Report of the Provost and Vice Chancellor for Academic Affairs

Introduction
This has been an eventful year at UMSL with strategic planning coordinated with the University of Missouri System, including several workshops with the System and all four campuses, and much activity on campus. At the time of this report the plan is nearing completion. Because of scheduling issues a fall faculty meeting was not held in 2012. As a result, this report covers the period since the spring 2012 faculty meeting.

Research Activities:
- In FY2012 a total of 188 awards were received for an amount of $25,034,968.
- In the first two quarters of FY 2013, $9,618,801 has been received in external funding for research, instruction, and related activities (which does not include $16,148,346 received for federal financial aid).

Technology Transfer Activities:
- 13 new invention disclosures were made in FY 2012
- 116 invention disclosures were on record as of June 30, 2012.
  - Of these, 63 were active, including 24 licensed, 37 were inactive, and 16 were waived to inventors
- In FY 2012 3 new US patent applications were filed and 3 were issued.

Faculty
- As of fall 2012, there were 529 full-time faculty at UMSL. This includes:
  - 292 tenure track, including 232 tenured and 60 untenured, tenure track faculty (a reduction of 7 since fall 2011). Note that each of those 7 transitioned into part-time positions as Founders’ Professors.
  - 236 Non-Tenure Track full-time faculty (an increase of 2 since fall 2011)
- As of fall 2012, there were 591 part-time faculty
- As of fall 2011, there were 533 full-time faculty at UMSL. This includes:
  - 299 tenure track, including 236 tenured and 63 untenured, tenure track faculty (a reduction of 16 since fall 2010). Note that 3 of those 16 transitioned into part-time positions as Founders’ Professors.
  - 234 Non-Tenure Track full-time faculty (a loss of 3 since fall 2010)
- As of fall 2011, there were 937 part-time faculty: 529 listed as “other” which includes academic appointments such as adjunct faculty and librarians, and 401 in instructional or research assistant appointments.
- As of fall 2010, there were 552 full-time faculty at UMSL. This includes:
  - 315 Tenure Track, including 236 tenured faculty and 79 untenured, tenure track faculty (a reduction of 4 since fall 2009).
  - 237 Non-Tenure Track full-time faculty (an increase of 17 since fall 2009)
• As of fall 2010, there were 959 part-time faculty: 553 listed as “other” which includes academic appointments such as adjunct faculty and librarians, and 404 in instructional or research assistant appointments.

• As of fall 2009, there were 539 full-time faculty at UMSL. This includes:
  • 319 Tenure Track faculty (226 tenured, 93 untenured, tenure track faculty) and 220 full-time Non-Tenure-Track faculty.

• 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.

**Spring Enrollments**
Enrollment details are posted on the Institutional Research website. Enrollments are as follows

• FS2012 enrollment headcount total was 16,719, including 12,736 on/off campus students and 3,983 advanced credit students. Compared to FS2011:
  o Undergraduate headcount was down by 0.4% (38 students)
  o Graduate headcount was down by 7.9% (236 students)
  o Professional (Optometry) headcount was down by 2.3% (4 students)

• FS2012 enrollment in Student Credit Hours was 148,019. Compared to FS2011:
  o On campus hours were down 1% (1290 SCH)
  o Off campus hours were up 3% (774 SCH)

• WS2013 enrollment headcount total was 13,909, including 12,416 on/off campus and 1,493 advanced credit. Compared to WS2012:
  o Undergraduate up 0.8% (69 students)
  o Graduate down 7.0% (199 students)
  o Professional down 2.9% (5 students)

• WS2013 enrollment (Credit Hours) was 127,748, Compared to WS2012:
  o On campus hours were up 1% (779 SCH)
  o Off campus hours were down 1% (91SCH)
  o Total SCH were up 1%, 679 SCH.

**Accreditation**
The Higher Learning Commission has made significant changes in process and criteria, most of which are an advantage to UMSL because of our strong reputation with them. Most importantly, the campus was permitted to select the Open Pathway for its continuing accreditation reviews. In addition to the normal compliance sections, the Open Pathway allows campuses to identify a project as a focus over the re-accreditation timeline. We selected improving student retention and graduation as our project to be able to focus on continuing activities for Access to Success and our strategic direction.

Another HLC innovation is an online reporting system. Starting in fall 2013, the campus will upload documents that support the findings of our last re-accreditation visit that UMSL is
committed to continuous quality improvement. For example, among the first documents that we plan to upload are all five-year review documents to provide evidence that departments and colleges are working to improve student learning and meet the university’s mission. Reports from Academic Analytics on the quality of faculty scholarship document that UMSL faculty continue to be very productive despite fewer opportunities for external funding. Finally, outcomes of the Collegiate Learning Assessment, National Survey of Student Engagement, Major Field Tests, and specialized accreditation reviews will demonstrate that UMSL students are learning.

Near the beginning of the next academic year, we expect to inform the campus about more details of the changes.

Retention Activities
The Center for Student Success has been closed, effective May 15, 2013. The Office of Retention Services is being created. The new director is in the process of hiring new staff for the office, including both internal and external candidates. The purpose of this office is to focus on student retention. The office will not do student advising, but will provide services to help students succeed at UMSL and complete their degrees.

Access to Success
Outcome Measures

Departmental and college advisors are working with individual students to increase the retention and graduation rates of their advisees. Table 1 contains data based on enrollment and/or graduation by the end of fall 2012. It demonstrates that this is a slow process, but the campus is making progress.

<table>
<thead>
<tr>
<th>Cohort</th>
<th>N</th>
<th>% SUCCESS</th>
<th>% CURRENTLY ENROLLED</th>
<th>&amp; GRADUATED</th>
</tr>
</thead>
<tbody>
<tr>
<td>FS2009</td>
<td>1,934</td>
<td>57%</td>
<td>25%</td>
<td>32%</td>
</tr>
<tr>
<td>FS2010</td>
<td>1,960</td>
<td>59%</td>
<td>39%</td>
<td>20%</td>
</tr>
<tr>
<td>FS2011</td>
<td>1,966</td>
<td>67%</td>
<td>65%</td>
<td>2%</td>
</tr>
<tr>
<td>FS2012</td>
<td>2,135</td>
<td>87%</td>
<td>87%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Advisors have been even more successful in guiding students to accomplish the leading indicators of a six-year graduation, as Table 2 summarizes.

---

1 Success = Enrolled or Graduated during the term
Table 2. Leading Indicator Rates Among A2S Cohort Populations

<table>
<thead>
<tr>
<th>Cohort</th>
<th>N</th>
<th>% PASSED ENGLISH GATEWAY</th>
<th>% PASSED MATH GATEWAY</th>
<th>% GPA THRESHOLD</th>
<th>HOURS THRESHOLD</th>
</tr>
</thead>
<tbody>
<tr>
<td>FS2009</td>
<td>1,934</td>
<td>89%</td>
<td>77%</td>
<td>74%</td>
<td>35%</td>
</tr>
<tr>
<td>FS2010</td>
<td>1,960</td>
<td>91%</td>
<td>78%</td>
<td>76%</td>
<td>40%</td>
</tr>
<tr>
<td>FS2011</td>
<td>1,966</td>
<td>91%</td>
<td>77%</td>
<td>75%</td>
<td>43%</td>
</tr>
<tr>
<td>FS2012</td>
<td>2,135</td>
<td>87%</td>
<td>70%</td>
<td>77%</td>
<td>61%</td>
</tr>
</tbody>
</table>

The Hours Threshold documents that the campus has been the least successful in promoting full-time enrollment. Research shows that students must successfully complete at least 24 credit hours over a year to be able to graduate on time. A2S will soon promote a campaign, “Fifteen to Finish,” to encourage students to take at least 15 hours per term to avoid prolonging their time to degree. This should also help reduce student debt and UMSL’s growing default rate.

Student Support
It’s critical that faculty continue to maintain their high academic standards while the campus increases student success. Although the overall average ACT and GPA scores have increased, students still require support systems to be able to achieve UMSL’s standards.

Faculty have used A2S funding to incorporate tutoring into their classes. In fall 2012 A2S supported seven classes with 13 tutors, for a total of $27,000. In spring 2013 we are on target to invest $28,000 in fourteen tutors to assist faculty with student learning. In addition, students are increasingly relying on on-campus support services and Net Tutor, and departments are studying program prerequisites to prohibit unprepared students from taking their classes. As a result, most departments have increased the overall success rate of students in their classes.

Academic Alerts receive considerably more attention than they did previously. The new Student Affairs Office of Retention Services will provide even greater support to faculty and their underperforming students. In addition, support staff are preparing to set up a new alert system in the advising software, Grades First, so faculty can better track what happens after they submit an alert.

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.
  - Fall semester 2012 had 50 faculty members non-compliant for SB 389
  - Spring semester 2013 had 28 non-compliant.

---

2 English Composition or equivalent
3 College Algebra or equivalent or 26 on ACT or Missouri State Mathematics test
4 Cumulative GPA ≥ 2.0
5 Successfully complete ≥ 24 credit hours per calendar year or 12 credit hours for one term.
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 is updated annually. The UMSL College Portrait can be accessed from the UMSL web site or at URL http://www.umsl.edu/services/academic/assets/PDFs/vsa-collegeportrait.pdf

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. We monitor these plans regularly.

Update on Online Education Initiatives

Since its inception during Spring Semester 2012, the Office of Online Administration (OOA), with support from UM System, has continued to facilitate the development and delivery of programs and services that will ensure sustainable and effective online education at UMSL. They are as follows:

Student Web Portal (Ongoing)

- A redesign of the web portal for Future Students (May 2012-Present)
  - Current marketing initiatives by UM System have shown a steady increase in both New Visitor (75.84%) and Returning Visitor (24.16%) portal traffic from October 2012 to April 2013.
- A redesign of the web portal for Current Students at UMSL (January 2013-Present)
  - OOA is helping support services in Student Affairs identify and develop online programs.
- OOA formed a portal technical team with IT at UMSL to make sure the needed infrastructure is in place as the portal goes from a System focus to a Campus focus

eLearning Center (January 2013-Present)

The OOA is proposing establishing an eLearning Center to provide centralized direction and support to online students with four essential functions.
Orientation: A robust introduction program that will help enhance the learning experience for both student and faculty in the online learning environment
  - OOA is currently managing a project for a new Online Class Orientation that is being designed and developed by CTL.
  - OOA is currently designing a new Online Readiness Survey.
- Online Technical Support or Referral
- Online Student Support Resources
  - Analysis of available online education resources at UMSL is ongoing, and ways OOA can help further development of support and services are being identified.
- Virtual mentoring
  - OOA Website (Under Construction)
    - The website will provide informational needs regarding online education at UMSL for Faculty and Students
  - Compliance (Ongoing)
    - OOA is working with agencies at the local, state, and federal levels regarding online education at UMSL.
    - The number of students from other states is growing, and staff are assuring UMSL’s compliance with state rules.

The infrastructure needed to deliver successful online education at UMSL continues to develop, and awareness of online education at UMSL is increasing within the community.

Consumer Behavior Partnership with Express Scripts
Express Scripts gave UMSL a gift that included $1.5 million to support research and curriculum development in the interdisciplinary area of consumer behavior. The gift was divided between research awards and curricular grants. In the first round of research grants, six winners received close to $40,000 each to conduct research. This research was preliminary to help the researchers develop a larger research grant proposal. These proposals were entered into a competition for two larger grants. In March we awarded two grants of $250,000 each for major research in this area. The two winning proposals were submitted by Principal Investigators Dr. Jeffery Noel (MIMH) and Dr. Ann Steffen (Psychology). Research funded by these two grants has begun. At the same time as this research is being conducted, we are studying curricula in the interdisciplinary areas that include Consumer Research in comparator universities to UMSL. Once we understand what other campuses are doing and where there are gaps that might be good “markets” for a program at UMSL, we will examine the possibility of adding a curriculum at UMSL with the remainder of the Express Scripts gift.

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 continuous improvement.

**Five-Year Program Reviews**
We conducted 24 reviews in academic year 2012-2013. We have received some national notoriety on our processes and we continue to find ways to improve them. The majority of the feedback we receive is on how the process drives conversations in the academic units and helps people understand the complexities of higher education. Various units have explained how the process drove conversations about their future plans and their strengths and weaknesses and led to continuous improvement.

**Grand Center**
After its grand opening last year the UMSL building at Grand Center has been a very busy place. In addition to housing St. Louis Public Radio, we now offer classes there and the number of offerings is ever growing. The College of Education’s Charter Schools oversight administrator has an office in the building, as does our “new media” faculty member. The facility is available to UMSL faculty and staff to hold meetings, workshops, etc., especially in the community room and classrooms. This UMSL property is in a prime location in the heart of the city of St Louis.

**Strategic Planning Process**
We have been conducting the latest round of strategic planning at UMSL for almost two years. Our UMSL process started in 2011 and continues for one year and then the System added their planning process in 2012. For the past year we have planned in tandem with the System and other three campuses. This System-wide process ties planning and budgeting more tightly and creates a decision making process for funding initiatives related to our strategy statement. It also provides a strict process for reporting progress on funded activities and accountability. To receive funding, an action item must support the strategic statement, and contain four elements: owner, financial, timeline, and metrics. No action plan goes forward without those four elements. All action items are located on a campus share point site for everyone to view, so our process is transparent.

I want to thank our faculty publically for working on the steering committee for strategic planning. They are: Terry Thiel, Rob Paul, Lisa Dorner, Michael Elliot, Carol Basile, Sue Dean-Baar, Terry Jones, and Chris Spilling. There were also five staff members serving on the campus committee. Chancellor George and I are very grateful for the committee’s work. Thank you all very much.

The final plan has three strategic themes and thirteen levers under those themes. Each lever can have up to four action items at one time. Once an action is complete or ends, and if funding remains, the next action moves up in the line. Levers are created to drive (leverage) the themes. Our overall theme is enrollment that includes recruiting, retaining, and graduating students. The metric used to measure accomplishment of our strategy is the number of degrees awarded each
year. Recruitment, retention, and graduation are everyone’s issues on campus, and we all play a part in these enrollment steps. This strategy and metric were selected for this five-year plan because we must enroll, retain, and graduate more students in order to improve our revenues through increased tuition and thus solve some of our chronic funding issues. The campus will be kept informed of our progress as we move forward with planning and implementation.

Charter Schools
Charter School administration has been moved to the College of Education and is no longer sponsored by Academic Affairs.

Activities Related to Civic and Community Engagement
UMSL has a strong and enduring commitment to civic engagement and service to the community which started with our founding 50 years ago as a result of community needs and support. Understanding community needs is a fundamental element in successful engagement. Therefore, to start off the academic year, UMSL hosted a forum entitled, “Building Vibrant Partnerships: Enhancing Community-University Relations through Listening and Lively Conversation.” Offered in partnership with Saint Louis University and Washington University, this project brought representatives from local nonprofit and civic organizations together to discuss how they interact with educational institutions in the area. Dealing with a diverse array of community needs, nonprofit and community organizations look to universities as resources—not only for transmission of knowledge and information, but also as places to find volunteers and to create projects and partnerships.

High Impact Educational Experiences including internships, service-learning courses, and community research activities along with co-curricular service projects are key features of engagement activities at UMSL. These educational experiences take place regularly across the campus. A few examples from this year include:

- Classes in Business Writing and Gender Studies developed activities to raise funds for the Dred Scott memorial statue downtown at the Old Courthouse.
- The Honors College offered another course on "Where We Live" highlighting the Cities of Maplewood and Normandy. Students collected and preserved oral histories and stories of the neighborhoods and presented their research projects to both Maplewood and Normandy City Councils.
- Constitution Day in September focused on the 26th amendment, recognizing the 40th anniversary of 18 year-olds’ participation in presidential elections. Information about the Constitution and this amendment was posted in the Nosh during lunchtime throughout the week along with “Conversation Walls” on which students and others in the UMSL community were invited to write in response to questions addressing the right given to 18 year-olds to vote, and why they choose to or not to vote. The conversations/questions were also posted online through Facebook and Twitter to engage the broader UMSL community. A voter registration drive was also held in the MSC during the week.
- The UMSL Month of Giving to the Community in October, including employee campaigns for the United Way and Community Health Charities along with student philanthropy, resulted in over $86,000 for local charities.
• The Office of Student Life started off the Month of Service in November with a “Better Community Photo Project” during which they took pictures of students holding a white board with the words “The world would be a better place if…” and their responses.
• Soledad O’Brien visited campus in early February to celebrate Civic Engagement Day. Her presentation also served as a kickoff event for Black History Month. An outstanding speaker, O’Brien inspired the audience as she talked about her experiences as a journalist and the work that she and her husband do with the community organizations and the nonprofits they fund each year.
• Career Services held three Internship & Job Fairs throughout the academic year serving almost 1,500 students.
• Participation in the Employee Volunteer Program, now in its second year, has grown and is on target to provide 600 hours of volunteer community service by UMSL staff this year.
• The Nonprofit Management and Leadership program at UMSL conducted a Board Service survey in April for all UMSL employees. Preliminary results from 117 participants showed that more than 144 nonprofit organizations in the greater St. Louis region boast a board member from UMSL, as do an additional 26 national and 20 international organizations. An estimated 300 hours each month are directed to a wide range of organizations, from human service groups to professional associations to arts organizations. To follow up on the survey, NPML is planning a training session in the fall for the campus community on board member responsibilities to assist people who are currently serving in this capacity and to encourage others to get involved.
• A new fall service learning class is in the works as a partnership with KETC Channel 9, the Landmark Association, and the Des Lee Collaborative Vision. This course will involve students in oral interviews in several St. Louis neighborhoods, film production, historical research, and a final community presentation at the KETC studios.

In 2013 UMSL is celebrating a 50th “Jubilee” anniversary of its founding in 1963 and will continue to highlight connections to the community throughout the year. As a start, more than 1,600 students, alumni, faculty, staff, and community members attended the Jubilee Kickoff Celebration in February. Dozens of Jubilee activities include seminars, conferences, and service projects, etc., which will:
• Heighten interest and involvement in UMSL by increasing awareness of the university’s broad reaching impact on the St. Louis community and beyond – through its teaching, research and service.
• Honor and commemorate the diversity and achievements of past and present UMSL students, faculty, and staff and recognize the people and accomplishments that have shaped the development of the university through the years.
• Increase institutional pride and enhance UMSL’s reputation to attract and engage students, faculty, partners, and supporters.
• Celebrate and strengthen the multiple partnerships and collaborations that UMSL has formed in the community.

Finally, UMSL is now one of 20 institutions nationwide accepted to participate in the Campus & Community Civic Health Initiative sponsored by the American Democracy Project. This is a two-year initiative with the National Conference on Citizenship designed to identify and develop campus and community civic health assessments and tools, as well as action plans that respond
to the findings. With this impetus, we are having ongoing campus discussions on how to better capture, quantify and assess the activities taking place around civic engagement so that we can improve how we tell the UMSL story in the community and make better, more informed decisions on where to put resources to support our engagement efforts.

**Center for Teaching and Learning**

**Teaching with Technology**
A year ago the Provost announced that instructional design was now the responsibility of the Center for Teaching and Learning. Two instructional designers joined the CTL staff in August and their expertise combined to focus the CTL on coordinating programs to strengthen technology-enhanced and online courses to engage and retain students in meaningful ways. Annual events such as the Focus on Teaching and Technology conference (350+ participants) and the Spring Forum on Teaching and Technology (40+ participants) provided a conference venue for conversations about innovations in using technology to engage with students in/out of the classroom. In the past year, the CTL has offered instructional design programs for faculty to build new and refresh existing online courses: “Online in 9” and “Renew in 2.” Over 60 faculty members have participated in “Online in 9;” the smaller, “Renew in 2” program was offered for the first time this past January and provided support for five online courses. In addition, the instructional designers support faculty innovations using technology through the iPad Teaching Circle (80+ members strong) and Teaching with Technology Workshops (30+ attendees). As always, the CTL staff is available for personal consultations for one-on-one assistance, as needed. The 2013 Focus on Teaching and Technology Conference will be early this year. It is scheduled for October 24-25, 2013. Please save the date for our Jubilee Celebration of Teaching and Learning with Technology.

**Professional Development**
Professional development opportunities are offered for faculty, academic leaders, graduate students, and peer tutors to insure that each group stays up-to-date and knowledgeable about campus initiatives and strategies related to learning, instruction, and technology. A colloquium series throughout the academic year supports faculty as they learn about campus resources, procedures and policies. The final spring colloquium on May 3 introduced NTT faculty to the new process for submitting promotion materials online. This semester, the CTL supported three colleagues as they developed proposals to submit to the Missouri Learning Commons, a consortium of public higher education institutions committed to learning how to leverage technology to support learning and retention in large enrollment classes.

Planning is under way for May and June orientations for part-time faculty hired to teach in summer sessions. A great deal of summer time at the CTL is devoted to planning August orientations to welcome new and returning colleagues, graduate students, and undergraduate learning assistants to the fall semester. August orientations are planned for Academic Leaders (August 8), New (full-time) Faculty Orientation (August 14-15), and Part-time Faculty Orientations (August 10 & 16). Please make note of these dates.

The CTL supports two UM System Programs: the University of Missouri Faculty Scholars and the UM System Leadership Development Program.
This year brought the revision and renewal (after a three year suspension) of the University of Missouri Faculty Scholars Program (formerly New Faculty Teaching Scholars). This program is open to full-time faculty in their second, third, or fourth years on campus. Participants attend three retreats with colleagues from the four UM campuses and monthly meetings on campus as an UMSL cohort group. The program is “designed to assist faculty as they adjust to their new academic responsibilities and environments, to introduce them to innovative teaching methods, to support them in their scholarly work, and to provide opportunities for them to network within their own campus as well as across the four campuses of the University of Missouri System.” Ten UMSL colleagues are participating this year and recruitment is under way for the 2013-2014 academic year. Applications are due in the Provost’s Office by May 31.

The UM System Leadership Development Program convened a new class in September and UMSL’s four participants are now completing their year in the program. Recruitment is underway for the 2013-2014 LDP class. Applications are due in the Provost’s Office by May 17.

Opportunities for Graduate Students: Certificate in University Teaching (CUT)
- CUT is completing its eighth year under Sally Ebest’s direction. CUT offers a 5 unit program that prepares our Master’s and Doctoral students for future academic careers. More than 50 students are completing CUT units this year. They represent 18 departments and five colleges. This year, CUT was expanded to include a unit on “building readiness to teach online”.
- CUT’s annual events begin in August with the two-day Graduate Student Professional Development Conference for all graduate students. The program orients new and continuing graduate students to UMSL and to their responsibilities as teaching and research assistants. Please note the dates of this year’s program (August 12-13, 2013) so that graduate students in each UMSL program can take advantage of this opportunity to meet their peers and faculty members and learn about the campus.

CTL Services and Projects
- 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, 222 (fall 2012) and 267 (spring 2013) instructors and TAs registered 487 (fall) and 574 (spring) courses for feedback.
- Both Associate Provost and CTL Director Peggy Cohen and Assistant Director Keeta Holmes serve on a variety of Campus, Senate and University Assembly Committees including the Campus Safety Committee, Assessment of Educational Outcomes Committee, Faculty Teaching and Service Awards Committee, and Information Technology Committee.
- The CTL supports the monthly News at Noon Series sponsored by The Current and the New York Times by helping sponsors identify faculty experts, coordinating catering and reimbursement with the New York Times, and targeting announcements to faculty who teach content related to the monthly topics.
- Missouri Campus Compact (MOCC) continues to provide support related to civic and community engagement. This year, three min-grants to individual faculty members
supported service-learning projects. In addition, an institutional grant to the Center for Teaching and Learning partially funded 14 faculty members’ registrations to two local, fall conferences: Maryville University’s Scholarship of Teaching and Learning Conference and The Campus Compact Heartland Conference where the focus was on teaching effectiveness, academic service-learning, and civic engagement.

- Annually, the CTL updates and prints a **Faculty Resource Guide** that is distributed at orientations for all new part-time and full-time faculty members. This spiral-bound booklet is a 90-page document summarizing UMSL policies and procedures by compiling information from the campus offices with which faculty are likely to confer on a regular basis. The Resource Guide is updated each summer to insure that it accurately reflects UMSL’s current organization, procedures, and contacts.

**Peer Academic Support Services**

Supplemental Instruction (SI), 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 grades. This year the CTL supported SI leaders who were placed in 12 courses taught in five departments with a concentration on Gen Ed science courses. These Supplemental Instruction leaders meet monthly during the semester to discuss their work, share their successes, and learn tutoring strategies.

- The Peer Academic Leaders Seminar (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. This year 121 students from 29 academic and support units participated in a PALS. It is essential that all students working as tutors with undergraduates attend one of the orientation programs offered by the CTL.

**Graduate School**

The Graduate Council approved three new graduate certificates: Public History and Cultural Heritage; Student Affairs Administration and Leadership; and post-MSN Nurse Educator. They also approved significant changes to the EdD; the program will now have a single specialization, Doctor of Education in Educational Practice. The Council also approved several proposals to update and/or add courses to existing programs to meet the needs of our students.

We continue to award recruitment fellowships to exceptional applicants in our doctoral programs. This semester the Graduate Council recommended awarding two $15,000 Dissertation Awards to students in Political Science and Physics for work starting this semester and another two for students in Political Science and Mathematics starting their research in Fall Semester 2013. A one-semester award of $7500 will go to a Chemistry student also for fall 2013.

Of the 11 Recruitment Fellowships offered to outstanding PhD students, four accepted; their programs included CCJ, Clinical Psychology, and two in Counseling. In addition, a prospective Criminology student was awarded a minority fellowship. Each of these Graduate School fellowships adds $4000 per year to the student’s stipend.
**Student Conduct and Community Standards**

The Office of Student Affairs is responsible for the investigation and adjudication of all non-academic violations of the Student Standard of Conduct. When students exhibit concerning behavior, Student Affairs is available for consultation, intervention (formal or informal), and resource referrals. In order to ensure that student misconduct is appropriately addressed, faculty are strongly encouraged to notify Student Affairs when they experience concerns with a student’s behavior.

In July 2012, the Board of Curators amended the Student Standard of Conduct by adding five new provisions: non-consensual sexual behavior, stalking, harassment, invasion of privacy, and participation in attempted or actual theft. Furthermore, the student conduct procedures were also amended due to new Title IX guidance issued by the Department of Education’s Office of Civil Rights Faculty. This said, complainants in cases of non-consensual sexual misconduct are now afforded the same rights as the accused student (e.g., right to attend student conduct hearing, right to have an advisor present, right to present evidence, and right to appeal the findings of the Student Conduct Committee, etc.).

**Non-Academic Student Misconduct Report**

During the 2012/2013 academic year so far, the Office of Student Affairs formally investigated 48 cases of student misconduct. Details of those cases are documented below:

**Demographics of Offenders**
- 44 cases involved undergraduate students
- 4 cases involved graduate students

**Type of Offenses**
- Destruction of property
- Non-consensual sexual behavior
- Furnishing false information to the University
- Manufacture, use, sale, or possession of a controlled substance
- Physical abuse or other conduct which threatens or endangers
- Violation of University policies
- Harassment
- Hazing
- Attempted or actual theft
- Misuse of computing resources
- Disruptive or disorderly conduct

**Sanctions Issued**

In 39 cases, there was sufficient evidence to charge the student. While 36 student offenders received a combination of active and passive sanctions (e.g., University probation and community service), three students were separated from the University due to their misconduct.
Informal Interventions
In addition to the 48 cases formally investigated by Student Affairs, approximately 21 cases of concerning student behavior were informally referred throughout the 2012/2013 academic year. These cases typically involved minor concerns (e.g., sleeping in class) which did not warrant formal adjudication. Similar to the conduct process, students were advised of University standards and expectations in hopes of mitigating future concerns.

Faculty Grievances

- During the 2012-2013 academic year, there were no faculty grievances.
- Any potential faculty grievances may have been settled informally or through the campus mediation program, but none were reported to Academic Affairs.

Academic Dishonesty
Faculty have responded well to the policy requiring that they report all incidences of suspected academic dishonesty. The Office of Academic Integrity in the Provost’s Office investigates and/or notes each reported case as appropriate. It is important that a record be kept even in cases in which the faculty member feels that additional sanctions are not necessary, since this gives a record in case the student engages in similar behavior in later courses, or has already done so without the faculty member’s knowledge. It is important to know if a given situation is the first instance for a student, or whether the student has been involved in similar behavior in previous courses in order for investigations and sanctions to be appropriate. I appreciate everyone’s cooperation as we try to educate students in an academically rigorous and honest fashion.

Academic Dishonesty Report

**Cheating.** Under guidelines established by the Collected Rules and Regulations section 200.010. B.1 STANDARD OF CONDUCT, the Office of Academic Affairs has investigated 74 cases of academic dishonesty involving cheating. Details of those cases are documented below.

- 74 cases were reported and investigated.
  - 61 cases involved undergraduate students.
  - 13 cases involved graduate students.

- In 48 cases, there was sufficient evidence to find the students guilty of cheating. Students received a lowered grade for the work in question and a subsequent sanction from the Office of Academic Affairs.
  - Students were sanctioned to an academic year of probation and community service (2 cases).
  - Students were sanctioned to community service (1 case).
  - Students were sanctioned to an academic semester of probation and essay (4 cases).
• Students were sanctioned to an academic semester/year of probation (10 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 (20 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 (11 cases).
• Registration holds are placed on student accounts for students who do not contact Academic Affairs to discuss the allegations of academic dishonesty (2 cases).
• Cases were dismissed by the Student Conduct Committee due to insufficient evidence to warrant a charge of misconduct (6 cases).
• The remaining 18 cases were dismissed due to insufficient evidence to warrant a charge of misconduct.
• Currently, there are 13 on-going investigations involving cheating.

**Plagiarism**

Under guidelines established by the Collected Rules and Regulations section 200.010. B.1 STANDARD OF CONDUCT, the Office of Academic Affairs has investigated 60 cases of academic dishonesty involving plagiarism. Details of those cases are documented below.

• 60 cases were reported and investigated.
  o 53 cases involved undergraduate students.
  o 7 cases involved graduate students.

• In 55 cases, there was sufficient evidence to find the students guilty of cheating. Students received a lowered grade for the work in question and a subsequent sanction from the Office of Academic Affairs.

  • Students were sanctioned to an academic semester suspension (2 cases).
  • Students were sanctioned to an academic semester of probation and essay (1 case).
  • Students were sanctioned to rewrite Chapters/Dissertation and submit new proposals (2 cases).
  • Students were sanctioned to receive information from the Writing Lab and to write a reflective essay (29 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 (1 case).
  • Students were sanctioned to an academic semester/year of probation (7 cases).
  • Students were sanctioned with warnings about the seriousness of the violation(s), a warning about future violations of academic dishonesty and the severity of repeat offenses (13 cases).
• Registration holds are placed on student accounts for students who do not contact Academic Affairs to discuss the allegations of academic dishonesty (5 cases).
Currently, there are 4 on-going investigations involving plagiarism.

Sabotage
No cases of sabotage were reported this academic year.

University policies require faculty to report suspected cases of academic dishonesty to Academic Affairs. We assure students of due process and guide faculty through the procedures. Then we keep the names of those charged on file so that students can be monitored. In this way, it is known if a student commits repeated offenses.

Please do not try to handle these situations by yourself. Please also bring your syllabus into conformity with official university policies and procedures regarding academic integrity requirements. Regardless of what your syllabus says, you could be violating procedures (and legal precedents) if you attempt to sanction students yourself. Please be familiar with the policies. If you wish to have a greater understanding of the policies and procedures, please contact Vice Provost Judith Walker de Felix and/or Dr. Tanisha Stevens, in the Office of Academic Integrity in Academic Affairs. They are happy to present information to departments on how to detect and handle academic dishonesty.

390.010 Discrimination Grievance Procedures for Students
The Office of Academic Affairs has not investigated any formal grievance cases from Fall Semester 2012 to date in Spring Semester 2013.

Student Complaints Concerning Faculty, Staff, Administrators and Academic Issues
Information on student complaint procedures is now available on the Academic Affairs and Student Affairs websites.

Report on Student Complaint Cases
The following summary documents student complaint cases reported to the Office of Academic Affairs from Fall Semester 2012 to date in Spring Semester 2013.

The Office of Academic Affairs has investigated 17 student complaints. In those cases, the students were referred to the appropriate unit administrator. The details of those cases are documented below.

- In 17 cases, students expressed dissatisfaction with instructors, courses and/or within their respective departments/academic units.
- 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.
- These complaints were resolved informally.