Spring 2024 Start of Semester Instructor Policies and Resources

Course Syllabus – The "*UWM Syllabus Template.docx*" contains all required and many recommended statements, follows the Uniform Syllabus Policy, and passes Word's Accessibility Checker.

Academic Policies

Drop /Withdrawal/Repeat Policies
SAAP 1-8 = policies and deadlines. *Provide early feedback to your students AND encourage students to talk to you (the instructor) before dropping a course.*

FERPA
The FERPA for Faculty and Staff webpage explains these *federal requirements*. Complete the on-line FERPA training and quiz. Only provide student grades on Canvas, do not post, email, or share grades with others.

Grading and Grade Records
Faculty Document No. 1927 = grading policies.
SAAP 1-13 = Incomplete Policy – use sparingly.
Information on grading functionality within PAWS.

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

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

Academic Affairs Resources
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
Offers consulting, training, and assistance to faculty and staff on student-related issues, including Support U workshops. To consult with the Dean of Students Office, use the incident reporting form or dos@uwm.edu or 414-229-4632.

The Campus Cares website includes support and resources for faculty and staff, and information on the UWM culture of care.

UWM Police Department
For emergencies or immediate assistance, 414-229-9911 or 9-911 from a campus phone. Download the RAVE Guardian Mobile App to your smartphone to connect directly with UWMPD through texting, confidential tips, location sharing, emergency button, and other campus safety resources.

Center for Excellence in Teaching and Learning
CETL provides 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!

Spring 2024 Feature – Increasing student in-class engagement and attendance. Representatives from the Provost's Office, CETL, the Dean of Students, and the Student Association are working with governance leads to gather student and instructor input, analyze the data, then formulate and distribute an action plan for increasing student in-class engagement and attendance. Preliminary feedback indicates that devoting some class time to community-building and increasing in-class interaction between students, and between students and the instructor are effective strategies.

Student Success Policies and Resources

Course Materials. Increase accessibility of course materials. Providing multiple ways to access class materials and reduce textbook costs leads to improved student success.

Course Reserve. Please consider putting a copy of your textbook and other course materials on Course Reserve. See the UWM Libraries Reserve Services for more information.

Selecting Textbooks. Compare/contrast options for using Open Textbooks, Open Educational Resources (OER), and Library digital content at this Guide to Course Materials selection from the Division of Academic Affairs.

Progress Reports. Use early notifications to help struggling students. Notifying both these students and their advisors can help prevent drops! Watch for the Progress Reports campaign email notification during weeks 4—9 of the semester. Use Navigate.

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.

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

Coping with Stress and Mental Health Challenges
Most 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).

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.

When concerned about a student's mental health, call Counseling Services (414-229-7429). Visit the Responding to Students in Distress (Red Folder) website for information about recognizing, responding effectively, and referring distressed students.

Health Promotion and Advocacy (including YOU@UWM – a digital resource for students in proactive emotional self-care and connection with campus resources) provides many proactive health promotion programs and services.

Contact Lori Bokowy at labokowy@uwm.edu about class and department presentations on stress management, self-care, and campus 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.

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. *One week prior* is recommended.