

## ***Chapter 20 Procedures and Resources in Support of Teaching/Librarianship***

### **Section A: Classroom Assignments**

Classrooms are assigned by the Registrar's Office based on time of day, number of students enrolled, and instructor identified needs (e.g., computer labs, science labs). Changes in classrooms may only be made in consultation with the Registrar's Office.

### **Section B: Classroom Maintenance**

Classroom maintenance encompasses both long-term planning for classroom upkeep and redesign, including technology upgrades, and short-term needs for repairs and improvements, including technology support. Long-term planning is coordinated by the Strategic Planning and Budgeting Committee in conjunction with appropriate administrative leadership and the Academic Technology and Facilities Committee. Identification of short-term needs should be addressed through submittal of support tickets to the appropriate department (e.g., Information Technology; Physical Plant) and raised, if necessary, with the Academic Technology and Facilities Committee.

during the term, faculty members must notify the Registrar's Office immediately, indicating the last day the student attended the class.

## Section D: Course Syllabi

In order best to serve the learning needs of students, faculty members are expected to provide students (and appropriate Chairs or Directors, and Deans) with a written syllabus for each course, including those taught wholly or in part through Canvas. Across the University, each syllabus should have the following common components:

1. Course title and number, cross listings, and description;
2. Prerequisites or co-requisites and Area Study or Core Requirement met by course;
3. Meeting time/days, and location or instructional contact times;
4. Contact information for Instructor, including office hours, office telephone, and e-mail address;
5. Required and recommended texts and course materials, including title, author and ISBN;
6. Course learning goals, and appropriate program, and/or college level learning goals, and/or learning outcomes;
7. Course calendar or schedule, indicating deadlines for major assignments (with appropriate disclaimer about flexibility);
8. Expectations concerning time on course work outside of class;
9. Expectations concerning climate of respect and civility;
10. Assessment criteria for student learning, including kinds of assignments, papers, exams, presentations, participation, etc.;
11. Grading policy, including attendance and participation;
12. Academic integrity definitions and reference to policy;
13. Statement referencing University policy for students with special learning needs;

Syllabi are the property of the University and must be provided for every course every semester in a format (Microsoft Word or PDF) that can be archived electronically. While there is sensitivity to the special dynamics of courses taught wholly or in part through Canvas, syllabi must also be archived for those courses. This not only serves student and advisors, but also helps guide decisions about transferability of courses in and out of Dominican and meets the expectations of accrediting bodies and government agencies. All syllabi provided electronically must be accessible to comply with the ADA and other disability laws.

Resources on syllabus design are available through the Borra Center for Teaching and Learning Excellence. Sample syllabi are available through

the departmental or school archives.

## **Section E: Warning Notices, Grades, and Grade Disputes**

Academic warning notices are ordinarily sent to undergraduate students whose work is unsatisfactory. After a warning notice has been received from the faculty member, an SSE Advisor, faculty advisor and/or others, as appropriate, promptly initiate the intervention/support process by contacting the individual student by email and telephone.

A warning notice is important because it serves as an early alert for students who are not performing up to class standards. All warning notices should be sent to the student using MyDU by following the appropriate link. A copy of the notice will be sent to the student, the student's advisor, and the Advising Office. Faculty members should send a warning notice for the following reason(s): excessive absences; missing, incomplete and/or unsatisfactory assignments; low performance on a test or multiple quizzes; reluctance to participate fully in class; disruptive classroom behavior; or other signs of academic distress or risk.

After a warning notice has been received from the faculty member, the SSE Advisor, faculty advisor and/or others, as appropriate, promptly initiate the intervention/support process by contacting the individual student by email and telephone.

Grade reports should be submitted online through myDU no l(:)3 ( e)-5 (x)1; dj-0.003

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Once the schedule is published, requests for a change in assigned class time or class delivery format must be approved by the Department Chair or Director, and the Dean, who will notify the Registrar's Office of any change in schedule. Ordinarily, undergraduate classes will not be scheduled Tuesday or

## Section K: Office Hours

Faculty members are expected to be available to students for conference periods at designated times. Faculty members teaching a full schedule of classes should, ordinarily, maintain and post at least three hours of available time each week spread over at least two separate days. Adjunct faculty should make themselves available at least one hour per week for each course taught, or by appointment. Formal meetings outside of office hours (by appointment) and informal meetings between students and faculty are also strongly encouraged.

## Section L: Academic Advising

Advising is an especially important part of the University's academic mission. During registration and pre-registration periods, faculty should extend their office hours to be more available to students.

Advising work also requires knowledge of a computer-based method of retrieval from the University's registration and records system. Faculty are expected to be trained in the use of this system before advising, so as to have the most up-to-date information available on an advisee.

The Division of Student Success and Engagement and the Colleges provide support to the faculty for student advising. The faculty should consult with these sources for help in delivering meaningful advising for students.

## Section M: Student Success and Engagement

*Mission Statement:* The Division of Student Success and Engage provides programs and services that facilitate the holistic development, campus engagement, timely academic progress and purposeful degree completion for Dominican University students.

*Vision Statement:* The Division of Student Success and Engagement aspires to provide innovative, data driven, collaborative programs and services that increase the persistence and purposeful degree completion rates of all Dominican University students.

The Division of Student Success and Engagement is an integrated unit designed to provide comprehensive programs and services that place student success at the core. Student success is defined as the holistic development, campus engagement and purposeful degree completion for all



supporting students through their residential experience and engaging students with diverse and impactful programs. In addition, Student Life encompasses the Wellness Center who collaborates with partners across divisional units to identify and remove institutional obstacles to



