Introduction
This has been an eventful year at UMSL as we brought our Jubilee 50th anniversary year to an end and implemented the first year of strategic planning initiatives funded by the University of Missouri System with funds from state appropriations. After a process involving many faculty and staff this year, we have submitted our funding requests for the second year of strategic planning funds, and expect to learn what will be funded after the legislature completed its appropriations for FY 2014-15. We welcomed two new deans to UMSL this year: Jean Miller, Dean of the College of Fine Arts and Communication, and Charlie Hoffman, Dean of the College of Business Administration. We’re pleased that both colleges are doing well with their new leadership. We’re looking forward to welcoming several new faculty members funded by strategic initiative funds this fall, and a few more the following fall after searches are completed.

Research Activities:
- External Funding:
  - In FY2013, a total of 209 awards were received for an amount of $36,302,979.
  - In the first two quarters of FY2014, $13,101,666 has been received in external funding for research, instruction, and related activities (which does not include $15,095,156 received for federal financial aid).
- Internal Funding:
  - FastTrack II Funding: 3 awards / $131,900 awarded
  - Interdisciplinary Intercampus (IDIC) Funding Program: 8 awards / $191,300 awarded
  - UM Research Board: 9 awards / $181,945 awarded
  - UMSL Research Award: 13 awards / $100,000 awarded
  - TOTAL: 33 awards / $605,145 awarded

Technology Transfer Activities in FY2013:
- Invention Disclosures:
  - New disclosures received: 8
  - Disclosures on record as of June 30, 2013: 124
    - 64 active (including 17 licensed, 1 optioned, 1 in license negotiations)
    - 43 inactive
    - 7 waived back to inventors
- Patents:
  - New US patent applications filed: 10
  - US patents issued: 3
- UMSL Patent Expenses and Reimbursements (paid by UM System)
  - Incurred/paid: $141,230 in FY13
  - Reimbursements received/anticipated from licensees: $222,906
  - Total expenses in FY13: -$81,676
License income received: $154,409
Net sales of products sold in FY13 that included licensed UMSL technology: $2,197,700
Startup companies dependent upon the licensing of an UMSL technology for initiation that were operational as of June 30, 2013: 5

Faculty
Please note that beginning in fall 2013, IPEDS data changed the way that faculty are being counted and UM institutional research officers are still trying to determine what this means and how it will affect the numbers reported below. Please be aware that the data for fall 2013 may not be the final numbers.

As of fall 2013, there were 504 full time faculty at UMSL. This includes:
- 286 tenure track, including 237 tenured and 49 untenured, tenure track faculty (a reduction of 6 since fall 2012). Note that each of those 6 transitioned into part-time positions as Founders Professors.
- 181 Non-Tenure Track full-time faculty (a decrease of 55 since fall 2012).
- As of fall 2013, there were 446 part-time faculty (a decrease of 145 since fall 2012).

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 446 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.
Spring Enrollments
Enrollment details are posted on the Institutional Research website. Enrollments were as follows for 2013-2014:

- FS2013 enrollment headcount total was 16,814, including 12,556 on/off campus students and 4,258 advanced credit students. Compared to FS2012:
  - Undergraduate headcount was down 0.1% (12 students)
  - Graduate headcount was down 3.1% (84 students)
  - Professional (Optometry) headcount was up 2.4% (4 students)
  - Advanced Credit headcount was up 7% (275 students)

- FS2013 enrollment in Student Credit Hours was 147,967. Compared to FS2012:
  - On-campus credit hours were up 0.4% (507 SCH)
  - Off-campus credit hours were down 4.0% (1,118 SCH)
  - Residence Centers credit hours were up 30% (559 SCH)
  - Total SCH were down 0.03% (52 SCH)

- WS2014 enrollment headcount total was 13,925, including 12,152 on/off campus and 1,773 advanced credit. Compared to WS2013:
  - Undergraduate headcount was down 0.5% (83 students)
  - Graduate headcount was up 0.6% (17 students)
  - Professional headcount was up 3.0% (5 students)
  - Advanced Credit headcount was up 19% (280 students)

- WS2014 enrollment in Student Credit Hours was 127,339, Compared to WS2013:
  - On-campus hours were down 0.2% (316 SCH)
  - Off-campus hours were down 9.0% (1,108 SCH)
  - Residence Centers were up 62% (1,015 SCH)
  - Total SCH were down 0.3% (409 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**
Student Retention Services (SRS) opened on June 1, 2013, replacing the Center for Student Success. The goal of SRS is to improve the persistence and graduation rates for targeted student populations at UMSL. This office primarily focuses on supporting new students admitted to the University on academic probation, students who are not making satisfactory academic progress (SAP) for financial aid, students who receive Early Alert Warnings from faculty, and student athletes. The SRS staff has regular meetings with these student populations to assess their needs, assists them with academic planning and goal setting, and monitors their attendance and academic progress. SRS also provides oversight for study hall programs for athletes, fraternities, sororities, and students admitted on academic probation.

- Student Retention Services followed up on 3,086 Early Alerts in 2013-2014 (compared to 2832 in 2012-2013)
- 71.3% of the Early Alerts have positive completion indicators (means SRS made contact with the students and intervention was provided)
- 45% of the students who received an Early Alert for a course in fall 2013 passed with a C- or better
- Students admitted on academic probation had an average GPA 2.41 in fall 2013 compared to 2.28 in fall 2012
- 52% of first-time freshmen admitted on academic probation in fall 2013 earned a 3.0 GPA or higher compared to 22% in fall 2012

The University of Missouri-System contracted Starfish Retention Solutions to assist with advising and retention activities on all four campuses. A pilot of the Early Alert system was conducted at UMSL during the Spring 2014 semester. Of faculty participants who responded to the satisfaction survey, 100% were either satisfied or very satisfied with the system. 80% of student respondents were neutral, satisfied, or very satisfied with our use of Early Alert. Early Alert will replace Academic Alert campus-wide in Fall 2014.

**Advising Services**
The advising services committee developed a web site to encourage students to seek out academic advising.

Faculty Advisors, Staff Advisors and other offices that assist with advising will move to the Starfish platform June 9. On campus, Starfish will be referred to as MyConnect.
**Access to Success**
UMSL continues to make progress toward the strategic goal of 20% more graduates by 2018. 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 census date in Spring Semester 2014. Students are considered successful if they either graduate or continue to enroll. The data demonstrate that although this is a slow process, the campus is making progress.

**Table 1. Success Rates of A2S Cohort Populations**

<table>
<thead>
<tr>
<th>Cohort</th>
<th>N*</th>
<th>Success</th>
<th>Enrolled Spring14</th>
<th>Graduated</th>
</tr>
</thead>
<tbody>
<tr>
<td>FS2009 Cohort</td>
<td>1,934</td>
<td>55%</td>
<td>12%</td>
<td>44%</td>
</tr>
<tr>
<td>FS2010 Cohort</td>
<td>1,960</td>
<td>57%</td>
<td>24%</td>
<td>34%</td>
</tr>
<tr>
<td>FS2011 Cohort</td>
<td>1,966</td>
<td>60%</td>
<td>40%</td>
<td>20%</td>
</tr>
<tr>
<td>FS2012 Cohort</td>
<td>2,135</td>
<td>69%</td>
<td>67%</td>
<td>3%</td>
</tr>
<tr>
<td>FS2013 Cohort</td>
<td>1,910</td>
<td>88%</td>
<td>88%</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.

**Table 2. Leading Indicator Rates Among A2S Cohort Populations**

<table>
<thead>
<tr>
<th>Cohort</th>
<th>N Enrolled Sp 2014</th>
<th>Passed Math Gateway</th>
<th>Passed English Gateway</th>
<th>Cumulative GPA Threshold</th>
<th>Hours Threshold</th>
</tr>
</thead>
<tbody>
<tr>
<td>FS2009 Cohort</td>
<td>226</td>
<td>86%</td>
<td>98%</td>
<td>91%</td>
<td>21%</td>
</tr>
<tr>
<td>FS2010 Cohort</td>
<td>462</td>
<td>87%</td>
<td>97%</td>
<td>95%</td>
<td>48%</td>
</tr>
<tr>
<td>FS2011 Cohort</td>
<td>789</td>
<td>88%</td>
<td>97%</td>
<td>94%</td>
<td>52%</td>
</tr>
<tr>
<td>FS2012 Cohort</td>
<td>1,424</td>
<td>87%</td>
<td>97%</td>
<td>92%</td>
<td>60%</td>
</tr>
<tr>
<td>FS2013 Cohort</td>
<td>1,674</td>
<td>77%</td>
<td>90%</td>
<td>82%</td>
<td>66%</td>
</tr>
</tbody>
</table>

The Hours Threshold suggests 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. That would also help reduce student debt and UMSL’s growing default rate.

**Student Support to Maintain High Standards**
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.
In the fall, nine faculty used A2S funding to incorporate tutoring into their classes to improve the success rate, and an additional eight faculty added tutors this spring, for a total cost of $69,000. 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 provides 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, Starfish, to facilitate alerts.

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 2013 had 25 faculty members non-compliant for SB 389
  - Spring semester 2014 had 19 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 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

Proposal forms for Curriculum and Instruction were moved to a web-based form and on-line approval and tracking system this year.

Although I reported last year that we had finally achieved 100% compliance with the requirement of a published 3-year rolling course plan, a few departments are now remiss in this requirement. Several of these three-year plans remain out of date and still need to be revised and updated, a few need to be redesigned for easier use and at least two departments have removed the plans from their websites. 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

Online Growth
From the beginning of FS2013 to present, credit hours in online education at UMSL have grown by 7%. In addition, there are currently six online undergraduate programs, five online graduate programs, and five online graduate certificates.

Infrastructure
The Office of Online Administration (OOA) continues to facilitate the development and delivery of online programs and services that ensure academic success and sustainable online education at UMSL. Examples include the following:

- **Online Course Orientation**
  - In collaboration with the CTL, faculty, and students, over 1760 students have taken OOA’s new online support tool since FS2013 with a 92% satisfaction rating.

- **Online Mentoring Program**
  - The SP2014 pilot program is showing an 86% student satisfaction rating. OOA intends to build upon this success in FS2014

- **Online Readiness Survey**
  - In collaboration with faculty, students, and ITS, the survey was redesigned and implemented to help students in their pre-registration decisions. Both students and service offices campus wide have utilized the survey.

- **OOA Website**
  - A site was built to provide information regarding online education at UMSL for Faculty and Students.

- **The Center for Online and Adult Learning (launching for academic year 2014-2015)**
  - The new service center will provide a single beginning point of contact for adults seeking degree completion and also support students in online classes.

- **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 is assuring UMSL’s compliance with state rules.

- **Strategic Planning for Online Education**
  - Five committees are gathering data and making recommendations for new online directions for the campus.
  - Town halls will be held early in the fall semester to share findings and seek additional input.

- **Proctored online testing**
  - Online staff are developing new procedures to assist UMSL faculty with face-to-face tests and assignments.
• Collaboration with community colleges will allow commuter students to take tests closer to their homes.

OOA staff continue to build the infrastructure needed to deliver successful Online@UMSL by gathering data through an online student focus group and collaborating with multiple programs and services across the campus and System.

**Partnership with Express Scripts Expands to Curriculum**
Express Scripts awarded the campus $500,000 to produce graduates that cutting-edge companies want to hire; that is, creative employees who are able to problem solve with technology in multidisciplinary settings. An advisory committee is planning to announce faculty fellowships next semester for teams who want to engage their classes in solving problems in the community. If you’d like a preview of how innovative faculty fellows can be, please take a look at the Games for Change designed by students of all ages at [www.gameful.com](http://www.gameful.com).

**Assessment:**
UMSL is an outcomes-oriented institution. Assessment is very important for the campus.

- We use data to inform campus-wide planning. The strategic plan includes measures for every initiative and is focused on the strategic goal as a measurable outcome.
- The campus assessment 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. It includes assessment of student learning and of programs and campus activities.

- **Five-Year Program Reviews**
Academic Affairs conducted reviews of two colleges and one department during 2013-2014. The majority of the feedback is very positive. Chairs and reviewers note that the process drives departmental conversations about quality and helps people understand the complexities of higher education. Some units added that the review process helped initiate planning for the future and how to address their strengths and weaknesses.

**Strategic Planning Process**
UMSL has been engaged with the UM System in strategic planning for two years. The System-wide process ties budgeting to planning 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 each quarter. As you know, our strategic goal is to increase graduations by 20% by 2018.

This spring UMSL submitted three Funding Requests for UM System match.

- **Priority One** requests a 3:1 request for scholarships for transfer and master’s students. The plan will also increase services to veterans and expand the popular on-campus internships started last year.
- **Priority Two** is a plan for advancing cutting-edge research-based learning, using the Express Scripts funding to request additional UM funding for faculty curriculum fellowships.
Included in this request is a plan to upgrade UMSL facilities for greater use of technology in teaching.

- Priority Three asks for matching funds for faculty and staff raises. If matched, the campus will make strategic faculty and staff hires. Included in this plan is the replacement of a cooling tower that will impact 20% of UMSL employees and 41% of SCH. The campus expects to learn about funding after state budgets are known.

Activities Related to Civic and Community Engagement

Civic and Community Engagement at UMSL includes a variety of projects and initiatives involving faculty, staff and students from across the campus as well as from the community organizations and partners with whom we interact. During the year, a group comprised of faculty and staff members who are interested and involved in Civic and Community Engagement activities meet to help facilitate communication and increase support for these efforts. Their most recent meeting was May 8th and focused on planning projects and activities for next semester, which also includes the upcoming Constitution Day in September.

Constitution Day in the fall and Civic Engagement Day in the spring semester have become annual activities at UMSL, developed through collaboration with the Office of Student Life. Last fall, the theme for the Constitution Day program was “The Changing Face of Student Activism.” Connecting to the Jubilee anniversary, the focus was on campus activism in years past as well as on examining current activities involving our students such as the new activist group the “Young Activists United” organization on campus. For Civic Engagement Day, the campus welcomed award-winning journalist, radio host and NPR special correspondent, Michele Norris. In her presentations, she discussed “The Race Card Project” and how six-word snapshots paint a vivid picture of America’s attitudes and experiences about race during a fascinating moment in American history.

Last spring, another group of faculty and professional staff from across the university began meeting to discuss High Impact Educational Experiences at UMSL that take place specifically through internship, field experience, student teaching, practicum, co-op, and clinical activities. The meetings are intended as a forum to share information, practices and ideas for these experiences with the Career Services office in partnership with all campus departments and academic programs. This will allow for improved and more consistent data collection and reporting. It also allows for increasing responsiveness to the needs of the community and students with improved coordination of these activities. Related to these efforts:

- A new employer relations coordinator was hired to take a more intentional approach in aligning employers with students and engage employers more by bringing them into a student’s career decision-making process.
- The College of Education realigned the practice of Student Teaching through Studio Schools where cohorts of pre-service educators work together in schools in a responsive approach to meet the specific needs at each of the schools.
- Career Services began piloting a data collection effort on student placements to create consistent guidelines and reporting across campus and facilitate student access to internship information and opportunities in every college and department.
In recent years, a small team of faculty and professional staff have been working in partnership with the Center for Teaching and Learning to provide campus support for Service-Learning activities at UMSL. Consequently, more faculty and students are learning about and participating in experiential learning in the classroom through community partnerships.

- UMSL First-year experience classes now include a service learning component to introduce these opportunities to students.
- The UMSL Service-Learning Leadership team is visiting each department to assist faculty in developing and incorporating service-learning in their classes and designating the service-learning as a course attribute.
- The Center for Teaching & Learning partnering with the Service-Learning Leadership team offered both fall and spring colloquia and ongoing support related to service-learning and community partnerships.

Another important way UMSL connects to the community is through Volunteerism. We are continuing our efforts to find ways to improve access to information about volunteer opportunities and ways that the UMSL community can connect to make a difference in the region. Over the past year:

- UMSL held Community-wide Volunteer Service Days in October, January and February giving students, faculty, and staff the opportunity to work hand-in-hand serving nonprofit organizations in the St. Louis area.
- A workshop for UMSL employees and students on “Understanding the ins-and-outs of serving on a nonprofit board” was hosted in partnership with the Nonprofit Management & Leadership program and Boardlink.
- Volunteer coordinators in the Office of Student Life and the UMSL Volunteer Office worked collaboratively to host campus nonprofit Volunteer Fairs in both the fall and spring semesters to connect nonprofit organizations with students, staff and faculty for volunteer and potential partnership/ service-learning opportunities.
- Participation in the UMSL Employee Volunteer Program (EVP), now in its 3rd year, has grown, connecting UMSL employees with nonprofit organizations throughout the region.
- UMSL has developed a partnership with the United Way of Greater St. Louis through stvolunteers.org to connect the university with more nonprofit organizations and offer a wider variety of volunteer opportunities to students, faculty and staff.

UMSL has been increasingly involved in activities supported by The American Association of State Colleges and Universities (AASCU) American Democracy Project (ADP) over the last year. UMSL students, working with Media Studies Teaching Professor Dr. Kristy Tucciarone, competed and won the logo contest commemorating ADP’s 10th anniversary. This new logo is now used for all ADP materials and publications. We are also completing our second year in the Campus & Community Civic Health Initiative. During this year, we joined the Center for Information and Research on Civic Learning and Engagement’s National Study on College Student Voting. From this study, we found out the percentages of UMSL students who are eligible to vote, who are registered to vote, and who actually voted in 2012. In the future, we will be able to get comparison data for peer institutions and will be able to use this information to better support this civic activity for UMSL students.
Additionally, UMSL was one of a handful of Missouri institutions that collaborated on the recently released Missouri Civic Health Assessment—a study of civic participation in St. Louis and across Missouri. The Public Policy Research Center was our primary partner and director Mark Tranel helped to write the report. The report was released in St. Louis on January 18 as part of a MLK Day commemoration activity titled “Creating a Beloved Community - A Public Forum to Present the Findings of the Missouri Civic Health Index.” The event was a collaboration with UMSL, Washington University, Saint Louis University, Missouri State University, and FOCUS St. Louis in partnership with the United Way of Greater St. Louis.

A few other outreach and engagement activities of note that have taken place over the past academic year have included:

- An increase in charitable giving to local agencies during UMSL Month of Community Giving in October, including employee campaigns for the United Way and Community Health Charities along with student philanthropy, to over $88,000.
- A film screening of “Inequality for All” followed by a webcast with Robert Reich as part of a national campus event with ADP.
- Hosting of ShareFair and STEMosphere, a STEM event for educators as well as the general public sponsored by UMSL's College of Education and the Morgridge Family Foundation.
- Participation in the stl250 Cakeway to the West project. UMSL is host to two cakes— one “decorated” by UMSL art students and placed on the hill in front of the Mark Twain and one in the Mercantile Library.
- Cooperative meetings with Normandy School District and police chiefs from local communities.
- The launch University Square community development and the sculpture unveiling and dedication at the UMSL South Metro.
- The hire of a grant-funded real estate developer working on business development in the University Square project areas well as preparation for the Natural Bridge Road Great Streets groundbreaking scheduled to take place this summer.
- The announcement of UMSL student Kristen Wyninegar as a Campus Compact Newman Civic Fellows Awardee.

Center for Teaching and Learning

Teaching with Technology

The Center for Teaching and Learning coordinates a variety of programs that offer supports to faculty toward the goals of strengthening courses with technology and creating meaningful learning experiences for students. Two annual events, the fall Focus on Teaching and Technology conference (332 participants) and the Spring Forum on Teaching and Technology (48 participants), provide venues for exchanges about using technology innovatively to engage students in class and online. Four program series were offered this year to convene small groups of faculty to build new online courses, refresh existing online courses, or learn to use new software. This year, over 65 faculty participated in Online in 9, a nine week series offered each summer, fall, and spring. Renew in 2 provides supports for faculty committed to spending two weeks updating one aspect of an online course. The iPad Teaching Circle (44 members) convenes iPad users who exchange information about how they are using mobile devices, new
apps, and Apple TV for instruction. This spring, 19 faculty members met regularly in a Blended Learning Circle to explore options for creatively using technology to engage students in their classes. The CTL’s creative instructional design team offers consultations and one-on-one assistance as requested. Planning is already underway for the 2014 Focus on Teaching and Technology Conference which is scheduled for November 13-14, 2014. FTTC is a great opportunity for faculty to present their innovations with technology to colleagues from higher education institutions across the region. Proposals are invited.

**Professional Development**

The CTL’s activities began in August 2013 with orientations for many campus stakeholders: Campus and Academic Leaders (n=70); New Faculty Orientation (n=34). Part-time Faculty Orientations (PTO) in August and January drew 70 participants. Planning is underway for PTO programs on May 16 and June 13 for newcomers teaching this summer.

Professional development opportunities are offered for faculty, academic leaders, graduate students, and peer tutors to insure that each group is current and knowledgeable about campus initiatives and strategies related to learning, instruction, technology, and civic engagement. A colloquium series throughout the academic year supports faculty as they learn about campus resources, procedures, policies, and opportunities. A portion of this series is devoted to topics related to understanding and preparing for promotion and/or tenure. Several of these programs are co-sponsored with key Senate Committees and are presented by senior colleagues. New this spring was a colloquium devoted to informing department and ad personam chairs about proposed changes to strengthen these tenure and promotion processes.

This year, CTL staff were available to provide support as faculty members developed course-sharing proposals with other UM campuses in response to this new UM System initiative. Nine proposals were submitted and seven were funded for development in 2014-2015. We continue to support colleagues funded by the Missouri Learning Commons as they find ways to leverage technology to support student learning and retention in large enrollment classes.

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 academic year. August 2014 orientations are scheduled for Campus and Academic Leaders (August 14), New (full-time) Faculty (August 18-19), and Part-time Faculty (August 16 and 22). Please make note of these dates.

The CTL supports two UM System Programs:

(1) This is year two of the University of Missouri Faculty Scholars Program which 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 colleagues are participating this year and recruitment is under way for the 2014-2015 academic year. Applications are due in the Provost’s Office by May 30.

(2) The UM System Leadership Development Program convened a new class in September and UMSL’s six participants are now completing their year in the program. Recruitment is underway for the 2014-2015 LDP class. Applications are due in the Provost’s Office by May 16.

Opportunities for Graduate Students: Certificate in University Teaching (CUT)
- 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 20-21, 2014) 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. The program is sponsored by the CTL, the Graduate School, and the Office of Student Affairs.
- Our programs for graduate students continue each year with the five-unit CUT program which is coordinated by Sally Ebest. This is CUT’s ninth year preparing our Master’s and Doctoral students for future academic careers. More than 60 students are completing CUT units this year. They represent 12 departments and three colleges.

CTL Services, Projects, Grants
- Missouri Campus Compact (MOCC) continues to provide support related to civic and community engagement. This year, two mini-grants to individual faculty members supported service-learning projects. In addition, an institutional grant to the Center for Teaching and Learning partially funded Community Project Posters from each UMSL College and Student Affairs. The posters were designed to highlight one research, teaching, or service project that engaged faculty, students, or staff with a community partner. MOCC is funding four proposals for the 2014-2015 year: three faculty proposals for service-learning and civic engagement and one proposal submitted for a campus-wide program.
- Biology and Math faculty members are innovating with Cerego, an adaptive learning software integrated into their Gen Ed classes. This is a project in partnership with Metropolitan State University (Denver), Excelsior College (New York), and the American Association of State Colleges and Universities (AASCU) with funding to Excelsior as part of the Gates Foundation Adaptive Learning Market Acceleration Program (ALMAP). The CTL coordinates this two-year project to test the effectiveness of Cerego’s personalized supports for student learning. In October 2013 the CTL hosted a day-long planning meeting of the project coordinators and biology and mathematics faculty members.
- 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, 250 (fall 2013) and 255 (spring 2014) instructors and TAs registered 539 (fall) and 527 (spring) courses for feedback. In addition to this mid-semester service, the CTL now offers a Mid-Semester Design Survey for online courses that alerts instructors to student feedback on the instructional design of the course while the
semester is in progress and changes to support student learning can be made. Instructors in approximately ten courses have taken advantage of this service survey.

- Members of the CTL staff serve on a variety of **Campus, Senate, and University Assembly Committees** including Campus Safety, Assessment of Educational Outcomes, Faculty Teaching and Service Awards, Information Technology Committee, Online Strategic Planning, Starfish Implementation, Online Testing Initiatives.
- During this academic year CTL staff made 15 presentations at two national conferences and four local or regional conferences and published two articles in refereed journals.
- 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.
- The CTL distributes the **Faculty Resource Guide** to each new part-time and full-time faculty member at orientations. This spiral-bound 85-page booklet is a compilation of UMSL policies and procedures from campus offices and departments where faculty are likely to seek supports for themselves and their students. The Faculty Resource Guide is updated each summer to ensure that it accurately reflects UMSL’s current organization, procedures, and contacts.

**Peer Academic Support Services**

- **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 SI leaders who were placed in 10 Gateway courses taught in three 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 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 129 students from campus 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.

**Transitions**

- Early this year Peggy Cohen, founding director of the CTL and associate provost for professional development, announced her plans to retire at the end of August. Peggy has led the CTL since its inception in October 2000. She joined the UMSL faculty in August 1980. A national search, co-chaired by Sue Dean Barr, Dean of Nursing, and Keeta Holmes, Assistant Director of the CTL, is currently underway for her successor.
- An Acting Director of the CTL will be named during the summer to take the lead for planning August Orientations and fall semester activities in conjunction with relevant committees. Peggy, Keeta, and the CTL staff are planning for these changes to ensure that the transition to a new director and associate provost will be as seamless as possible.
Graduate School
Curriculum
The Graduate Council approved the following:

- New emphasis areas for the M.S. degrees in Biology, Biochemistry/Biotechnology, and Chemistry in Professional Science.
  - These programs were developed cooperatively between the sciences and industry representatives.
- BA/BS and MA Dual Degree program in mathematics.
- BS/MS Dual degree program in computer science.
- MA in Psychology formalized emphasis areas in Behavioral Neuroscience and Industrial-Organizational Psychology
- MSN added a specialization and a graduate certificate in Psychiatric-Mental Health Nurse Practitioner
- Business added a Graduate Certificate in Digital and Social Media Marketing

The Council also approved several proposals to update and/or add courses to existing programs to meet the needs of our students.

Student Support
The Graduate School continues to award recruitment fellowships to exceptional applicants in our doctoral programs. Of the 14 Recruitment Fellowships offered to outstanding PhD students, five accepted; their programs included Biology, Business, Chemistry, Clinical Psychology, and Physics. In addition, a prospective student in Counseling Education was awarded a minority fellowship. Each of these Graduate School fellowships adds $5000 per year to the student’s stipend.

For this year’s Dissertation Awards, the Graduate Council granted two $15,000 full-year fellowships to students in Biology and four $7,500 one-semester fellowships were awarded to students in Chemistry, Criminology and Criminal Justice, and Political Science.

In an attempt to recruit more UMSL undergraduates into a master’s program to help achieve the Strategic goal of 20% more graduates by 2018, the Graduate School designed the “I Chose UMSL Award.” The one-time grant is for $500. So far the average GPA of students winning the award is 3.7.

Student Research
As part of the Strategic Plan, the Graduate School is developing an Office of Student Research for both undergraduate and graduate research opportunities.

This year’s Graduate School Research Fair increased the number of posters from 32 to 76. In addition, undergraduates were invited to present posters in a separate competition, along with the graduate students.
**Student Development**

Four UMSL students participated in a new System-wide Leadership Development Program that is similar to the LDP for faculty but designed with graduate students in mind. Student feedback on the program was highly positive.

UMSL will host students from the four campuses next September.

Back row, left to right: Associate Dean Wes Harris, David McGraw (Counseling MEd), Michael Deckard (CCJ PhD).
Front row: Dean Judith Walker de Felix, Leesa Althen (Political Science PhD), Elena Vasilieva (Chemistry PhD)

**Student Conduct and Community Standards**

Student Conduct & Community Standards (in the Office of Student Affairs) is responsible for investigating all non-academic violations of the Student Standard of Conduct. When students exhibit concerning behavior, Student Conduct & Community Standards 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 immediately notify Dr. D’Andre Braddix, Assistant Dean of Students, when they experience concerns with a student’s behavior.
Non-Academic Student Misconduct Report

During the 2013/2014 academic year, Student Conduct & Community Standards formally investigated 45 allegations of student misconduct. Details of those cases are documented below:

Demographics of Offenders
- 40 cases involved undergraduate students
- 5 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

Of the 45 cases referred, there was sufficient evidence to charge 25 students. Sanctions included mandatory participation in educational courses, university probation, reflection papers, loss of privileges, fines and residential hall suspension. In an effort to provide student offenders with a developmental opportunity, multi-dimensional interventions were employed (i.e., a combination of active and passive sanctions) when students violated the Student Standard of Conduct.

Informal Interventions

In addition to the 45 cases formally investigated by Student Conduct & Community Standards, there were 23 cases of concerning student behavior informally referred throughout the 2013/2014 academic year. These cases typically involved minor concerns (e.g., an abrasive email correspondence) which did not warrant formal adjudication, but some cases involved more serious concerns including harm to self. Similar to the conduct process, students were advised of university expectations and provided with campus and community resources in hopes of mitigating future concerns.

Faculty Grievances

The Collected Rules on grievances (http://www.umsystem.edu/ums/rules/collected_rules/grievance/ch370/370.010_Academic_Grievance_Procedure) have changed. They now require that two faculty members work with an
administrator to investigate the concern. A second oversight committee participates in the investigation and makes a report on how the process worked.

- During the 2013-2014 academic year, there were no formal faculty grievances.
- Any potential faculty grievances reported to Academic Affairs were settled informally.

**Academic Dishonesty**

**Student Discrimination Grievances**
According to 390.010 Discrimination Grievance procedures for students, “To insure compliance with this policy, all University of Missouri prospective or enrolled students shall have available to them this student discrimination grievance procedure for resolving complaints and/or grievances regarding alleged discrimination.”

The Office of Academic Affairs investigated 1 formal grievance case from Fall Semester 2013 to date in Spring Semester 2014. However, the case was resolved informally prior to the establishment of the grievance committee.

**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.

The Office of Academic Affairs has investigated 13 student complaints from Fall Semester 2013 to date in Spring Semester 2014. In those cases, the students were referred to the appropriate unit administrator. Details of those cases are documented below.

- In 13 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 complaints.

**Office of Academic Integrity**

The Office of Academic Integrity in the Provost’s Office investigates and/or documents each reported case of academic dishonesty as appropriate. It is important that a record be kept even in instances 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 also important to know if a given situation is the first instance for a student, or whether the student has been involved in a similar behavior in previous courses in order for investigations and sanctions to be appropriate. I appreciate everyone’s cooperation as we try to educate students in an academically rigorous and honest fashion.
Academic Dishonesty Report

Under guidelines established by the Collected Rules and Regulations section 200.010. B.1.a STANDARD OF CONDUCT, the Office of Academic Integrity received 39 cases of academic dishonesty involving cheating during the Fall Semester 2013-Spring Semester 2014. In each case, students are notified of the Student Standard of Conduct and required to schedule a meeting to discuss the violation in detail. During the process, faculty members are notified about the status of the case and at the conclusion of the investigation, receive a copy of the decision letter. Details of the cases are documented below.

- 39 cases were reported and investigated.
  - 34 cases involved undergraduate students.
  - 5 cases involved graduate students.

The Office of Academic Integrity utilizes a developmental approach to not only educate students regarding violations of the student standard of conduct involving cheating but also on the importance of maintaining honesty and integrity in their work. Dependent upon the severity of the violation, sanctions range from verbal/written warnings, to community service, to being removed from the University for a specified period of time.

- In 23 cases, there was sufficient evidence to find that the students violated the policy on cheating. Students received a failing or lowered grade for the work in question and a subsequent sanction from the Office of Academic Integrity.
  - 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 (4 cases).
  - Students were sanctioned to attend a Writing and Research Skills workshop and write a reflective essay at the conclusion of the session (1 case).
  - 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 (11 cases).
  - Students were sanctioned to an academic semester of probation (4 cases).
  - Students were sanctioned to an academic year of probation and to write a 3-5 page reflective essay on the importance of ethics and integrity (1 case).
  - Students were sanctioned to an academic year of probation and community service (1 case).
  - Students were sanctioned to an academic semester suspension by the Student Conduct Committee (1 case).
- Registration holds are placed when students do not respond to requests to discuss allegations of academic dishonesty (1 case).
- The remaining 15 cases were dismissed due to insufficient evidence to warrant a charge of misconduct.
- Currently, there are 9 on-going investigations involving cheating.

Under guidelines established by the Collected Rules and Regulations section 200.010. B.1.b STANDARD OF CONDUCT, the Office of Academic Integrity received 31 cases of academic
dishonesty involving plagiarism during the Fall Semester 2013-Spring Semester 2014. In each case, students are notified of the Student Standard of Conduct and required to schedule a meeting to discuss the violation in detail. During the process, faculty members are notified about the status of the case and at the conclusion of the investigation, receive a copy of the decision letter. Details of the cases are documented below.

- 31 cases were reported and investigated.
  - 22 cases involved undergraduate students.
  - 9 cases involved graduate students.

The Office of Academic Integrity utilizes a developmental approach to not only educate students regarding violations of the student standard of conduct involving plagiarism but also on the importance of maintaining honesty and integrity in their work. Dependent upon the severity of the violation, sanctions range from written warnings, to Writing and Research Skills workshops, to removal from the University.

- In 28 cases, there was sufficient evidence to find that the students violated the policy on plagiarism. Students received a failing or lowered grade for the work in question and a subsequent sanction from the Office of Academic Integrity.
  - 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 (2 cases).
  - Students were sanctioned with written warnings about the seriousness of the violation(s), a warning about future violations of academic dishonesty and the severity of repeat offenses as well as sanctioned to write a reflective essay (1 case).
  - Students were sanctioned with written warnings about the seriousness of the violation(s), a warning about future violations of academic dishonesty and the severity of repeat offenses as well as required to attend one Writing and Research Skills workshop (1 case).
  - Students were sanctioned to write a reflective essay on the importance of honesty and integrity (1 case).
  - Students were sanctioned to attend a minimum of one Writing and Research Skills workshop and to write a reflective essay (11 cases).
  - Students were sanctioned to an academic semester of probation and a writing and research skills workshop (3 cases).
  - Students were sanctioned to an academic semester probation (4 cases).
  - Students were sanctioned to an academic year probation (1 case).
  - Students were sanctioned to rewrite Chapters/Dissertation Proposals and submit required documentation to the Graduate School (4 cases).

- Registration holds are placed when students do not respond to requests to discuss allegations of academic dishonesty (2 cases).
- The remaining 1 case was dismissed due to insufficient evidence to warrant a charge of misconduct
- Currently, there are 8 on-going investigations involving plagiarism.
Under guidelines established by the Collected Rules and Regulations section 200.010. B.1.c and 200.010.B.2 of the STANDARD OF CONDUCT, the Office of Academic Integrity is currently investigating one case of academic dishonesty involving forgery during the Fall Semester 2013-Spring Semester 2014.

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. Names of those charged are kept 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. Additionally, please 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 Dr. Tanisha Stevens, in the Office of Academic Integrity in Academic Affairs. She is more than happy to answer any questions/concerns as well as will present information to departments on how to address cases of academic dishonesty.