

Policies and Procedures

Crisis Preparedness

Supports For Faculty and Students

Teaching and Learning

Technology

Faculty Resource Guide

2013-14

Center for Teaching and Learning

University of Missouri, St. Louis

519 Lucas Hall

www.umsl.edu/ctl

CT&L

the Center for

Teaching & Learning

Faculty Resource Guide

2013 – 2014

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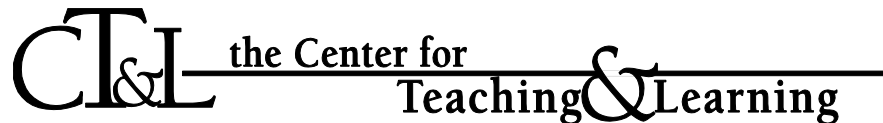
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Section I: Introduction



Welcome to the 2013-2014 Orientations for New Faculty

Thank you for attending New Faculty Orientation (NFO). The impact you will have on UMSL's teaching and learning environment is immeasurable. That's why the orientations offered by the Center for Teaching and Learning introduce you to campus, colleagues, and offices that provide supports for you and your students. We plan to point you to valuable information that you can use to support students' success and to initiate networking opportunities for your own professional development. Orientation outfits you with key tools for your immediate use:

- A single sign-on (SSO) ID and password that you will use to access campus services and offices including the libraries, email, and to register vehicles for campus parking and one-day parking passes. Your SSO is also the key to access MyGateway, MyView, and MyHR, UMSL's online software supports for courses, records, payroll, reimbursements,
- A temporary parking permit for immediate parking privileges on campus lots,
- A faculty ID for use at UMSL Libraries and to enjoy discounts at the UMSL Bookstore and the Touhill Performing Arts Center.

This Guide is a collection of campus resources that is updated annually to reflect changes in UMSL policies, procedures, personnel, and offices. Thanks to input from new and veteran colleagues, it improves each year. As you will soon learn, the CTL relies upon participants' feedback to strengthen our programs and services. This book of resources offers ready access to a storehouse of information to support your work on campus.

Consider the Center for Teaching and Learning a central part of your support network. We host a variety of seminars and services designed to support your professional success. Bookmark our web pages, www.umsl.edu/ctl, and return to them often for information about upcoming programs and events. If you will be offering a course online, confer with our instructional designers about the best way to develop the course so that it meets UMSL standards and is compliant with accreditation guidelines. Transitions to a new campus may feel like a jigsaw puzzle: some pieces are easy to fit; others require help with the solution. Call us first. We'll be happy to steer you in a productive direction.

On behalf of the Provost and the Office of Academic Affairs, I wish you a smooth transition and a successful start to your work on campus. Welcome to UMSL!

A handwritten signature in cursive script that reads 'Peggy Cohen'.

Margaret W. Cohen, Ph.D.
Associate Provost for Professional Development
Director of the Center for Teaching and Learning

University of Missouri-St. Louis Vision and Mission Gateway to Greatness

<http://www.umsl.edu/services/academic/strategic-plan/vision-mission.html>

Vision

The University of Missouri-St. Louis will be known as a premier metropolitan public research university and as a university of choice for undergraduate, graduate and professional students.

Mission

The University of Missouri-St. Louis provides excellent learning experiences and leadership opportunities for a diverse student body. Outstanding faculty and staff, innovative research, and creative partnerships foster synergies that advance the welfare of our stakeholders and benefit the global society.

Values

Excellence

We believe excellence in research and creative achievement results from original thinking that advances fields of study and is recognized externally. Excellence also refers to paying serious attention to individual student learning needs and maintaining the highest academic standards, using multiple approaches to facilitate learning, engaging in ongoing assessment of student learning and improvement of the quality of learning experience.

Integrity

We expect the highest ethical standards in all aspects of the educational experience and foster throughout the campus community the strongest commitment to respect, dignity, honesty and freedom in individuals' academic, professional and civic lives.

Partnerships

We value collaboration among students, organizations and engage in research and teaching to improve the quality of life. Collaboration develops graduates who contribute in meaningful ways to a diverse global society. Interdisciplinary research generates novel ways of resolving problems and building new knowledge.

Opportunity

We value access to excellent education, engagement in cutting edge research, and dedication to University, community, and professional service as a means to develop the future of our region, state, nation and world. A focus on opportunity helps develop responsible citizens who contribute to quality of life and who represent the diversity of the community and the world we serve.

Diversity

We value diversity among faculty, staff, and students and recognize its essential contribution to campus culture. Different cultural, intellectual, socioeconomic and regional perspectives add substantially to understanding, richness of debate, intellectual inquiry and knowledge development.

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Directory of Instructional Resources

CAMPUS UNIT	LOCATION	PHONE	WEB SITE
Academic Affairs	426 Woods Hall	314-516-5371	www.umsl.edu/services/academic
Academic Integrity	426 Woods Hall	314-516-5304	www.umsl.edu/services/academic/policy/academic-dishonesty.html
Center for Teaching and Learning	519 Lucas Hall	314-516-4508	www.umsl.edu/services/ctl
Disability Access Services	144 Millennium Student Ctr.	314-516-6554 TTY: 314-516-5212	www.umsl.edu/services/disabled
English for Academic Purposes	560 Clark Hall	314- 516-5186	www.umsl.edu/~webdev/foreignlang/Languages/esl.html
Equal Opportunity and Diversity	127 Woods Hall	314-516-5695	www.umsl.edu/services/oeo
Faculty Resource Center	105 Express Scripts Hall	314-516-6704	www.umsl.edu/technology/frc
Health, Wellness and Counseling Services	131 Millennium Student Ctr.	Counseling, 314-516-5711 Health, 314-516-5671 Wellness Resources, 314-516-5380	www.umsl.edu/~uhwcs
Human Resources – Faculty Benefits	211 Arts Administration Bldg.	314-516-5804	www.umsl.edu/services/hrs
Instructional Computing	103 Social Science Business Bldg.	314-516-6852	www.umsl.edu/~iclabs
Libraries – Thomas Jefferson	North Campus	314-516-5060	www.umsl.edu/services/tjl/
Libraries – Ward E. Barnes	South Campus	314-516-5576	www.umsl.edu/services/scampus
Math and Writing Academic Center	222 Social Science Business Bldg.	314-516-6863	http://www.cs.umsl.edu/lab/mathlab.html
Parking & Transportation	7700 Florissant Rd.	314-516-4190	www.umsl.edu/~transportation
Precollegiate & Multicultural Student Services	107 Lucas Hall	314-516-6807	www.umsl.edu/~mcraa
Registrar’s Office	269 Millennium Student Ctr.	314-516-5545	www.umsl.edu/~register
Research Administration	341 Woods Hall	314-516-5899	www.umsl.edu/services/ora
Student Affairs	301 Woods Hall	314-516-5211	www.umsl.edu/studentlife/dsa
Student Conduct & Community Standards	301 Woods Hall	314-516-5205	www.umsl.edu/~studentconduct/
Student Retention Services	225 Millennium Student Ctr.	314-516-5300	http://www.umsl.edu/~umslsrs/
Testing Center	412 Social Science and Business Bldg.	314-516-6396	http://www.umsl.edu/~campustesting/
Technology Support Center	211 Lucas Hall	314-516-6034	www.umsl.edu/technology/support
University of Missouri System Administration	University Hall, 1100 Carrie Francke Dr. Columbia, MO 65211-3020		http://www.umsystem.edu/
UMSL Police	44 Campus Police Building	314-516-5155	http://safety.umsl.edu/police/

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Who Are Our Students?

Office of Equal Opportunity and Diversity

<http://www.umsl.edu/services/oeo/>

A Diverse Student Body

Enrollment - On Campus, Fall Semester 2012*	Women		Men		Total
Total On Campus Enrollment	59.0%	7160	41.0%	5040	12200
Undergraduate	58.0%	5386	42.0%	3899	9285
Graduate	65.8%	1808	34.2%	939	2747
Professional	62.0%	104	38.0%	64	168
*Based on Enrollment Summary Fall 2012					
Geographic Origin, Fall 2012 All Students			Percentage		
Missouri Counties			88%		
St. Charles			16%		
St. Louis County			50%		
St. Louis City			10%		
Jefferson County			6%		
Foreign Countries			3%		
Enrollment By Known Race/Ethnicity, Fall 2012			Total	Percentage	
Total Minority Enrollment*			3560	29%	
International Students			583	5%	
African American			2205	18%	
American Indian			37	.3%	
Hispanic			285	2%	
Asian/ Pacific Islander			450	4%	
White			7649	63%	
*Includes International and Minority Students					
Students With Disabilities, Fall 2012					
Hearing Impaired			15		
General			96		
Mental Health			134		
Orthopedic Impaired/ Mobility			25		
Mobility/ Wheelchair			13		
Visually Impaired			17		
Specific Learning Disorder (LD)			125		
Attention Deficit/Hyperactivity Disorder (ADHD)			130		
LD/ Attention Deficit Disorder (LD/ADD)			9		
Total			579		
Age, Fall 2012					
Average age of all undergraduate full-time students			24		
Average age of all undergraduate students			26		
New Transfer Students, Fall 2012, By Transfer Type					
Missouri Four Year			481		
Missouri Two Year			1045		
Out of State / Foreign			444		
Unknown			2		
Total			1972		

Sources: University of Missouri-St. Louis Fact Book, <http://www.umsl.edu/~ir/factbook/studenttables.html>
Enrollment Summary from the Office of the Registrar, and Disability Access Services.

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Section II: Policies and Procedures

ACADEMIC DISHONESTY

Office of Academic Integrity

Academic Affairs

http://www.umsl.edu/services/academic/policy/policy_statements.html

Did you know?

Research reveals that 80% to 90% of students admit to engaging in behaviors identified as academically dishonest at least once during their undergraduate years (e.g., McCabe & Trevino, 1997; Williams & Hosek, 2003).

What is Academic Dishonesty at UMSL?

<http://www.system.missouri.edu:80/uminfo/rules/programs/200010.htm>. (Collected Rules)

“Academic Dishonesty is any form of cheating, plagiarism or sabotage which results in students giving or receiving unauthorized assistance or receiving credit for work which is not their own.”

What are the specific acts of academic dishonesty?

Cheating:

- Use of any unauthorized assistance in taking quizzes, tests, or examinations
- Dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments
- Acquisition or possession without permission of tests or other academic material belonging to a member of the University faculty or staff
- Knowingly providing any assistance to another student on quizzes, tests, or examinations.

Plagiarism:

- Use by paraphrase or direct quotation of the published or unpublished work of another person without fully and properly crediting the author with footnotes, citations, or bibliographical reference
- Unacknowledged use of material prepared by another person or agency engaged in the selling of term papers or other academic materials
- Unacknowledged use of original work/material that has been produced through collaboration with others without the release in writing from collaborators

Sabotage:

- Unauthorized interference with, modification of, or destruction of the work or intellectual property of another member of the University community

What can I do to avoid academic dishonesty?

- Make it very clear from the first day of class how you define cheating, plagiarism and unauthorized collaboration. Include this information in your course syllabus (<http://www.umsl.edu/services/cte/>) with your course objectives and expectations.
- Do not assume that all students know what plagiarism entails. Many students do not have prior experience writing or may have never been taught how to properly document sources. Teach them.
- Familiarize students on how to use the appropriate style and format of your discipline. Certain disciplines' styles may be unfamiliar to students who were taught in only one particular format.

What steps do I take if I suspect a student of academic dishonesty?

Should academic dishonesty be suspected, instructors must follow the steps listed below. Remember, all student information is confidential and should only be shared on an “**educational need to know**” basis. At any time, faculty members or instructors can contact Academic Affairs at (314) 516-5304 for advice on how to proceed on a specific case.

1. In all cases of academic dishonesty, the instructor shall make an academic judgment about the student's grade on that work. For most cases, students receive either a "0" or "F" on the work in question.
2. The instructor should send a written statement of the incident in question that includes the student's name, student's number, date of alleged incident, grade received for the work, documented evidence (i.e. internet article) as well as any other relevant information to the Director, Office of Academic Integrity.
3. The Office of Academic Integrity will investigate the reported student misconduct and give the student the opportunity to present a personal version of the incident or occurrence.
4. The Primary Administrative Officer Designee (Director) will then set forth a disciplinary sanction appropriate to the act of dishonesty and notify the student, the faculty member or instructor who initiated the charge, and/or all involved parties of the decision by mail.
5. A record of the student's charge will also be kept in the Office of Academic Integrity/Affairs.

A Note on FERPA

The Family Educational Rights and Privacy Act (FERPA) of 1974 mandates that information contained in a student's education record must be kept confidential and outlines the procedures for review, release and access of such information. FERPA states that access to students' records will be granted only to those individuals who have been determined to have a **legitimate educational interest**. In part, the policy states that officials of the University may be given access to student education records on a "**need-to-know**" basis and that such assessment be limited to legitimate, educational interests. The Vice Provost for Student Affairs is the federal contact regarding our FERPA policy, and the Registrar is responsible for compliance documents.

Examples of inappropriate use of student records are:

- Accessing or reviewing a student's record without a legitimate, educational interest
- Releasing confidential student information (non-directory) to another student, University organization, and person who does not have a legitimate educational interest, or parents of a student without the student's written authorization on file in the Registrar's Office
- Leaving reports or computer screens containing confidential student information in view of others who do not have a legitimate educational interest in the data
- Discussing any information contained in the student record with individuals who do not have a legitimate educational interest in the information (need to know) on campus or outside of the University

Where can I find additional information?

There is a wealth of information that can assist in discovering and preventing academic dishonesty. A few websites are listed below. You may also contact Dr. Tanisha Stevens in the Office of Academic Integrity (Academic Affairs) at (314) 516-5304 for any questions.

UMSL Academic Dishonesty Procedures http://www.umsu.edu/services/academic/policy/policy_statements.html

Center for Academic Integrity <http://www.academicintegrity.org>

Collected Rules and Regulations <http://www.umssystem.edu/ums/departments/gc/rules/programs/200/010.shtml>

Family Educational Rights and Privacy Act <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

"Owl... Avoiding Plagiarism" http://owl.english.purdue.edu/handouts/research/r_plagiar.html

"Plagiarism.org" <http://www.plagiarism.org>

"Tools for Teaching" <http://teaching.berkeley.edu/bdg/prevent.html>

Clever tutorial for students <http://library.camden.rutgers.edu/EducationalModule/Plagiarism/whatisplagiarism.html>

Distinguishing plagiarism from bad writing <http://www.wpacouncil.org/positions/index.html>

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FERPA, Grades and Maintaining Confidentiality

University of Missouri *Collected Rules and Regulations Section 180.020* Student Records
<http://www.umsl.edu/services/academic/policy/gradeconfidentiality.html>

Policy

Each faculty member is accountable for ensuring the confidentiality of all student educational records in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), As Amended. In accordance with this responsibility, faculty of the University of Missouri-St. Louis will not post or display, either electronically or in hard copy, lists of students' grades in personally identifiable forms, including the student's name or **any four consecutive digits** of students' Social Security numbers or student identification numbers.

Background

The Family Educational Rights and Privacy Act of 1974, As Amended (FERPA), governs access to records and data maintained by an educational institution and the release of such records or data. Grades, a part of a student's educational record, may not be released or posted in any personally identifiable form unless the student gives prior written consent. (Prior consent is not required to disclose a student's grade information to other UMSL officials whom the university has determined to have legitimate educational interests.) The Family Policy Compliance Office of the Department of Education has determined that the practice of posting grades by student number or Social Security number (or a portion of those numbers) is a violation of FERPA. Therefore, posting lists of examination scores or course grades or returning tests or papers to students in ways that make it possible for students to obtain information about other students' scores or grades is a violation of FERPA.

Acceptable Method for Faculty to Post Course Assignment Grades

Faculty may use features of MyGateway to record grades for components (e.g., tests, papers, etc.) of each class they teach. By entering their user name and password, students may access their recorded class-related grades, including the final grade earned in a class, from any location once the faculty member has electronically recorded these grades. Faculty should use this secure method of reporting class-related grades in lieu of posting grades in public places.

Use of E-mail to Inform Students of Their Grades

Notification of grades via e-mail is not permitted because confidentiality of e-mail cannot be assured.

Methods for Students to Obtain Course Final Grades

Because students may readily obtain their final course grades electronically, the four campuses of the UM System have not mailed grade reports to students via the U.S. postal service since Fall semester, 2001.

Electronic access makes grades available to students as soon as they have been recorded through the following options:

1. **MYGATEWAY** – Once students have logged in they'll see an icon for "Semester Grades" at the top of the welcome screen.
2. **My View** -- Students go to the Registration page of My View and follow instructions.

Approved July 2003; Revised September 2008.

MyView Faculty and Student Records

Faculty Self Service

The Faculty Center is a self-service component of MyView that provides instructors a single entry point from which to access class and student information. From the Faculty Center,

instructors can do the following:

- view their teaching schedule
- view their grade rosters
- view and print their class rosters
- view advisee information (if you have Advisor access)
- search for classes and browse the catalog
- enter Grades

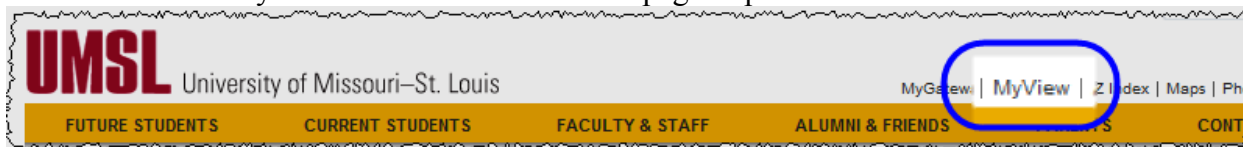
Before first time faculty, staff, and TAs new to UMSL can access MyView, the student information system, they must demonstrate their knowledge and agreement to comply with FERPA (Family Educational Rights and Privacy Act). This is accomplished by completing an online tutorial and test: **UMSL FERPA TRAINING**. Find the test in MyGateway, the course management system, listed under **MyCourses**. If you do not see this course listed, please contact Diana Johnson in the Registrar's Office at johnsondi@umsl.edu. Please do this *early* in your first semester on campus.

Access MyView

To login to MyView, use your SSO (single sign on/user name) ID and password.

The MyView URL is <https://myview.umsl.edu>.

There is a link to MyView from the UMSL home page <http://www.umsl.edu>:



Tips for using MyView:

- set your pop-up blockers to allow pop-ups from myview.umsl.edu
- DO NOT use your browser's Back button
- if you have page display problems, clear your browser history and cookies
- English is the only supported language in MyView

Student Self Service (Student Center)

There are a wide range of services and information available for **students** through MyView:

- class registration
- class schedules
- financial aid to do list and award information
- real-time account and billing information
- manage direct deposit and make payments
- grade reports and transcripts
- residential and meal plan details
- address and emergency contact information

Getting Help and Who to Contact

Faculty Center Guide: <http://www.umsl.edu/asp/pdf/FacultyCenter.pdf>

Entering and Posting Grades: <http://www.umsl.edu/asp/pdf/Grading.pdf>

For help with browser settings and login problems, call the Technology Support Center, 314-516-6034.

For help with online grade entry, contact the Faculty Resource Center at 314-516-6704 or FRC@umsl.edu.

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Maintaining a Positive Work and Learning Environment

U.M. Collected Rules & Regulations, 330.080, Executive Guideline No. 3, 7-18-97;

Executive Order No. 3 replaced by policy stated in Bd. Min. 1-29-99

http://www.umsl.edu/studentlife/dsa/student_planner/policies/positive.html

1. The University of Missouri is committed to providing a positive work and learning environment where all individuals are treated fairly and with respect, regardless of their status. Intimidation and harassment have no place in the university community. To honor the dignity and inherent worth of every individual student, employee, or applicant for employment or admission is a goal to which every member of the university community should aspire and to which officials of the university should direct attention and resources.
2. With respect to students, it is the university's special responsibility to provide a positive climate in which students can learn. Chancellors are expected to provide educational programs and otherwise direct resources to create serious measures designed to improve interpersonal relationships. These efforts help develop healthy attitudes toward different kinds of people, and foster a climate in which students are treated as individuals, rather than as members of a particular category of people.
3. With respect to employees, the strength we have as a university is directly related to maintaining a positive work environment throughout the institution. The university should provide a positive recruiting and work environment focused on the duties and skills of the work to be performed. It is the expectation of the university that all employees and potential employees will be treated on the basis of their contribution or potential contribution without regard to personal characteristics not related to competence, demonstrated ability, performance, or the advancement of the legitimate interests of the university. The General Officers are expected to provide training programs for supervisors to assist in achieving this objective.
4. With respect to violations of the policy, faculty, staff and students may utilize their respective grievance procedures approved by the Board of Curators. The approved grievance procedures are as follows: Grievance procedure in Section 370.010 for faculty; grievance procedure in Section 380.010 for staff; and grievance procedure in Section 390.010 for students, and each such procedure shall be deemed as amended to include grievances filed under this policy. This policy shall not be interpreted in such a manner as to violate the legal rights of religious organizations, or military organizations associated with the Armed Forces of the United States of America.

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Sexual Harassment Policy

University of Missouri-St. Louis Procedures for Implementing the
University of Missouri Collected Rules on Sexual Harassment
<http://www.umsl.edu/services/academic/policy/sexualharrassment.html>

Sexual harassment is a form of sex discrimination and includes a spectrum of behaviors. As part of its policy to provide a positive discrimination-free environment, the University of Missouri prohibits sexual harassment in the work place or educational environment.

Individuals found to have sexually harassed others are subject to discipline, and individuals who feel that they have been sexually harassed may seek redress under the appropriate University grievance procedures as well as through external procedures provided by law.

Sexual Harassment Defined

The *Collected Rules and Regulations* of the University of Missouri define sexual harassment as

1. Unwelcome sexual advances or requests for sexual activity by a University employee in a position of power or authority to a University employee or a member of the student body, or
2. Other unwelcome verbal or physical conduct of a sexual nature by a University employee or a member of the student body to a University employee or a member of the student body, when:
 - a. Submission to or rejection of such conduct is used explicitly or implicitly as a condition for academic or employment decisions; or
 - b. The purpose or effect of such conduct is to interfere unreasonably with the work or academic performance of the person being harassed; or
 - c. The purpose or effect of such conduct to a reasonable person is, to create an intimidating, hostile, or offensive environment.

The University's Obligation

The University has an affirmative obligation to investigate complaints of sexual harassment. Upon receiving notification of a sexual harassment complaint, the University is required to investigate such complaints for the protection of all students and employees from sexual harassment. Accordingly, an investigation will go forward once an accusation has been made. Although complainants cannot be assured of confidentiality, investigations are conducted in a professional and sensitive manner.

Reporting Sexual Harassment to the Office of Equal Opportunity and Diversity

Reports or complaints about sexual harassment should be directed to the Office of Equal Opportunity and Diversity (OEOD). The OEOD has the expertise to conduct such an investigation in an objective, fair, and confidential manner that will protect the interests of the individual bringing the accusation, witnesses, and the accused individual.

The OEOD may ask the individual reporting sexual harassment to provide a written statement, indicating the name of the person and the nature of the alleged sexual harassment, specifying the date and location when alleged incidents occurred.

The OEOD will contact the individual accused and inform him/her about the details of the allegation. The OEOD may provide the individual accused copies of documents related to the allegation and the name of the person making the complaint. The individual accused may be asked to respond in writing to state his/her position in the matter.

At the end of the investigation, the OEOD will inform the individual bringing the allegations of sexual harassment about the results of the investigations and whether disciplinary procedures will be initiated. If the investigation substantiates the accusation, the University will initiate the appropriate disciplinary

procedures. If initiated, the person who made the accusation of sexual harassment will be informed about the discipline imposed. There is a five-year limitation period from the date of the occurrence to the date of the filing of a charge that may lead to discipline.

Non-Retaliation. The University prohibits retaliation against any person who brings an accusation of sexual harassment, who assists with the investigation, or who helps resolve the complaint.

False Accusations. The University may discipline an employee or student who has been determined to have brought an accusation of sexual harassment in bad faith.

Opportunities for Redress

Members of the University Community who believe they have been sexually harassed may seek redress using either the campus informal resolution process or by initiating a grievance under the appropriate University grievance procedure, or both. Pursuing an informal resolution or formal grievance does not compromise one's rights to initiate a grievance or seek redress under state or federal laws.

Guidelines for Informal Resolution of Sexual Harassment Complaints

After the initial investigation, the OEOD Officer may consult with the individual bringing the accusation and the person accused of sexual harassment to determine if there is interest in resolving the matter informally.

Informal resolution may result in an agreement to end the behavior in question and may involve separate meetings by the OEOD Officer or with each party or a joint meeting with the OEOD Officer, and if appropriate, the supervisor of the respondent.

Guidelines for Formal Sexual Harassment Grievances

Persons who believe they have been sexually harassed may wish to formalize their allegations using the appropriate University grievance procedure. They may do so even if informal resolution is also being pursued, as long as they initiate their complaints within the stated time period in the appropriate grievance procedure. The Office of Equal Opportunity and Diversity will assist alleged victims to understand their rights, including how to file a grievance. Pursuing a grievance does not compromise one's rights to seek redress under state or federal laws.

The University has separate grievance procedures for faculty, staff, and students.

Faculty are referred to Collected Rules Section 370.010, "Academic Grievance Procedures". The Office of the Provost administers the faculty procedures. For more information go to <http://www.umsystem.edu/ums/departments/gc/rules/grievance/370/010.shtml>

Staff are referred to Collected Rules Section 380.010, "Grievance Procedure for Administrative, Service and Support Staff". The Division of Human Resources administers the staff procedures. For more information go to <http://www.umsystem.edu/ums/departments/gc/rules/grievance/380/010.shtml>

Students are referred to Collected Rules Section 390.010, "Discrimination Grievance Procedure for Students". The Office of Student Affairs administers the student procedures. For more information go to <http://www.umsystem.edu/ums/departments/gc/rules/grievance/390/010.shtml>

Additional University Resources

Victims of sexual harassment may have additional needs. UMSL provides University Health Services (314-516-5671), Counseling Services (314-516-5711), and the Community Psychological Service (314-516-5824).

Approved July 2013

UMSL STUDENT ABSENCE POLICY AND FORM

Office of Academic Affairs

<http://www.umsl.edu/services/academic/policy/policies-documents.html>

This form should be completed by the student and faculty/staff sponsor. The student should then deliver this form to the instructor and arrange accommodations for the absence(s).

TO: University of Missouri – St. Louis Faculty

DATE: _____

RE: Request to Accommodate Absence for University-sanctioned activity for

Student's name

Course Number

FROM:

Faculty/Staff Sponsor

Phone number

email address

The student named above is a member of _____ at the University of Missouri-St. Louis. During this semester, the student will miss class on the following date(s) due to activities of this university-sanctioned organization.
(Dates of absence)

The student understands that it is his/her responsibility to make necessary arrangements prior to his/her absence to fulfill the requirements of your course. If I may be of any assistance, please contact me.

Thank you for your cooperation and understanding.

STUDENT ABSENCE POLICY FOR UNIVERSITY-SANCTIONED ACTIVITIES

(Approved by UMSL Faculty Senate 2009)

Participation in extra-curricular activities is an important component of a student's university education. The faculty of the University of Missouri – St. Louis values and supports participation in activities such as, but not limited to, intercollegiate athletics, music ensembles, performing arts troupes, field trips, student government, and the like. In this spirit, faculty members are asked to provide students participating in university-sanctioned activities with reasonable accommodations for classes, exams, and quizzes that are missed because of these university-sanctioned activities. It is a student's responsibility to submit a "Student Absence Form" to his/her instructor identifying the scheduled absences as early as possible during each semester. It is also the student's responsibility to fulfill the requirements of the missed class work in a timely manner. Students are responsible for the material covered in all classes, whether or not they are able to attend. When disagreements regarding this policy occur between a student and faculty member, the issue will be first referred to the faculty member's department chair, followed by the dean, and finally the Provost, for review and resolution.

UMSL STUDENT REQUEST FOR ACCOMMODATIONS FOR RELIGIOUS OBSERVANCE

The University of Missouri-St. Louis is committed to creating an inclusive campus community that values and respects all its members and achieves educational excellence through diversity and nondiscrimination. This commitment to equal opportunity and diversity is evident in how we support our students, regardless of religious affiliation or non-affiliation, in accordance with state and federal laws and regulations. As part of this commitment, the University makes good faith efforts to accommodate a student's religious practice or belief, unless such accommodation would create undue hardship.

Accommodations for makeup assignments, presentations, homework, quizzes, or exams should be **arranged with the instructor** early in the semester and well in advance of the anticipated class absence and requested accommodation. To request an accommodation for a religious observance, submit this form to your instructor as the semester begins and **no later than two weeks prior** to the religious observance. Submit a separate form for each observance and for each course.

Student Information	
Date Submitted: _____	Student Number: _____
Name of Student Requesting Accommodation: _____	
Student Telephone Number: _____	Student E-mail Address: _____
Instructor's Name: _____	
Course Name and Number: _____	Department: _____

Request for Class Accommodation	
What specific accommodation(s) do you request? _____ _____ _____	
Please identify the religious practice, belief, observance and state how this accommodation will allow you to participate in your religious practice without affecting your ability to fulfill course requirements: _____ _____ _____	
List the date(s) of requested accommodation(s) for this semester: _____ _____	
If you have requested this accommodation before, approximately when was the request made, to whom, and what was the outcome of the request? _____ _____	

Religious Tenets Documentation	
I verify that the above information is complete and accurate to the best of my knowledge and I understand that any intentional misrepresentation contained in this request may result in disciplinary action. I acknowledge that UMSL may ask me to document my religious practice or belief or consult religious scholars or leaders to confirm the appropriateness of the requested accommodation.	
Student Signature: _____	Date: _____

Date accommodation request received: _____

Date accommodation request discussed with student: _____

ACCOMMODATION APPROVAL

What specific accommodations will be provided?

State date(s) or duration for the accommodation:

Instructor Signature: _____ Date: _____

ACCOMMODATION DENIAL

Ultimate outcome and reason for denial, e.g., requested accommodation required significant difficulty, significant interference with the essential functions of the course, or insufficient or inadequate notice given to instructor (please be specific):

Instructor Signature: _____ Date: _____

APPEAL PROCEDURE

If, after discussion, there is no consensus on the accommodation, either party or both should seek the advice of the department/division chair. In those cases where a request for a religious accommodation is denied by the instructor, the student may pursue a grievance using the procedures outlined in the Student Planner and approved by the Board of Curators. Where a timely request is made by the student, but denied by the instructor, the grievance process shall be expedited as much as reasonably possible to ensure that a student pursuing a religious accommodation is not unduly disadvantaged by the passage of time. Either the instructor or the student may also appeal the decision to the Office of Equal Opportunity and Diversity.

Revised July 2011

RETURN THE COMPLETED FORM TO THE STUDENT.

Submit a copy to the department office.

Be sure to keep a copy of this form in your files.

Faculty Guidelines for Religious Accommodations for Students

I. Introduction

The University of Missouri-St. Louis is committed to creating an inclusive campus community that values and respects all its members and achieves educational excellence through diversity and nondiscrimination. This commitment to equal opportunity and diversity is evident in how we support our students, regardless of religious affiliation or non-affiliation, in accordance with state and federal laws and regulations. As part of this commitment, the University makes good faith efforts to accommodate a student's religious practice or belief, unless such accommodation would create undue hardship.

II. Definitions

1. A "reasonable accommodation" is any change in an academic course or program of study with respect to the way tasks or responsibilities are customarily done that enables a student to observe his/her religious practice or belief without creating undue hardship.
2. A "religious practice or belief" is a practice or observance that includes moral or ethical beliefs as to what is right and wrong and that is sincerely held with the strength of traditional religious views.
3. "Undue hardship" occurs when granting a requested accommodation would require significant expense or difficulty for the University, or would result in the inability of the student to perform an essential function of his or her course/program of study. The determination of undue hardship is dependent on the facts of each individual situation.

III. Guidelines

UMSL provides reasonable accommodations for religious observances required by a student's religious practice or belief. Such reasonable accommodations must be requested in accordance with these procedures and include the opportunity for the student to make up any tests or other work missed due to an excused absence for a religious observance. An accommodation request imposes responsibilities and obligations on both the University and the student requesting the accommodation. UMSL faculty are required, as part of their responsibility to their students and the University, to adhere to these guidelines to ensure full and fair implementation of our equal opportunity and diversity policies by reasonably accommodating individual religious practices or beliefs. Regardless of any accommodation that may be granted, UMSL students are responsible for satisfying all academic objectives, requirements and prerequisites as determined by their instructor and the University.

Faculty members may verify dates by consulting published calendars of religious holidays and dates. Be aware that some observances begin the evening prior to the date listed. One reliable resource is: <http://www.washington.edu/students/reg/religcal.html#efs11>

IV. Procedure

1. Students who miss classes, examinations or other assignments because of a religious practice or belief must be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a Request for Accommodations for Religious Observance Form to their instructor early in the semester and no later than two weeks prior to the need for the accommodation. A student who submits a late Request for Accommodations for Religious Observance Form must show good cause for the late submission, and the late submission itself may be taken into account in determining whether the

student has a religious practice or belief requiring accommodation and whether granting the request would create undue hardship.

2. The instructor and the student should discuss what a reasonable accommodation should include in a given case. At a minimum, reasonable accommodations must provide that students who are absent on days of examinations or class assignments due to a religious observance have an opportunity to make up the work, without penalty, unless granting the make-up opportunity would create undue hardship.
3. If the instructor and student agree upon a reasonable accommodation, the accommodation is then documented and implemented.
4. If there is no consensus on a reasonable accommodation, either party or both should seek the advice of the department or division chair. In those cases where a request for a religious accommodation is denied by the instructor, and there is no resolution through discussion with the unit chair, the student may pursue a grievance. Where a timely request is made by the student but denied by the instructor, the grievance process shall be expedited as much as reasonably possible to ensure that a student pursuing a religious accommodation is not unduly disadvantaged by the passage of time.
5. Excused absences from classes or examinations for religious observances will not be counted against any mandatory attendance requirements, but they do not relieve students from responsibility for any part of the course work required during the period of absence. The instructor may appropriately respond if the student fails to satisfactorily complete any alternative assignment or examination.

V. Compliance

Failure to comply with these Guidelines may be a violation of University of Missouri policy.

390.010 Discrimination Grievance Procedure for Students

A. 1. “It is the policy of the University of Missouri to provide equal opportunity for all enrolled students and applicants for admission to the University on the basis of merit without discrimination on the basis of their race, color, religion, sex, sexual orientation, national origin, age or disability, or Vietnam era veteran status.”(http://www.umssystem.edu/ums/rules/collected_rules/grievance/ch390/grievance_390.010)

Approved July 2013

Faculty Absence Policy

Office of Academic Affairs

<http://www.umsl.edu/services/academic/policy/policies-documents.html>

It is UMSL policy that all classes will be met at the regularly scheduled time and that they will be taught by the faculty member assigned to the course. Faculty members are expected to hold class meetings that are consistent with the course schedule, maintain a predictable number of office hours which shall be posted and the faculty shall be available to students, colleagues and others through their workload commitment in accordance with the university, college, and departmental policies.

Although it is the responsibility of the instructor to meet all scheduled classes, as well as their other commitments, there may be occasions when it may be necessary for an instructor to miss a class or other obligation. Faculty members, whenever possible, should have prior approval from their supervisor and/or dean before missing classes or missing other scheduled duties. In the case of emergency, notification is requested prior to the start of the class or other scheduled activity.

When a faculty member must miss an occasional class (i.e. for professional meetings, health reasons, religious observances, etc.) he or she is expected to arrange for a guest lecturer or provide an alternative form of instruction. University policy does not allow faculty to reschedule a class outside of the published class schedule; although waivers are available for service-learning or other similar course related activities.

Faculty requesting absence during a semester must complete and submit the attached request form as early as possible.

UMSL Faculty Absence Request Form

Name: _____

Department/Area/Division: _____

Date(s) for which absence is requested _____

Course(s) that are involved _____

Reason for request:

- Illness
- Medical and Family Leave (with pay)
- Medical and Family Leave (without pay)
- Training
- Jury Duty
- Military Obligation
- Professional conference
- Service to unit, campus, or professional organization
- Administrative Leave
- Religious Observance
- Personal

Explanation for request: _____

Mechanism(s) for accommodating the class absence: _____

Signature _____

Date _____

Approvals

Chair/Coordinator _____

Date _____

Dean _____

Date _____

Copy to the Office of the Vice Chancellor for Academic Affairs.

Approved by the Provost's Council January 20, 2010

Guidelines for Tenure and/or Promotion

Center for Teaching and Learning
<http://www.umsl.edu/ctl/>

Whether you are hired on the tenure track or as a non-tenure track full-time faculty member, it is essential for new faculty members to discuss departmental and college guidelines with their chairs and deans to learn about the processes in place to seek tenure and/or promotion. These are referred to as unit guidelines since they are discipline-specific and may vary from department to department and from college to college. Unit guidelines are written to be consistent with the campus guidelines. Be sure to request a copy of each set of guidelines early in your first semester on campus.

Begin to create a repository that documents each of your campus activities. Alternatively, begin using the UM Faculty Accomplishment System as a repository. In the spring, each member of the faculty submits an annual report documenting the year's activities and accomplishments (publications, presentations, reviews, proposals submitted and funded, courses and student evaluations, guest lectures, editorial boards, committees, civic and community engagement, etc.). This report is the basis for an annual meeting with the department chairperson, dean, or a committee of faculty colleagues intended to assess your work. The format of the meeting varies between departments. A letter or written record documents the outcomes of that meeting. In addition, faculty who are in tenure track positions, but not yet tenured, are reviewed annually regarding their progress toward tenure in light of the department's guidelines. A written report or letter documents the result of this review. A post-tenure performance review is conducted at five-year intervals.

The University of Missouri System Rules and Regulations for Promotion and Tenure are here: http://www.umsystem.edu/ums/rules/collected_rules/personnel/ch320/320.035_policy_and_procedures_for_promotion_and_tenure

The University of Missouri System Rules and Regulations about Non-Tenure Track Faculty are here: http://www.umsystem.edu/ums/rules/collected_rules/personnel/ch310/310.035_non-tenure_track_faculty/

The University of Missouri System Rules and Regulations Procedures for Review of Faculty Performance are here: http://www.umsystem.edu/ums/rules/collected_rules/faculty/ch310/310.015_procedures_for_review_of_faculty_performance

UMSL's Tenure and Promotion Procedures, Guidelines, and Timelines are here: <http://www.umsl.edu/services/academic/About%20Us/atp.html>

Access the UM Faculty Accomplishment System using your SSO (single sign-on ID) here: <https://fas.missouri.edu/fas/fas>

Attend Center for Teaching and Learning Faculty Colloquia on "Preparing for Promotion and Tenure", "Preparing for Promotion as a Non-Tenure Track Faculty", "Fundamentals of the Faculty Accomplishment System", and "Preparing your Research and Philosophy of Teaching Statements." Find the schedule and registration links here: www.umsl.edu/ctl

Student Advocate

Office of Academic Affairs

426 Woods Hall

www.umsl.edu/services/academic/student/advocate-index.html

It is important to the University of Missouri-St. Louis faculty and staff that students have the best possible experience on campus. If any student experiences a problem with faculty or staff members that has not been resolved through normal campus processes, he or she is encouraged to contact the Student Advocate for assistance in resolving the issue.

These problems may include, but are not limited to:

- A complaint that has not been resolved,
- An issue related to intellectual diversity and academic freedom, or
- Any other concerns that may hinder the student's academic or co-curricular performance and well being.

The role of the **Student Advocate** at the University of Missouri-St. Louis is to provide an opportunity for students to express complaints or concerns about instructors or offices on campus. The **Student Advocate** maintains a record of all complaints and reports annually to the Provost detailing the number of complaints, the nature of the complaints, the number resolved, and the resolutions.

The **Student Advocate** will act as an advocate and work with the student to resolve the issue or complaint. There are many strategies the Student Advocate may use including:

- Advising the student of his or her options,
- Conducting an inquiry with the department chair or college dean,
- Conferring with other offices or units on campus,
- Consulting the faculty instructor, and/or
- Taking necessary actions to resolve the issue.

The **Student Advocate** will advise the Provost concerning any issue in which intervention by the Provost or other campus officials is needed.

If you wish to contact the **Student Advocate**, you may email studentadvocate@umsl.edu.

For complete information on the student advocacy program visit the Academic Affairs web site at: <http://www.umsl.edu/services/academic/student/advocate-index.html>

Revised July 2013

Parking Permits

Parking and Transportation Office
7700 Florissant Rd., 314-516-4190
<http://www.umsl.edu/~transportation/>

Faculty/Staff Annual Parking Permits Online Vehicle Registration:

- The Parking and Transportation Department informs Faculty and Staff about registration dates via UMSL campus-wide email.
- Full or Part time Faculty and Staff who wish to park vehicles on campus must register online at the Parking and Transportation webpage:
<http://www.umsl.edu/%7Easdparkingandtransportation/>
- After the Online Vehicle Registration is properly submitted, parking permits are issued to the Faculty or Staff member and mailed to their campus mailboxes.
- Employees may renew their parking permit(s) annually by registering vehicles before October 31 of each calendar year.
- All Faculty/Staff parking permits expire on October 31 of each calendar year.

Lot “Q” And “R” Eligibility Registration:

- Faculty/Staff assigned for a special Parking Permit for Lot “Q” and Lot “R” register their vehicles using the Online Vehicles Registration.
- Eligibility for parking in a restricted lot is due by July 1 of each year, unless the employee is hired after July 1.

New Hires:

- New employees are issued a temporary Faculty/Staff parking permit. Once the employment is verified and employees receive SSO IDs, they register online to receive their permanent parking permits.

Faculty Second Vehicle:

- Faculty/Staff can register two vehicles for the initial registration.
- Only one vehicle may be parked on UMSL property at any time.
- No vehicles will display two or more valid parking permits except:
 - During overlap of vehicle registration year -August 1 and October 31 or
 - During use of restricted lot limited use permits or service vehicle permits.

Meter Parking, Guest Parking, and One-day Temporary Permits:

- Parking meters are available on Lots VV, B, and E at a cost of \$0.50 / 50 min.
- UMSL guest permits are \$1.00 per day and can be obtained from the Parking and Transportation Office.
- When a **one-day permit** is needed (rental or loaner car), faculty and staff can print a temporary permit from home by linking to:
http://www.umsl.edu/~transportation/parking/vehicle_registration.html

Updated August 2013

CAMPUS CLOSING INFORMATION

Chancellor's Office

<http://www.umsl.edu/chancellor/office/admin.html>

When the decision is made to close the campus because of inclement weather, various procedures are used to notify the campus community.

Notification announcements for day and evening closings *normally* will be placed by 6:00 a.m. and evening closings by 3:00 p.m.

University Advancement personnel will notify the following radio stations: St. Louis Public Radio (KWMU-FM 90.7) and KMOX-AM 1120. Three television stations, KTVI-Channel 2, KMOV-Channel 4, and KSDK-Channel 5, also will broadcast the closing. These radio and television stations have established reliable procedures to handle such inclement weather calls.

University Advancement personnel also will place an announcement on the campus Home Page, as well as distribute an email to students, faculty and staff.

Sample Closing Messages

Day and Evening Closing

- Day and evening classes including clinics, conferences, workshops and all other activities, both on- and off-campus, are canceled and offices of the University of Missouri-St. Louis are closed today, (DAY/MONTH/DATE/YEAR). Please contact the Touhill Performing Arts Center at 314-516-4100 for information about today's performances and/or events. For information about tomorrow's operations, check www.umsl.edu after 6:00 a.m.

Evening Closing

- Evening classes including clinics, conferences, workshops and all other activities, both on- and off-campus, are canceled and offices of the University of Missouri-St. Louis are closed as of (TIME) today, (DAY/MONTH/DATE/YEAR). Please contact the Touhill Performing Arts Center at 314-516-4100 for information regarding tonight's performances and/or events. For information about tomorrow's operations, check www.umsl.edu after 6:00 a.m.

Faculty are asked to post an announcement on MyGateway for each class page. This is a beneficial way for instructors to communicate closing information to students. In addition, faculty members can place a **temporary** voice mail greeting on their office telephone voice mailbox to inform callers whether the campus is open or closed. When the syllabus includes instructors' office telephone numbers, students can be advised to call the office in the event of adverse weather conditions. This is especially effective should an instructor need to cancel a class due to weather while the campus as a whole remains open.

Technology requires users to act responsibly. Using the recommended **temporary** greeting eliminates the need to change your external greeting. However, an employee who changes

his/her external greeting to tell callers that the campus is closed, should change the external greeting once the campus reopens. That is why it is important to include day and date information. Without such information, problems may arise if students or staff members believe the campus is closed when it has, in fact, reopened.

Revised July 2013

Section III: Procedures for Crisis Preparedness

Promoting Safety, Preventing Violence, Practicing Integrity: Case Studies

Academic Integrity, Campus Police, Counseling Services, Student Conduct & Community Standards

Case Study One

Kayla met with her professor, Dr. Johnson, expressing concern about her classmate, Tyler's, unwanted advances. She says that Tyler asks her out on dates repeatedly (which she always turns down) and frequently asks to do things for her like carry her bags and buy her coffee. She has asked Tyler to leave her alone, telling him that his attentions are unwanted and unwelcome and that she is uncomfortable with the sexualized language he has used, but he has not changed his behavior. Dr. Johnson changes Kayla's lab section to another day and time so that she will not have lab with Tyler. Out of concern for Kayla's privacy, Dr. Johnson does not tell anyone else about the situation. Two weeks later, Kayla is absent from both the class and lab sections of the course. As she usually attends regularly, Dr. Johnson emails Kayla and invites her to meet during office hours. Kayla presents for the meeting in a withdrawn and quiet manner, with disheveled hair and dark circles under her eyes. Although reluctant to talk initially, Kayla eventually confides in Dr. Johnson that Tyler has been waiting for her outside of the lab and is often standing by the doors to their residence hall when she leaves for class in the morning and returns at the end of the day. She says that yesterday Tyler held the door open for her at their residence hall and ran his hand down her backside as she entered the building.

How might Dr. Johnson have handled this situation differently?

What options should Dr. Johnson suggest to Kayla?

How should Dr. Johnson respond to Tyler?

What campus policies would you review to manage such an incident? What offices might you contact?

Case Study Two

Dr. Smith's routine is to return graded papers to her class and designate the last 15 minutes of class time to discuss them. She gives students the option of departing early or staying to discuss their papers. Today, after the graded History papers were distributed, Brandon immediately approached Dr. Smith at the front of the room and asked why he had received an F on his paper. Dr. Smith pointed out the written note on the paper directing Brandon to schedule an appointment to meet with her privately. Ignoring Dr. Smith, Brandon continued his questioning, demanding to know why he had failed. Dr. Smith replied that she had been alarmed to discover that parts of Brandon's paper were not original and were not credited to a primary source. Brandon insisted that the work on the paper was his own, and angrily asked how Dr. Smith would "dare to question my integrity." As the conversation escalated, others in the class began to shift uncomfortably in their seats. One student began silently mocking Brandon's non-verbal gestures, which drew nervous chuckles from some of the other students. Brandon became visibly upset and stormed out of the room, mumbling something that sounded like "You'll all be sorry." As students departed, the person who had been sitting beside Brandon gave Dr. Smith a paper that Brandon left on his desk. When Dr. Smith read the paper, she found that it contained some violent imagery and a reference to suicide.

What are Dr. Smith's next steps following such an incident? What offices might she contact?

How might this situation have been handled differently? Explain.

What is the appropriate response from the University to such an incident?

Approved July 2013

Emergency and Safety Procedures at UMSL

Campus Police Department

314-516-5155

<http://safety.umsl.edu/police/>

The University of Missouri – St. Louis is committed to creating and maintaining a safe environment for all members of the campus community (faculty, staff, students, and visitors). This document begins with an Emergency and Safety Statement that can be inserted into a course syllabus. Additional information alerts you to the procedures in place should an emergency occur on campus.

Faculty can help alert students to these emergency procedures by including a statement such as this one in each course syllabus:

Emergency and Safety Statement

The University of Missouri – St. Louis is committed to creating and maintaining a safe environment for all members of the campus community (faculty, staff, students and visitors). Please familiarize yourself with the campus emergency procedures by reviewing the UMSL Police Department web pages at: <http://safety.umsl.edu/police/emergency/index.html> These pages highlight possible safety concerns and alert you to procedures to follow should there be an emergency on campus. The site also includes a link to the campus plan for disaster preparedness. We encourage you to review this information and be prepared to take action in the event of an emergency. If a person's safety is ever at risk, **immediately call the Campus Police at 314-516-5155.**

Applying Technologies

UMSL has a new application for Smartphones (both the Android and iPhone) that can link you to countless resources as well as a direct link to speak with a Campus Police Dispatcher. Simply download the app at www.umsl.edu/mobile

Mass Notification System: cell phones, text messaging and e-mails

The University of Missouri System provides a mass notification system so that all members of campus can be alerted to pending danger. A notice will be sent through this system for any significant emergency or dangerous situation involving an immediate threat to the health or safety of students, faculty, staff or visitors occurring on campus. Please review and update your account by linking to one of these options:

Students: Link to <https://myview.umsl.edu>

Employees: Link to <https://myhr.umssystem.edu>

Enrollment is free. Your cell phone carrier may charge you for a text message if you do not have a plan that covers it; please consult your carrier. Successful delivery of the message is subject to the cellular provider's ability to reach and utilize cell towers. UMSL will not use this contact information except in an emergency that has the immediate potential to affect your health and safety. UMSL will continue to use its own e-mail notification system to inform you of operational issues and situations that do not pose an immediate threat to your health or safety.

Alerts for severe weather warnings

The Mass Notification System is programmed to automatically alert the campus member when the National Weather Service issues a Tornado Warning for St. Louis County. UMSL Police dispatchers also monitor the National Weather Service and will issue a Tornado Warning alert should the automated alert fail. A Tornado Warning is the ultimate in severe warnings; it means that a tornado is either occurring or imminent based on radar images. You should take cover immediately. A Severe Thunderstorm Warning is issued when a severe thunderstorm is occurring or is imminent based on Doppler radar information.

For additional information and to discern a Warning from a Watch, see the National Weather Service's site: <http://www.erh.noaa.gov/box/watchvswarn.html>

For current severe weather information issued by the National Weather Service please access: <http://alerts.weather.gov/cap/wwaatmget.php?x=MOC189>

Saint Louis County Police Department will activate the “Outdoor Warning System” whenever the National Weather Service issues a **Tornado Warning** for a county **adjacent** to Saint Louis County. If a Tornado Warning is subsequently issued for Saint Louis County, the sirens will **again** be activated. St. Louis County **will not** sound an “all clear” alert.

When you hear a warning siren (or are notified of severe weather):

- Take shelter in safe areas of the building – basements and lower floors, interior rooms and corridors (close doors to rooms with windows and stay away from windows).
- Avoid corridors with exposed piping or utilities and rooms below large, free-span roof sections, such as in gymnasiums and auditoriums.
- If necessary, sit or kneel on the floor under heavy furniture or against the wall with your hands on your head.
- Do not leave your place of safety until the storm passes **or** you are instructed to do so.
- A mass notification message will be sent when the Outdoor Warning System is activated and again when the storm has passed.

After the emergency has passed:

- Check on others in the area—Contact Police at **314-516-5155** (or on campus phones **911**) to report injuries.
- Watch for broken glass or damaged electrical lines – report damage to police.
- Immediately leave a badly damaged building and report to outdoor rally points for accountability and post-disaster operations.
- If there is no damage or injury, you may return to your class.
- When at all possible a mass notification message will be sent to update, conclude or provide final instructions.

Workplace Violence

Workplace violence may take the form of various types of personal assaults and may include weapons such as knives or handguns. The only warning during such an incident may be the sound of gunfire, scuffling, or someone yelling a warning. If you hear gunfire, *consider* removing yourself and others from the area or seek refuge in an area that can be locked, secured

or barricaded from the inside. If a phone is available and it is safe to use it, call Campus Police at 314-516-5155. Provide as much information as possible. Stay on the phone with the police dispatcher for as long as it is safe to do so. Remain calm and quiet. For more information on Workplace Violence please visit the website at <http://safety.umsl.edu/police/emergency/violence.html>

Immediately notify Campus Police at 314-516-5155 if you:

- Observe a crime in progress,
- Observe behavior that you suspect is criminal, or
- Fear for your own safety or the safety of another.

The Campus Police Department recommends that all faculty/staff/students view a short instructional video entitled “Options for Consideration” concerning workplace violence. The video is located at <http://safety.umsl.edu/police>.

Be observant and careful at all times.

- Encourage colleagues and students to walk in groups of two or more and stay on lighted walkways.
- When it is dark, call Campus Police if you’d like an escort from a building to your car.
- Familiarize yourself with the emergency phones in buildings and on parking lots.
- Lock your car and office.

The Don’ts

- Don’t leave valuables in plain sight unattended or unsecured.
- Don’t think that you are bothering the police department when you call. You are our eyes and ears... please call when safety is a concern.
- Don’t challenge suspicious persons – call the Campus Police at 314-516-5155
- Don’t take enforcement action to correct a criminal violation – call the Campus Police at 314-516-5155.

Revised July 2013

Frequently Asked Questions about Student Behavior

Student Conduct and Community Standards

301 Woods Hall, 314-516-5211

www.umsl.edu/studentlife/dsa/

All students are expected to conduct themselves in a respectful and appropriate manner at all times - this includes complying with federal, state, and local laws. In order to support the academic environment, faculty members are expected to report all alleged violations of the Student Conduct Code to Student Conduct and Community Standards.

The Assistant Dean of Students, Dr. D'Andre Braddix, is responsible for administrative adjudication of non-academic student misconduct as set forth by the Collected Rules and Regulations. The student conduct process is designed to ensure that accused students are afforded their right to due process.

If you believe a student has violated the Student Conduct Code, please contact Student Affairs' Student Conduct and Community Standards at 314-516-5211. You may also go to the website, download, and print a referral form and fax it to 314-516-5221.

What can I do in order to avoid situations of misconduct in my class?

Treat students in a respectful and professional manner

Respond to student's inquiries in a timely manner

Set expectations regarding behavior in the syllabus and model this behavior at all times

Hold all students accountable for their behavior

How can I deal with situations immediately?

If you have students within the classroom who are:

argumentative or challenging – respectfully attempt to calm the student

threatening or disruptive – immediately contact University Police at 314-516-515

DON'T HESITATE! If you are unsure if an action is a violation of the Student Conduct Code, please contact Student Conduct and Community Standards at 314-516-5211 or via email at studentconduct@umsl.edu. We are here to help.

Procedures for Disruptive Student Behavior

Preventing Disruptive Behavior

When students' behaviors interfere with teaching, the instructor should address this right away. It's best to start with a classroom environment that makes disruptive behavior less likely. Here are strategies that others have found helpful:

- Treat colleagues and students respectfully and professionally
- Be sure each course syllabus states expected classroom behaviors – sample statements are available at <http://www.umsl.edu/services/ctl/files/pdfs/CivilitySamples.pdf>
- Discuss expectations on the first day of class and send reminders as needed
- Ask students for their input as expectations are discussed with the class
- Acknowledge that addressing unacceptable behavior is the responsibility of everyone in the class or lab

Responding to Disruptive Behavior

Unfortunately, even with prevention strategies in place, inappropriate behaviors may occur. It is important to address disrespectful, disruptive, sexist, or racist comments or behavior appropriately and quickly:

- Tell the student either in class or in private that the behavior is unacceptable and will not be tolerated (Privately is often better at first, if possible)
- Deflect aggressive questions to the class (“What does everyone else think?”)
- Use humor or ask the student to explain his/her reasoning
- Ask the student to leave the room if the behavior continues
- Report disruptive behavior to Student Conduct and Community Standards so that the incident can be documented and investigated

If you perceive that the situation is threatening to you or your students, or if the behavior is escalating to that point, contact Campus Police at 314.516.5155 and report the incident immediately.

Campus Contacts

When faced with an incident of disruptive behavior, as soon as possible contact Student Conduct and Community Standards within Student Affairs located in 301 Woods Hall at 314.516.5211. Once an incident is reported, Student Conduct and Community Standards initiates a thorough investigation and makes a decision on how to proceed. Academic misconduct (e.g., plagiarism, cheating, etc.) must be reported to the Director of Academic Integrity, Dr. Tanisha Stevens, at 314.516.5304. If you need support for enhancing your classroom environment, feel free to contact the Center for Teaching and Learning (ctl@umsl.edu or telephone 314.516.4508).

When to Contact

Promptly documenting and reporting disruptive behavior allows early intervention so that students get the help they need to prevent these behaviors from escalating. Contacting Student Conduct and Community Standards helps to establish a pattern of conduct and provides faculty with information on appropriate disciplinary actions. The Center for Teaching and Learning is also available as a faculty resource.

Revised June 2013

Section IV: Supports for Faculty and Students

Promoting Student Success: What would YOU do?

Offices of Equal Opportunity and Diversity, Multicultural Student Services,
Disability Access Services, and Student Retention Services

1. There are 3 weeks remaining in class and a student of a different race or gender than you, states that he/she is having a personal problem and would like to schedule a private appointment. You:
 - a. Say that you might find time to meet in about five weeks since you are so busy;
 - b. Say that you would be glad to discuss course content only, not personal problems.
 - c. See this as an opportunity to develop a more personal relationship and offer to meet the student after class, perhaps over a cup of coffee.
 - d. Meet with the student to learn the nature of the concerns and if appropriate, make a referral to a campus resource.

2. As the semester begins, a student brings you a letter, identifying him as a student with a disability and requesting academic accommodations of extended time on exams in a least distracting environment. You recognize the student as someone a colleague found very difficult to deal with during the previous semester. The student is disruptive in class early in the semester. He calls out without being acknowledged, brings up irrelevant topics, and frequently leaves his seat. You:
 - a. Correct his behavior in class and remind him to be civil.
 - b. Decide to consult with someone in Disability Access Services.
 - c. Speak with him after class and ask him what his disability is.
 - d. Send your colleague an e-mail message to learn how she handled "John Doe" last semester.

3. An African-American first year, female student, who sits in the front row of class, seems to be distraught after class meetings. She never volunteers an answer in class and never asks a question, so it is difficult to gauge her thoughts or how well she is learning. Her unhappiness is so apparent that you inquire about her well-being. She shares that she understands the information, but is having trouble adjusting to the size and the "unfriendliness" of UMSL. You suggest that:
 - a. She should be patient because she will adjust to UMSL with time.
 - b. She should visit her old high school frequently to maintain those contacts.
 - c. She use the web to find campus support services and visit the Office of Student Life to build some campus connections.
 - d. She visit Multicultural Student Services where she can become involved in cultural activities and be assigned an upper-class student mentor.

4. You receive a message from a student who is often absent asking you to call him after class so that he can learn what he missed and find out about the assignment for the next class. You:
 - a. Don't return the call since it is his responsibility to call back or to get the information from another student.
 - b. Suggest that he contact Student Retention Services and sign up for the workshop on procrastination.
 - c. Access the Academic Alert System and submit a concern about this student's excessive absences.

- d. Return the call and explain the class procedure for getting information on missed assignments.
5. In the middle of a fine lecture on a topic you have carefully researched, a cell phone rings out from the center of the classroom. A student climbs over others in his/her row of chairs and leaves the room. You:
 - a. Gracefully continue your presentation without skipping a beat.
 - b. Make a note to yourself to speak to this student about this rude behavior.
 - c. Remind the class that professional behaviors include turning off mobile devices during class.
 - d. Stop the class to remind the exiting student that he/she will be considered absent if he/she leaves.
6. Your course has a writing component and you wish to use it to improve the writing skills of your students. You:
 - a. Include in your syllabus a detailed assignment for the one major term paper due as the semester ends.
 - b. Assign a lengthy term paper with a mid-term draft due. You routinely comment on the draft, return it for revision, and refer students, as necessary, to the Writing Center.
 - c. Assign in detail papers of increasing length and complexity over the course of the semester. You encourage peer editing, distribute information about the Writing Center, and invite a Writing Center staff member to talk to the class.
 - d. Assign one or two papers that will be revised three or four times in response to your comments and peer editing. You provide samples of what you consider good student writing, and you encourage students to use the Writing Center.
7. You notice a tense and unpleasant exchange between two students in the rear of your class. One student, who uses crutches, is standing and the other student, a large individual, is seated at the only table and chair. The seated student gets up abruptly, angrily moves, stands in the back near the door, and within a few minutes, leaves the room. This person returns after class to explain to you that the desks are too small for a large person, he/she has paid for the course, and wants to sit at the table on a chair. You:
 - a. Suggest that this person arrive earlier to class next time and not move when the student using the crutches requests the table and chair.
 - b. Remind the person that the class is only 50 minutes and suggest that he/she squeeze into one of the desks for that short time period.
 - c. Recommend the person contact Disability Access Services and inquire about making arrangements for special accessible furniture.
 - d. Tell the large student to go on a diet.

Revised July 2013

Promoting Student Success: What Would YOU Do?

Discussion and Answers

Offices of Equal Opportunity and Diversity, Multicultural Student Services,
Disability Access Services, and Student Retention Services

1. There are 3 weeks remaining in class and a student of a different race or gender than you, states that he/she is having a personal problem and would like to schedule a private appointment. You:
 - a. Say that you might find time to meet in about five weeks since you are so busy;
 - b. Say that you would be glad to discuss course content only, not personal problems.
 - c. See this as an opportunity to develop a more personal relationship and offer to meet the student after class, perhaps over a cup of coffee.
 - d. Meet with the student to learn the nature of the concerns and if appropriate, make a referral to a campus resource.

Students may raise many concerns. How would you respond to these examples?

- I'm having foot surgery and will miss class.
- I can't finish the semester because I have been called on military leave.
- I'm going to deliver my baby sooner than I thought.
- I don't understand the information and am lost.
- I am so depressed that I can't get out of bed.
- I can't do the group project since I don't know anyone in class (can I drop?).

Discussion:

Question 1 was written to encourage thoughts about appropriate engagement of students, boundary issues, and ways of helping students adjust to UMSL. In question 1 the student has sought counsel from the faculty member about a "personal" concern followed by little information about what this personal concern might be. Choice "d" is the most appropriate choice because the faculty member took the time to listen and refer. Listening in no way means that the faculty member must solve the problem, unless the "problem" relates directly to class. Instead, listening allows the faculty member to gather enough information to make a reasonable referral and keeps the faculty member from misinterpreting students' behaviors.

There are support services on campus for students such as Health, Wellness, and Counseling where licensed psychologists and nurse practitioners can either address issues directly or can refer as needed. Other resources are Disability Access Services, Student Retention Services, and the Multicultural Student Services where trained professionals will also assess the student's needs and will work accordingly. Because all student service offices work with one another, they are comfortable in seeing the student and making further referral. The main point is that the student feels that the faculty member cared enough to listen and make a referral. Use the *Student Planner* as a resource guide to assist in making referrals:

<http://www.umsl.edu/~studentplanner/> For more information go to:
<http://www.umsl.edu/~uhwcs/> or <http://www.umsl.edu/~mcraa/index.html> or
<http://www.umsl.edu/services/css/>

A caution in meeting with students is to be aware of possible implicit messages. Meeting over coffee might be seen as more of a social engagement than a professional one so while showing concern, be careful to maintain professional boundaries.

In some of the examples above there may be a need to give an incomplete grade. If an incomplete grade is given, a written agreement should be made with the student in which s/he acknowledges the work that needs to be completed and the time frame in which it would be completed in order to finish the course. A copy of the agreement should be submitted to your department chair so that there will be a record. Find an example of an agreement here: <http://www.umsl.edu/services/ctl/files/pdfs/AgreementCompleteCourse.pdf>

2. As the semester begins, a student brings you a letter, identifying him as a student with a disability and requesting academic accommodations of extended time on exams in a least distracting environment. You recognize the student as someone a colleague found very difficult to deal with during the previous semester. The student is disruptive in class early in the semester. He calls out without being acknowledged, brings up irrelevant topics, and frequently leaves his seat. You:
 - a. Correct his behavior in class and remind him to be civil.
 - b. Decide to consult with someone in Disability Access Services.
 - c. Speak with him after class and ask him what his disability is.
 - d. Send your colleague an e-mail message to learn how she handled "John Doe" last semester.

Discussion:

All students must abide by the Student Conduct Code which mandates that everyone behaves civilly and in a manner that is conducive for learning to occur in the class. Faculty members are expected to create and maintain an environment with minimal distractions to learning. Include a civility statement in the syllabus so that if distractions occur, you can refer to this statement as you remind students to behave professionally in class.

Students who have a disabling condition are expected to behave civilly just as students who do not have a disability. In each instance, continued disruptive behavior would violate the Conduct Code and would then be reported and handled by Student Conduct and Community Standards, <http://www.umsl.edu/~studentconduct/>. For question 2, consulting with Disability Access is the best option (choice b). In both instances above, you may also need to speak with the student, either quietly during class (choice a) or after class (choice c) to remind him/her to be civil in class. In speaking with the student, however, you cannot ask him about the disability because it is against the law. The accommodations which are allowed are listed in the letter from Disability Access, <http://www.umsl.edu/services/disabled/>. Students' information is protected by the Family Educational Rights and Privacy Act (FERPA) so discussing this particular student by e-mail or in person with a colleague is strictly prohibited (Choice d). Use the *Student Planner* as a resource guide to assist in making referrals: <http://www.umsl.edu/~studentplanner/> For more information go to: <http://www.umsl.edu/~uhwcs/> or <http://www.umsl.edu/~mcraa/index.html>

3. An African-American first year, female student, who sits in the front row of class, seems to be distraught after class meetings. She never volunteers an answer in class and never asks a question, so it is difficult to gauge her thoughts or how well she is learning. Her unhappiness is so apparent that you inquire about her well-being. She shares that she understands the information, but is having trouble adjusting to the size and the "unfriendliness" of UMSL. You suggest that:
 - a. She should be patient because she will adjust to UMSL with time.
 - b. She should visit her old high school frequently to maintain those contacts.
 - c. She use the web to find campus support services and visit the Office of Student Life to build some campus connections.

- d. She visit Multicultural Student Services where she can become involved in cultural activities and be assigned an upper-class student mentor.

Discussion:

UMSL is a diverse campus with students from different cultural and ethnic backgrounds coming together to pursue higher education. For some students, this may be the first time that they have encountered such diversity. The Faculty plays a vital role in assisting students in learning ways of mastering the University climate. While it is true that the student might adjust with time, a faculty member can be more proactive in recommending some potential actions that might be helpful. At first glance, the faculty member might want to refer students to Multicultural Student Services, but that referral might feel limiting and would be based on the assumption that because of the student's ethnicity, the best fit would be Multicultural Student Services. A more appropriate course of action is to use the *Student Planner* as a resource guide to show the student the wealth of opportunities for campus engagement and make a referral to The Office of Student Life in 366 Millennium Student Center: <http://www.umsl.edu/studentlife/osl/index.html> or Health, Wellness, and Counseling: <http://www.umsl.edu/~uhwcs/> or Multicultural Services: <http://www.umsl.edu/~mcraa/index.html>

Finally, the classroom provides an opportunity for learning interpersonal skills as well as academic content. In class, then, faculty members are encouraged to use teaching techniques that promote interactions and discussions such as icebreakers, dyadic discussions, and group work. In this way, the whole group can be broken into smaller subgroups which invite discussion and promote students' engagement with one another.

4. You receive a message from a student who is often absent asking you to call him after class so that he can learn what he missed and find out about the assignment for the next class. You:
 - a. Don't return the call since it is his responsibility to call back or to get the information from another student.
 - b. Suggest that he contact Student Retention Services and sign up for their workshop on procrastination.
 - c. Access the Academic Alert System and submit a concern about this student's excessive absences.
 - d. Return the call and explain the class procedure for getting information on missed assignments.

Discussion:

Question 4 may reflect a student who is earnestly trying to stay on top of classroom assignments. As a faculty member, though, you must be careful in taking on too much responsibility. Refer the student to the syllabus where you have included statements about how to get assignments when a class is missed. This action meets the student's needs, but does not foster overdependence.

If this is a situation where the student has repeated absences and offers little or no pertinent reasons for the absences, such as "I had a late night and overslept again", the course of action might be more direct and substantive. In instances such as this it would be appropriate to encourage the student to attend the workshops offered by Student Retention Services on time management and procrastination. It might also be appropriate to submit an Academic Alert to Student Retention Services so that a professional can talk to the student about his excessive

absences. Try to see this circumstance as an opportunity to assist a student in developing appropriate interpersonal skills that promote successful college interactions.

5. In the middle of a fine lecture on a topic you have carefully researched, a cell phone rings out from the center of the classroom. A student climbs over others in his/her row of chairs and leaves the room. You:
- Gracefully continue your presentation without skipping a beat.
 - Make a note to yourself to speak to this student about this rude behavior.
 - Remind the class that professional behaviors include turning off mobile devices during class.
 - Stop the class to remind the exiting student that he/she will be considered absent if he/she leaves.

Discussion:

All students must abide by the Student Conduct Code which mandates that everyone behaves civilly and in a manner that is conducive for learning to occur in the class. Cell phone ringing, loud comments, and other disruptive behaviors distract students from their primary purpose in coming to school, learning. Faculty members are expected to create and maintain an environment with minimal distractions to learning. Include a civility statement in the syllabus so that if distractions occur, you can refer to this statement as you remind students to behave professionally in class (Question 5, Choice c).

6. Your course has a writing component and you wish to use it to improve the writing skills of your students. You:
- Include in your syllabus a detailed assignment for the one major term paper due as the semester ends.
 - Assign a lengthy term paper with a mid-term draft due. You routinely comment on the draft, return it for revision, and refer students, as necessary, to the Writing Center.
 - Assign in detail papers of increasing length and complexity over the course of the semester. You encourage peer editing, distribute the Writing Center Brochure, and invite a Writing Center staff member to talk to the class.
 - Assign one or two papers that will be revised three or four times in response to your comments and peer editing. You provide samples of what you consider good student writing, and you encourage students to use the Writing Center.

Discussion:

Best teaching practices recommend that students be given the opportunity to learn with frequent feedback from faculty and peers and chances to build upon their learning. It is always helpful if students can see samples of good student writing as well as use the support of the Writing Center in improving their writing skills. A combination of choices “c” and “d” would follow the best practices for improving students’ writing skills.

7. You notice a tense and unpleasant exchange between two students in the rear of your class. One student, who uses crutches, is standing and the other student, a large individual, is seated at the only table and chair. The seated student gets up abruptly, angrily moves, stands in the back near the door, and within a few minutes, leaves the room. This person returns after class to explain to you that the desks are too small for a large person, he/she has paid for the course, and wants to sit at the table on a chair. You:
- Suggest that this person arrive earlier to class next time and not move when the student using the crutches requests the table and chair.

- b. Remind the person that the class is only 50 minutes and suggest that he/she squeeze into one of the desks for that short time period.
- c. Recommend the person contact Disability Access Services and inquire about making arrangements for special accessible furniture.
- d. Tell the large student to go on a diet.

Discussion:

The classroom provides an opportunity for learning interpersonal skills as well as academic content. The role of the faculty is to create a safe environment where views can be expressed in a respectful way. It is important, then, to lay ground rules for discussions. Students can be engaged in the creation of the classroom atmosphere by providing suggestions for the ground rules. Once these ground rules are developed, they can serve as a safeguard in discussions because students can be referred to those ground rules when needed. Some students may need to be educated about the impact of their statements in a nonjudgmental way because they may not be aware that their statements are offensive to others. A referral to Student Conduct and Community Standards may be appropriate if restating the ground rules and meeting to educate the student do not result in behavioral change.

There are other instances where there is an opportunity to learn interpersonally. In question 7, the tension comes from both students being in need of special furniture, one because of using crutches, the other because of their size. As faculty members you may find yourself in the middle of such disputes and will, again, consult with Disability Access Services. In this instance, both students should be referred to Disability Access Services so that they may make known their needs for special furniture to allow comfortable seating in class.

Discussion authored by Dr. Bridgette Jenkins
Multicultural Student Services

Revised July 2013

Academic Alert Instructions for Faculty

Student Retention Services
225 Millennium Student Center, 314-516-5300
<http://www.umsl.edu/services/css/>

The Academic Alert online referral system is designed to identify, report, and provide feedback for students who are at risk of failing a course. Faculty are encouraged to use the system *as soon as* a student is identified at risk for course failure in order to provide the earliest intervention possible.

Why use it?

Students on the University of Missouri – St. Louis campus are expected to meet the academic expectations and behavioral standards outlined for each of their courses. This may include class attendance and participation, submitting assignments on time and in a professional manner, and/or successfully completing the course assessments. If a student is not meeting these expectations, we want each student to be aware that they are at risk of failing the course. The earlier students are aware that professors are concerned about their academic progress and success; the sooner interventions can be initiated to increase students' achievement in the course. By referring students via the Academic Alert system, faculty convey their awareness and concern for student success. Professional staff in the Colleges of Arts & Sciences and Fine Arts & Communication or Student Retention Services, as appropriate, will contact students referred to them and connect them with appropriate campus academic resources.

How does the Academic Alert referral process work?

The referral system is designed to address academic concerns, not disciplinary issues. If a student requires a disciplinary referral, faculty will continue to follow the University of Missouri - St. Louis policy and refer such matters to Student Affairs. More information about the Academic Alert system may be found at this website, http://www.umsl.edu/services/css/academicalert_faculty.html

The Academic Alert System may be found in MyGateway, under the Faculty/Staff tab, under Faculty Toolbox. Faculty choose referral reasons from a choice of categories including *Excessive Absences*, *Missed Assignments*, *Failed Exam*, *Failed Quiz*, *Missing Lab*, *Missing Presentation*, and *Other*. The *Other* category option allows faculty members to comment on other areas of concern. Comments entered in the first box labeled, *Notes*, will be shared in an automatically generated email with the student and an advisor or coordinator to whom the referral is assigned. Comments entered in the second box labeled, *Private Comment Box*, are not shared with the student and are available only to whom the referral is assigned.

Once an instructor completes and saves the referral, it is stored within the Academic Alert system. Each referred student will be assigned to a professional staff member who will contact the student and discuss an appropriate plan of action and provide information on campus resources as appropriate. *Note: Alerts for students who are in degree programs in the Colleges of Arts & Sciences and Fine Arts & Communication are processed by the Associate Dean and all related inquiries should be directed to the Dean's office in 303 Lucas Hall or 314-516-5501.*

Faculty will be able to view the status of their student referrals by returning to the Academic Alert system. Automated e-mails will be sent to an instructor each time the referral is updated **if** the instructor checks the box, “*E-Mail Status Notification.*” This box can be un-checked if the instructor prefers not to receive automated e-mails. Faculty may find further instructions for the Academic Alert System at this website, <http://www.umsl.edu/services/css/faculty-instructions.html>

Who can access the Academic Alert Systems?

- Students are the focus of the system and will be notified via campus e-mail whenever a faculty member refers them. Upon referral, each student is assigned to a Student Development Coordinator. (*Or advisor in the Colleges of Arts & Sciences and Fine Arts & Communication.*)
- Instructors only have access to the system from the courses they are teaching. Faculty may add comments or refer a student by identifying additional categories of concern at any time.
- Deans, program directors, department chairs, and college academic advisors will be able to view the Academic Alert system as needed.
- The Student Retention Services staff will be able to view referrals, add comments, assign Student Development Coordinators and make referrals to other campus resources. (*Or advisor in the Colleges of Arts & Sciences and Fine Arts & Communication.*)
- Campus referral resources, such as Health, Wellness, & Counseling, Disability Access Services, Writing Lab, Math Lab, ESL, International Student Services and Student Affairs will be allowed to view and comment on the referrals forwarded to their departments.

How do students learn about the Academic Alert system?

Please include messages in your course syllabus alerting students of your intention to use the Academic Alert System.

How shall I alert my students if I intend to use the Academic Alert system?

The Center for Teaching and Learning has recommendations in the syllabus template, Essential Elements of a Syllabus that can be adapted to your course. The syllabus template is available on the Center for Teaching and Learning website under Instructional Support and Resources for Teaching at: <http://www.umsl.edu/services/ctl/orientation/elements.html>

How is confidentiality assured throughout the Academic Alert referral process?

In accordance with FERPA [Family Educational Rights and Privacy Act], the system is designed to allow referrals to be viewed only by those individuals who have a need to know. Students will be assured that an Academic Alert referral is not a component maintained in their permanent student records. The system is cleared at the end of each semester. (*Note: The Colleges of Arts & Sciences and Fine Arts & Communication may maintain permanent records of referrals.*)

Revised July 2013

The Office of Multicultural Student Services
Actively supporting diversity through retention and cultural programming
Suite 107 Lucas Hall, 314-516-6807
umsl.edu/~mcraa, multicultural@umsl.edu

Mission

The mission of the Office of Multicultural Student Services (MSS) at the University of Missouri-St. Louis is to provide comprehensive student retention services to diverse student populations while increasing multicultural awareness within the campus community. We strive to create a strong inclusive community amongst students, faculty, and staff that personifies respect, accountability and acceptance, while supporting and empowering students to achieve degree completion.

Goals

The goal and outcome of providing comprehensive support services to UMSL's diverse student population is to:

- Foster a sense of belonging and academic achievement
- Promote self-development and goal setting
- Assist in leadership development
- Serve as a liaison and provide resources to UMSL's multicultural student population
- Facilitate cultural awareness and diversity activities for the internal and external campus community

Student Development Services

As a retention service, the primary goal is to develop students academically and professionally so that they complete their bachelor's degrees and transition into their professions.

This professional development is accomplished by forming a learning community where scholarship is the expectation. This scholarly community is promoted by students:

- Receiving professional academic coaching
- Attending subject specific study groups
- Using MCR's learning resource rooms and study resources
- Taking advantage of MCR tutoring – Individual and/or group
- Giving back by mentoring one another (Peer Mentoring)
- Partaking in faculty – staff mentoring, and gender specific mentoring
- Attending cultural programs and activities
- Attending academic and career development events

Outreach and Collaborations

The promotion of scholarship amongst Multicultural Student Services students' is achieved through collaboration with campus resources. These collaborations are accomplished by speaker series, partnerships with various departments on campus, encouraging students to use campus resources, and serving on campus committees to increase sensitivity to the unique needs and perspectives of the campus's multiethnic student population.

Collaborations

Internal Departments/Organizations

- Student Financial Aid
- International Studies
- Judicial Affairs
- Health, Wellness, and Counseling
- Office of Student Life
- Campus Recreation
- Office of Admission
- Student Retention Services
- Office of Transfer Services
- Career Services
- Disability Access Services
- Office of Advancement
- Office of Equal Opportunity
- Music Department
- Residential Life
- African American Chapter/
UMSL Alumni Association
- Mathematics and Writing
Academic Center
- Center for Teaching & Learning
- Gospel Choir
- Korean Student Organization
- UMSL Afro Cuban Ensemble
- Helping Hands Student Organization
- Hispanic Latino Association
- Chinese Student Association
- Black Leadership Organizing Council
- Associated Black Collegians
- Indian Student Association

Cultural Presentations

Supporting the campus mission for promoting cultural awareness the Office of Multicultural Student Services sponsors:

- Speaker series
- Heritage months- Hispanic, Asian American, Native American...
- Strong campus and community partnerships
- Cultural activities and events (i.e. Multicultural Festival, Giving Thanks, Speaker Series, Diversity Training)

Faculty Services

As a retention unit, the Office of Multicultural Student Services has considerable expertise in working with students from diverse cultural backgrounds. We serve ready to be consultants to faculty who have questions about working with students from different cultures or who desire a diversity workshops and presentations for their courses. If there is a question or request, feel free to contact the Office of Multicultural Student Services at (314) 516-5128.

Accommodating Students with Disabilities at UMSL

Disability Access Services
144 Millennium Student Center, 314-516-6554
www.umsl.edu/services/disabled

FREQUENTLY ASKED QUESTIONS:

General Inquiries

1. What are UMSL's policies and procedures regarding students with disabilities?

Executive Order No. 21 was implemented on 11/1/84 and amended 2/25/97. The current policy, 240.040, Policy Related to Students with Disabilities, covers all four UM campuses. This policy ensures that mandated reasonable classroom accommodations are provided to students with disabilities and eliminates the need for faculty to make accessibility/accommodation decisions.

<http://www.umssystem.edu/uminfo/rules/programs/240040.htm>

2. What are the responsibilities of a student with a disability?

- The student **MUST** register with Disability Access Services before services can be provided.
- Students identify themselves to instructors and to DAS.
- Students register with DAS and provide verification to the office.
- Students consult with DAS regarding specific needs and accommodations.
- Students communicate with each professor about necessary course accommodations in a timely manner.

3. What are the responsibilities of an instructor when working with a student with a disability?

- Providing accommodations recommended by DAS.
- Consulting with our staff if a question arises regarding specific recommendations for accommodation for an individual student.
- Refer a student to DAS who requests accommodations, but is not currently registered. Instructors do not have to provide accommodations for students not registered with the office.
- Maintaining confidentiality of all accommodations made for a student. It is critical to stress that all matters relating to a student with a disability remain confidential. Students are not required to disclose the specific diagnosis.

4. What are the responsibilities of the Disability Access Services staff?

- Determining appropriate accommodations for students with disabilities.

- Providing letters for the student to give to instructors recommending specific accommodations.
- Assisting instructors to provide the recommended accommodations.
- Maintaining confidential records for each student with a disability.

5. How are appropriate accommodations for a student determined?

- Staff determines appropriate accommodations based on the documentation submitted by the student, the student's prior record of accommodations, the student's expressed needs, and the professional judgment of our staff.

6. What is the policy regarding the disclosure of information about a student's disability?

- Disability information is confidential and must be treated as such. Avoid discussing disability issues at the front of the class or in the presence of other students. Information about a student's disability should not be shared with other faculty members or staff unless they have a legitimate educational need to know. Written material, such as letters of accommodation needs to be regarded as "confidential" and should be filed with restricted access.
- Whether or not students with a disability prefer to discuss the nature of their particular disability with their instructors is entirely up to them. They are NOT required to tell you specifics about their disability when they self-disclose a need for accommodations, having already done this with a staff member.

7. What if a student with a disability is disruptive in class?

- A student with a disability who is disruptive in class should be treated as an instructor would treat any student who is disruptive in class. If an instructor feels that there is a disability related reason for the student's behavior, the instructor can discuss this with our staff to determine if there is a solution to the problem.

8. What if a student with a disability is failing?

- It is important for instructors to remember that providing reasonable accommodations to a student with a disability does not guarantee success in the course. Students with disabilities may *not* master the course material, just like any other student. Students with disabilities have the same right as other students to fail as part of their educational experience.

TEST TAKING ACCOMMODATIONS

9. How do I know if a student needs testing accommodations?

- Students will provide you with a Faculty Notification Letter of Accommodation that will recommend the appropriate test accommodations for the student. We also may use an Adaptive Testing Request Form that has specific instructions on administering exams requiring accommodations.

10. What happens when a student makes a late request for accommodated testing?

- Students are responsible for providing timely notice to faculty and/or DAS in order to receive test accommodations. We instruct students to discuss their test accommodation needs with their instructor early in the semester and return a completed test request form to DAS at least three days before a scheduled exam.
- When a student submits a late request and there is insufficient time to arrange for the test accommodations, the student may need to take the exam without accommodations. The student and faculty member should meet to discuss arrangements for the remaining exams in the semester.

11. Will students take the exam at the same time as the class?

- Generally, students will take the exam at the same time as the regularly scheduled class exam, but in the DAS office or at the Campus Testing Center. Occasionally, if there are conflicts with other scheduled exams, each needing extended time, students may need to take exams before or after the regularly scheduled exam time. DAS is open from 8 AM to 5 PM.

12. When do exams need to be sent to the office?

- Please send exams to DAS at least 48 hours prior to the exam. This will allow sufficient time to process receipt of the exam and, if needed, convert the exam to an alternative format, print it, and prepare it for proctoring.

NOTE-TAKING SERVICES

13. What do I do if a student requests a note-taker in my class?

- A student who is eligible to receive note-taking services will provide you with a Faculty Notification Letter of Accommodation that includes instructions on providing this accommodation. Typically, instructors are asked to make a general announcement in class for a volunteer note taker. Information regarding a student's disability is confidential so please remember to not identify students with disabilities in class.

Syllabus Suggestions for Accommodating Students with Disabilities

Please join the many UMSL faculty members who include statements in each syllabus regarding students with disabilities. This is the best way to inform students of the responsibility each has to identify themselves and request accommodations in a timely manner. Also, as long as students have access to the syllabus, it is always available if they need a policy reminder and they can not claim to be uninformed about how to work with DAS.

Here are examples of statements for a syllabus that you may use, change, or modify.

1. To request academic accommodations (for example, extended time on exams, a note taker), **students must register with Disability Access Services, 144 Millennium Student Center, 314-516-6554**. This is the campus office responsible for reviewing documentation provided by students requesting academic accommodations, and for planning accommodations in cooperation with students and instructors, as needed and consistent with course requirements.
2. If anyone has a health condition or disability that may require accommodations in order to participate effectively in this course, please contact the **Disability Access Services Office in 144 Millennium Student Center or at 314-516-6554**. Information about your disability is completely confidential.
3. Students with disabilities who believe that they may need accommodations in this course are encouraged to contact **Disability Access Services in 144 Millennium Student Center at 314-516-6554** as soon as possible to ensure that such accommodations are arranged in a timely fashion.
4. This University abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) which stipulates that no student shall be denied the benefits of an education solely by reason of a disability. Disabilities covered by law may include, but are not limited to learning disorders, attention deficit disorders, hearing loss, vision loss, or mobility impairments. If you have a disability that may have some impact upon your work in this class or for which you may require accommodations, please contact **Disability Access Services in 144 Millennium Student Center or at 314-516-6554**.
5. Students with disabilities, including invisible conditions such as chronic health conditions, learning disorders, head injury, or attention deficit/hyperactive disorders, are urged to contact **Disability Access Services in 144 Millennium Student Center or at 314-516-6554**. This office will assess your needs for individual accommodations, maintain the confidentiality of your disability documentation, and coordinate appropriate classroom accommodations on your behalf.

Revised June 2013

Campus Testing Center
412 Social Science and Business Building, 314.516.6396
Fax: 314.516.7346; Email: assessctr@umsl.edu
<http://www.umsl.edu/~campustesting/>

The Campus Testing Center provides testing by appointment when students require make-up exams or need to test under conditions where special accommodations are authorized by Disability Access Services. Students may also take campus placement tests and standardized tests (e.g., Math Placement, C-Base, CLEP, etc.) outside the scheduled group sessions for a fee, as well as independent study course exams. Campus Testing Center is a secure, alarmed area, staffed with only professional, non-student staff.

Testing by Appointment Only

Faculty are responsible for notifying students who will take exams in the Campus Testing Center that they are to make an appointment either by phone (314.516.6396) or in person. Please be aware that when students with disabilities request special testing arrangements such as extended exam times, readers, or scribes, they must be registered with **Disability Access Services** (144 Millennium Student Center). Faculty members are responsible for transmitting exams to and from the Campus Testing Center. Students should notify faculty of appointments made in the Campus Testing Center in order to facilitate the delivery of tests.

Procedures

1. Faculty complete and send a Test Transmittal Form with the exam to the Campus Testing Center using either campus mail or email. The Test Transmittal Form is available on <http://www.umsl.edu/~campustesting/testtrans.html>
2. Faculty members complete the Student Directions Form and give it to the student. The form advises the student to call ahead to make an appointment for testing. The student submits the form to the Campus Testing Center along with a photo ID at the time of the appointment. The Student Directions Form is available on line here: <http://www.umsl.edu/~campustesting/makeup.html>
3. The Campus Testing Center is not responsible for enforcing test deadlines when students schedule appointments.

Placement and Competency Exams

The campus provides a number of regularly scheduled group testing sessions for required placement and competency tests such as the Math Placement Exams, ACT Residual, C-BASE, etc. Fees are charged for some of these tests. Students electing to take these tests at times that differ from the scheduled group sessions may make an appointment at the Campus Testing Center for an additional testing fee. Students are advised to consult the web pages or call the Campus Testing Center for fees for these tests. When fees are required, they must be paid at the Cashiers Office (285 Millennium Student Center). Students present the receipts for test payments at the Testing Center at the time of testing.

Students visiting campus for the purpose of taking a test must have a campus parking permit. A \$1.00 one-day guest permit can be purchased at the Parking and Transportation Office.

Testing Center Hours (subject to change.)

Monday	8:00 a.m. to 5:00 p.m.
Tuesday	8:00 a.m. to 7:00 p.m.
Wednesday	8:00 a.m. to 7:00 p.m.
Thursday	8:00 a.m. to 7:00 p.m.
Friday	8:00 a.m. to 1:00 p.m.

Note: There may be occasional unscheduled closings to accommodate group testing.

Revised July 2013

Assisting the Troubled and/or Troubling Student

University Health, Wellness and Counseling Services

131 Millennium Student Center, 314-516-5711

www.umsl.edu/services/counser www.asklistenrefer.org/umsl

“TROUBLED” OR DISTRESSED STUDENTS:

- Their problems are primarily internal and affect their own adjustment to the university environment and their academic achievement.
- They may show a tendency to withdraw, or to set self in opposition to others.
- They may exhibit behavioral patterns that are outside the bounds of accepted norms.
- They may or may not verbalize problems to you. Problems may manifest themselves in written work or non-verbal behavior. For example, written work may have disturbing, suicidal, or homicidal content.

Possible Interventions with the “Troubled” Student:

- Always take statements of suicidal or homicidal intent seriously--get consultation immediately, even if it seems like a “bid for attention,” or “just a cry for help.” When there is an immediate safety threat, call **Campus Police, 314-516-5155** (or 911 from your office phone).
- Speak with the student, acknowledge their distress (if appropriate) and express your concerns.
- Counseling staff are available to consult with you about how to proceed. In emergencies, this may include our staff coming to your office or classroom. We are also available on a confidential basis to look over disturbing written material.
- Refer the student to UHWCS for counseling, or encourage them to contact their current or past therapist/psychiatrist (if the student discloses that they have a current or previous mental health provider). We are available to coach you through making a referral to counseling.
- Avoid confusing your responsibility as a faculty member with the role of therapist. The student’s issues might take you into areas beyond your comfort, expertise, and/or appropriate personal boundaries, and might be seen by other students as compromising your objectivity as an instructor.
- Realize that sometimes verbal or written expressions of shocking, graphic or bizarre thoughts may not be evidence of danger to self or others. Other possible explanations of such statements include that they may be: a) intended to emotionally shock the reader/listener; b) an expression of student culture (e.g., dark, depressing thoughts may be seen as “cool” or “deep”); c) intended to camouflage academic deficiencies, or as an excuse for not fulfilling an assignment. UHWCS psychologists are available to consult with you and help you sort this out.

- Consult with Disability Access Services (if you have received an accommodations letter for a student) regarding the specifics of what you are required to provide for a student with an “invisible” disability.

“TROUBLING” OR DISRUPTIVE STUDENTS:

- Their **outward** behavior is problematic, causing disruption in the classroom and/or campus environment. Their behavior may be immature, manipulative, or anti-social.
- Their behavior tends not to improve, even with learning and experience (e.g. reminders and routine interventions from you).
- They may or may not show clear signs of serious psychological disturbance (although difficulties may be of a psychological nature).

Possible Interventions with the “Troubling” Student:

- When there is an immediate safety threat, call **Campus Police, 314-516-5155** (or from your office phone: 911).
- When physical violence seems possible, but not an immediate risk, develop a safety plan for yourself and your students. Consult with other offices (Campus Police, Student Affairs, UHWCS counselors) about the situation and your safety plan as needed.
- When possible, it’s best to talk privately to the student about their behavior.
- Discuss your concerns with your chair and/or Dean.
- Notify the Office of the Vice Provost for Student Affairs (Dean of Students, 314-516-5211) when there is a possible violation of the Student Conduct Code.
- Get to know the Student Conduct Code to understand students’ responsibilities and the consequences of their disruptive behavior.
- Consult with Counseling Services staff regarding behavior management.

Characteristics of “Troubled and Troubling” (Combination) Students:

- Demonstrates behaviors that are a problem **both** for self and others.
- Both patterns warrant assessment and intervention.

Possible Interventions with the Combination Student:

- Regardless of whether the student is “troubled,” always address **safety issues first**.
- Ruling out psychopathology is a helpful first step (with the aid of UHWCS staff or an external evaluation). For some students, taking or resuming appropriate and adequate medication (referral back to psychiatrist) can lead to surprisingly rapid amelioration of disruptive behavior.

- All interventions above, from both “Troubled” and “Troubling” students.

For additional information on identifying and intervening with students who may be at risk for suicide, see the Ask-Listen-Refer online tutorial: www.asklistenrefer.org/umsl.

Adapted from the work of Ursula Delworth "Dealing with the Behavioral and Psychological Problems of Students"
(New Directions for Student Services, No 45)

Revised July 2013

How to Refer a Student to Psychological Counseling

University Health, Wellness and Counseling Services

131 Millennium Student Center, 314-516-5711

www.umsl.edu/services/counser www.asklistenrefer.org/umsl

As a member of the UMSL faculty or staff, you will at times encounter students who are in psychological distress. There may be occasions when you will want to refer a student to a professional counselor for assistance. Counseling Services' professional staff is available to consult with you about ways you can help a student in distress, or to assist you in making an effective referral to counseling.

When to Refer Someone to Counseling:

1. If you are concerned that the student is self-destructive, suicidal, dangerous to others, severely depressed, or out of contact with reality
2. If the student has experienced a number of other problems or symptoms over an extended period of time-- Some of the specific issues for which counseling may be helpful include:
 - Depression and/or suicidal thoughts
 - Interpersonal/social problems
 - Self confidence or identity issues
 - Death of a family member or close friend
 - Stress and anxiety (including test anxiety or math anxiety)
 - Sexual/physical assault, abuse, or other trauma
 - Anger, aggression, resentment
 - Excessive weight loss or gain, or eating disorder
 - Drug or alcohol abuse
 - Difficulty concentrating
 - Juggling multiple roles/time management
3. If you have had contact with the student on multiple occasions and it appears that the student is unable to find a way to feel better or to make changes in his/her life
4. If you are starting to feel burdened or overwhelmed by the student's needs

Making the Referral

Many first-time counseling clients have strong apprehensions about counseling. You may be able to help ease these apprehensions. The following steps can be useful in making a referral:

1. **Give your reason for making the referral.** State specifically why you are concerned, describing the behaviors and, if relevant, the magnitude and duration of these behaviors. For example, "I'm concerned about you because you've been very withdrawn and unusually quiet in class for the past three weeks."
2. **Recommend that the student get counseling.** For example, "You and I have talked several times and it seems that things aren't getting better for you. I think it might be helpful for you to talk with a counselor." Suggest Counseling Services as a possible resource, rather than telling the student to go because he or she "needs help" or is "causing problems" for others.

3. **Ask for feedback from the student.** Find out how he/she feels about the idea of going to counseling. If the student responds negatively, listen for the reasons. Being referred for counseling can have many different meanings to the student. For example:
 - Does the student say they don't need counseling because they're not "crazy"?
 - Is the student concerned about what friends or family members will think of them?
 - Is the student concerned that counseling will go on his/her academic record?
 - Does he/she believe that counseling implies "weakness"?
 - Has the student had a bad counseling/therapy experience before?
 - Does the student say that he/she can't afford the cost of counseling?

4. **Reassure them about counseling.** You may want to give some reassurance that a person doesn't have to have a mental illness to use the Counseling Service. Counselors see many people who can use some help with normal problems in living or with making an important decision. Receiving counseling can be a way to learn more about oneself. Having the courage to face problems in counseling involves strength, not weakness. If there has been a negative experience with counseling in the past, reassure the student that not all counselors are the same. At Counseling Services, clients may request to see a different counselor. It is also important to reassure the student that whatever is said to a counselor will be **held in confidence** and will not be on their academic record.

If finances are an issue, explain to the student that the first session at Counseling Services is free of charge. Although there is a small fee for subsequent sessions, the fee can be adjusted or waived in situations of financial hardship.

5. **Recommend** that the student set up an appointment **soon** by calling University Health, Wellness and Counseling Services at **314-516-5711**. In some situations, you may want to urge the student to call Counseling Services when they are in your office with you. If it would help to have a specific counselor's name to whom you can refer your student (depending on students' schedules and counselor availability), feel free to call our office and ask to speak to the Director.

In an **emergency**, you can walk a student to Counseling Services' office at **131 MSC** (in this case, it will facilitate the process to call ahead and let the receptionist know you are coming). Our staff can also go to your office to meet with you and your student. For immediate, life-threatening emergencies, call University Police at 314-516-5155.

6. **Follow up** with the student later to see if he/she kept his/her appointment. Recognize, however, that a student may not want to discuss the counseling experience and that the Counseling Services' staff must carefully guard the confidentiality of all client contacts. We must have written permission from a client to let you know whether or not they have come to counseling.

For additional information on identifying and intervening with students who may be at risk for suicide, see the Ask-Listen-Refer online tutorial: www.asklistenrefer.org/umsl.

Revised May 2013

Career Services Information for Faculty

278 Millennium Student Center, 314-516-5111
http://careers.umsl.edu, careerservices@umsl.edu

How Career Services Can Help You

Career Resource Lab Visits and Assignments

Faculty can arrange to bring students to Career Services for an orientation to the Career Resource Lab by contacting our office at 314-516-5111. Many faculty also assign projects such as writing a research paper on careers of interest, and/or attending Career Services workshops or events in order to engage students in the career-decision making process while enhancing their academic skills.

Classroom Presentations

Our professional staff is available to make presentations to your students on career-related topics, including:

- What Can I Do With This Major...?
- Introduction to Career Services
- Gaining Career-Related Experience (internships, co-ops, part-time jobs)
- Effective Job Search Strategies
- Resume Writing
- Interviewing Skills

To schedule a class presentation, please contact our office at 314-516-5111.

Advance notice is required.

Gain Access to UMSLCareerKey, an Employer/Job Database

Gain access to our employer database which includes internship & job postings. You will be able to search on:

- Employers listed in the database
- Current internships and jobs listed in the database with the ability to search by organization name, major, job type and job category
- Career Events (both on-campus and off-campus)

To be activated in this system, please request an account by emailing your name, title and department to careerservices@umsl.edu. You will be notified via email once your account has been set-up.

Post a Job

If you and/or your department hire student workers (through work-study funding or department budget) Career Services posts these positions on our website. These postings are accessible to all students.

Employer Inquiries and Requests

When you receive employer inquiries or requests for student referrals, please consider referring the employer to Career Services as another campus resource to post a position. Contact Julie Kraemer, Employer Relations Coordinator.

How Career Services Can Help Your Students

Services are available to all degree-seeking students and recent graduates (up to two years after graduation)

Career Readiness & Coaching

Students can make an appointment with a Career Services Professional to get assistance in the job search. We are available to assist in guiding students and recent graduates in the job search for internships/co-ops and full-time degree-related positions.

Career Counseling & Exploration

Students can meet with a Career Services Professional to evaluate their career development. Career development services are designed to help students with choosing a major and/or career. We offer career assessments, on-line resources and individual assistance to guide students in their career decision-making.

Job Search Assistance

Weekly workshops on Resume Writing, Interviewing Skills, Social Media & The Job Search, Exploring Careers & Strategies of a Job Search and more. Mock interviews available.

Programs

- Etiquette Luncheon - Held each year to assist students in polishing their dining etiquette and professional savvy.
- Teacher Panel - Designed for education majors in their last semester of study (during student teaching). Personnel Superintendents and Human Resource Directors serve on a panel and give students an overview of the job search process.
- Annual job fairs—admission is free to students who pre-register
 - September UMSL Fall Internship & Job Fair
 - March UMSL Spring Internship & Job Fair
 - April UMSL Education Career Fair

Fall and Spring Internship & Job Fairs for all majors; Education Career Fair for Education majors

Access to Internship & Job Leads

Our web-based software, UMSLCareerKey, enables students and recent graduates to conduct a job search on-line 24/7. They will have access to job leads (internships, co-ops, and part-time degree-related and professional positions), on-campus interview opportunities and resume referrals to employers. Visit <http://careers.umsl.edu> and click on UMSLCareerKey Student/Alum Login to be activated.

College Liaisons

Career Services has designated professional staff members to connect with the colleges. Call 314-516-5111 to speak with:

Arts & Sciences – Rachel Boehlow
Business – Jennifer Nelson
Education, Engineering & Nursing – Kristen Wilke
Fine Arts & Communication – Emily Rapko McEneny
BGS – Teresa Balestreri

Revised July 2013

Math and Writing Academic Center

222 SSB, 314-516-6863

Chris Schott, Writing Center Coordinator, cschott@umsl.edu

Suelynn Duffey, Writing Program Administrator, duffeys@umsl.edu

<http://www.umsl.edu/~umslenglish/Writing%20Lab/index.html>

The Writing Center is every writer's campus resource for face-to-face as well as online writing consultation. It can help students become better writers and develop confidence in their writing. It can make excellent writers even better. In its new, larger, wired, and more conveniently located space, SSB 222, it will easily facilitate collaborative learning projects and other kinds of group work. The Center is free to all UMSL students and especially helpful to international students, where the Center's writing consultants have training and experience working with ESL students on specific writing issues. Center services are available online through MyGateway.

The consultants are friendly graduate students from the English Department. They help students understand the assignment, generate ideas, focus thesis statements, integrate sources, and re-organize drafts, among other tasks. Consultants also show students how to identify and correct their own grammatical errors. Students need to understand, however, that the Center does not serve as a drop-off proofreading service. While students may visit the Center during any stage of the writing process; they will get the best results if they come in early—both in the writing of a paper and in the semester.

To work with a consultant, students are advised to make an appointment online at <http://umsl.mywconline.com>. The consultants see walk-ins without appointments as time permits, but it is important for students to remember that scheduled appointments are always seen before walk-ins. At the same site, <http://umsl.mywconline.com>, students also have a variety of online consultation option. Students can meet live with writing consultants via a chat room session to work on writing. Another option is to submit papers as electronic files, which consultants will read and make marginal comments on, and return them via the appointment software. As an additional, more interactive online option, the Center also offers tutoring through the virtual world Second Life, which can be accessed by going to <http://umsl.mywconline.com> and selecting "Meet Online in Second Life" schedule. In addition, the Center web page (<http://www.umsl.edu/~umslenglish/Writing%20Lab/index.html>) includes advice on topics from punctuation to Writing across the Curriculum, as well as information on the Center schedules, policies, and staff. Finally, the Center has a course site on MyGateway, where students can submit their papers to Turnitin.com.

Consultants visit classes at the instructor's request, to introduce the Center or talk about such topics as citing sources. Some instructors choose to encourage their classes, or individual students, to use Center services by offering extra credit, or by simply requiring a visit. The Center coordinator, Chris Schott, is happy to work with instructors on these or other matters. The Center also joins with the English as a Second Language program to present workshops on grammar, punctuation, writing research papers, and issues surrounding intellectual property and plagiarism. Other small-group programs are being developed to take advantage of technology in the new facility.

Revised July 2013

Math and Writing Academic Center

222 SSB, 314-516-6863,

Al Stanger, Math Center Supervisor, stangera@umsl.edu

<http://www.cs.umsl.edu/lab/mathlab.html>

What is the Math Academic Center?

The Math Center is a free, walk-in tutorial service which offers assistance to students in math courses and in math-related courses. No appointments are needed; students are helped on a first-come, first-served basis. Because the Math Center is designed to assist as many students as possible, we cannot offer extensive, one-on-one tutoring. Students who need extensive tutoring, may want to consider hiring a private tutor. The Department of Mathematics and Computer Science maintains a list of students willing to do private tutoring.

Why should students come to the Math Academic Center?

For those currently enrolled in a math course, the Math Center is a good place to sit and do homework. As questions arise on a homework assignment, tutors are available to answer them. Having questions answered as the need arises, allows students to finish assignments in less time and with less frustration.

For those having trouble understanding the material that's being taught in class, Math Center tutors can offer a quick review of the mathematical concepts that are important to better understanding. The Math Center is not a substitute for class, but tutors will help those who miss a day of class catch up on the material presented in class.

Tutors are also available to help students prepare for a math assessment test by reviewing and working on comprehension of the test preparation materials.

When should students come to the Math Academic Center?

Students are welcome to visit the Math Center any time it is open. They are encouraged to make the Math Center a regular part of their study routines. That way, they are assured of being up to date and more relaxed with concepts when the test time comes.

The Math Center tends to be busier during testing periods (usually the fourth, eighth, and twelfth weeks of the semester) and during final exams. Keep in mind that when the Math Center is busier, tutors must divide their time among more students, so individual students may not be able to get as much individual attention during those times – another good reason to encourage students to take weekly advantage of the Center.

What happens when students come to the Math Academic Center?

It is important that we keep track of the number of students who use our services. To help us compile statistics on Math Center usage, students swipe their student ID cards in the reader at the front desk each time they visit the facility.

Many students use the Math Center as a convenient place to do their homework, so it's not unusual to see students quietly working on their own or in small groups. Students can make themselves comfortable at tables or easy chairs, working alone or with others.

The Math Center is a place where active learning occurs. Students are advised, “if you like to be in stony silence while you study, you may find the discussions taking place around you in the lab are a distraction. If you need complete silence to study, the Math Center is still a good place to get your math questions answered, but you may decide your intensive studying is better done in a place like the library”.

Who works in the Math Academic Center?

Math Center tutors are graduate and undergraduate students who are majoring in math, math education, business, chemistry, computer science, economics, and physics. A full-time faculty member supervises the Math Center.

What are the Math Center Hours?

For Fall and Spring Semesters:

Monday	9:00 a.m. — 7:00 p.m.
Tuesday	9:00 a.m. — 8:30 p.m.
Wednesday	9:00 a.m. — 8:30 p.m.
Thursday	9:00 a.m. — 7:00 p.m.
Friday	9:00 a.m. — 1:00 p.m.
Saturday	CLOSED
Sunday	1:00 p.m. — 5:00 p.m.

Check the Math Center for hours during finals.

Revised July 2013

Language and Communication Services for International Faculty Members and Visiting Scholars

English for Academic Purposes

560 Clark Hall - 314-516-5186

www.umsl.edu/divisions/artscience/forlanglit/languages/esl.html

Seminar for International Faculty Members

This semester-length program, created for faculty members, offers informal meetings to discuss a variety of topics selected by the group, including but not limited to:

- Understanding U.S. students' attitudes and behaviors
- Using strategies to engage students and increase effective communication
- Helping students respect and value the international perspective you bring to UMSL
- Catching on to idioms, cultural references and humor in American English
- Consultation on pronunciation rules and intonation patterns in American English
- Living and working in the St. Louis area

Meetings are usually held over lunchtime. There is no cost to participate. Faculty members at UMSL may also request individualized feedback on speaking skills and professional presentations. To register, contact Denise Mussman, ESL Coordinator, at 314.516.5186 or denise@umsl.edu. Direct questions about the seminar to Peggy Cohen, Associate Provost for Professional Development, at 314.516.5308 or peggy_cohen@umsl.edu

UMSL offers several advanced courses in English for non-native speakers who would like to improve their oral communication patterns by:

- Increasing their discussion and presentation skills
- Acquiring a better understanding of native speakers
- Working on pronunciation, word stress, rhythm and intonation
- Feeling more *confident* while speaking English

The Seminar for International Teaching Assistants (ITAs) (EAP 5400)

International faculty members are welcome to audit this course which is required (and offered at no charge) for international graduate students. The goals of the seminar are to understand cultural differences in teaching, improve the organization of lectures, and to reduce accent and improve the pronunciation or word stress of field-specific vocabulary. Strategies to facilitate communication such as elicitation, interaction, and dealing with questions or tricky situations are also emphasized.

English for Academic Purposes Language Program and Services for International Students

English for Academic Purposes

560 Clark Hall - 314-516-5186

www.umsl.edu/divisions/artscience/forlanglit/languages/esl.html

UMSL is proud of its diverse student population. With over 1000 students representing 100 countries, international students enrich UMSL's academic experience with their various backgrounds and perspectives. During their first semesters, however, new international students are still making adjustments to the new language, culture and academic system. To assist this transition, UMSL offers supplementary classes in English for Academic Purposes (EAP).

When international students arrive for Orientation Week, they take the EAP Proficiency Exam to learn whether they will benefit from taking a course for academic language support. Results are recommended, required or exempt and are sent by email to academic advisors. Further, a diagnostic exam is given on the first day of EAP classes to learn if reassessment is needed. Students who are in a 3000-level class will be reassessed at the end of the semester to determine whether their skill levels require additional support with 4000-level course. Exchange students are tested and encouraged to enroll in EAP courses; however, non-degree seeking students may consider other academic requirements when they decide upon their course schedules. Permanent residents are not required to take the EAP Proficiency Exam, but may do so at no charge.

EAP courses are offered at intermediate and advanced levels in Reading and Writing, Grammar for Writing and Speaking, Skills for Academic Success, and Oral Communication. There are advanced courses in Writing Research Papers and a Seminar for International Teaching Assistants. Three 4000-level classes will count toward the graduation requirement in the Colleges of Business, Arts and Sciences, and Fine Arts and Communication. In addition, international students may seek exemption from the foreign language requirement.

EAP Classes Help International Students

- Improve their active English language skills
- Gain confidence
- Ease the cultural and academic transition to the American university
- Meet other international students
- Improve academic success and grades in other courses

EAP Classes

- Are for course credit and include grades that affect the grade point average
- Are taken concurrently with mainstream classes and must be completed the first year
- Are limited to 15 students or fewer
- Are taught by qualified, experienced instructors who possess graduate degrees in TESOL

If you have an international student who is struggling in your course, please meet with him or her individually in your office. Often, international students are reluctant to ask questions or offer comments during class due to cultural differences in classroom expectations or they may feel

awkward about their language skills. Please contact the EAP Coordinator with your questions or concerns.

Other campus resources that help international students succeed include:

- ESL/EAP tutors in the Foreign Language Resource Center in 555 Clark Hall.
- The Writing Center in 222 SSB, which also offers workshops in grammar and other writing skills to all UMSL students
- Free study seminars and individual counseling
- Various student groups such as Friends without Borders, the Japanese-American Student Association, the Chinese-American Corner, and programs at the International House. Information on student groups is updated through their Facebook pages

Revised June 2013

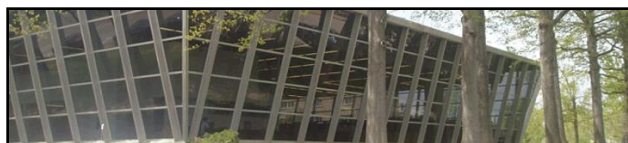
The Libraries of the University of Missouri—St. Louis

<http://www.umsl.edu/library>

Three Campus Libraries

The Thomas Jefferson Library

(North Campus. 314-516-5060) contains thousands of book and periodical subscriptions in a variety of disciplines such as the social sciences, humanities, sciences, and business. The Thomas Jefferson Library also has numerous items in microfilm and microfiche and is a United States Federal Government Documents Depository. Access to electronic resources is available through the Library's website.



The collections of the **Ward E. Barnes Library** (South Campus. 314-516-5576) focus on nursing, optometry and education.

The **St. Louis Mercantile Library** (North Campus – in the Thomas Jefferson Library building. 314-516-7240) founded in 1846, is the oldest cultural institution west of the Mississippi. The Mercantile is comprised of books, manuscripts and art focusing on St. Louis and Westward Expansion, as well as the Barriger and Pott Libraries, special libraries focused on the American Rail and River experiences.



The UMSL Libraries house two independent archival collections within the TJ Library Building:

- The **University Archives** (314-516-5129), a collection of the documents and records of the University of Missouri St. Louis;
- The **State Historical Society of Missouri Research Center – St. Louis** (314-516-5143), collects, preserves, and makes available primary materials documenting the history of the city, the state, and the region.

Keep Connected to the Libraries

Facebook: <http://tinyurl.com/UMSLlibraries> and <http://tinyurl.com/Mercantile-Library>

Twitter: <http://twitter.com/UMSLlibraries>

Twitter RSS Feed: http://twitter.com/statuses/user_timeline/121200494.rss

Library Update Listserv: Email your name and address to e-ref@umsl.edu to subscribe

The Libraries of the University of Missouri—St. Louis

<http://www.umsl.edu/library>

Single Search with Summon

A prominent feature of the Libraries' homepage is the single search box, Summon. This easy-to-use search tool can be used to search most UMSL Libraries' resources including books and journal / newspaper articles. You can refine your Summon search in many ways including Content Type (journal articles, books), Subject Type, and Library Location. Remember when you are on the UMSL Libraries' homepage you can still do a more traditional search for books by clicking on the Books/Catalogs link or journal articles by clicking on the Articles/Databases link.



Free scanning in the Libraries

Instead of paying for photocopies, scan your materials for free and send them to your email with our **Bookeye Scanners!** The scanners are located on level 3 of the Thomas Jefferson Library and in the Ward E. Barnes Library.

Café TJ is open for business!

Stop by the Thomas Jefferson Library to enjoy a full range of Starbucks' coffees plus snacks, sandwiches and wraps prepared by Sodexo.



Library Selectors and Departmental Liaisons

- Each department on campus is represented in the library by one of our staff members. This person consults with the departmental liaison and selects new materials to be added to the libraries' collections.
- If you have a suggestion for a book/resource the library should purchase, please contact the library selector or your departmental liaison.

Library Services

- **Library Instruction**—UMSL Librarians are available to conduct a library instruction session for your students. Contact Chris Niemeyer (314-516-7008, niemeyer@umsl.edu) at Thomas Jefferson Library or Betsy Williams (314-516-4322, betsy.williams@umsl.edu) at W.E. Barnes Library.
- **Interlibrary Loan**—The Interlibrary Loan (ILL) Department borrows materials from, and lends materials to, other libraries. To use Interlibrary Loan, please come to the Thomas Jefferson Library Circulation Desk or call the ILL extension at 314-516-5066. There will also be a link for ILL and other library services on the new website.
- **Reserves**—Faculty can request that books or videos be put on Reserve for their classes (paper materials such as articles and copies of tests should be embedded directly into MyGateway.) To reserve a book or video, please come to the Thomas Jefferson Library Circulation Desk or contact Barbara Hufker (314-516-5399, sbjhufk@umsl.edu)

Electronic Resources at the University Libraries

In addition to the one-search box coming this fall, the libraries offer the following electronic resources:

- The **MOBIUS Union Catalog** allows faculty and students to retrieve books from over 60 libraries in Missouri;
- Peer-reviewed, full-text **journal articles** are available to faculty and students through subscription databases;
- Online **library instruction tutorials** covering search techniques, database searching, peer review, nursing, and much more (look under "Research Help" on the new website coming this fall);
- **Research Guides** covering many topics in the arts, humanities and sciences (look under "Research Help" on the new website coming this fall).

Section V: Teaching and Learning

Essential Elements in a Course Syllabus

Center for Teaching and Learning
519 Lucas Hall, 516-4508
Margaret W. Cohen, Director
www.umsl.edu/services/ctl

A well constructed syllabus is an agreement between instructor and students that conveys instructor expectations and course requirements, stimulates student interest in the course, and clearly outlines student responsibilities during the semester. When these details are included in writing in the syllabus and attention is called to them as the semester begins, faculty members are likely to avoid problems later in the semester. When questions arise about the course or syllabus, the department chair, course coordinator, and others who regularly teach the course are available as consultants. This template is offered as an aid. Its basic elements may be expanded and customized to the course. Submit a copy of the syllabus for each course to the department office each semester.

Course Identifiers: Bulletin title, curricular designation and number, semester and year

Instructor Identifiers: Name, office location and office hours (including virtual office hours), phone number(s), online and web addresses for course materials, email address (and frequency with which you respond to messages)

Course Description: as printed in the Bulletin including course prerequisites

Course Objectives, Goals or Learning Outcomes: What will students know and be able to do at the end of the semester? How does the course support knowledge in general education or the major, the program, or other requirements?

Accreditation: When a program is accredited by an accrediting or certifying agency and a course fulfills a disciplinary standard of the accrediting organization, indicate this on the syllabus by identifying the professional organization and the standards met by completing this course.

Materials Required and Recommended: texts, workbooks, supplements, equipment, software and hardware, reserved readings. Note where materials can be rented, purchased, or borrowed, and where students can find course materials (libraries, MyGateway, web links). Guide students to understand which purchases are essential and which are recommended.

Semester Schedule of Topics (*always indicate that the schedule is “subject to modification”*): Identify the semester, year, and reference number for the course. Indicate for each week (or class or module) of the semester the specific readings and assignments that are due. Include the lab schedule, deadlines for reports and requirements, when films, field experiences, tests, and exams are planned.

Important Dates for the Semester: In the semester schedule insert dates students can use as benchmarks to assess their enrollment decision and progress to their goals: last day to enroll, last day to withdraw from a course without receiving a grade, mid-semester, last day to withdraw from a course with a grade.

Instructional Strategies: indicate the instructional formats (lecture, discussion, demonstrations, activities, lab, seminar, service-learning, online, on campus, etc.) and supports you intend to use so that students make plans to participate, work in groups, work online, schedule practica, labs, and projects.

- Indicate how technology will support the course. Explain your plans to use MyGateway to post assignments and grades, your expectation that students regularly check their UMSL email, indicate the software and hardware students will access to participate fully in class.

- Encourage students who experience initial academic difficulty on the first graded assignment to meet with you to discuss the work so that you can identify and suggest strategies to improve their performance.
- Indicate your interest in referring students to various campus resources that will strengthen their work and/or indicate your intention to connect them with the resources via the “Academic Alert” system.

Evaluation Criteria and Grading: List the value of all requirements, assignments and projects, tests and exams, attendance and participation relative to the course total. Include a grading scale showing how points earned during the semester will be assigned letter grades.

- Indicate how and whether incremental (plus/minus) grading applies to this course.
- Indicate how tardiness, attendance, and class participation affect semester grades.
- Indicate, when applicable, the minimum grade required for degree or certificate programs.

Faculty Expectations and Policies: Send clear messages to students about your expectations, requirements, and standards for coursework and behavior. Consider developing common messages regarding academic honesty, civility, disability access, and other campus procedures that appear in all the syllabi of a multi-section course or that appear in all syllabi from a department. Include a section that alerts students to Campus Safety procedures. Create your own or modify, adapt, or adopt the messages below:

- **Enumerate policies about attendance, late work, missed deadlines and tests, make-up opportunities, delayed grades. Examples are:**
 - Your success in this course is important to me. When I believe that the programs offered by Student Retention Services (SRS) will help you academically, I will send a referral via the campus *Academic Alert System*. The SRS offers assistance tailored to specific instructional needs. Learn about the Academic Alert system in the online Student Planner, <http://www.umsl.edu/~umslsrs/Academic%20Intervention%20Programs/alert.html>
 - Make-up tests must be taken within a week. Arrangements will be made with the Campus Testing Center to administer this test.
 - Lab reports are due on Fridays. Five points will be deducted for each day that the report is overdue.
 - Late papers will not be accepted. Delayed grades will not be assigned. Please speak with me early to resolve problems you encounter.
 - Class attendance and participation is essential for success. When you are absent, it is your responsibility to clarify missed assignments with classmates or with me prior to the next class.
 - If you expect to miss class to participate in a university-sanctioned activity, be sure to submit a Student Absence Form early in the semester so that we can discuss your responsibilities and make plans to fulfill the requirements of the classes you will miss.
 - If you expect to miss class due to a religious observance, early in the semester submit a Request for Accommodations for Religious Observance so that we can discuss your responsibilities and plan so that you meet course obligations and requirements.
 - Please make an appointment to discuss with me any requests for exceptions to these policies.
- **Enumerate expectations for submitting required work:**
 - Submitted work will be typed, double-spaced and submitted in print, electronically, etc.
 - Written work must adhere to the style of the discipline: MLA, APA, Chicago Style, etc.

- Written work will be evaluated for composition and grammar. Be sure to precheck your essays with spellcheck and by using Turnitin and, revise them when necessary, before submitting. Enroll in Turnitin online in MyGateway or stop by the Writing Center (222 SSB).
- When students' work conveys that they require additional help in _____, students will be referred to the Mathematics and Writing Academic Center, Net Tutor, Supplemental Instruction tutors, Student Retention Services, or other campus supports. I also plan to use the Academic Alert system when I believe this academic support will help you succeed this semester.
- **Academic Honesty:**
 - Plagiarism is the use of another person's words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, and dismissal from the University. View this campus policy here:
<http://www.umsl.edu/services/academic/assets/PDFs/Dishonesty-Rev-9-08.pdf>
 - Students are responsible for being attentive to and observant of campus policies about academic honesty as stated in the University's Student Conduct Code:
<http://www.umsl.edu/~webdev/bulletin/student-conduct.html>
 - To avoid accusations of academic dishonesty, please submit all written work to the Turnitin System before finalizing what you submit for evaluation. Check information about The Writing Center @UMSL that is linked to MyGateway Home.
- **Civility:**
 - Turn off beepers, cell phones, and other devices during class. Adherence to the Student Conduct Code is expected.
 - My commitment is to create a climate for learning characterized by intellectual diversity and a respect for each other and the contributions each person makes to class. I ask that you make a similar commitment.
 - I am committed to insuring a positive learning environment by respecting that University policy:
<http://www.umsl.edu/~studentplanner/Policies%20and%20Procedures/positive.html>
 - It is vitally important that our classroom environment promote the respectful exchange of ideas. This entails being sensitive to the views and beliefs expressed during class discussions. Please speak with me before recording any class activity. It is a violation of University of Missouri policy to distribute such recordings without my authorization and the permission of others who are recorded.
- **Access, Disability, Communication:**
 - Students requiring special accommodations should meet with me during office hours so that we can discuss how to meet your needs this semester. Prior to our meeting be sure you have met with someone in Disability Access Services (MSC 144).
 - If you have difficulty communicating in English with the instructor of this course, contact Professor _____, the chairperson of the _____ Department in _____ Hall, room xxx or call this person at (insert office telephone numbers).
- **Campus Safety**
 - All members of the UMSL community are encouraged to register their home, cell, and office phone numbers to receive notification of any pending danger on campus. Find instructions here: <http://safety.umsl.edu/police/notification/index.html>

- In the event of an emergency on campus, call Campus Police at 314.516.5155. A call to 911 on a cell phone only, will go to the St. Louis County Police. The St. Louis County Police will notify UMSL Police, but this may cause a delay in response. Campus Police know the best way to escort emergency vehicles to locations on campus.
- If you do not feel comfortable walking to a parking lot, MetroLink stop, or anywhere else on campus, contact the Campus Police for an escort: 314.516.5155.
- The University of Missouri – St. Louis is committed to creating and maintaining a safe environment for all members of the campus community (faculty, staff, students and visitors). Please familiarize yourself with campus emergency procedures by reviewing the UMSL Police Department web pages at: <http://safety.umsl.edu/emergency> These pages highlight possible safety concerns and alert you to procedures to follow should there be an emergency on campus. The site also includes a link to the campus plan for disaster preparedness. It is important to review this information and be prepared to take action in the event of an emergency. If a person's safety is ever at risk, **call the Campus Police at 314-516-5155 immediately.**

The Center for Teaching and Learning's website includes sample statements of civility, academic honesty, and disability access. These are available for faculty to adapt at: http://www.umsl.edu/services/ctl/Faculty/Resources_for_Teaching/index.html

Some departments expect all syllabi to include standard statements of these policies in each course syllabus. Be certain to check whether this is the case in your program.

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Syllabus Related

- Include guidelines of your expectations
- Include guidelines for behaviors expected in class
- Encourage respect for diverse perspectives
- Discuss the syllabus more than once
- Consider a syllabus “quiz”

Welcome Student Participation

- Add a welcome announcement to each course on MyGateway
- Help students meet one another as you learn their names
- Welcome latecomers and gently urge them to catch up by conferring with a classmate
- Use “Wait Time”: offer time to think about a question before calling on someone to respond to it
- Reduce the anxiety of responding by first “talking to a neighbor”

Make Course Organization Public

- Include a semester schedule with due dates, test dates, academic calendar dates (e.g. last day to withdraw, etc.)
- Note that the calendar is “subject to modification”
- Post an agenda for class meetings: students want to know your plan
- Take a restroom break in classes which meet for more than 75 minutes
- Present material that is already well organized: charts and graphs help illustrate complex concepts

Effective Learning is Engaging for Students and Professors

- Plan a variety of activities to illustrate concepts and ideas: discussion, small groups, videos, in-class exercises, online discussions
- Project slides **and** read them aloud
- Limit the messages you send each half hour – check for student understanding
- Listen to students’ questions, comments, interpretations, misconceptions
- Refer students to UMSL resources designed to support their academic success
- Rely on campus resources that support instruction

Revised July 2013

Mid-Semester Feedback

Center for Teaching and Learning

519 Lucas Hall, 314-516-4508

https://apps.umsl.edu/webapps/ITS/Early_feedback/login.cfm

The Center for Teaching and Learning offers an online system for faculty to receive feedback from currently enrolled students at the mid-point of the semester. Results from the mid-semester feedback enables faculty members to know, use, and respond to students' sentiments while the semester is in progress. In this way, instructors and students benefit from the adjustments and modifications that are made in response. Research demonstrates that end of semester course evaluations are stronger for faculty who use and pay attention to early feedback from their students. This system is completely electronic.

1. Why ask my students to offer mid-semester feedback?

Research shows that mid-semester feedback

- Improves communication between students and instructor.
- Increases student motivation.
- Improves student learning.
- Assists instructors in tailoring the course to student needs.
- Improves end-of-semester evaluations.

2. Do I have to use the service in all of my courses?

When you log into the system you will see a list of the courses you are currently teaching. You may select which courses to include.

3. Who may request mid-semester feedback services for a course?

Two people may request feedback for a course. (1) Instructors of record may request feedback. (2) Professors who work with Teaching Assistants are required to request feedback for the TA(s).

4. Why has the University of Missouri included Teaching Assistants in mandatory mid-semester feedback?

This allows the campus to comply with the University of Missouri Instructional Communication Policy (CR & R 330.090) to assess instructors' communication skills. If you are a Teaching Assistant, be advised that the Instructor of Record, Graduate Program Director, and the Graduate Dean may have access to your data as they implement the policy.

5. How do I prepare my students to participate?

It is helpful to announce in class that you have signed up to participate in a campus service that compiles students' feedback at the mid-point in the semester. Explain that you have registered the class and that they will be receiving an e-mail message in their *student mail accounts* that contains instructions for completing the survey. Indicate why their feedback is important to you and why you are participating. Ask them to complete the survey when they receive the message. Remind them again before the survey site closes. The timeline will be posted on line. There are deadlines for registering for the service so that all students are notified at the same time about the open and final response

dates. This is a good opportunity to remind students that they will receive this message in their student mail accounts – that’s how they receive official UMSL mail.

6. Why isn't a course of mine listed as a choice to request mid-semester feedback?

This may be an indication that you are not properly assigned as the instructor of record by your department. To make the changes needed in your assignment, please ask your department assistant to contact Diana Johnson in the Registrar’s Office by phone 314.516.5679 or by email: djohnson@umsl.edu

7. Who has access to my students' results?

If you are the instructor of record, only you have access to these results. We recommend telling your students why you have chosen to participate. After you go online and view the results, we recommend telling students how you plan to use their feedback in the current semester or in future semesters.

If you are a Teaching Assistant, Graduate Instructor, or Graduate Teaching Assistant, be advised that the Instructor of Record, Graduate Program Director, and the Graduate Dean may have access to your data as they implement the University of Missouri Instructional Communication Policy (CR & R 330.090) to assess instructors' communication skills.

If you would like to discuss the results with a consultant, please contact the Center for Teaching and Learning via phone 314.516.4508 or email: ctl@umsl.edu

8. How do I see my results?

Return to the secure web page and login with your SSO ID and password, as you did when registering to participate. Preliminary results are available once students begin to respond. Watch the results accumulate and, if necessary, encourage student participation. Once the date has passed for student participation, the system will indicate that the results are final.

9. Whom may I contact for help as I use the mid-semester feedback request system?

Contact the Center for Teaching and Learning at 314.516.4508.

10. What if I miss the registration deadline but really want the feedback?

We recommend printing out, copying, and distributing the survey to your students at the end of class one day. Identify a student to collect the completed surveys, seal them in an envelope you provide, and deliver to your office. As with semester course evaluations, please leave the classroom while students complete the surveys.

11. Where can I find the login page, FAQs, and view the survey?

Access it here: https://apps.umsl.edu/webapps/ITS/Early_feedback/login.cfm

Revised July 2013

Nuts and Bolts for Teaching at UMSL

College of Arts and Sciences and College of Fine Arts and Communication
303 Lucas Hall, 314-516-5501
www.umsl.edu/divisions/artscience/

Be alert to the class roster:

- Please remind students who are not on the roster to register. It is important for them to understand that if they are not on the roster you will not be able to grant them a grade at the end of the semester, even if they have attended daily and completed all assignments.
- If you have a class with a waitlist and you are willing to allow more students to register, indicate that in a signed note for the student to take to the Registrar or to the appropriate Dean's Office for advising so that he or she will be able to add the course. An email to the Dean's office or Registrar would also suffice.
- Consider sending email messages to waitlisted students to suggest that they attend all classes until they know whether or not they'll be added to the course; this way, they will not fall behind.
- Drop/Add forms are available in each Associate Dean's office. Call your Associate Dean's Office for a supply. Please announce on the first day of class that while during the first week students may add and drop classes electronically, they will not be able to do so without instructors' permission after the first Sunday of the semester. Consult the academic calendar for the cut-off dates.
- After the first week of class, please announce that those not able to register must leave.
- It is **never** okay to suggest that a student retake a course by "sitting in" (rather than registering) for a semester on the assumption that you or another professor will replace the delayed grade with that semester's grade.

Grades:

- Please include the grading scale for the semester in the course Syllabus.
- Please include information in the Syllabus about whether and how students will receive credit for attendance and class participation.
- Many students do not understand that they must officially drop a course; even if they've stopped coming to class, faculty are obligated to assign a grade to them. Noting key drop dates on the course schedule of assignments helps to alert students to these responsibilities.
- If it is necessary to assign a delayed grade, do so only if one single assignment or activity remains incomplete. Do **not** use a delayed grade to avoid assigning an "F".
- When you assign a delayed grade in MyView, you must indicate the agreement that you have with the student to complete the course (requirements and due dates).
- Please use the Grade Center in MyGateway so that students know exactly how they are doing as the semester progresses. At regular intervals during the semester and at the end of the term upload the grade book as an Excel file so that you can maintain records of each drop, excused, delayed grade, and letter grade you assign. In extenuating situations, record notes to document and justify your reasoning.
- Grade appeals. The complete explanation of the grade appeal procedure is linked here: <http://www.umsl.edu/bulletin/appendix.html#grade>

- **MyView is the Official Faculty Web Grading site**

Access to MyView is contingent on completing the online FERPA tutorial and quiz. New faculty and Teaching Assistants with instructor-of-record responsibilities have access to MyView once they have completed the online FERPA tutorial and test. Contact the Registrar’s Office to make arrangements to get these online materials. Contact djohnson@umsl.edu or call 314-516-5679.

Consult the **Academic Calendar** for key dates for each semester and include them in the course syllabus: http://www.umsl.edu/services/academic/publications/academic_calendar.html

Semester	Classes Begin	Last Day To Add	Last Day To Drop W/0 Grade	Last Day To Drop W/Excused Grade	Classes End	Semester Ends
FS13	8/19/13	8/25/13	9/16/13	11/11/13	12/07/13	12/14/13
SS14	1/21/14	1/27/14	2/17/14	4/14/14	5/10/14	5/17/14

Expectations for Student Behaviors:

Expect courteous behaviors and convey that in class and in the Syllabus. Suggested messages include:

- Arrive on time
- Attend entire class
- Turn off all mobile devices
- Do not engage in extraneous conversations with other students
- If you allow eating and drinking in your class, encourage students to respect others around them as they consume their food and drink
- Do not leave trash in rooms
- Please respect your fellow students and do not disrupt class.

Convey the import of **academic honesty** and note that all instances of academic dishonesty will be referred to the Office of Academic Integrity (314-516-5304).

- NB: Faculty may fail the assignment that was completed dishonestly, but cannot assign a failing semester grade based solely on that assignment.

Use feedback:

- Students thrive on positive feedback.
- They learn from constructive feedback.
- Please use both.

Need help with issues in class or with grading decisions? First, discuss the question with your department chair. Then, feel comfortable consulting with your associate dean:

Beth Eckelkamp	Arts & Sciences Fine Arts & Communication	314-516-5501 314-516-5725	beckelkamp@umsl.edu
Michael Elliott	Business	314-516-5832	melliott@umsl.edu
Kathleen Haywood	Education	314-516-5872	kathleen_haywood@umsl.edu
Bernard Feldman	Engineering	314-516-6805	feldmanb@umsl.edu
Nancy Gleason	Honors College	314-516-6629	nancygleason@umsl.edu
Sandy Lindquist	Nursing	314-516-7177	sandy_lindquist@umsl.edu
Ralph Garzia	Optometry	314-516-5606	garzia@umsl.edu

Revised July 2013

Seven Principles for Good Practice in Undergraduate Education

(Source: A.W. Chickering. and Z.F. Gamson, *AAHE Bulletin*, 1987, **39**(7) 3-7)

Principle 1: Encourage Student-Faculty Contact

Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.

Principle 2: Encourage Cooperation among Students

Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' actions sharpens thinking and deepens understanding.

Principle 3: Encourage Active Learning

Learning is not a spectator sport. Students do not learn much just by sitting in classes listening to teachers, memorizing pre-packed assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.

Principle 4: Give Prompt Feedback

Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. When getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to assess performance and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

Principle 5: Emphasize Time on Task

Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators and other professional staff can establish the basis for high performance for all.

Principle 6: Communicate High Expectations

Expect more and you will get more. High expectations are important for everyone - for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations for themselves and make extra efforts.

Principle 7: Respect Diverse Talents and Ways of Learning

There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students who are rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learning in new ways that do not come so easily.

Implementing the Seven Principles: Technology as Lever

(Source: A.W. Chickering and S. C. Ehrmann, *AAHE Bulletin*, 1996, 49(2), 3-7)

Principle 1: Encourage Contacts Between Students and Faculty

Communication technologies can increase students' access to faculty members, help them share useful resources, and pave the way for joint problem solving and shared learning. These contacts can augment face-to-face contact in and outside of class meetings.

Principle 2: Develop Reciprocity and Cooperation Among Students

One of the early surprises about computer-based tools was the extent to which they encouraged spontaneous student collaborations. A clear advantage of email (and texting and tweeting) for today's busy, commuting students is that it opens up communication among classmates even when they are not physically together.

Principle 3: Use Active Learning Techniques

There is a staggering range of technologies that encourage active learning. Many fall into one of three categories: tools and resources for learning by doing, time-delayed exchange, and real-time conversation. Today, all three usually are supported by the software available on our laptops and desktop systems.

Principle 4: Give Prompt Feedback

Technologies provide feedback in many obvious and subtle ways. Computers play a growing role in recording and analyzing personal and professional performances. Teachers can use technology to provide critical observations for an apprentice. E-portfolio evaluation strategies provide rich storage and easy access to students' products and performances.

Principle 5: Emphasize Time on Task

New technologies can dramatically improve time on task for students and faculty members. Some years ago a faculty member told one of us that he used technology to "steal students' beer time," attracting them to work on course projects instead of goofing off. Technology also can increase time on task by making studying more efficient. Teaching strategies that help students learn at home or work can save hours that may have been spent commuting and parking!

Principle 6: Communicate High Expectations

New technologies can communicate high expectations explicitly and efficiently. Significant real-life problems, conflicting perspectives, or paradoxical data sets can set powerful learning challenges that drive students to not only acquire information, but sharpen their cognitive skills of analysis, synthesis, application, and evaluation. Faculty members are reporting that students are stimulated when they realize their finished work will be "published" on the World Wide Web.

Principle 7: Respect Diverse Talents and Ways of Learning

Technological resources can ask for different methods of learning through powerful visuals and well-organized print; through direct, vicarious, and virtual experiences; and through tasks requiring analysis, synthesis, and evaluation, with applications to real-life situations. They can encourage self-reflection and self-evaluation. They can drive collaboration and group problem solving. Technologies can help students learn in ways they find most effective and broaden their repertoires for learning.

STUDENT SUCCESS *in* COLLEGE

Promoting Student Success

What New Faculty Need to Know

Barbara L. Cambridge

Occasional Paper #12

Six Conditions that Matter to Student Success

- I. “Living” Mission and “Lived” Educational Philosophy
- II. Unshakeable Focus on Student Learning
- III. Environments Adapted for Educational Enrichment
- IV. Clear Pathways to Student Success
- V. Improvement-Oriented Ethos
- VI. Shared Responsibility for Educational Quality and Student Success



Starting a new position is exhilarating. The key challenge is to make the strange familiar as soon as possible. There are new policies to learn, new colleagues to get to know, and new surroundings to adapt to. All these aspects and more need to be understood and managed well in order to focus on the primary task at hand – teaching and learning. Of all that is new, to what should you attend first if you are committed to creating the conditions under which students learn best? How can you use your institution’s resources to help your students take advantage of opportunities to deepen their learning?

The suggestions offered here are based on an in-depth examination of 20 diverse four-year colleges and universities that have higher-than-predicted graduation rates and demonstrated through the National Survey of Student Engagement (NSSE) that they have effective policies and practices for working with students of differing abilities and aspirations. Consider adapting some of their approaches to assist new faculty at your institution.



National Survey
of Student Engagement

1. *Take the mission statement seriously*

Mission statements are sometimes seen as the concern of administrators rather than faculty members, but that attribution sells short the power of the mission statement. Instead of relegating their mission statements to use only by a few people or only on ceremonial occasions, faculty members at strong performing campuses enact the mission on a daily basis; indeed, they are “living mission statements.” Faculty and staff members cite the mission statement as they speak about what they do, refer to the mission statement in their syllabi, and embrace the particular emphases of their institution’s statement. For example, Gonzaga University’s engagement in heated discussion and quiet reflection about its identity as both a regional Catholic university and a national presence helped faculty members claim the core values of a Jesuit education. These values undergird faculty decisions about pedagogy and curricula.

As you learn to embody the mission of your institution in your work, you need to discover how the mission already gets enacted in this particular setting. Putting aside blinders of previous expectations, you can focus on the realities of this campus. If you come from another kind of institution or expect students just like those from the institution you attended, you may need to widen your vision to understand another kind of institution and to focus your vision to understand and affirm your real students. For example, at George Mason University, faculty development workshops include an emphasis on understanding GMU students, who are often commuting, working, and caring for families.

As a new member of the campus community, you can bring fresh eyes to the mission, adding to the campus’s commitment to its mission and its students. It is important also, however, to understand the current ways in which the mission is central to the policies and practices of your institution.

2. *Think of yourself as an integral cord in the institution’s safety net for students*

To do this, you need to first become familiar with the academic and social support programs and resources available on your campus. Although your first reaction may be that it is often difficult to learn about your own department or unit, campus programs and resources may be just the help that you and your students need. For example, what services does the library have to help your students sort through all that is available on the Internet?

Where can you refer a student who is dyslexic? And where does a student go who needs technical help with producing a video for a class project?

Strong performing campuses are aware particularly of the needs of their incoming students. They provide a dense web of student success-oriented initiatives held together by redundant early warning systems and safety nets. For example, Ursinus College has a team of two or more staff or faculty members who contact a student individually if they sense that the student is struggling. At the University of Texas at El Paso, an Entering Student Program brings together in one place all the services that an entering student needs, including new student orientation, the Academic Advising Center, and the Tutoring and Learning Center. Other colleges, like Fayetteville State University, have a University College that provides specialized advising and learning assistance programs. Students can access such programs and services at your institution if you yourself know about them and alert students who need them about the services.

3. *Learn the special qualities of your campus culture*

When done well, rituals can portray in powerful ways what a campus values. Special convenings and campus-specific terms of endearment and other language help evoke an institution’s identity and go a long way to supporting a sense of community. Celebrations of scholarship are widespread practices at strong performing institutions. The University of Michigan’s Undergraduate Research Opportunity Program conference is a popular campus event where students present

research in poster sessions. Wabash College’s Celebration of Student Research, Scholarship, and Creative Work features scientific research, poetry reading, dance, and music. Held when the Board of Trustees meets and classes are cancelled, it has become a campus tradition. In yet another annual event, Miami University’s Summer Scholars Symposium presents summer projects to students, faculty, and staff. Seek out the rituals and celebrations on your campus that you and your students can participate in for affirmation of learning. Space and location can be aesthetically and educationally important. For example, faculty know the cultural significance of landmarks and architectural features like Jayhawk Boulevard at the University of Kansas, the coherent brick buildings at Miami University, or the distinctive Bhutanese architecture at the University of Texas El Paso. George Mason takes advantage of its urban setting for service learning; University of Maine Farmington, its rural setting for

“ Supportive educators are virtually everywhere at strong performing institutions—teaching faculty, residence life staff, groundskeepers, and presidents... They are sensitive to what is and is not effective through reflecting on their experiences and are open to adopting or adapting good ideas from their colleagues elsewhere.”

environmental education. Learn about how the attributes of your campus shape the emotional and educational experiences of your students.

4. Pay attention to information supplied to you about the campus

The two pager from the institutional researcher who summarizes alumni survey data may seem unimportant in the midst of preparing for the next day of a class you are teaching for the first time. At that point it may be. But, return to the two-pager because learning about how the educational experience of your institution is viewed by those who have graduated can help in your decision making as you refashion that course. What content proved helpful as students entered the work world? What realizations about the value of certain content were delayed but very important in the lives of graduates? Absorbing as much relevant information as possible about who your students are and what they want and need will in the long run help you improve your teaching and service to students.

5. Partner with other educators on your campus and get to know those faculty, staff, and administrators whom you see as innovative and student-oriented

Supportive educators are virtually everywhere at strong performing institutions—teaching faculty, residence life staff, groundskeepers, and presidents. Bound together by a shared talent development philosophy, they are sensitive to what is and is not effective through reflecting on their experiences and are open to adopting or adapting good ideas from their colleagues elsewhere. Students are often a source of good ideas, such as those at Wheaton College where students play important roles in curriculum revision and educational policy. At the University of Maine Farmington, students are intentionally included in decision-making bodies so that faculty can learn from and with them, and at the same time students develop their leadership talents. An apocryphal story comes from Wofford College, where a graduating student introduced her parents to the two most influential persons for her as an undergraduate: the college president and Miss Rita, who runs a coffee shop in the Science Center and dispenses advice about academic performance and social life to all students who come her way. When a philosophy of learning is aligned across a campus and all educators enact it, students are more likely to see coherence in their learning inside and outside the classroom.

6. Provide frequent and timely feedback to students about their performance

“But I have so many students; how can I write comments on papers—or even assign them?” Research makes clear that frequent and timely feedback helps students to

improve, but you need to develop response strategies that can work in the reality of your teaching or work responsibilities. Find out what your colleagues who teach large classes or who include multiple assignments in courses do to respond in helpful ways to their students.

Students at strong performing colleges frequently comment on the importance of useful feedback. At California State University Monterey Bay, where many students live off-campus, that feedback is often on line so that it is readily accessible. At Sweet Briar College, students emphasize the quality of feedback that indicates ways to improve within a climate of high expectations. At The Evergreen State College, the practice of feedback is reciprocal: faculty members give extensive narrative feedback to students, and students offer feedback to faculty members on their teaching. You can model the importance of giving and of using feedback by asking your students about the helpfulness of your feedback to them and by telling them in what ways you are using their ideas to improve your own teaching.

7. Don't be afraid of the “A” word

Too many faculty and staff members who hear “assessment” immediately assume it is an unnecessary intrusion into academic freedom or an unwanted extension of administrative accountability. But think again. You want students to do well. You need to know how your teaching is helping or hindering your students’ learning, and there are formal and informal ways to obtain this information.

Strong performing campuses have what may be called positive restlessness. They want to improve. For example, team teaching faculty members at Evergreen College reinvent their courses annually based on data from the past year. Faculty Learning Communities at Miami University focus on various topics, including assessing student learning in core courses. At Alverno College, assessment, collaborative problem solving, and improvement occur as part of a systematic ongoing process that shapes virtually every aspect of the institution. Through assessment, educators are able to create better conditions for learning and for helping students know how their learning is progressing.

8. Show that you value teaching and learning by taking advantage of and contributing to faculty development activities

Although you may have thrived in lecture-based graduate education, you need additional pedagogical strategies to engage the range of students in your college or university. When you are so busy as a new faculty member, you may be tempted to revert to what you experienced in graduate classes. If you need help in implementing alternatives, turn to the faculty development activities provided on your campus.

Collaborative, problem-based, service, and portfolio learning embody principles of learning clearly established in literature and practice. They acknowledge the importance of active learning and the varied ways students learn. For example, at Macalester, Sewanee, Wheaton, and Wofford, pre-enrollment summer reading activities establish the kind of intense discussions that will mark students' classes. George Mason's New Century College, Michigan's living learning centers, and Gonzaga's academic living communities offer interactive learning experiences. Find out what your campus does to encourage active learning and be a part of its initiatives.

Pressures on faculty for traditional research can divert attention from the central responsibility to educate students. At the beginning of your time on campus, establish that you value student learning and assert your need for attention, development, and assurance that can help you contribute to student learning.

Questions to Ponder:

1. List the people and units that you already know about that can help you be an effective teacher. What plan do you have to call on these resources?
2. Does your department, school, or college have teaching circles? Would you want to start one, perhaps with other new faculty members, to discuss teaching and learning issues and provide mutual support? Are there other practices that put you in regular contact with faculty and staff members with whom you can share challenges and triumphs
3. Pretend that you are writing a letter to a graduate school friend who is now teaching at another institution. What physical features of your campus and what rituals and traditions can you describe to that person to introduce her to your campus? Why are the ones you mention important to your introduction?
4. How have you built feedback into your classes
5. How are you building a support system among people in many roles on your campus? How are you getting to know people?

Answers to these questions from different types of strong performing institutions around the country are offered in *Student Success in College: Creating Conditions That Matter*. The book features what 20 diverse, educationally effective college and universities do to promote student success. The Documenting Effective Educational Practice (DEEP) project was supported with generous grants from Lumina Foundation for Education and the Center of Inquiry in the Liberal Arts at Wabash College. Altogether, the 24-member research team talked with more than 2,700 people during its 40 multiple-day site visits to the DEEP schools. Six properties and conditions shared by these colleges and universities are discussed along with a wide array of effective educational policies and practices that if adapted appropriately can help a campus create and sustain a culture that supports student success. The book can be used in faculty and staff development, strategic planning, institutional mission clarification, leadership development, and collaborative efforts between academic and student affairs. A companion volume, *Assessing Conditions for Student Success: An Inventory to Enhance Educational Effectiveness*, will be available in September 2005 and provides a template for institutions to use to identify areas of institutional functioning that can be improved to promote student success.

Sources:

Kuh, G.D., Kinzie, J., Schuh, J.H., & Whitt, E.J. (in press). *Assessing conditions to enhance educational effectiveness: The Inventory for Student Engagement and Success*. San Francisco: Jossey-Bass.

Kuh, G. D., Kinzie, J., Schuh, J. H., Whitt, E. J. & Associates (2005). *Student success in college: Creating conditions that matter*. San Francisco: Jossey-Bass.

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For additional briefs
visit NSSE Institute Project DEEP Related Papers,
<http://nsse.iub.edu/institute/>

Cite as: Cambridge, B. L. (2005). *Promoting student success: What new faculty need to know* (Occasional Paper No. 12). Bloomington, Indiana: Indiana University Center for Postsecondary Research.

Project DEEP Colleges and Universities	
Alverno College (WI) California State University at Monterey Bay (CA) The Evergreen State College (WA) Fayetteville State University (NC) George Mason University (VA) Gonzaga University (WA) Longwood University (VA) Macalester College (MN) Miami University (OH) Sewanee: University of the South (TN)	Sweet Briar College (VA) University of Kansas (KS) University of Maine at Farmington (ME) University of Michigan (MI) University of Texas at El Paso (TX) Ursinus College (PA) Wabash College (IN) Wheaton College (MA) Winston-Salem State University (NC) Wofford College (SC)

Section VI: Technology

Getting Started with *MyGateway*

Faculty Resource Center
105 Express Scripts Hall, 314- 516-6704, frc@umsl.edu

By the end of this session you will be able to:

1. Login to *MyGateway* and access course pages.
2. Navigate a *MyGateway* site as a student.
3. Complete the *Contacts* Information template for courses.
4. Post an *announcement* to students.
5. Upload a *document* such as a course syllabus.
6. Create an assignment using *Assignment Manager*.
7. Manage *Grade Center* entries.

Steps to Accomplish Objectives 1-7

Objective 1- Login to *MyGateway*:

1. Use an updated internet browser for access (i.e. Internet Explorer, Mozilla Firefox, Chrome or Safari).
2. Type in <http://mygateway.umsl.edu> (bookmark this page).
3. Enter your SSO ID and password.
4. If you do not know your SSO ID choose "Lookup your SSO ID" located under "SSO ID Tools."
5. Choose "Lookup Your ID" (located on the left side).
6. Type in your Employee ID number and click the "search" button.
7. The next window should show your SSO ID information.
8. To activate your account follow the instructions listed in the "Faculty/Staff" section of this page.

Objective 2- Navigate a *MyGateway* site as a student:

Once you have logged into *MyGateway*:

1. Under "My Courses: Courses where you are: Instructor" choose one of the courses listed.
2. In the upper right hand corner is a button that reads "EDIT MODE." When the button is turned "OFF" you are viewing a *MyGateway* course site as a student. When the button is turned "ON" you are viewing a *MyGateway* course site as an instructor.

Objective 3- Complete the *Contacts* Information template:

Once you have logged into *MyGateway*:

1. Under "My Courses: Courses where you are: Instructor" choose one of the courses listed.
2. Select *Faculty Information* to the left on the course menu bar.

Please note: If you do not have a *Faculty Information* button on the menu bar you can add the option:

- select the "+" in the upper left hand corner
- select *Create Tool Link*

- type *Faculty Information* for the tool you are linking
 - select *Contacts* from the dropdown list
 - select *Available to Users* so your students will be able to see it
 - click” Submit”
3. Select the *Create Contact* button.
 4. Complete the Profile Information.
 5. Under options select “Yes” to make the profile available, add image (optional), personal web link (optional).
 6. Click “Submit.”
- *Note: Many times photos need to be adjusted before uploading them into *MyGateway*. If you need assistance, please call 314-516-6704 or visit the Faculty Resource Center (ESH 105).

Objective 4- Post an announcement to students:

Once you have logged into *MyGateway*:

1. Under "My Courses: Courses where you are: Instructor" choose one of the courses listed.
2. Select *Announcements* to the left on the course menu bar.
3. On the next screen click the *Create Announcement* button.
4. Give your announcement a Subject and type the information you wish to communicate in the text box under “Message.”
5. Under the “Web Announcement Options” click the “Not Date Restricted” radio button if you want your announcement to stay on the page permanently. Select the “Date Restricted” radio button if the announcement should appear for a specified number of days. Use the Display After/Until options if you select the “Date Restricted” option. Select the option to send a copy of the announcement immediately, if urgent.
6. The Course Link feature allows you to link the Announcement to an area within the course such as an Assignment. For example, you can create an announcement for students to inform them about an upcoming assignment and link to the assignment using this feature.
7. Browse to the bottom of the screen and click “Submit” to save your changes.

Objective 5- Upload a document or syllabus to *MyGateway*:

Once you have logged into *MyGateway*:

1. Under "My Courses: Courses where you are: Instructor" choose one of the courses listed.
2. Select *Course Documents* or *Syllabus* to the left on the course menu bar.

Please note: If you do not have a *Syllabus* option on the menu bar you can add the option:

- select the “+” in the upper left hand corner
 - select *Create Content Area*
 - type *Syllabus* for the name
 - select *Available to Users* so your students will be able to see it
 - click” Submit”
3. Select *Build Content* (at the top of the page) and choose *Syllabus*. There are two options for creating a syllabus:
 4. Create a new syllabus:

- a. If you select this option type a Name for the syllabus, select the option to *Create a New Syllabus*, click *Submit* and follow the template on the next page. The template information includes: a syllabus description, learning objectives and required course materials.
 - b. Select color/design for syllabus.
 - c. Build Lesson Shells, if you desire.
 - d. Select “Yes” to make syllabus available, track number of views (optional), choose date restrictions (optional). *It is recommended that students always have access to the course syllabus.
 - e. Click “Submit.”
5. Use Existing syllabus:
- a. If you select this option type a Name for the syllabus, select the option to *Use Existing File*, select the button to “Browse Course” or “Browse My Computer” to locate the syllabus.
 - b. Click “Submit.”

Objective 6- Create an assignment using Assignment Manager:

Once you have logged into *MyGateway*:

1. Under "My Courses: Courses where you are: Instructor" choose one of the courses listed.
2. Select a content area (e.g. *Assignments*) to the left on the course menu bar.
3. Select *Assessments* (at the top of the page) and choose *Assignment*.
4. Create a name for the assignment, type in special instructions (optional), click “Browse Course” or “Browse My Computer” to select file, enter points possible and add a rubric, if applicable.
5. Select options in Section 4: Make the assignment available, choose how many attempts you will allow (default, is a single attempt at the Assignment), select to restrict availability of the assignment and track the number of views (optional).
6. Select options in Section 5: (*Optional*) Select a due date for the assignment.
7. Select options in Section 6: You can choose to send the assignment to a group of students or individual students.
8. Click “Submit.”

Objective 7- Manage Grade Center entries:

1. From the control panel (lower left hand corner of menu), expand “Grade Center” and choose *Full Grade Center*.
2. To add assignment categories, click on “Create Column.” Complete the “Column Information” section which includes: “Column Name, Grade Center Display Name, Brief Description (if needed), Primary Display Name, Secondary Display Name, Category (optional) and Points Possible.” You may also add a rubric, if applicable.
3. Select a due date for the item (if applicable).
4. Review Options and select yes or no to “Include this column in Grade Center calculations,” “Show this column to Students” and “Show Statistics for this column to Students in My Grades.”
5. Click “Submit.”

6. To enter Score or Letter (Grade), for a specific column name, click once inside the box for the insertion point and enter a numeric number or letter. Press enter.
7. Enter each student's score or letter grade for a column name by using the up and down arrows on your keyboard.

Other resourceful information:

MyGateway Faculty Help Page:

URL: <http://www.umsl.edu/technology/mgwhelp/fachelp/fachelp.html>

MyGateway Faculty Requests

To request the use of previously developed course material in an upcoming MyGateway class site, to combine multiple sections of a class into one MyGateway class site, or to modify your course listings in MyGateway, please use the MyGateway Faculty Request page. Click on the tab titled "Request System" located at the top of your MyGateway course management system to access this information.

Contact technical support staff by e-mail at mygateway@msx.umsl.edu, or Faculty Resource Center, frc@umsl.edu, 314-516-6704

Faculty Resource Center

Location: North Campus
Address: 105 Express Scripts Hall (ESH)
Main Phone: 314-516-6704
Contact: Jennifer Simms
Paul Wilmarth
Thomas Roedel
Email: frc@umsl.edu

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FACULTY RESOURCE CENTER

105 Express Scripts Hall, 314-516-6704, frc@umsl.edu

<http://www.umsl.edu/technology/frc>

The Faculty Resource Center provides instructors with the tools and materials needed to integrate technology into their teaching and learning objectives. Following is a list of our services, staff, location, and hours.

Services

- Individual consulting related to technology use, including MyGateway, podcasts and streaming
- Workshops which focus on a variety of technology topics
- Departmental technology workshops upon request
- Support faculty, staff and doctoral students who wish to use assessment instruments to collect data (course evaluations, student surveys and research)
- Demonstrate and recommend software tools to faculty/staff interested in developing personal websites
- Scan text documents into electronic format
- Convert files into different formats for presentations, web sites etc.
- Convert audio cassette and VHS tapes
- Convert existing files to compact disks (CD's)
- Access to UMSL network
- Access to internal computers, printers and scanners
- Upload files to faculty accounts
- Sign-out SAS software
- Distribute Windows software according to contract agreement
- Sign-out equipment such as: boom boxes, camcorders, digital cameras (still and video), tripods etc. (based on availability)

Staff

Jennifer Simms: 314-516-7191

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Location

North Campus

105 Express Scripts Hall

Regular Hours of Operation

Monday-Thursday 7:00 a.m. - 5:00 p.m.

Friday 7:00 a.m. - 4:30 p.m.

Summer Hours Vary

Instructional Support for Labs and Classrooms

103 SSB, ic@umsl.edu, 314-516-6852

<http://www.umsl.edu/technology/instructionalcomputing/index.html>

What do we do?

Instructional Support is a division of Information Technology Services specially designed to manage and provide real-time support to the 130+ open and technology enabled classrooms, the Cisco TelePresence room, other video conferencing rooms, as well as the 13 open computing labs. Some of the support services that Instructional Support provides include: technical and AV classroom support, access management of classrooms and labs, ensuring proper conditions in the classrooms and labs, and providing free training and workshops on a variety of technology related topics to better assist students, faculty, and staff. For more information go to <http://www.umsl.edu/~iclabs>

Solutions for New Semesters

Instructional Support is making many upgrades this year to better serve the technological needs of UMSL students and faculty. In addition to a new Learning Studio in ESH 103, dozens of technology classrooms are being remodeled adding new technologies such as HD webcams, AppleTV, and new widescreen projectors.

Collaborative Learning Spaces

Outside of the traditional Lab and Classroom environment, Instructional Support constructs various collaborative learning spaces across campus for both students and faculty to meet outside of the traditional classroom setting. The spaces range from casual, open-air spaces designed for a small informal gathering, to specially designed computing labs and technology classrooms which are outfitted with flexible furniture and, depending on the location, various technologies such as SMART Boards and MediaScape stations. Wireless internet in these areas with access to TritonApps makes it easy for students to work together outside of class.

IC Workshops and Trainings

Instructional Support offers a number of training opportunities designed to introduce students, staff and faculty to campus software and computing topics, such as Windows 7, Technology Classroom overviews, SMART Technologies, and short courses on a variety of software, products and topics. To find out more and register, visit the training page at: <http://www.umsl.edu/training>. Check back regularly as this site updates frequently. We are always available during regularly scheduled classes for questions, assistance, or support.

Helpful Websites

Instructional Support Website: <http://www.umsl.edu/~iclabs>

UMSL Training Calendar: <http://www.umsl.edu/training>

Student Technology Guide: <http://www.umsl.edu/technology/stg>

24/7 365 on-line self-service support: <http://help.umsl.edu>

Contact Information

Call 314-516-6852 or email ic@umsl.edu

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