Welcome to the University of Massachusetts Boston!

We have prepared this guide to help orient you to campus. We hope this document assists you in becoming a member of our community by providing the information you need to learn your way around. In it you will find topics that address the logistics of working, teaching and doing research here—everything from where to park and where to eat to syllabus guidelines and grant workshop information.

Your department chair and administrator are your primary sources of guidance. The Office for Faculty Development is also here to answer your questions or to help you find the people who can. Please watch your email for our monthly calendar of events; campus forums, workshops and lectures are great ways to meet people outside your department and to hear what those on campus are thinking about and doing.

Finally, the Office for Faculty Development tries hard to keep the information contained here current and accurate. However, changing university procedures and policies (especially regarding transportation) may occasionally outpace revisions to this document. If you notice any discrepancies, please check directly with your department chair or contact us.

Other sites for relevant information include:
- UMass Boston Human Resources
- The Faculty Staff Union
- WISER
- Faculty-Staff Landing Page on UMass Boston website

Sincerely,
Judith Goleman, PhD
Director, Office for Faculty Development and Associate Professor of English

Camille Martinez
Assistant Director, Office for Faculty Development

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1 Adapted (with enormous thanks!) from the following: Handbook For Lecturers, Department of Sociology, Estelle Disch, Prof. Emeritus; English Department Guidelines for Lecturers, Prof. Cheryl Nixon, Chair; Guidelines for New Part-Time Faculty, Department of Counseling and School Psychology, Prof. Sharon Lamb, Chair.
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January 2018
Getting Started at UMass Boston

Public Safety

The purpose and goal of The Department of Public Safety is to create and maintain a safe and secure environment for the university community. In order to accomplish this task, the department subscribes to a community oriented policing philosophy where officers are on duty 24 hours a day, all year long. Police officers patrol the university and adjacent roads in marked police vehicles, police bicycles, and on foot. All police officers have the same law enforcement authority as state or municipal police officers and are trained at state certified municipal police training academies.

- 911 Emergency
- 617-287-1212 Cell Phone Emergency
- 617-287-7799 General Information
- 617-287-7781 Communications/Police Dispatch
- 617-287-7785 Department Fax

Emergency information: To learn about and sign up for the UMass Mass Boston Alert System, go to http://www.umb.edu/preparedness/alert

Weather Emergencies

For information on weather-related closings check the home page of the UMB website: http://www.umb.edu/

Radio information: WBZ 1030 AM, WRKO 680 AM, WBUR 90.9 FM, WUMB 91.9 FM

Television information: WBZ-TV CH 4, WCVB-TV Ch 5 or WHDH-TV Ch 7

Campus Amenities

Beacon Fitness Center, Clark Pool, Ice Arena & Gymnasium

All students, faculty, staff and alumni are eligible to join the Beacon Fitness Center, which is located on the first floor of McCormack Hall. Memberships include access to all equipment, classes and services, along with access to the recreation facilities at the Clark Athletic Center. See hours of operation here.

Faculty and Staff Memberships

UMass Boston faculty and staff can join the Beacon Fitness Center at a cost of approximately $8.30 per pay period, prorated until June 30. The cost for a full year is approximately $216 (You may also enter on a per diem rate of $10 or 2 guests for $15). To join, bring your staff ID to the Beacon Fitness Center. If you do not have a staff ID, you must obtain one at Student Life located on the 3rd Floor of the Campus Center before joining. The membership fee can be financed through payroll deduction or by personal check, payable to UMass Boston Athletics. All faculty and staff memberships are valid through June 30. All faculty and staff must purchase a membership in order to gain access.
Cafés and Dining Rooms

THE UNIVERSITY CLUB
The University Club is located on the 2nd floor of the Campus Center. To learn about membership, reservations, hours of operation, menus and more, please visit their website: The University Club

THE FOOD COURT
The Food Court is located on the 1st floor of the Campus Center. The Food Court has a wide variety of food from a rotating menu at The Harbor Market and Sizzling Station, to light and healthy fare including fresh wraps, soups, upscale sandwiches, and a salad bar. They also serve burgers and pizza.

McCORMACK EXPRESS
The McCormack Express is located in the McCormack Building on the 1st floor. It features Starbucks Coffee, fresh baked goods, salads and cold sandwiches.

JAZZMAN'S CAFÉ
The Jazzman Café is located on the 2nd floor of Healey Library and features Wi-Fi. It offers coffee, smoothies, pastries, gourmet salads, and sandwiches.

INTEGRATED SCIENCE CENTER CAFÉ
Integrated Science Center Café is located on the upper floor of the Quinn Building. If you are looking for something on the run, you can get a variety of drinks, prepackaged salads, sandwiches, and ready-to-heat meals.

Getting Here and Parking
Read our directions and look at our parking map. Download the UMass Boston mobile app for easy access to information on the go.

Due to multiple construction projects at UMB, parking on campus is very limited and fills up quickly. Commuters are encouraged to use public transportation and the free UMass Boston shuttle buses when traveling to campus. See our public transportation page for details.

The Hubway bike sharing stations are open for spring, summer, and fall seasons. Discounted memberships are available for all UMass Boston students, faculty, and staff. Stations at the JFK/UMass MBTA station and near the rear entrance of the Integrated Sciences Complex under the catwalk (holds up to 18 bicycles) allow a great opportunity to bike to campus and take advantage of the beautiful HarborWalk.

If you drive to work, leave ample time to find a parking spot and please consider going directly to the expansive UMass Boston Bayside Lot on Mt. Vernon Street, a half mile from campus. Route 3 shuttle buses are scheduled to run every 5-7 minutes from Bayside to the university’s Clark Athletic Center and Campus Center.
Parking Passes
Parking costs $6 a day. Discounted parking passes are available. Faculty and staff also have a pre-tax authorization option to pay for parking.

ID Card and Library Bar Code
You will need a faculty ID card and a library bar code sticker in order to gain access to library resources and other facilities (such as computer labs). ID cards are available at the ID Office, McCormack Hall, 2nd Floor, Room 615 (Office of Student Activities and Leadership). You’ll need to bring a photo ID. The hours of the office during the semester are 8am to 12pm, Monday-Wednesday-Friday (9am-12pm) and Tuesday/Thursday (1-4pm). To confirm the hours, particularly in summer or inter-sessions, or to ask questions call 617-287-7957.

Once you have your ID card, you can go to the circulation desk in Healey Library (inside the main entrance of the library) to get a library bar code sticker which will be placed on the back of your ID card. That number enables you to access online databases and check out materials.

Salary, Status and Benefits
Faculty are paid biweekly and the payments are spread out over the course of the entire semester for Non Tenure Stream faculty (NTT) and over the course of the calendar year (26 payments) for Tenure Stream faculty (TT).

Barbara Jean Conneely is the Benefits Manager in the UMass Boston Department of Human Resources (Quinn Admin Building, 3rd Floor, Room 00076; (617) 287-5150; barbarajean.conneely@umb.edu). New faculty should attend a benefits orientation and complete all paperwork as soon as possible in late August or early September. You must sign up for a benefits orientation.

Many changes and updates to your personal information, direct deposit, or W-4 tax information can be completed through the online system HR Direct at umb.edu/hr. Additionally, the Human Resources web page has useful information about benefits as well the forms needed for updates/changes.

All benefited employees have access to ComPsych which provides confidential counseling, legal and financial assistance among others.

Non Tenure Track Faculty
As of July 2014, there are four ranks: Associate Lecturer, Lecturer, Senior Lecturer, and Senior Lecturer II. Associate Lecturer is a title, in general, reserved for faculty who teach less than half time on a temporary basis. The Faculty Staff Union website has information with regard to how and when people move up in rank from Lecturer to Senior Lecturer II.

In addition, the new contract establishes a reappointment schedule so faculty can anticipate the duration of their contract until they reach continuing employment with just cause protections. More information can be found on the FSU website.

All new hires who are employed half time or more receive benefits (see the FSU website). Questions may be addressed to fsu@umb.edu.
Several factors will affect your salary and benefits including: rank and teaching load. The FSU contract lists salary floors for each rank which is prorated for faculty who are employed at less than full time. Percentage of employment during the academic year includes all courses taught in the College of Advancing and Professional Studies (CAPS). Courses taught in CAPS during the Summer and Winter sessions are paid according to 2 per-course CAPS floors: one for probationary lecturers, one for post-probationary lecturers.

**Tenure Track Faculty**

Please note that there is a **60 day waiting period between hire date/date of benefits eligibility and effective date of health insurance coverage** and a 6 month waiting period for dental insurance coverage. New tenure track faculty are eligible for ‘gap insurance’ health coverage for this 60 day period. (See the FSU website for a copy of the current [union contract](#)). Questions may be addressed to fsu@umb.edu.

**Merit Raises**

**Non Tenure Track Faculty**

Each year the department reviews lecturers’ AFRs, course evaluations, and teaching materials to make recommendations for merit-related increases in pay. These are in addition to the across-the-board increases negotiated by the FSU. Merit funding is not always available.

There are two pools for merit: Pool A and Pool B. Pool A funds are allotted to a department and the DPC distributes it using criteria for assessing meritorious teaching. These allotments are subject to approval by the dean of one’s college. Pool B funds are distributed by the dean and are based on recommendations from the DPC that do not include specific dollar amounts.

**Tenure Track Faculty**

Merit raises are tied to Annual Faculty Reviews and are in addition to across the board salary increases negotiated by the FSU. The Department Personnel Committee (DPC) makes recommendations for merit based on the evidence in the annual report. Merit funding is not always available.

There are two pools for merit: Pool A and Pool B. Pool A funds are allotted to a department and the DPC distributes it using criteria for assessing meritorious scholarship, teaching and service. These allotments are subject to approval by the dean of one’s college. Pool B funds are distributed by the dean and are based on recommendations from the DPC that do not include specific dollar amounts.

**Annual Faculty Reports**

**Non Tenure Track Faculty**

Every year, faculty report their teaching in their Annual Faculty Report (AFR) for the prior academic year, and submit these reports in early **September**. This means that you must keep copies of syllabi during the current year if you are a new hire for review by the following year’s Departmental Personnel Committee. Notices with specific AFR due dates and a link to the AFR system are sent via e-mail in August of each year from the Provost’s Office. **AFRs and accompanying syllabi must be filed by the deadline.** AFR evaluations are used to determine rehiring and merit pay. After you submit your AFR, your department personnel committee and the department chair will submit comments and then you have the opportunity to respond before final submission to the dean.
The Annual Faculty Report (AFR) program developed by Digital Measures gives faculty and staff the ability to store, manage, update and run reports in a secure, online environment. It is important to know that the system is open throughout the year, and we encourage you to use it throughout the year rather than trying to input a year’s worth of information right before the deadline.

**Login** ([http://www.umb.edu/afr](http://www.umb.edu/afr)) to the electronic AFR.

The following support has been developed to assist you:

- **AFR Training Guide**
- **AFR Cross-Reference Guide**
- One-on-one training is available on an individual basis by emailing AFRSupport@umb.edu.

**Tenure Track Faculty**

Every year, faculty report their teaching, research, and service in their Annual Faculty Report (AFR) for the prior academic year, and submit these reports in early September. Notices with AFR due dates and a link to the AFR system are sent via e-mail in August of each year from the Provost’s Office. AFRs and accompanying syllabi must be filed by the deadline. AFR evaluations are used to determine contract renewal and merit pay. After you submit your AFR, your department personnel committee and the department chair will submit comments and then you have the opportunity to respond before final submission to the dean.

The Annual Faculty Report (AFR) program developed by Digital Measures gives faculty and staff the ability to store, manage, update and run reports, including courses taught, teaching methods, research, grants, intellectual contributions and creative activities, in a secure, online environment. It is important to know that the system is open throughout the year, and we encourage you to use it throughout the year rather than trying to input a year’s worth of information right before the deadline.

**Login** ([www.umb.edu/afr](http://www.umb.edu/afr)) to the electronic AFR.

The following support has been developed to assist you:

- **AFR Training Guide**
- **AFR Cross-Reference Guide**
- One-on-one training is available on an individual basis by emailing AFRSupport@umb.edu.

**Academic Guidelines**

**Syllabus Recommendations**

**Contact Information**

Include your contact information on the syllabus so that students can reach you (ideally a work phone number and your email address). Please respond to students in a timely manner in order to address problems and questions as they come up.
OFFICE HOURS
You are expected to hold regular office hours; generally this means at least one hour per week for each course that you teach. Your office hours should be on the syllabus. You may, of course, have additional hours for conferencing with students.

REQUIRED TEXT/S:
Specify texts that students must buy and how to access additional readings.

COURSE DESCRIPTION
Summarize your methods, pace and purposes in relation to the specific learning outcomes and expectations of your program.

ATTENDANCE POLICY
Be specific about how missing class affects students’ grades and the extent to which lateness counts.

CLEAR GRADING CRITERIA
Specify how much each component of the course is worth, the basis on which it will be evaluated, and the due dates. Be sure to specify your policy about late assignments.

WEEKLY ASSIGNMENT SCHEDULE
Present a timeline for the course. Dates may be modified in relation to weather or class exigency with prior notice.

WRITING PROFICIENCY REQUIREMENT INFORMATION
In undergraduate courses in CLA, CSM and CNHS where students write papers, remind them that some of their papers may qualify for submission as part of their portfolio for the Writing Proficiency Requirement. This means that students should be reminded to save all graded papers with instructor comments. New instructors should become familiar with the writing proficiency requirement in order to answer students’ questions.

BOILERPLATE LANGUAGE RELATED TO DISABILITIES AND PLAGIARISM
University policy requires the following language to be included in each syllabus. You may edit it lightly for style, but the basic information needs to be there.

ACCOMMODATIONS: Section 504 of the Rehabilitation Act of 1973 offers guidelines and support for curriculum modifications and adaptations for students with documented disabilities. If applicable, students may obtain adaptation recommendations from the Ross Center for Disability Services, Campus Center, Upper Level, Room 0211, 617-287-7430. The student must present these recommendations and discuss them with each professor within a reasonable period, preferably by the end of Drop/Add period.

STUDENT CONDUCT, PLAGIARISM, etc.: Students are required to adhere to the University Policy on Academic Standards and Cheating, to the University Statement on Plagiarism and the Documentation of Written Work, and to the Code of Student Conduct as delineated in the Catalog of Undergraduate Programs. The Code is available online.

For additional guidelines on the design and implementation of syllabi, see Appendix A: Provost’s Memorandum on Course Offerings.
**Plagiarism**

Please be sure to discuss the concept of plagiarism in every class you teach. Be aware that plagiarism is a culture-specific concept that may not be familiar to students who come from non-U.S. educational systems. Be careful to explain what constitutes plagiarism (along with citation practices). You may want to develop an assignment for first year students related to the university policy about plagiarism.

If you suspect that a student has plagiarized, make a copy of the student’s entire paper (not only the section that concerns you) before returning it to the student. Then meet with the student to discuss the matter. If you determine that the student has plagiarized, use the boilerplate language in Appendix C to formalize the process. Anyone with questions about plagiarism should meet with the department chair who should be should be notified in any event about cases of plagiarism.

The University’s definition and policy on Academic Honesty is included at the end of this document as Appendix B.

A sample letter of plagiarism notification can be found in Appendix C.

**Final Exams**

Finals can only be given during the scheduled final exam period. In no case may final exams be administered during a regularly scheduled class. The Registrar’s office publishes the final exam schedule about a month in advance and it must be followed.

**Ordering textbooks**

You can order textbooks online at umass.bookstore@umb.edu or you can call the bookstore directly at 617-287-5092 with questions. Make sure to ask for confirmation of any email orders you place.

**Instructional Technology (Ed Tech)**

Information Technology Services Division (ITSD) offers a wide variety of services that enhance and support teaching and learning for students, faculty & staff.

Services for students include access to the WISER (student information system), computer labs for writing and printing reports, using email to stay in touch with campus activities and academic work. Students can also avail themselves of special pricing on the purchase of hardware, software and security software programs. Training on different software applications is also available.

Faculty have a wide array of teaching tools that they can use in the classroom – for both face-to-face and online education. The instructional support team provides support on Blackboard, Wikis, Blogs, clickers, plagiarism detection and other tools to enhance teaching. Our media specialists can work on recording your lectures and having them available on iTunesU and other sites.

Faculty have access to the latest technologies in the classroom. All of the rooms are equipped with an overhead projector, media playback (DVD) and a cable to connect your laptop. Some classrooms are equipped with a document camera and a computer. Faculty may also borrow a laptop from the Classroom Technology support group. Other popular services offered are wireless access, computer replace program, access to a suite of software for both academic and administrative applications. For information about services please contact the IT Service Desk at 617-287-5220 or via email at ITServiceDesk@umb.edu
**Library Resources**

Faculty should visit the Info for Faculty library page. E-Reserves are a good option for distributing course readings. Within relatively generous guidelines, you may set course readings at a rate of up to one chapter per book and up to 20 items per semester. Lists may be submitted to: library.reserves@umb.edu. They must be submitted three weeks before the semester start to be guaranteed. For hard copies, please submit without wide black margins, to room 029, 4th Floor, Healey Library. See the Reserves Department website for specific info/requirements. Send questions to library.reserves@umb.edu.

Reserve materials of books and articles are handled at the Reserves Department (room 029, 4th floor, Healey Library). You may obtain request forms to put books on Library Reserve there. You can put personal books and/or library books on reserve. The library will purchase books for reserve with advance notice.

Library guides, tours, and instructional technology classes can be arranged by contacting Reference-Instruction-Outreach Librarians. The library has a number of computer labs, resources to support faculty web page development, and other support services.

Films are available through the Healey media collection. To search the holdings or to reserve a film, go to: [http://www.umb.edu/library/info_for_faculty/film_media](http://www.umb.edu/library/info_for_faculty/film_media)

**Finding Your Classroom**

The numbers on rooms on the main campus are confusing. Please leave extra time to locate your classroom the first time you look for it. A typical classroom code would be: W-1-028. The first letter represents the building (e.g., W = Wheatley; M = McCormack; HL=Healey Library; CC=Campus Center; S=Science Bldg); the first number is the floor and the second is the room number.

If you are having a problem with your room and/or equipment, please contact your Chair or office manager. You may not change your classroom without permission. In cases of emergency, the University needs to know how to find you and your students. You can look online to see details about most spaces on campus (click on the room number and a pop-up box will appear) via the Space Availability of the R25 scheduling system.

**Instructor’s Absence from Class**

If you must miss class for illness or personal/medical emergency, please be sure to let your students, the office manager, or the Chair of your department know. In the rare event of a necessary planned absence, chairs can help to find substitutes and they need to have a record of all faculty absences. If your class is run through CAPS, please notify their office as well. There is a “notify all” function on the WISER class roster that makes emailing an entire class easy. Make sure to ask your students to have their UMB email routed to their personal email accounts to guarantee that they read your posts.

**Office hours and appointments with students**

Please be sure to keep appointments with students and be in your office during office hours. This is part of minimum faculty responsibilities. If you are unable to keep an appointment, please notify the student.
**Course Grades**

UMB grades range from A (4.0) to F with interim steps between grades: A, A-, B+, B, B-, etc. D- is the lowest passing grade. See below for more information on grading, including the grade of “Incomplete.” Entering grades is done through WISER. You will receive an email message explaining how to enter grades toward the end of each term.

**Pass-Fail Policy**

Students may elect to take a course pass/fail. The deadline for doing so happens in early November or early April. Check the Academic Calendar for the exact date. Pass-Fail means that the student can earn as low as a D- and still pass the course. The “P” grade does not affect the student’s GPA. If a student fails, however, the F does affect the GPA. Students are allowed to take up to one P/F course per semester until they reach a maximum of 8. However, there are exceptions to the P/F option and you should check with your department chair to learn your department’s policy.

**Course Withdrawal Policy**

Students may withdraw from a course by a specific date in early November or April and receive a grade of W. Faculty members may encourage students who are missing too many classes, not completing assignments, and/or doing inadequate work to withdraw. However, faculty may not tell students that they may not come to class. Please see strategies below for working with struggling students. Withdrawing from a course can sometimes cause difficulties for students (if they receive financial aid, are an athlete, or have an international student visa). It may also make the student ineligible for inclusion on his or her parents’ health insurance policy if full-time status is a requirement. Tell students that it is their responsibility to investigate possible implications before withdrawing. When in doubt you may refer a student to your department chair, his or her academic advisor or to Academic Advising (if the student has not yet declared a major).

**Incomplete Policy**

A grade on INC may only be given when students in good standing who have completed all work satisfactorily are unable to meet a final assignment or small portion of work for a documented reason. The INC grade may not be used to give students more time to finish a final assignment, or to accommodate late papers, or to give students time to rescue themselves from an F.

An Incomplete Form MUST be completed in every case that an INC is entered on the roster. In all cases where you grant an INC, you and the student must fill out a contract regarding what work needs to be completed and by when. Your office manager or department chair has INC forms.

See the official University policy on Incompletes in Appendix D.

Grade Changes are permitted at the instructor’s discretion for reason after a final grade has been submitted. A Change of Grade form is available from your department administrator or chair.

**FERPA and Communications about Students**

Faculty are not legally allowed to communicate with parents, friends or family of students without the students’ written permission. It is illegal to say anything to parents except what is regarded as "registrar's information," which means, "the student is enrolled here this semester." Anything else that the parent asks (how's she doing, what's her grade, I'm paying her tuition and I want to talk to you) is a
violation of FERPA student privacy laws and is forbidden unless the student signs a release giving permission for a particular person (parent or whoever) to get that information. Students are adults who have the expectation of privacy regarding their behaviors. Students have to fill out a form to authorize anyone to have access to their records. Please consult the FERPA guide for faculty for more information.

**Resources for Students Who are Struggling Academically or Financially**

Before referring a student for outside help, try to talk with the student to find out what is going on. The following resources are also available:

The [Office of Academic Support](#) (Campus Center [CC], first floor, area 1300; 617-287-6550) offers support for reading, writing, and critical thinking plus workshops on study skills, exam taking, and time management. Sometimes they can provide tutors for students as well. They offer frequent walk-in writing workshops starting a few weeks into the semester.

The [University Advising Center](#) (CC-1-1100) has an assigned advisor for every incoming student. Students should make appointments to meet with their advisors.

The [Student Referral Program](#) will send forms about a month into the term to solicit names of students who are struggling academically or are otherwise having difficulties. They have an online form where you can submit names. The program will try to contact the student and help him/her address the issues that are interfering with school performance. This does not always work, but the University likes to at least try. Contact their office: (CC-1-1100; 617.287.5500); Christyn.Carey or Fatmata.Jah@umb.edu.

The [Ross Disability Center](#) (CC–UL Room 211; 617-287-7430) supports students with documented disabilities. They have a faculty get help page.

The [University Health Services](#) (Quinn Administration Building, 2-040; 617-287-5660) addresses student concerns related to stress, mental health issues, substance abuse, etc., in addition to illness. If you are concerned about a student’s mental health, please contact UMB Health Services by calling the above number.

[U-Access](#) collaborates with on campus units and programs as well as off campus community service providers and state agencies around the Greater Boston area to assist students with complex issues such as homelessness, domestic violence, poverty and hunger among other. They offer a food pantry, as well as other resources, available to students in need. If you have questions, need more information, or have students who need assistance, please feel free to contact the office at 617-287-3190 or U-Access@umb.edu.

For students who are struggling to obtain books, please see the faculty fact sheet on Strategies for Affordable Textbooks. Also in Appendix G.

**Distressed Students and Distressing Students**

In an emergency, call the campus police: 911 from a campus phone; 617-287-1212 from a cell phone.

In non-emergency situations, if you are having a conflict with a student and cannot easily resolve it yourself, please see your Chair.
Alternatively, if concerned about a student in any way that is short of an emergency, call or email Dean of Students office or Beth Devonshire, Associate Dean of Students: 617-287-5899. When reporting student problems via email, describe behavior factually; avoid evaluative terminology as email is not protected as confidential information. The Code of Student Conduct describes inappropriate behavior on the part of students and includes grievance procedures.

Professional and empathic advice is available to instructors experiencing difficulties with students and we urge you to seek support from the above sources.

The University protocol for dealing with Distressed and Distressing Students is included as Appendix E in this document.

**Professional boundaries and tone**

Please do not discuss details about your personal life with your students; it is important to maintain professional boundaries.

Differences of opinion with students should be managed in a professional tone and when this is not possible, you should seek the assistance of your department chair or the Office of Faculty Development.

UMass Boston is a multicultural campus with a commitment to diversity. Students hail from all over the world; their life experiences and cultural assumptions vary greatly. A student’s name, appearance, race, ethnicity, gender, religion or sexual orientation should never be spoken about or referred to in any way that might be construed as disrespectful, inappropriate or demeaning. Good judgment should be exercised when using humor and sarcasm to avoid any possibility of insult and misunderstanding. The power differential between a faculty member and a student makes this a particularly sensitive issue. In general, it is better to err on the side of formality than informality while orienting yourself to your role as a University instructor.

Information on university policies regarding discrimination and harassment can be found on the website of the Office of Diversity and Inclusion.

See Appendix F for University Sexual Harassment Policy

**Research**

**Start-up Funds**

Pre-tenure faculty research is supported by start-up funds and a computer package. In their second and third year, pre-tenure faculty may wish to apply to the Junior Faculty Research Seminar, a stipend-supported writing group facilitated by two senior faculty members. In addition, the Endowed Faculty Career Development Award is presented annually by the Retired Faculty Executive Committee to a pre-tenure faculty member whose application was deemed most promising.

**Travel Funds**

For all tenure stream faculty, pre and post-tenure, there is a university-wide entitlement program by which faculty can receive $1000 to present papers at scholarly conferences. In addition, support for research and conferences is often available through the colleges.
**Internal Grant Funds**

Four [internal grant competitions](#) are administered by the Vice Provost for Research. The Healey Endowment Grants support research and scholarly work that enhance the quality of academic and intellectual life at the University. The Public Service Endowment Grant Program is intended to enhance the public service mission of the University by funding outreach and service projects that make the specialized knowledge and expertise of faculty and staff available to the community at large. The Graduate Research Assistance Program provides graduate assistantships and the Faculty Proposal Development Grant Program supports the development of high-quality research proposals for application to external funding agencies.

The Associate Vice Provost for Research in collaboration with the Office for Research and Sponsored Programs offers grant writing workshops for faculty each fall and spring semester.

**Sabbatical Leaves**

Sabbatical leaves are available on a pro-rata basis, and by application, to tenured faculty for the pursuit of research and creative projects.

Your department chair can supply details on all these opportunities. You may also refer to the [Sabbatical Leave Policy](#). The FSU also explains the new flexible policy.
Appendices

Appendix A: Provost’s Memorandum on Course Offerings

Each year an inordinate number of complaints and disputes about grades, evaluations, and course procedures come to department heads, deans, the Provost’s Office, and the Registrar’s Office. The great majority of those disputes could be avoided, if faculty members took note of the minimal guidelines suggested below. These guidelines suggest possible ways of minimizing some of the confusions and misunderstandings that often lead to grievances. All courses cannot and should not be conducted identically. These guidelines are meant to be helpful. They are suggestions not prescriptions. They are not intended to limit faculty freedom or to determine course structure and modes of evaluation.

GUIDELINES

1. The syllabus should contain the following information:
   - your course objective
   - your expectations and any special requirements for papers, projects, lab reports or exams
   - your attendance policies
   - your grading and/or evaluation criteria and the approximate weight of each course requirement in the final grade or evaluation
   - your examination schedule and any makeup or rescheduling policies
   - your office, phone and mailbox numbers
   - a brief statement about the university’s policy on academic dishonesty, including plagiarism

   Try to avoid major changes as the semester progresses.

2. Since grading and evaluation policies often tend to be a focus of confusion or misunderstanding, take special care to articulate your criteria and invite students to discuss related questions with you early in the course.

3. Avoid further misunderstandings by reminding students of their responsibilities in your course. For instance, remind them that it is their responsibility to take exams at the scheduled times and know the location of their exams, to make alternative arrangements in advance if they have a legitimate reason for not being able to take an exam, and to provide appropriate explanation and documentation if they miss an exam without making prior arrangements. Remind students also of your policies on makeup exams.

4. Announce field trips and other special meetings, preferably in class and in writing. If these require activity on holidays and/or weekends, state this clearly.

5. If you do not return exams, lab reports, papers, and projects to your students, be sure to retain, for a reasonable period of time, all of your grading and evaluation materials for timely review with students both during the semester and after final grades or reports. Students have the right to discuss their grades and evaluations with faculty; they should be apprised of your grading policies, be able to see their work, and allowed, if they seek it, directly to hear your evaluation of their work.

6. Please remember to keep written records, especially on matters concerning academic dishonesty, and in cases of the latter, students must be informed in writing within ten days of the discovery of the alleged violation. Allow me to remind you that all our discourse should be defined by civility.
Appendix B: Academic Honesty

Academic Honesty Violations

The University defines violations to include, but not be limited to, the following:

- Submitting as one’s own an author’s published or unpublished work (e.g. material from a journal, Internet site, newspaper, encyclopedia), in whole, in part, or in paraphrase, without fully and properly crediting the author.
- Submitting as one’s own work or materials obtained from another student, individual, or agency without full and proper attribution.
- Submitting as one’s own work material that has been produced through unacknowledged or unauthorized collaboration with others.
- Submitting substantially the same work to more than one course without prior approval from all instructors involved: i.e., dual or multiple submission.
- Using any unauthorized material during an examination, such as notes, tests, calculators, cell phones, PDAs, or other electronic or mechanical communication devices. Abuse of cellular devices with photographic capabilities and use of devices for purposes of photographing test questions or other notes and materials are also prohibited.
- Obtaining answers to examination questions from another person with or without that person’s knowledge; furnishing answers to examination questions to another student; using or distributing unauthorized copies of or notes from an examination.
- Submitting as one’s own an examination taken by another person; or taking an examination in another person’s place.
- Gaining or seeking to gain unauthorized access to, or altering or destroying the paper or electronic files of a student, faculty member, or staff member for the purpose of gaining better academic standing and success.
- Failing to adhere to professional standards or ethics of a discipline and/ or violating the rules of an agency in the course of completing field work, internship, practicum, student teaching, or clinical placement.
- Interfering with an instructor’s ability to evaluate accurately a student’s competence or performance; misleading any person in connection with one’s academic work.

Procedures for Academic Dishonesty

1. Prior to reporting a suspicion of academic dishonesty, the faculty member may discuss the matter with the student and/or the faculty member’s chair or otherwise investigate the circumstances of the alleged violation. If, after such consultation and investigation, the faculty member determines that academic dishonesty did not, in fact, occur, no formal charge of academic dishonesty will be made.

2. To initiate formal proceedings, a faculty member who suspects a student of academic dishonesty must inform the student in writing of that fact within ten (10) business days of the discovery of the alleged violation. Such written notice should inform the student of the factual basis for the charge, and the specific sanctions the faculty member proposes to impose and any
University Sanctions he/she may recommend to the Director of Undergraduate Education as appropriate. The letter should also inform the student that s/he may be subject to University Sanctions imposed directly by the Director beyond those recommended by the faculty member.

The faculty member shall offer to meet with the student and the faculty member’s chair, to discuss the case. No more than ten (10) business days after meeting (or offering to meet) with the student, the faculty member may impose penalties within his/her purview, and so inform the Director. If, upon meeting with the student, the faculty member determines that the student did not commit academic dishonesty, s/he will so inform the student and Director in writing. If no penalty has been imposed within the specified timeframe, the charges shall be considered dropped.

All correspondence concerning an allegation of academic dishonesty should be copied to the faculty member’s department chair, the faculty member’s collegiate dean, the Director of Undergraduate Education, and the Office of the Vice Chancellor for Student Affairs. The chair and/or relevant collegiate dean(s) may, at their option, consult with the faculty member and/or student, review the case and make separate recommendations to the Director regarding University sanctions.

3. Academic dishonesty by undergraduate students lies primarily within the purview of the collegiate deans. For the purposes of these procedures, the collegiate deans delegate responsibility for determining whether University sanctions should be applied in a particular case to the Director of Undergraduate Studies. The Director’s decision will be informed by any recommendation made by the faculty member’s chair and will be made in consultation with the collegiate dean(s) involved; it is further subject to review and revision by the faculty member’s collegiate dean.

Within (10) ten business days of the notification of the faculty member’s imposition of sanctions, the Director will review the case. In doing so, s/he may choose to interview or question the parties involved or otherwise investigate the case. The purpose of this review is to consider the imposition of University sanctions. At the end of this review, the Director may impose additional University Sanctions, including but not limited to those listed in VII for misconduct. University Sanctions will normally be imposed for violations of an especially serious nature or in cases of repeat offense.

4. Within (10) ten business days of the Director’s imposition of University Sanctions, or (10) ten business days of the expiration of the period of time available to the Director to impose such sanctions, whichever comes first, the student may submit an appeal in writing to the Provost/Vice Chancellor for Academic Affairs, copying the Office of the Vice Chancellor of Student Affairs. The Vice Chancellor of Academic Affairs/Provost will convene an Appeal Panel, consisting of 3 – 4 faculty members and 2 students from the standing membership of the Joint Discipline and Grievance Committee and instruct the Panel to review the case by convening a hearing. At this hearing, at which, at minimum, the panel will interview and question the student and faculty member. The Vice Chancellor for Academic Affairs/Provost will appoint a member of the panel to serve as the Chair.

5. Within (10) ten business days after completion of its hearing and review, the Panel will make a report of its findings and recommendations to the Vice Chancellor for Academic Affairs /Provost.
Within (5) five business days of receiving this report, the Provost/Vice Chancellor for Academic Affairs will uphold, reverse, or modify the faculty member’s and Director’s decisions.

Modifications may include any of the sanctions listed in VII c for misconduct. The decision of the Provost/Vice Chancellor for Academic Affairs is the final University disposition of the matter and is not subject to further appeal, except in cases of expulsion. Expulsions may be appealed to the Chancellor within 10 business days of the Provost/Vice Chancellor for Academic Affairs’ decision to expel.

NOTE: See the full text of the code on the web. This version has been edited to reflect undergraduate student situations only.

Suggestions for faculty:

- Make your expectations clear in the syllabus. Have an in-class conversation about academic dishonesty and take the time to discuss issues such as collaboration on assignments and use of the Internet. Tell students that you take academic honesty seriously and will enforce the Code of Student Conduct.

- If you suspect dishonesty, document your suspicions. Make copies of any relevant documents and write down your concerns. If you use SafeAssign through Blackboard, keep a copy of the report with a date/time stamp.

- Be aware of student rights. For example, if multiple students are involved you need to be careful not to reveal information (sanctions, for example) about one student to any of the others.

- It is advisable to talk with the student as soon as possible.

- You should not sanction a student without initiating the formal process. A student should always have the right to appeal a sanction and this may not happen if you take an informal approach.

- If you do start the formal process, inform your department chair. Make sure you cc the following people on the formal written letter: Chair, Dean, Associate Vice Provost for Undergraduate Studies, Vice Chancellor for Student Affairs. If the student is in a separate college, you may also inform the Dean of that college. The letter should provide a clear summary of the issue and should also inform the student of his or her rights. The code of conduct should be referenced and the student should be advised of the appeal timeline.

- Student Affairs is the official record-keeper for code of conduct violations. That office works with Undergraduate Studies to review cases of multiple violations and to determine sanctions. It is not the faculty member’s responsibility to recommend suspension or expulsion.

- A student may appeal a charge of academic dishonesty by appealing to the Provost’s Office. The appeal process is overseen by Undergraduate Studies. If the appeal goes forward, then an appeal panel of faculty and students will interview the student and the faculty member (and any other relevant parties). The panel makes a recommendation to the Provost, who then upholds, modifies or dismisses the initial charge.
Appendix C: Sample letter for plagiarism notification

(Date)

(Student’s name and contact information)

Dear (Student):

This letter serves as official notification regarding charges of academic dishonesty that have been brought against you in (course and section number) during the (fall, spring, or summer) semester of (year).

On (date) you were found responsible for the following violation of the University Code of Student Conduct:

“VI.A.1. Submitting as one’s own an author’s published or unpublished work (e.g. material from a journal, Internet site, newspaper, encyclopedia), in whole, in part, or in paraphrase, without fully and properly crediting the author.”

To be specific, it is the contention that you submitted work on (give due date here) in which (the specific details of the plagiarism go here). In accordance with the Code of Student Conduct, the sanction that will be imposed is: (name the sanctions the instructor chooses to impose: e.g., failure on the paper, in the course, etc.)

The Code of Student Conduct appears in the UMB Undergraduate Catalogue and on the University’s Website. The University’s regulations regarding plagiarism and academic dishonesty recommend that you consult these regulations to ascertain your rights and responsibilities pertaining to this matter.

If you wish, I am available to meet with you regarding this matter. You may contact me at (give e-mail and/or phone) to arrange a meeting by (give a date within ten business days of the plagiarism). You have the right to have a member of the UMB community, except legal counsel, present at all proceedings to act as an advocate on your behalf.

Sincerely,

(Instructor’s Contact Information)

cc: Department Chairperson
    College Dean
    Associate Dean of Students
    Associate Vice Provost of Undergraduate Studies
    Office of the Vice Chancellor for Student Affairs
Appendix D: INC Policy and Procedures in Undergraduate Courses

The university’s policy on the granting of the incomplete grade states

The grade incomplete (INC) is reported only where a portion of the assigned or required class work, or the final examination, has not been completed because of serious illness, extreme personal circumstances, or scholarly reasons at the request of the instructor. If your record is such that you would fail the course regardless of your missing work, you will fail.

Permission of the instructor must be obtained and the form for Grade Incomplete must be completed.

If you are receiving the grade of incomplete (INC), you are allowed up to one year in which to complete the course. The new grade must be submitted to the Registrar by the grading deadline for that semester, i.e., by the end of the next fall for the fall semester incompletes. The grade for any course not completed by this deadline will be converted to the grade of ‘IF’.

Please consider the following:

As you consider giving a grade of INC, please keep the following in mind:

- INC grades can only be awarded after the pass/fail/withdrawal deadline. If a student requests an Incomplete before that deadline, please recommend that the student withdraw from the course.
- INC grades can only be awarded if the student was up-to-date with all required work and had passing grades in the course at the time he or she requested the incomplete.
- There was an identifiable unforeseen extenuating circumstance that interfered with a timely completion of the course.
- You cannot submit a grade of INC without the student agreeing to the terms of the contract.

It is your responsibility as an instructor to adhere to this policy and to follow the process. Please take the following steps before giving a student the grade of INC:

- Consult with the student. This is best done in person; however, phone or email consultation may also take place. Make sure you explain clearly what the student’s current grade is, what work needs to be completed, and the time frame for completion of the work. Give the student a realistic estimate of what his or her final grade will be.
- Fill out the “Grade Incomplete” form (also known as the incomplete contract), and have this signed by the student, instructor and chair of the department in which the course is being taught. Give the student a copy, keep a copy for yourself and give a copy to your departmental administrator. Have the original signed copy delivered to the Office of the Registrar BEFORE grades are due for the semester. The Office of the Registrar will record the grade.
- One of the purposes of the contract is to document the conversation with the student and to give the student a clear outline of the work that needs to be done, as well as the timeline. It is also useful for you as a reminder when the student completes the work. And
if you should be away the next year, when the student completes the work, it is a record for the department to use.

- If the student cannot physically sign the contract, utilize electronic communication means to illustrate the student agrees to the conditions for completion mapped out in the contract. Provide copies of the electronic communication with the contract submission.

- The university allows for a maximum of one year to complete the course work, but it is appropriate to impose a shorter time period. This should be clearly communicated to the student in writing.

Frequently Asked Questions

Q: A student stopped attending my course at some point in the semester and has not communicated with me at all. Should I give this student an INC grade?
A: No. At the end of add/drop you received a request from the Registrar’s Office to notify that office of any student who was not attending. If you followed through with this notification, the Registrar would have posted a grade of NA (not attending) to the student’s record. If the student stopped attending after the add/drop deadline, you should evaluate the student’s work and give a grade accordingly (even if this means giving an F).

Q: Should I take the financial struggles of paying for an education into consideration?
A: Financial struggles should only be considered when they have impacted a student’s ability to complete the course after the deadline for withdrawal has passed and only if the student is passing the course.

Q: A student would like to sit in on the course next semester in order to complete the coursework. Is that an appropriate way of making up the INC?
A: This is up to the discretion of the instructor. As you consider this option, keep in mind that it may be a burden on the instructor who teaches the course the next semester, it takes a seat away from another student, and it gives the student with the INC another chance at learning the course material without having to pay for the course.

Q: I couldn’t get in touch with the student. Can I still give the INC?
A: No. The conversation with the student about expectations and timelines is a necessary part of giving an INC grade.

Q: A student has missed a number of classes and is asking for an incomplete to have more time to finish the coursework. How should I evaluate this request?
A: Evaluate this request with the guidelines in mind. If there is no serious illness or extreme personal situation that prevented the student from attending class, you should deny the request. Keep in mind that there are other options for students. For example, a student who cannot complete his or her classes in the semester can request a withdrawal from the University up to the last day of classes; students need to meet with an advisor from the University Advising Center to take this step (students in CM should go to their Undergraduate Program Office; students in CNHS should go to their Student Services Office). Another option is to recommend that a student repeat the course. Our course re-take policy is fairly liberal. Please consult the Registrar’s website at http://www.umb.edu/registrar/academic_policies/course_repeat_policy for more information about retaking courses.
Q: Where do I get an incomplete contract?
A: They should be available in your department office. You can also contact your Dean’s Office or the Office of Undergraduate Studies for copies.

Q: A student has made up the INC work. What do I do now?
A: You will need to fill out a change of grade form (available from your department) and get it signed by your department chair. It should then be walked over to the Registrar’s Office. (Note: the student cannot deliver the form!)

Q: A student completed the work within one year but I missed the deadline for turning in the form. What do I do?
A: If you are in CAPS, CEHD, CLA, CPCS, or CSM, bring the signed change-of-grade form to Brenda Gordon in the Office of Undergraduate Studies with a letter explaining the situation. The Standards and Credits Committee considers all requests past the one-year deadline and Ms. Gordon will bring it to that committee if necessary. Faculty in CM should contact the Undergraduate Program Office; faculty in CNHS should contact the Associate Dean.

Q: I gave a student an incomplete but the student missed the one-year deadline for making up the work. Now the student has requested that I extend the deadline. Can I do this?
A: In rare and exceptional circumstances, it is possible to waive the one-year deadline. However, you are under no obligation to agree to this student request. If you are considering this, I urge you to contact the appropriate office for your college. Please contact these offices BEFORE the student attempts to complete the work. And please use good judgment: if more than three years have passed, approval will not be given. For CAPS, CEHD, CLA, CPCS and CSM, talk with Brenda Gordon, who sits on the Standards & Credits Committee; CM faculty should contact the Undergraduate Program Office; CNHS faculty and staff should contact their Associate Dean.

Updated by Karen Ricciardi, Associate Vice Provost for Undergraduate Studies: April 6, 2016
Appendix E: Distressed and Distressing Students

In an emergency, call the campus police: 911 from a campus phone; 617-287-1212 from a cell phone. If concerned about a student in any way that is short of an emergency, call or email Shelby Harris, Interim Associate Dean of Students: dean.students@umb.edu; 617-287-5899 (This is her administrative coordinator’s phone number.)

If you know a student who seems to be distressed or distressing to others, take these three steps.

1. Gather information.
   If a student tells you he or she is personally troubled or is troubled about another student, or if you are troubled about a student, and one or more of the following warning signs are present...

   **Psychological or physical signs, such as**
   - extreme emotionality, high levels of irritability or hostility, indirect or overt expressions of intent to harm or kill oneself or other(s)
   - withdrawal, social isolation, or absence of emotion
   - written assignments with themes of despair, hopelessness, isolation, or intense anger
   - confusion or inability to make decisions
   - odd or bizarre speech or behavior
   - change in (or lack of) concentration or motivation
   - excessive fatigue, lack of energy, or frequent falling asleep in class
   - deterioration in personal hygiene or physical appearance, or noticeable change in weight
   - evidence of injury, such as cuts, bruises, black eyes, missing patches of hair, etc.
   - evidence of alcohol or drug intoxication (e.g., slurred or incoherent speech; slow verbal responses; gross and fine motor coordination difficulties; bloodshot eyes or abnormal pupil size; use of sunglasses or long-sleeves when not appropriate), or

   **Academic signs, such as**
   - inappropriate classroom or online behavior
   - deterioration in the quality of work submitted
   - missed or late assignments, including repeated requests for extensions
   - missed appointments
   - repeated absences from class
   - decrease in or lack of engagement in group- or participation-oriented classes

Go to step 2.

2. Assess the level of distress.

   **If the situation is urgent, call Public Safety immediately at 911 (campus phone) or 617.287.1212 (cell phone).** The situation is urgent if the student is at immediate risk of harming self or others, is incoherent or unresponsive, or is in extreme distress or causing extreme distress to others. Stay with the student to provide support for the student and information for the officers, unless you fear that your safety might be in jeopardy.
If the situation is important but not urgent—that is, if the student does not appear to be in acute and current distress, but has been showing signs of difficulty such as those listed above—

**Go to step 3.**

3. Assess your relationship to the student.

If you don’t know the student or you don’t feel able to deal with the student directly, on the same day (or the next business day, if the concern arose after hours), contact the Office of the Vice Chancellor for Student Affairs. Call 617.287.5800, or email Director of Counseling Services, Deborah Cohen in University Health Services (counseling.center@umb.edu).

If you know the student and feel you have the experience, ability, and time to deal with the student directly and determine what assistance may be needed.

**Before the conversation,**

- Ask the student to meet privately.
- Let someone else know about the meeting (best scheduled during the regular business day) so he or she can be available to help you if necessary.

**During the conversation,**

- Let the student know what you have noticed about his or her behavior that has caused you to be worried, and express your concern. ("I have noticed that you seem very tired the past two weeks." "I’ve noticed you’ve missed class three times in the past two weeks.")
- Do not promise to keep information confidential.
- Ask open-ended questions. ("How are things going for you this semester? What’s been difficult for you this semester?")
- Listen to the student’s response. You need not be scared off by an emotional response. Talking about a problem, or labeling a crisis, does not make it worse—it is the first step toward resolving it. Be patient. Don’t give up if the student doesn’t talk easily.
- Suggest a visit to the University Advising Center if you have noticed academic signs (617.287.5500), the UHS Counseling Center if you have noticed psychological signs (617.287.5690), or UHS General Medicine if you have noticed physical signs (617.287.5660).
- If the student agrees to go, accompany him or her to the appropriate office or call the campus resource to let them know to expect the student and indicate whether the student should make an appointment or be seen right away.

**After the conversation:**

- Inform the person in charge of your area or department of the situation and your actions. If concerned about a student in any way that is short of an emergency, call or email Shelby Harris, Interim Associate Dean of Students: dean.students@umb.edu; 617-287-5899.

*These guidelines, which were developed by a multidisciplinary task force of the University-wide Safety Planning Committee, are intended to help all members of the UMass Boston community respond wisely and consistently in situations where there is cause for concern about the well-being of students.*
Appendix F: University Sexual Harassment Policy

6/3/92
UNIVERSITY OF MASSACHUSETTS SEXUAL HARASSMENT POLICY

Sexual harassment is sex discrimination and, therefore, a violation of federal and state law. It is the policy of the University of Massachusetts that no member of the University community may sexually harass another. For purposes of this policy and consistent with federal regulations, sexual harassment is defined as follows:

Unwelcomed sexual advances, requests for sexual favors and other verbal or physical conduct of sexual nature constitute sexual harassment when: 1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or academic work, 2) submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individual or 3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working or academic environment.

It is the policy of the University of Massachusetts to protect the rights of all persons within the University community by providing fair and impartial investigations of all complaints brought to the attention of appropriate officials. Any member of the University community found to have violated this sexual harassment policy will be subject to disciplinary action. Chancellors are directed to take appropriate measures to inform each member of the University community of this policy statement and to develop procedures, in conjunction with the President's Office, for filing, hearing and resolving complaints.
Appendix G: Faculty Fact Sheet: Strategies for Affordable Textbooks

Strategies for Affordable Textbooks
A Fact Sheet for Faculty

Many students are finding it increasingly difficult to afford their textbooks. A 2013 survey conducted by Student Public Interest Research Group (PIRG) of 2,039 students from more than 150 different university campuses found that 65% of students said that they had decided against buying a textbook because it was too expensive. Of those who had foregone purchasing a textbook, 94% were concerned that doing so would hurt their grade in a course. In addition, nearly half of all students surveyed said that the cost of textbooks impacted how many/which classes they took each semester.

How Faculty Can Help

1. Be cognizant of the cost of textbooks when selecting required materials for courses. Students report negative impacts from the publishing industry’s long-standing practices that inflate costs. Publishers release new editions every 3-4 years regardless of changes to the subject, which effectively eliminates the used book market for the previous edition. “Bundling,” or the practice of packaging textbooks with CDs, pass-codes, and other bells and whistles can force students to pay for unwanted items, which often expire or get lost making books impossible to sell back. Custom editions created for the school, although often presented as a cost-saving measure, can have the opposite effect by segregating students from the larger used book market and eliminating off-campus buying options.

2. Set up a variety of sources for your required materials. Make all possible materials available on your course website. Besides purchase from the bookstore, see if the books can be purchased as a Kindle edition. Also note in your syllabus if your course texts are available on reserve in the Healey Library (see below) or as an e-book. Reserve e-books and e-textbooks generally come with access restrictions; faculty should consult library.reserves@umb.edu or 617-287-5905 for assistance. Please understand that e-books and e-textbooks in Kindle, Overdrive, etc., do not have the same rules as digital copies available to academic libraries.

3. Use Healey Library Reserves to request that textbooks, e-textbooks, and class and supplementary readings be placed on reserve for student use in the library. Faculty can also place personal copies of textbooks, etc., on library reserve. Contact library.reserves@umb.edu or 617-287-5905 for questions or assistance.

4. Consider using free or low-cost digital materials as required readings. Faculty can use campus-authored content and/or library-licensed digital resources instead of commercial textbooks. A new campus pilot is helping faculty identify materials already available in the Library, or in open access, to create low-cost or cost-free course-packs, readings, and textbooks for students.

5. Consider open-access textbooks which are free online and affordable in print. There are over 140 titles available in the University of Minnesota Open Textbook Library. See also: http://www.studentpiges.org/opentextbooks/catalog, http://guides.library.umn.edu/oer, http://open.umn.edu/opentextbooks/.

6. Join the Campus’s Open Educational Resource Initiative (OER). The Library, IT, and CAPS are working with faculty to assemble alternative textbooks, create course-packs with materials already licensed by Healey Library, or develop new open textbooks for your courses or your department.

If you wish to join the first wave of faculty looking for alternatives to high-cost textbooks, please contact library.reserves@umb.edu
Appendix H: Instructional Setting Conduct Policy

Our Commitment to Academic Freedom
UMass Boston strives to create an environment of academic freedom that fosters the personal and intellectual development of all community members. As such, the University protects the rights of all students, faculty and staff to explore new ideas and to express their views. For true academic freedom to exist, acceptance of the spirit of inquiry and respect for diverse ideas and perspectives must exist in both the overall university community and in instructional settings. While the principle of academic freedom protects the expression and exploration of new ideas, it does not protect disruptive or unlawful conduct.

Expectations for Conduct in Instructional Settings
Differences of opinions or concerns related to the class should be welcomed. The challenging of viewpoints is part of the academic experience, but should occur in a manner that does not threaten any member of the learning community or the opportunity for others to learn from the instructor.

Each Instructor, meaning anyone given the authority to teach a course or grade a student, including university/site supervisors and clinical preceptors or supervisors, is responsible for managing the instructional environment, which includes creating a setting for the open exchange of ideas by all students. Each student is responsible for ensuring that his or her own behavior promotes these goals.

Learning and the associated exchange of ideas may take place in many settings, including but also beyond the formal classroom. Instructional settings include but are not limited to classrooms, libraries, group meetings, tutorials, lab sessions, office hours, and off-campus venues. Instructional settings may also be virtual, for example, email or telephone-based instruction, chat rooms, and web activities associated with courses. Disruption of the learning process will not be tolerated and may lead to disenrollment or disciplinary action.

Disruptive Behavior in Instructional Settings
Disruptive behavior in instructional settings may be defined as, but not limited to, behavior that interferes with, disrupts or obstructs the learning environment, including teaching, research, administrative activities, or other authorized functions. Disruptive behavior also includes inciting others to do any of the above. Instructors have discretion as to what constitutes disruption and are encouraged to address their concerns with the student and also speak with their Chairs about such matters. If student behavior deemed disruptive persists to the point where an instructor restricts a student from class, the case must be reported to the Office of the Dean of Students to ensure due process.

Student behavior or speech that disrupts the instructional setting or flow of instruction or prevents concentration on the subject taught will not be tolerated. Although repeated or persistent rude or uncivil conduct may become disruptive, it is important to differentiate disruptive behavior from that which is merely rude, uncivil, intellectually challenging, or provides a different viewpoint.

Disruptive conduct includes, but is not limited to:
1. The student who becomes belligerent when confronted or is physically or verbally abusive;
2. The student who loudly and frequently interrupts the flow of instruction with outbursts or interjections.
These incidents must always be reported to the Office of the Dean of Students by submitting the “Student Conduct Referral Form” found here: 

In certain circumstances, the following may constitute disruptive or inappropriate conduct, dependent upon degree and context:
1. The student who fails to participate when participation is expected;
2. The student who sleeps in class;
3. The student who uses or activates mobile technology which is not conducive to the learning environment, including emitting a disruptive noise or light;
4. The student who without proper approval, persistently arrives late, takes unauthorized breaks or leaves during class or leaves early;
5. The student who continues to exhibit behaviors that the instructor has addressed and asked to cease.

These incidents may be reported to the Office of the Dean of Students by submitting the “Student Conduct Referral Form” form found here: 

Recordings in Instructional Settings:
Massachusetts Law, prohibits private citizens from secretly recording others, or possessing a device with the intent to secretly record, or disclosing the contents of a secret recording.

Additionally, the Student Code of Conduct defines intrusion of privacy, as “the attempted use or actual use of electronic devices that invade a person’s privacy. This includes but is not limited to: photographing, videotaping, filming, digitally recording, or by any other means secretly viewing, with or without a device, another person without that person’s consent in any location where the person has a reasonable expectation of privacy, or in a manner that violates a reasonable expectation of privacy. Unauthorized storing, sharing, and/or distribution is also prohibited. This does not apply to lawful security or surveillance filming or recording that is authorized by law enforcement or authorized university officials. These provisions may not be utilized to impinge upon the lawful exercise of constitutionally protected rights of freedom of speech or assembly.”

Academic settings are deemed places in which there is an expectation of privacy, unless previously agreed upon. These include, but are not limited to, the classroom, labs, office hours, and instructional space.

Instructor Responsibility
Instructors at UMass Boston are responsible for maintaining an environment conducive to learning in the instructional setting. To assure the best presentation of the course material, faculty/course instructors shall determine the manner and times during which students may ask questions, request clarification or express opinions or points of view in the instructional setting.

Each instructor is responsible for developing and distributing a syllabus that defines what it means to take and pass a particular course. Instructors are also responsible for assessing performance and conferring grades in relation to the stated grading policy. Disruptive behavior may affect a student’s grade when that behavior conflicts with stated course policies and processes as the following two examples illustrate. In a course with a lateness policy, students who are repeatedly late may see their
grades affected. In a course that teaches the constructive peer reviewing of each other’s work, students who persist in taking unconstructive approaches may see their grades affected.

Process:
For students who exhibit behavior that immediately endangers or seriously disrupts the establishment or maintenance of an appropriate learning environment in the physical classroom, Instructors must call the Department of Public Safety (7-1212). Additionally, students who are witnesses are also encouraged to call DPS. Disruptive students may be immediately removed from the classroom or from participation in another instructional setting, and their continued attendance or participation is subject to review before the next class meeting, or if that is not possible, within three business days.

The Instructor serves as a role model for the conduct they expect from students. In the event that disruptive conduct is occurring, the Instructor may offer general words of caution(e.g. “We have too many discussions at the moment”; “Let’s all focus as a class.”) Instructors should communicate with the student privately in a respectful and firm manner. A student who persists in disrupting an instructional setting may be directed to leave the classroom or other setting immediately.

One of the responsibilities of the Department Chair is to serve as an administrative leader for instructors and students who are enrolled in courses taught within the department. Instructors should inform their Chairs of students who are disruptive when the student is not responsive to the instructor’s directives or the instructor is unsure how to address the student's issues. In addition to informing the Chair, disruptive behavior must be reported to The Office of the Dean of Students as described above. After reviewing the report, the Dean of Students Office will discuss the behaviors with the instructor and Chair to determine the context of the behavior as it relates to the Code of Conduct and to determine the appropriate procedures to follow. The Dean of Students will meet with the accused students formally or informally to address the behaviors. Instructors are advised to keep careful written records (or complete an incident report) regarding any incident of disruptive behavior, including dates, times, names of those present, and details of the incident. It is important to document and report disruptive conduct promptly as described above.