

UMPI Instructional Responsibilities:

To ensure continued excellence for our students, the University of Maine at Presque Isle provides appropriate expectations and support for all faculty to produce and deliver coursework. All faculty—full-time, continuing, and adjunct—are required to provide the following information and complete the following activities as part of their instructional responsibilities:

1. Observe all university and System-wide academic policies (i.e., [excused student absences](#) (page 3), [code of conduct](#), [academic integrity policy](#)).
2. Observe all official student accommodations as directed by Student Support Services in accordance with [Higher Education's Obligations Under Section 504 and Title II of the ADA](#).
3. Faculty are expected to use the Syllabus [template](#). This ensures all content is digitally accessible (ie, meets ADA requirements) and that all University or System requirements and information (accommodations, student support, Title IX, university policies, etc.) is accurately updated.
4. Provide electronic syllabi in an approved accessible format (Word and/or PDF) within the Brightspace (LMS) shell created for the course, inclusive of all modalities of delivery.
5. Submit textbooks through “ECampus Textbook Requisitions” via the UMS portal, or the assigned link: <https://fast.ecampus.com/dashboard>. Even if faculty are not using a textbook in individual courses, they must indicate such through the portal for UMPI to be in [federal compliance](#).
6. Engage in all student performance campaigns (i.e. EAB/Navigate) as employed by the instructional modality. These campaigns include No Show, Early Alert, Midterm, and Third Quarter reporting.
7. Provide timely assessment feedback to students. For YourPace (competency learning modality) instruction, the feedback timeframe is 72 hours.
8. Ensure grades are posted within the Brightspace shell (see below for further information) as created for the course, inclusive of all modalities.
9. Submit final course grades by midnight on the Monday following the final week of a semester or session.
10. The University of Maine System maintains the Brightspace Learning Management System (LMS) for faculty use in all instructional modalities. The University provides technical support to all faculty in the use of this LMS exclusively.

The LMS provides the following student and faculty needs:

- embedded tutoring and support links^[1],
- Turnitin links, discussion boards, quizzes, embedding videos,
- LEARNER SUPPORT (numerous)¹,
- HELP NAV BAR^[2],
- class progress^[3] (login data),
- digital feedback on submissions^[4]

EXPECT

An education that defies expectation.

Additionally, the LMS supports teaching and learning best practice in the following manner:

- Aligning digital feedback on assessments with positive retention outcomes;³
- Providing global access to student support and eLearning resources is required (per NECHE Standards 4.46) for any blended, distance, or hybrid modality;²
- Supporting faculty and students in all modalities, including in-person courses, in case of missed classes, problems with printing, digital access, etc. (especially in a post-COVID world).

In addition, the faculty at the University of Maine at Presque Isle have adopted and instructors are expected to observe the UMPI Academic Commitments as found at <https://wp.umpi.edu/instructional-design/the-academic-commitments/>. Faculty are encouraged to demonstrate their employment of these commitments within appropriate formal evaluation processes (i.e., Peer Evaluation Committee procedure for full time faculty).

Finally, Planning and Assessment is an additional important component of faculty responsibilities. All faculty, full-time, continuing, and adjunct, are expected to provide the following information and complete the following academic program development activities as part of their instructional responsibilities:

1. Perform Academic Program Planning and Assessment practices in line with respective program plans and practices.
 - a. Design courses assigned in accordance with all relevant programs' course and program learning outcomes as well as the planned, or expected, level of student progress toward those outcomes.
 - b. Provide direct assessment of student achievement of relevant program and course learning outcomes.
 - c. Record, report, or publish assessments of Program Learning Outcomes in accordance with all relevant Programs' practices.
 2. Collaborate with relevant Program colleagues in academic program development efforts
 - a. Determine best alignment and sequencing of program learning outcomes and content with course learning outcomes and content.
 - b. Align rubric scoring decision making with relevant program faculty.
 - c. Report obstacles, failures, opportunities, and ideas of relevant Program Learning Outcomes progress to appropriate program faculty through faculty meetings, course assessment logs, and program development logs.
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[1] Chen, J., Hughes, S., & Ranade, N. (2023). Reimagining student-centered learning: Accessible and inclusive syllabus design during and after the COVID-19 pandemic. *Computers and Composition*, 67, 102751. <https://doi.org/10.1016/j.compcom.2023.102751>

[1] Khazanchi, D., Bernsteiner, R., Dilger, T., Groth, A., Mirski, P. J., Ploder, C., Schlögl, S., & Spieß, T. (2022). Strategies and best practices for effective eLearning: lessons from theory and experience. *Journal of Information Technology Case and Application Research*, 24(3), 153–165. <https://doi.org/10.1080/15228053.2022.2118992>

[2] *Standards for Accreditation*. (n.d.). New England Commission Higher Education. <https://www.neche.org/standards-for-accreditation/>

[3] Hsu, H.-C. K., Wang, C. V., & Levesque-Bristol, C. (2019). Reexamining the impact of self-determination theory on learning outcomes in the online learning environment. *Education and Information Technologies*, 24(3), 2159–2174. <https://doi.org/10.1007/s10639-019-09863-w>

[4] Rotar, O. (2022). Online student support: a framework for embedding support interventions into the online learning cycle. *Research and Practice in Technology Enhanced Learning*, 17(1). <https://doi.org/10.1186/s41039-021-00178-4>