned to one-year probation.
- The remaining 5 cases were dismissed due to insufficient evidence to warrant a charge of academic dishonesty.

Currently, the Office of Academic Affairs is investigating 1 case of academic dishonesty involving cheating.

200.010.B.1.b PLAGIARISM- *(i) use by paraphrase or direct quotation of the published or unpublished work of another person without fully and properly crediting the author with footnotes, citations or bibliographical reference, (ii) unacknowledged use of materials prepared*

by another person or agency engaged in the selling of term papers or other academic materials, (iii) unacknowledged use of original work/material that has been produced through collaboration with others without release in writing from collaborators.

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, 36 cases investigated involved undergraduate students. In addition, there were 14 cases of academic dishonesty involving plagiarism by graduate students reported to the Office of Academic Affairs.
- In 49 of the 50 cases, students were found guilty of academic dishonesty involving plagiarism. In each case, the students received a failing grade for the work in question and a subsequent sanction from the Office of Academic Affairs.
 - In 19 cases, students were sanctioned to provide evidence that they discussed the plagiarism charge and strategies for avoiding plagiarism with the Center for Academic Development (Writing Lab) as well as write a reflective essay on the experience.
 - In 10 cases, students were sanctioned with a warning about the seriousness of the violation, about future violations of academic dishonesty and the severity of repeat offenses.
 - In 8 cases, students were sanctioned to discuss strategies for avoiding plagiarism with the Center for Academic Development (Writing Lab) before submitting a research paper of academic quality (varying lengths dependent on the nature of the incident) on the importance of academic integrity and professional ethics either as students or in their chosen professions.
 - In 4 cases, students were sanctioned to attend writing and research seminars sponsored by the Center for Academic Development.
 - In 3 cases, students were sanctioned to one academic semester suspensions.
 - One student was a repeat offender and appealed the decision to the Student Conduct Committee. The Committee upheld the decision of a one semester suspension, and included as part of the sanction a research seminar sponsored by the Center for Academic Development as well as an 8-10 page research paper on the importance of academic honesty.
 - In 2 cases, students were sanctioned to two academic semester suspensions.
 - In 2 additional cases, students were dismissed from their graduate programs.
 - One student was a repeat offender in which the student received a semester suspension from the first offense and subsequently was dismissed from the program on the second offense.
 - In the final case, the student's registration is on hold.

- The remaining case was dismissed due to insufficient evidence to warrant a charge of academic dishonesty.

Currently, the Office of Academic Affairs is investigating 5 incidents of academic dishonesty involving plagiarism.

200.010.B.2 FORGERY, ALTERATION, OR MISUSE of University documents, records or identification, or knowingly furnishing false information to the University.

- The Office of Academic Affairs has investigated 1 case of forgery. In that case, the student falsified faculty signatures on several add/drop forms for courses. As a result, the student was sanctioned to a one-semester academic suspension.

Policy and Procedures to Address Student Concerns/Complaints (Draft)

“Upon receipt of student complaints/concerns, the Office of Academic Affairs will compile a file of the student’s name and document the date in which the complaint/concern was received. The file will be kept under both the student’s and faculty member’s name. The responsible officer in the Office of Academic Affairs will send a brief letter to the student acknowledging receipt of their statement. In that letter, the student will be informed that attempts to facilitate the resolution of all such concerns/complaints are made at the unit level and, therefore, the information will be forwarded to the appropriate individual in the unit (i.e. Chairperson, Dean). In addition, the student must provide confirmation that this course of action is satisfactory before the information is forwarded. When the unit-level administrator has completed actions to address the student’s concerns/complaints, the administrator will contact the student and copy the responsible Academic Affairs officer detailing the results.”

The following summary documents student complaint cases reported to the Office of Academic Affairs from the Summer Session 2006 to the current Winter/Spring Semester 2007.

The Office of Academic Affairs has investigated 28 student complaints. In those cases, the students were referred to the appropriate administrator of the unit. The details of those cases are documented below.

- In 2 cases, students were referred to the Office of Academic Affairs from the Graduate School after being denied admittance or re-admittance into their respective graduate programs.
 - In both cases, applicants indicated that they did not want to pursue formal grievance proceedings. One student was informed by the Graduate School that he/she was eligible to reapply after one academic year.
- In 13 cases, students expressed dissatisfaction within their respective departments and/or academic units.
 - In all cases, the students were referred to or directly contacted the Chancellor’s Office and/or the Office of Academic Affairs. After contacting the student (s), the Office of Academic Affairs forwarded the complaints to the appropriate administrator in the department and/or unit to proceed with resolution of the complaint.

- In the remaining 13 cases, students expressed dissatisfaction with instructors and/or courses.
 - In all cases, the students were referred to or directly contacted the Chancellor's Office and/or the Office of Academic Affairs. 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 resolution of the complaints.

UNIVERSITY OF MO-SAINT LOUIS GRADE APPEAL PROCEDURES

“On each campus of the University of Missouri it is the Chancellor who is ultimately responsible to the President and the Board of Curators for all campus programs, policies and activities. On the University of Missouri-St. Louis campus the Chancellor has delegated responsibility for overseeing the grade appeal process to the Vice Chancellor for Academic Affairs. The Vice Chancellor is therefore responsible for assuring that grade appeals are handled in a fair and timely manner. More specifically, that officer is responsible for seeing that the procedures outlined below are appropriately followed.”

- The Office of Academic Affairs has investigated 2 grade appeals during the Summer 2006 Semester until the current Winter/Spring Semester 2007. In both cases, the appeals were denied.