Faculty Handbook

Writing and Rhetoric Program

Department of English

Last Updated: March 2019
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*Note:* Please be sure to review the FIU faculty handbook which contains necessary information for all faculty regardless of department:  
[https://academic.fiu.edu/docs/Faculty_Handbook.pdf](https://academic.fiu.edu/docs/Faculty_Handbook.pdf)
Pedagogical Priorities

• Cultivating a growth mindset, a culture of risk-taking and viewing failure as opportunity for learning
• Taking a strengths-based approach, including valuing and using diversity as a strength
• Creating a classroom culture of acceptance, kindness, and respect to encourage a strong sense of belonging
• Encouraging intrinsic motivation, through pursuit of student autonomy, mastery, and purpose
• Promoting self-efficacy
• Facilitating collaboration
• Utilizing project-based learning
• Preparing students for changing workplace (divergent thinking)
• Valuing responsible writing and informed citizenry
• Promoting positive/productive disposition toward writing as a craft, as a process of discovery, as a thinking tool, and as a socially situated practice
• Rewarding process, not just product
• Prompting meta-awareness and reflective practice
• Providing sufficient professional development for all instructors
Classroom Policies and Procedures

Summary of Instructor Responsibilities.

1. Check email regularly, at least once per 24 hours during the work week.

2. Return graded assignments to students within two weeks.

3. Hold weekly office hours. Notify students when and where you will meet them. Because of a lack of office space, we currently ask adjunct faculty to hold 1.5 hours a week. Most adjunct faculty meet students in the library or coffee shop spaces.

4. Provide students a syllabus during the first day of class. The syllabus must reflect university and program guidelines and should be submitted to writing@fiu.edu before the semester begins.

5. Provide students with clearly written assignment sheets and grading rubrics for all major assignments.

6. Each semester, attend a minimum of one professional development workshop offered by the Writing & Rhetoric program.

7. Attend every class. Notify the office staff if an emergency prevents you from meeting a class.

8. Enter early alerts and midterm grades.

9. Post grades on Canvas so students can keep track of their course performance.

Attendance. Since composition classes are active learning environments in which students write and participate collaboratively, attendance is important for student success. Instructors should structure their courses so that the writing process, participation, collaborative work, in class work, and homework factor into the course grade. Students do not fail their writing course solely for attendance.

Late Work. Writing courses are sequenced for assignments to build upon one another. Therefore, it is important that students submit their work in a timely manner to enhance their learning. If students are facing extenuating circumstances, they should be encouraged to contact their instructor as soon as possible to discuss their deadline and late work penalty. For major writing projects, instructors are encouraged to create a late work policy that upholds course standards while supporting student success.

University Core Curriculum Requirement. To fulfill UCC Gordon Rule requirements for ENC classes, students must demonstrate college-level writing skills by completing all major writing projects and receive at least a C in the class. To meet this requirement, students...
should complete writing projects for a variety of audiences and purposes by following a multi-stage prewriting, writing, and revising process. UCC Gordon Rule requirements must provide written assignment sheets and grading criteria for each major writing assignment.

**Class Rosters.** Class rosters can be viewed under the faculty tab via my.fiu.edu. After signing in with your Panther ID and password, the Faculty Center link will take you to current semester information. The information displayed is specifically linked to your individual Panther ID.

Please note that all faculty members, including adjunct faculty, have access to view their class rosters. However, access to a class roster is available only if your department has assigned you to that specific class within PantherSoft.

**Assignment Sheets.** It is Program and Gordon Rule policy that instructors provide students with written assignment sheets and accompanying grading rubrics for all major writing projects. These assignment sheets should be posted on your Canvas site. Clear, meaningful assignments often lead to insightful responses and student investment.

**Components of a Course Syllabus and Grades.** These components are university policy. You should acquire a Canvas page and post your syllabus online.

- The name of the course, course and section numbers, course description, course objectives and learning outcomes, prerequisites and co-requisites (if any), and semester and year offered.
- The instructor’s name, e-mail address, department or school, office location and office hours.
- Required texts (include ISBN).
- Grading standards to be used in calculating final grades.
- A tentative outline that includes major topics and anticipated dates of assignments due.
- Performance measures that will be considered for evaluation in awarding final grades.
- Any policies of the instructor and/or department policies that may impact a student's enrollment or final grade.
- Attendance standards.

Instructors are encouraged to include the following in course syllabi:

- The University drop date (see the Academic Calendar).
- Instructor’s policy on make-up assignments or performance measures.
- Accommodation for legitimate, verifiable cases of illness and emergencies. Also note accommodation for religious holy days.
- Method of determining final grades. It is not advisable to change your grading policies after the syllabus is distributed; however, if for some reason you need to do so, you must inform your students of the change in writing.
- Reference to University policies on sexual harassment and religious holidays.
- Information on policies and services for students with disabilities.
- Indication on your syllabus if you are using the plagiarism detection service Turnitin.com.
- Reference to University policies on academic misconduct for all students.

**Grades.** In Fall 2016 the Faculty Senate approved changes to the grading system. These changes are in effect and appear in the 2017-2018 catalog. An important change made was the elimination of the grade of “C-.” A “C-” is a failing grade for core courses, so the elimination of the grade was done to avoid confusion and to encourage student success and progress toward graduation.

The following table provides the grades and numeric values that comprise the standard grading system:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Per Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Through this grading scale, the faculty intend to reduce student confusion about what constitutes a passing grade, align the grading scale with majors that require students to earn a minimum grade of “C” in prerequisite courses (ie, **ENC 1101/1102**), and minimize barriers to graduation. Since this grading scale does not include percentages, faculty should use professional judgment to determine percentages relative to letter grades and are encouraged to discuss the implications of this change with their colleagues and Program Directors. The Center for the Advancement of Teaching remains a resource for faculty who have questions or seek recommendations.

**F0 Grade.** Please note that you should reserve the F0 grade only for students who fail your class because they stopped attending.
**NC Grade.** The Faculty Senate approved an NC grade that became effective Fall 2016. NC indicates that a student received no credit for a class. The grade will appear on the student’s transcript, but the grade will have no impact on a student’s GPA. The Faculty Senate approved this action to minimize the permanent impact on GPA’s that students have as they transition to their university experiences.

New freshmen will be eligible to receive this grade under the following conditions:

1. *The student earned a D or an F grade in a UCC (ENC 1101/1102) course* during his or her first three terms as an active student.
2. The Office of the Registrar can provide a student with only two NC grades per term; and only four NC grades for the entire undergraduate careers.

The Office of the Registrar will assign NC grades automatically based on the above conditions. However, when a student earns more grades eligible for NC than the Office of the Registrar can assign for any given term or for the student’s career, then they will replace F grades before D grades. Through their advisors, students can submit formal requests to restore D grades that the Office of the Registrar replaced with NC.

**Incompletes.** An incomplete should only be given to a student who has successfully completed at least half of the course work and is passing the class. An incomplete grade “I” is a temporary symbol given at the discretion of the instructor for work not completed because of serious interruption not caused by the student’s own negligence. An incomplete must be made up as quickly as possible but no later than two consecutive semesters after the initial taking of the course or it will automatically default to an “F” grade. There is no extension of the two semester deadline. The student must not register again for the course to make up the incomplete. Students who have incomplete grades on their records must remove the incomplete by the end of the fourth week of the term in which they plan to graduate. Failure to do so will result in a cancellation of graduation.

In such cases where the course instructor determines it is appropriate to award a student a grade of “I” the below steps must be followed. Through email, the course instructor will report the following:

1. The grade earned by the student to date.
2. The missing work and the percentage of the final grade it represents (this requires the details of the specific missing assignment).
3. The date the instructor expects the missing work to be submitted or in the case of an examination made up.
4. The justification for awarding the grade of “I”.
5. The email to the student outlining the above forwarded or be copied on the email to the student.

The instructor will submit this information to Program Director and maintain a copy for instructor records and provide a copy for the student. Once the student satisfies the
requirements for a grade, the instructor can use the Online Grade Change Process to update the student’s grade; you can find instructions for managing grades on the Registrar’s web page under the Faculty & Staff Manuals heading.

**Late Drops.** In extraordinary circumstance beyond the students’ control, students can drop a course (with a DR/W grade and fee liability) after the eleventh week of the term. Under such circumstances, the student must submit a Petition for Late Drop to the OneStop; please note that students can submit petition forms and all supporting documentation via the “upload documents” functionality in the my.fiu.edu portal. Specific enrollment dates including deadlines can be found on the enrollment services’ extended academic calendar. Students who do not exercise their right to drop by that point should be prepared to receive the grade they have earned.

**Student Enrollment.** If a student’s name does not appear on your grade roll, notify the student so that he/she can contact the Office of the Registrar. If a student appears on your roll but has attended no class sessions, you can assign that student an F0 grade.

**Leaving the University.** If you are leaving the University, please ensure that the program has contact information in the event grade disputes need to be resolved. If so, provide a Program Director with details regarding any outstanding incomplete grades.

**Mid-Semester Grades.** As a means to optimize a student’s likelihood of success, faculty members must provide students with significant feedback and a clear sense of their performance in each class. To ensure that students receive this feedback with sufficient time to improve their overall grade or modify their enrollment, the Office of the Provost requests that faculty members teaching UCC Gordon Rule classes (ie, ENC 1101/1102) to enter a “Mid-semester Grade” into the respective learning management system.

**Changing Grades.** Once submitted, end-of-semester grades, apart from incompletes, are final and can be changed only to correct an error or in cases in which some part of the student’s work was unintentionally overlooked. This is done through the online grade roster. Grades changes cannot be done immediately after grades have been submitted, but the grade change process is usually at least 24 hours after grade submission.

**Making Grades Available.** Students often want to know what grade they have earned before grades are available via the web or kiosk. At the same time, Federal law (i.e., the “Buckley Amendment”) makes it illegal to violate a student’s right to privacy; this means that you may not publicly post grades using the whole or partial student’s name, social security number or student ID number, and that you should not leave graded exams and papers on your desk or outside your office door. In addition, grades must be posted on the class website in a manner in which students cannot be identified.

**Canvas.** The Program encourages faculty to use a class management system to post syllabi, assignments, unit plans, resources, grades, and announcements. As of Spring 2018, all fully online and hybrid classes will use Canvas. To request a Canvas shell, visit: [https://ecampus.fiu.edu/](https://ecampus.fiu.edu/)
Overrides. Except in extreme cases, the Program does not grant overrides due to the writing-intensive and workshop nature of ENC courses.

Textbooks. Instructors are required by Florida state law to place textbook orders through the bookstore. Book order forms can be accessed online at https://www.facultyenlight.com/?storeNbr=785

Final Examinations. To avoid exam conflicts for students, final examinations must be given during the week following the last day of classes during Fall and Spring semesters. Do not give final exams during the last week of class. Schedule your exams according to the official final exam schedule, which can be found in each semester's Schedule of Classes. Summer semesters do not have final examination periods and course examinations may be given at the discretion of the faculty member teaching the course.

Academic Integrity. For information regarding plagiarism cases, please visit: http://integrity.fiu.edu/misconducts.html
Resources

Both the Writing and Rhetoric Program and the University provide many resources helpful to instructors and students. Some Writing and Rhetoric Program resources focus on facilitating day-to-day teaching.

- The Writing and Rhetoric website provides current information about our courses and learning outcomes as well as a general outline of course sequences.
- Mailboxes are provided to all faculty in the English Department. Please check your mailbox on a regular basis.
- Photocopy requests for syllabi and exams can be submitted to the office staff. Please allow three business days for completion.
- Info on teaching and learning is available on our ENC listserv.
- A Moodle Resource Shell with teaching resources is available to all Writing and Rhetoric faculty. If you don’t have access to the Moodle Resources Shell, you can request access by emailing Nick Vagnoni at nvagnoni@fiu.edu.
- The W&R program offers a schedule of professional development opportunities.

The Writing and Rhetoric Program also offers consulting resources that focus on student success.

- The Digital Writing Studio helps instructors adopt digital pedagogies and methodologies in their teaching. The DWS website includes assignment sheets, student samples, and explanations of resources. Faculty can also set up an appointment with the Director of the DWS, Christine Gregory (cgregory@fiu.edu).
- The Student Success Coordinator supports instructors in helping students meet the high standards of our classes in an encouraging and supportive environment. This Coordinator assists in following up with the university’s Early Alert System and consults with students and faculty about student success. Contact Cayce Wicks at cwicks@fiu.edu.
- The Multilingual Specialist supports instructors in their work with multilingual students. This Specialist consults with faculty and advises about curricular changes. Contact Ming Fang at mifang@fiu.edu.
- Writing-Across-the-Curriculum: The WAC program assists faculty and Graduate Teaching Assistants in using writing to enhance their teaching, improving student writing in the major, in Gordon Rule courses, and in other writing-intensive classes. The program offers one-on-one consultations, group consultations, workshops on writing instruction, and grant programs. Its mission is to improve students’ writing proficiency, critical thinking, and engagement in learning by supporting faculty and TAs across disciplines who teach with writing. For more information, please go to wac.fiu.edu.

The university offers resources that are useful to both instructors and students.
- The FIU Library offers instructional research sessions, device checkout, and study rooms.
- The Center for Excellence in Writing offers individual consultations about any student and faculty writing while at FIU. Writing consultants can assist students and faculty with projects such as papers, reports, and projects for any course in any department; Honors theses, master's theses, dissertations; proposals; resumes and applications for fellowships and employment; personal statements; group projects; PowerPoint presentations and other non-print projects.
- The Center for the Advancement of Teaching seeks to recognize and cultivate learner-centered teaching throughout the university. They provide support to faculty as we strive to balance cutting-edge research with thoughtful teaching.
- Counseling and Psychological Services’ mission is to provide mental health services to students that will facilitate and enhance their personal learning, emotional well-being and academic skills development.
- The Disability Resource Center’s aim is to guide and support students with disabilities throughout their college experience.
- The Office of Class Management can assist with room change requests. Through this website, can view classroom availability and layouts. To submit an official room change request, email Office Specialist Cora Fernandez (clferna@fiu.edu)
Technology

Canvas.
- FIU uses Canvas as its LMS for all online, hybrid, and web-supported F2F classes. As a way to help new users of Canvas, the Writing & Rhetoric program has created templates for ENC 1101 and ENC 1102. These templates are designed in a way that allows the instructor to easily revise and personalize the content. Contact Cindy Chinelly or Cayce Wicks for questions concerning the templates.
- Support and Guides
- Request a Course Shell

Turnitin.
- Turnitin provides instructors with the tools to teach students the responsible use of intellectual property, to engage students in the writing process, and to provide personalized feedback.
- At FIU, Turnitin is integrated with Canvas. If an instructor chooses, Turnitin assignments can be created within Canvas so students are directly submitting to Turnitin.
- The Writing & Program encourages instructors not to use Turnitin as a policing tool, but instead to use it as a tool to help students learn more about the value of originality, proper citation practices, and source evaluation.
- Instructors can give feedback within Turnitin by creating text or voice comments, as well as by integrating rubrics. The PeerMark feature encourages students to learn from each other and develop critical thinking skills through peer review.

Information Technology.
- The Division of Information Technology (IT) is Florida International University’s central technology service provider.
- Call Center: 305-348-2284. Use this number to request help with email, passwords, connection to wireless networks, FIU-owned computer problems.
- AskIT is a self-service portal. AskIT, allows you to find the answers to a variety of tech questions.

Educational Technology Services.
- Educational Technology Services (ETS) is part of the Division of Information Technology. They provide access and support for instructional technologies available at FIU. Faculty and teaching staff can use their services to enhance and improve their student’s learning experiences.
  - ETS also offers individual consultation sessions for faculty who use Canvas. Located at GL150, and phone number is 305-348-2814.
- The IT Training Center offers access to both on-campus and online workshops. All training resources are free and available to FIU faculty, staff and students.
- Course Tools Available to FIU Faculty
FIU eMail.
- Use this link to access university email: mail.fiu.edu.

MyFIU.
- MyFIU gives you access to your teaching schedule, class rosters, and final grade rosters.
- Log into MyFIU at https://login.fiu.edu/myfiu/
- You will need your PantherID and password to log on.

FIU Mobile.
- FIU Mobile offers faculty the ability to view their class rosters, human resources, payroll, benefits information, and more.
- Download the app through the Apple App store or Google Play for Android.

FIU Panther Tech.
- FIU Panther TECH is a one-stop shop for software and hardware needs. Panther TECH provides the FIU community with software for personal use, software for FIU-owned computers, and repairs and upgrades. Students, faculty, and staff receive special education prices and deals exclusive to FIU. Additionally, they offer payroll deductions to all faculty and staff for all purchases over $500.
- Provides the FIU community with free downloads of Microsoft Office and McAfee Antivirus for their personal computers (Mac and PC). Log in with your FIU username and password to freeoffice.fiu.edu to download.
- Located In the Graham Center across from Jamba Juice. (305) FIU-TECH (305-348-8324)
Professional Development

Our program is committed to the development and success of the program members. Professional development is crucial not only to the development of individual program members, but also to program goals and missions. It’s important that our ENC instructors take an active role in participating in professional development.

Professional Development Events and Reading Group. Throughout the year, our program hosts a series of professional development events. Our annual Fall program Kick-off usually marks the start of PD activities with faculty panel discussions on pedagogical strategies. This event is required for all faculty and teaching assistants teaching in the program.

- The professional development workshops are held monthly. The schedule of the workshops is posted on our program website. These workshops usually align well with the program priorities, assessment results, and university initiatives, for instance, student success in Gateway courses, improving hybrid/online teaching, etc.
- In addition to the professional development workshops, reading group meetings are also organized two to three times per semester. During these reading group meetings, participants discuss selected articles from flagship journals of our disciplinary field.
- Faculty development has shown to demonstrate impact on student learning. Given the importance of faculty professional development, we ask that ENC instructors attend at least one PD event every semester. Such event also helps to build up and strengthen our own learning community.

Mentor and Mentee Program. The mentor and mentee program has long been instituted in our program to foster a culture of pedagogical exchange and excellence in teaching. Every new ENC instructor gets a mentor during their first semester of teaching in the program. Teaching assistants receive mentors during their first two semesters of teaching on their own. Core activities in the Mentor and Mentee program include course material sharing and discussion, class observation, idea exchange on assignment design and course design, and completion of the teaching review form as the deliverable of the process. The specific description of this process, the pairing of mentor and mentee, and the review form are usually sent out by email at the beginning of a semester. It is the mentee’s responsibility to send the completed review form to writing@fiu.edu by the program deadline. Please send the form within one week of the review and prior to midterm.

Other Professional Development Opportunities. Our program hosts a few professional training Moodle shells: the ENC1101 and ENC1102 instructor resource sharing shell, online teaching instructor resource sharing shell and Project Gateway shell with 10 training modules on teaching multilingual students. Please contact the program admin for enrollment information. To access the shells, please log in at: https://fiumdl.fiu.edu
There are also other professional development opportunities offered by the university. Center for Advancement of Teaching (CAT) offers many workshops for faculty development. The schedule of their workshops can be found here: https://cat.fiu.edu/schedule.html. CAT also organize faculty book groups. A call for participation for the book groups is usually sent at the beginning of the semester. The schedule of the book groups can be found here: https://cat.fiu.edu/faculty-book-groups.html.

Other university units, such as Educational Technology Services, Center for Leadership, Division of Research, also offer many workshops. The workshop schedule and the sign-up form can be found here: https://professionaldevelopment.fiu.edu

FIU Online also offers a variety of face-to-face workshops, webinars and tutorials as professional development. Information about their services can be found here: https://online.fiu.edu/faculty/professional-development/index.php
Student Rights and Conflict Resolution

Addressing Students’ Complaints and Disagreements about Course Policies and Grades. In the Writing and Rhetoric program, we are committed to student success and to providing students with an engaging learning experience. We are also committed to maintaining meaningful academic standards that support the value and integrity of the degree our students work hard to earn. Our policy in the Writing Program, as well as that of the University, is to urge instructors to hear students out respectfully and try to resolve disagreements or complaints with understanding.

- Referring Unresolved Disagreements or Complaints to a Program Ombudsman or Director for Mediation. If a disagreement or complaint cannot be resolved through direct communication between the instructor and student, a student has the right to seek mediation from a Writing Program Administrator. Instructors at MMC can refer students to program ombudsman and associate director, Robert Saba (sabar@fiu.edu), who will work with the student and instructor to resolve the problem. Instructors at BBC can refer students to associate program director, Cindy Chinelly (chinelly@fiu.edu).

- Pursuing Unresolved Disagreements or Complaints Outside the Program. In rare cases where a student’s disagreement or complaint cannot be resolved through direct communication with the instructor or the mediation of a Writing Program Administrator, students can pursue the matter through the University Administration or office of the University Ombudsman and Associate Dean of Students, Dr. Tony Delgado (GC 219 / 305-348-2797).

- Specific procedures for addressing a disagreement or grievance beyond the purview of the Writing Program are described in the section of the FIU Student Handbook titled “Student Academic Grievance: Definitions and Procedures.”

Addressing Plagiarism. In cases involving plagiarism, an instructor should consult with the program ombudsman or a program director for advice about penalties, and when applicable, official reporting procedures.

To minimize plagiarism offenses, instructors are encouraged to discuss plagiarism in class, make sure students understand what it is, and what the consequences can be. At the same time, instructors should keep in mind that students in our classes are learning to use and document sources properly, and that some forms of “plagiarism,” such as patch-writing or missing citations, can be oversights or honest mistakes. In short, instructors should exercise discretion in evaluating the extent and severity of “plagiarism” and try to determine if it is inadvertent or intentional. The program ombudsman or a program director can offer advice about these decisions.

When a student submits plagiarized work that an instructor considers significant and intentional—in other words, tantamount to academic dishonesty—an official resolution form or complaint needs to be filed with FIU’s Office of Academic Integrity.

The procedures to follow are outlined below:
1. The faculty member should contact Lauren Williams (lauwilli@fiu.edu / 305-348-2943 / PC 237) or Dr. Valerie George, FIU's Faculty Fellow for Academic Integrity (georgev@fiu.edu / 305-348-1892 / AHC5 314), to determine whether the student has a prior record of misconduct. Student’s prior records can also be checked online at http://integrity.fiu.edu/, under “online forms”. The informal resolution form can also be filed online.

2. If the student has a prior record, then an Informal Resolution cannot take place and the faculty must file a Formal Complaint. See the link below to get a copy of the Informal Resolution Form and the Formal Complaint Form. Bring copies of these forms to the student meeting.

3. Meet with the student in order to inform him/her of the allegation, provide evidence, and allow the student to respond prior to either entering into an Informal Resolution or filing the Formal Complaint Form Alleging Academic Misconduct with the Vice Provost for Academic Affairs. If you are a TA, please notify your mentor to discuss the situation prior to meeting with your student. An informal resolution outside of the formal hearing procedures should normally occur within fourteen (14) calendar days following the date which the faculty became aware of the act. The purpose of this meeting is for the faculty to determine whether there is sufficient evidence to file formal charges of misconduct, reach an informal resolution, or take no further action.

4. Set up another meeting with the student at which the faculty member’s immediate supervisor is present: contact Cindy Chinelly at BBC, or Robert Saba at MMC. If you are a TA, please contact your mentor. If an Informal Resolution is reached, the student, faculty member, and supervisor will sign a Consent Agreement Form which must be filed with the Vice Provost for Academic Affairs in AHC5-314 no later than 7 calendar days following the informal meeting. The student has 3 business days to cancel the agreement in writing or it becomes binding. If an informal agreement is not reached, the faculty must file the Formal Complaint Form Alleging Academic Misconduct with the Office of Academic Integrity no later than 7 calendar days following the meeting.

5. Office of Academic Integrity will review the Complaint Form and determine whether there is sufficient evidence to conduct a formal hearing. Office of Academic Integrity will notify the student(s) of its determination. The student then has 6 calendar days to respond in writing indicating whether he or she chooses to have the case resolved by Administrative Disposition of by a hearing of the University Academic Conduct Review Board. If the student does not respond in a timely fashion, he or she will be considered to have waived his or her rights to a Board hearing, and an Administrative Disposition meeting will be arranged (within 30 calendar days). In an Administrative Disposition meeting, the administrator may question both parties. Witnesses may be brought in and the meeting is tape recorded. The administrator determines the decision, which may be appealed by the student.

Refer to this link for the most up-to-date forms and information:
Submitting the Informal Agreement Form.

- Take hard copy to PC 237 / 238 for processing.
- Or contact Lauren Williams (lauwilli@fiu.edu / 305-348-2943 / PC 237) or Dr. George (georgev@fiu.edu / 305-348-1892) for instructions about submitting the form electronically.

Student Conflict

Addressing Student Incivility, Misbehavior, or Classroom Disruptions. An isolated incident involving student incivility, misbehavior, or a classroom disruption should be addressed through professional communication between the instructor and student. For more severe or recurring problems, instructors can consult with the program ombudsman or program director for help, advice, and intervention.

Calling FIU University Police to Report Serious Classroom Disruptions and Threatening Behavior. In extreme cases when a student’s classroom disruption is belligerent, frightening, or threatening, an instructor should call FIU Campus Police without hesitation. Calling the police may seem like a drastic action, but FIU police are trained to handle troubled students and are the best resource for helping them get psychological and medical assistance.

Contact numbers for calling FIU police are:

- MMC: (305) 348-5911
- BBC: (305) 919-5911

Student Responsibilities. In our commitment to provide every student with a quality education, we ask in return that students honor the culture of academic integrity at FIU. That means they should always conduct themselves with professionalism and civility in our classrooms, show respect for the diversity and dignity of all individuals in the classroom, and adhere to the “FIU pledge” of academic honesty.

Consider devoting some class time to discussing FIU core values and the FIU pledge with your students. For more information, visit: http://integrity.fiu.edu/