Fall 2023 Policies and Resources for Instructors

Course Syllabus – *NEW!* The "*UWM Syllabus Template Fall 2023.docx*" contains all required and many recommended statements, follows the Uniform Syllabus Policy, and was created using Word's Accessibility Checker.

Academic Policies

Drop/Withdrawal/Repeat Policies
SAAP 1-8 for policies and deadlines. *Provide feedback to your students in the first 3-4 weeks AND encourage students to talk to you before dropping a course.*

FERPA
Student privacy federal regulation! See the FERPA for Faculty and Staff webpage to understand *requirements*, and complete the on-line FERPA training and quiz. DO NOT POST, email, or share student grades with others – just use Canvas!

Grading and Grade Records
Faculty Document No. 1927 = grading policies.
SAAP 1-13 = the Incomplete Policy – apply correctly!
And Information on grading functionality within PAWS.

Final Exam Schedule
SAAP 1-9 and the Final Exam Schedule provide the pre-determined time of each final and policy related to changing the final exam time.

More Academic Affairs Resources & Policies
See the main page for faculty/staff and/or policy page.

Faculty Resources and Support

Academic Misconduct
Review UWM's student academic misconduct procedures. Contact the Dean of Students Office (dos@uwm.edu or 414-229-4632) with related concerns or questions.

Dean of Students
Training and assistance for instructors in supporting students (Student Support team) or addressing disruptive behavior (Behavioral Intervention Team). Contact via the incident reporting form or dos@uwm.edu or 414-229-4632.

UWM Police Department
For emergencies or immediate assistance, 414-229-9911 or 9-911 from a campus phone.

Center for Excellence in Teaching and Learning (CETL)
CETL pedagogy and instructional technology support services and resources for instructors. Model life-long learning to your students by taking advantage of CETL to improve your teaching!

Fall 2023 Feature – AI in the Classroom

The Center for Excellence in Teaching and Learning is working with faculty on guidelines and best practices for use of Artificial Intelligence in courses—including both development of syllabus statements on appropriate use of AI in assignment completion and creating forums and workshops to help faculty understand how they and their students may wish to use AI in achieving the learning goals of their course. *Note:* instructors are asked to refrain from submitting portions of student work to AI engines or online AI detectors, as *this is a FERPA violation*.

Fall sessions on AI are being planned for the drop-in Active Teaching Lab, held the first Wednesday of each month from 9-10 am in Engelmann Hall or via zoom. AI has the potential to transform the workplace and the classroom! Some information is already on CETL's AI page here, and we encourage instructors to watch for communications from CETL.

Student Success Policies and Resources

Course Materials
Increase accessibility to course materials! Compare & contrast options using this Guide to Course Materials selection and use UWM Libraries Reserve Services.

Early and low stakes feedback
Frequent and low-stakes feedback helps boost student success, as do early notifications to students and advisors of any apparent student struggles - watch for the **Progress Reports** campaign email notification in weeks 4-9 of the fall.

Accommodations for Students with Disabilities, and Universal Design
In the pursuit of equal access and in compliance with federal and state laws, UWM and *instructors are required* to provide accommodations to students with documented disabilities. The Accessibility Resource Center (ARC) offers faculty and staff support and education for working with students who have disabilities by sharing important resources and links on their Faculty/Staff webpage, including specifics on how and where to submit requests for Media Captioning. *Note:* If a student requests an accommodation and their Accommodation Plan isn't in your PROFconnect portal, please ask the student to reach out to ARC.

Religious Observances and Students Called to Military Service
Follow UWM Faculty Document 1918 on religious accommodation as *required* (see the 2023 and 2024 religious holiday calendars), and UWM Policy on Students Called to Active Duty.

Coping with Stress or Mental Health Challenges
A majority of college students who dropped out during the past year cited mental health as their main challenge. Instructors are often a primary point of contact for students. *Please* be observant about students' stress levels or personal crises, and compassionately refer students to resources…

Student Health and Wellness Center (414-229-7429).

For Medical Services and Counseling Services including individual and group counseling, ``Let's Talk'' brief informal virtual confidential consultations with counselors, and Expanded Counseling Services such as after hours and teletherapy.

Health Promotion and Advocacy (including YOU@UWM - a digital resource for students in proactive emotional self-care and connection with campus resources).

If you are concerned about a student's mental health, call Counseling Services (414-229-7429) to consult with the on-call counselor!

Contact Lori Bokowy at labokowy@uwm.edu about class and department presentations on stress, coping, and campus resources.

The Mental Health at UWM website contains more general information for students, faculty, and staff, including links to UWM, Milwaukee, and national resources.

The Dean of Students office helps connect students to resources including emergency grants, food pantry, mental health, and other support resources.

Sexual Harassment/Sexual Violence
Title IX: Familiarize yourself with *critical* UWM and UWS Title IX related policies, Title IX resources and reporting options, UWM employee reporting obligations online or contact the Title IX Office (titleix@uwm.edu, 414-229-7012).

The SHAW Victim Advocacy Coordinator (victimadvocacy@uwm.edu or 414-229-4582) is a confidential resource for survivors of sexual harassment or violence, will provide support and resources, and does *NOT* report to Title IX.

Center for Excellence in Teaching and Learning

Best Practices for Preparing Canvas Sites

Consistency across all courses can have a significant, positive effect on student success. When used effectively, Canvas provides a quick and easy pathway for students to find all relevant course materials, such as readings, assignments, and instructor feedback. To this end, instructors teaching face-to-face, online, and blended/hybrid courses should incorporate the following strategies into their course sites. It is particularly important for instructors to consider how regular and substantive interaction is integrated in their online course(s) and to provide multiple ways for students to contact them.

Interact with Every Student at Least Weekly – Regular and substantive interaction between students and instructors is a hallmark of good teaching and *a federal requirement* for all courses, including fully online courses. While welcoming students and building classroom community are important, interactions must contribute to students' progress toward course learning objectives. More details and suggestions.

Provide Multiple Ways for Students to Contact You – in addition to email and the Canvas inbox; e.g., video office hours, phone number. Facilitate communication and interaction between you and your students.

Use CETL's Canvas Course Template – to efficiently and effectively set up your courses and to promote a consistent student experience among courses in Canvas.

Organize Materials Chronologically – so that students can quickly navigate to a given week or module to find what they need at that moment in the course.

Use Student-Friendly Naming Conventions – for all documents, assignments, and other course components, to help students easily identify the materials and resources they need to be successful. For example:
- Change "HONORS-250-Smith-Spring-22-Syllabus.docx" to "Course Syllabus" or "Syllabus."
- Instead of "Week 8 Video" provide the title of the video.
- Include a description such as "Creating a Game in Tabletopia" rather than listing the full URL.

Assign Due Dates in Canvas – for all assignments with specific deadlines, so students can easily track upcoming assignments in the course. As much as possible, deadlines should be consistent from week to week.

Use the Gradebook – Provide timely and accurate grades to students using the gradebook in the LMS, so students can determine where they stand at any point.

Publish Course Site Prior to the Course Start Date – so that students can orient themselves to the course materials and sites. *Three days prior* is recommended.