Teaching and Learning Resources for UM Faculty

Published: June 9, 2023
Revised: August 21, 2023

Welcome!

Welcome to the Faculty Resource Guide for Teaching and Learning at the University of Miami (UM). This comprehensive guide is designed to provide UM faculty members with valuable resources and information to enhance their teaching practices and support student learning. Whether you are a new faculty member preparing for your first semester or a seasoned professor looking to further develop your teaching skills, this guide offers a wealth of information and resources to assist you. From pre-semester preparations to entering final grades, student support, professional development opportunities, and additional campus resources, this guide covers a wide range of topics relevant to faculty members at UM. We invite you to explore the contents of this guide and make use of the valuable resources and support available to you as a member of the UM faculty community.

Before the Semester Begins

What should I do in my first week at the University?

The onboarding steps below apply to new faculty on the Coral Gables and the Rosenstiel School campuses. If you are a new faculty member on the Medical Campus, please contact the [Miller School of Medicine Faculty Affairs Office](#) for more information. In addition to the onboarding steps outlined here, each school and college, and/or department, may provide additional onboarding and orientation support and events for their new faculty.

[View the Onboarding Checklist.](#)

How should I plan my course?

- [Integrated Course Design Planner:](#) This digital workbook is based on L. Dee Fink's A Self-Directed Guide to Designing Courses for Significant Learning and was developed by the Learning Innovation and Faculty Engagement team.
- Three-credit courses should be scheduled to align with the [Standard Meeting Patterns](#) while courses that are not three credits must be scheduled in accordance with the [Non-Standard Course Scheduling Tool](#). Please refer to the [Course and Curriculum website](#) for more information and email

scheduling.rg@miami.edu if you require further information about scheduling classes.

- Review the latest academic calendar for important deadlines and holidays. Faculty are required to follow the academic calendar which extends through the final exam period.
- Review the Multi Faith Religious Holiday Calendar to check for holidays that might conflict with important class assignments, exams, or deadlines.

What should I include in my syllabus?

While UM does not require a standard syllabus, there are a number of elements that we recommend faculty include in their syllabi. You will also want to check in with your department chair or school/college leadership to see if they have a template they would like for you to use.

A course syllabus generally includes the following information:

1. Course information
   a. Course name, Course ID, section number, credit hours
2. Instructor and TA contact information
   a. Instructors and/or TA name, office locations, office hours, and UM email address
3. Description of the course
4. Intended student learning outcomes
5. Course calendar that includes the sequence of course activity
6. Assessment and grading procedures
7. Course materials and resources
8. Core policy statements
   a. Class Attendance/Absences
   b. Grading Scale
   c. Honor Code
   d. Special Accommodations
   e. Participation/Discussion
   f. Communication
   g. Extra Credit (if using it in your course)

The syllabus for any course that is offered as combined undergraduate/graduate sections must include additional readings/assignments for graduate students and explain the grading criteria for undergraduate vs. graduate students to ensure the graduate course section requires more rigor than the undergraduate section.

We recommend that you also consider including the following:
- Information about campus resources students can turn to if they need assistance in your course such as Writing Center, Math Lab, UM Counseling, etc.
- A statement on diversity, equity, inclusion, and how it relates to your discipline, course, and interaction with your students.

Here are some recommended university-wide policies to include within your UM syllabus and/or course policies documentation. You can either copy and paste the entire language or provide links. Refer to the Academic Bulletin for course policies.

Course Policies

Here are some recommended university-wide policies to include within your UM syllabus and/or course policies documentation. You can either copy and paste the entire language or provide links.

Class Attendance and Absences

Feel free to adapt this language: Regular and punctual class attendance is vital for all students. Instructors will distribute course syllabi which include policies regarding class attendance and missed or late work. Any student may be dropped from a course or receive a lowered grade for unauthorized absences in excess of those permitted by the instructor. It is each student's responsibility to know and understand the instructor's policies. It is also the student's responsibility to give the instructor notice one week prior to any anticipated absence and to contact the instructor within one week after any unanticipated absence.

All students are responsible for the material covered during their absence. However, the instructor must allow each student who is absent for a University-approved reason either the opportunity to make up, or to be excused from, work missed, without any reduction in the student's final course grade as a direct result of such absence.

Other than absences for a University-approved reason, the instructor determines whether or not an absence is for an acceptable reason and whether or not students shall have the opportunity to make up missed work. If the instructor does not recognize the reason as acceptable, the student may appeal to the chair of the department in which the course is offered.

The following constitute University-approved reasons for absences:
1. Participation in an activity approved by the Academic Deans Policy Council, such as musical and debate activity, R.O.T.C. function, or varsity athletic trip; participation in a special academic activity such as a field trip or other special event connected with academic coursework. Verification of a student's participation shall be issued by the sponsor when authorized by the Office of the Executive Vice President and Provost.
2. Observance of a religious holy day as described in the Religious Holy Day Policy.
3. A student has been a patient of the Health Center, as certified by the Student Health Service, or has suffered a serious illness or hospitalization, as documented by a note from a physician verifying the illness or hospitalization.

Religious Holy Day Policy

Students may miss class for religious holidays, and these absences will be excused if the student notifies the professor IN WRITING of the date of the holiday and the expected absence within the first three days of class.

Note: a multifaith religious holiday calendar is provided on the Provost's Office website to help minimize scheduling issues. View more information about religious holidays.

The Honor Code (Undergraduate or Graduate, as appropriate).

First, view the Honor Code so that you can learn about the University's academic integrity expectations.

Feel free to adapt this language for your syllabus: All students are bound by the Academic Integrity Policy, which is intended to promote and support an atmosphere conducive to learning. Each student's work is to be their own unless express permission is given by the instructor. Additionally, while students are bound by the policy, faculty are also bound to report violations as offered in the policy.

At a minimum, students will receive an automatic Fail for any assignment that shows even minimal evidence of any of the violations of the University's Academic Integrity Policy such as cheating, plagiarism, misrepresentation, collusion, falsification of data and documents, or fabrication of findings. The student will not be allowed to improve that grade; that is, the assignment grade of F will factor into the course grade. This

decision may be reported to the department chair, the Dean of Undergraduate Affairs, and the Dean of Students.

Consequences for violating the Academic Integrity Policy include failing the class, disciplinary warning, disciplinary probation, suspension, or expulsion from the University.

 *NOTE – self-plagiarism, which is copying all or part of an assignment that was turned in for credit in one class and turning it in for credit in another class, is still plagiarism. It is a violation of the Academic Integrity Policy.

Special Accommodations

Visit the Camner Center Website for information about disability accommodations.

Feel free to adapt this language: Students with disabilities should provide official documentation from the Office of Disability Services to instructors at the beginning of the semester in order to request any relevant accommodations. If any student requires specific accommodations for this course as a result of a disability, please contact the Office of Accessibility Services, Student Services Building, Second Floor, 305-284-2374.

Pets on Campus Policy

Please view the University pet policy.

What is FERPA and why do I need to know about it?

Family Educational Rights and Privacy Act (FERPA).

All faculty need to familiarize themselves with FERPA since you will have access to student records. If you have not completed the FERPA training, you can find it on ULearn. It is required that faculty take the training at least once and then if any changes are made to the law. The key feature is that faculty should not discuss or share individual student grades with anyone other than the student. If unsure about an inquiry or request, please contact the Office of the University Registrar
Please view the FERPA policy.

What is Blackboard? How do I set up my course in Blackboard?

Blackboard Learn is the university's course management system used by faculty, teaching assistants, and students. Blackboard Learn is commonly used to access or create content for a course such as readings, assignments, tests, gradebook, etc. The Learning Platforms Team (LPT) currently supports courses and organizations as Original Course View and Ultra Course View.

They have created a resource page for faculty and staff to access, including a Getting Started with Blackboard section:

- Getting Started with Blackboard Learn Ultra
- Beginning of the Semester Checklist
  - Add content
  - Prepare assignments
  - Prepare tests
  - Prepare discussion boards
  - Setup grading
  - Course availability
- Blackboard Tools for Teaching
- Supported Platforms
- End of Semester Checklist
- Live and On-Demand Blackboard Training
- Frequently Asked Questions

How do I log into Blackboard Learn?

To receive a Blackboard account, you must have an active UM CaneID. To access Blackboard Learn Ultra, follow the below steps.
- Go to courses.miami.edu
- Click the Login button.
- Enter your full UM AccountID as the username (e.g., sebastian@miami.edu) and the corresponding password.
- You may need to confirm your login using DUO multi-factor authentication.

How are users enrolled in Blackboard?

Every semester, a Blackboard course site is automatically created for each course offered by the University of Miami.

- Course sites become accessible to the instructor approximately eight (8) weeks prior to the published course start date.
- Faculty members will automatically be enrolled in a course if assigned to a course in CaneLink as the course instructor.
- Students are automatically enrolled in a course if enrolled in a course in Canelink.
- Teaching assistants or staff not assigned to the course in Canelink will need to be enrolled by the instructor or Learning Platforms Help Desk.
  - How to enroll users to your Blackboard course

How do I access my courses in Blackboard learn?

To access all of your courses from the current and previous semesters:

- Select 'Courses' from the left-hand menu.
- Use the Current Courses drop-down menu to select the appropriate term. For example, Fall 2022.
- For quick and convenient access, you can use the search tool to find a specific course and you can favorite the courses you use most frequently by clicking the star icon.

How can I check my course materials are accessible to students?

Ally is a a tool available within Blackboard that provides insight into the accessibility of courts materials and content and populates alternative materials for students.

- Faculty: Improve Course Content Accessibility
- Students: Download Alternative Formats

How do I make my course available to students?

Post a welcome announcement to your course, including contact information, office hours, etc., and then send it to your students by email to let them know your Blackboard course is now available. Consider making the course available before the semester begins to provide students access to your syllabus, including required textbooks and technology requirements.

- Set course availability for your Blackboard Original or Ultra courses.

How do I create an announcement in Blackboard Learn?

Announcements are a great way to introduce students to the course, and to share any vital information they may need to know. The "Announcements," content area is the default landing site for a course page or linked on the left menu, meaning that students will be welcomed to the course site with the latest information and reminders.

- [Create an announcement](#)

What is CaneLink and how do I use it?

CaneLink (canelink.miami.edu) is the University's Student Information System (SIS). Students, faculty, and staff use CaneLink to search for classes, view course schedules, view class rosters, view advisees, and input final grades.

UMIT has created a series of [Tip Sheets and tutorials on how to use CaneLink](#).

- [Searching for Classes](#)
- [Entering and Approving Grades](#)
- [Viewing Your Schedule](#)
- [Viewing the Class Roster](#)
- [Notifying with Class Roster](#)
- [Browsing the Course Catalog](#)
- [Setting User Defaults](#)

How do I view my teaching schedule in CaneLink?

1. Log into the portal at http://canelink.miami.edu
2. On the Faculty Home tab, click the green Go to Faculty Center button.
3. Your schedule will appear on the main page. Look at the top of the screen to make sure you are looking at the correct term; if you wish to change the term, click the Change Term button.
4. To access an Excel view of your schedule, click the Download icon.
5. To access a calendar view of this schedule, click the View Weekly Teaching Schedule link.
6. On the Weekly Schedule view, you can change which weeks and time ranges appear using the fields at the top of the screen.

How do I view my class roster in CaneLink?

1. Log into the portal at http://canelink.miami.edu
2. On the Faculty Home tab, click the green Faculty Center button.

3. Your schedule will appear on the main page.
4. If you don't see the Class Roster icon () next to your class, the class does not have enrollment in it yet.
5. Click the Class Roster icon () next to the class you wish to view. The class roster will appear. To change the class you are viewing, select Change Class at the top of the page.
6. To access the roster in Excel, click the Download icon.
7. To view student photos, you can use one of the following options:
   a. Printer Friendly with Photos button: view pictures of each of your students, along with their names, in rows and columns
   b. Include Photos in List radio button: academic information will be provided along with the picture.
8. To view a single student's photo, click the Photo icon next to that student's name.

How do I email students from CaneLink?

1. Log into the portal at http://canelink.miami.edu
2. On the Faculty Home tab, click the green Faculty Center button.
3. Your schedule will appear on the main page.
4. If you don't see the Class Roster icon () next to your class, the class does not have enrollment in it yet.
5. Click the Class Roster icon () next to the class you wish to view. The class roster will appear. To change the class you are viewing, select Change Class at the top of the page.
6. Use the select boxes to choose the students you wish to send a notification to.
7. Click the Notify Selected Students button.
8. Note: If you click Notify all Students you do not need to select the students.
9. A blank email screen will appear. Enter your text and click Send.
10. To communicate with a single student, you can simply click their name in the class roster list. A blank email will open in your preferred mail client (e.g., Outlook).

During the Semester

How do I support students in need?

This section is an adapted version of the [Supporting Students in Need](#) handout created by the Division of Student Affairs. This section aims to provide support to students and faculty. Use this section to learn more about current student concerns and available services to help any student on our campus. For more information about the Division of Student Affairs, please visit studentaffairs.miami.edu

What are some emergency phone numbers I should save?

For emergency assistance, please contact 911. All listed phone numbers have a 305 area code.

- [University of Miami Police Department](#)*: 284-6666
- [Counseling Center](#)*: 284-5511
- [Dean of Students Office](#): 284-5353
- [Housing and Residential Life](#)*: 284-4282
- [Sexual Assault Resource Team](#)*: 798-6666
- [Student Health Service](#): 284-9100
- [Office of Disability Services](#): 284-2374
- [Vice President for Student Affairs:](#) 284-4922
- [University Ombudsperson:](#) 284-4922

*A 24-hour resource or will connect you to one that is available.

What do I do if I am concerned about a student?

Concerned about a student, but unsure of what to do? When in doubt, contact the [Dean of Students Office](#) at 305-284-5353 or email doso@miami.edu.

What should I know about sexual misconduct and gender discrimination on campus?

The University of Miami has zero tolerance for sexual misconduct and gender discrimination. UM policies and [Title IX](#) prohibit discrimination on the basis of gender or sexual misconduct.

What to Do:

- Share that you are not a confidential resource
- Listen without conveying judgment
- Share your concern and encourage the student to seek help
- Report what you have learned to the Dean of Students Office or to the [Title IX Coordinator](#) for follow up which will include a discussion of all available services

Resources:
- Sexual Assault Resource Team 305-798-6666
- Roxy-Bolton Rape Treatment Center 305-585-7373
- Dean of Students 305-284-5353
- Title IX Coordinator 305-243-5518
- UMPD 305-284-6666

What should I do about students experiencing academic issues?

Students who are suddenly failing or experience trouble across their academic discipline are in need of immediate assistance. For support, please contact:
- The student's academic advisor
- Your department chair
- Assistant or Associate Dean in your school/college
- Academic Troubleshooter for your school/college
  - [Academic Troubleshooters](#) serve as problem solvers within their specific academic area. When a student has attempted to resolve their issue with their advisor or faculty member, these are the next people they could reach out to.

What should I do about students who are missing?

If you have a student who stopped coming to class, or is not responding to emails, contact:
- Dean of Students Office: 305-284-5353
- Assistant or Associate Dean in your School/College

What should I do about students who suddenly lose motivation?

Lacking motivation ranges from a dejected student who does not attend class to a student that attends class but does not submit work. Resources to recommend:
- Counseling Center: 305-284-5511
- Dean of Students Office: 305-284-5353
- [Academic Troubleshooter](#)

What is the Mid-Term Alert Process?

The University utilizes EAB's product, Navigate, for issuing progress reports to students. Each semester, faculty receive a progress report request based on the dates on the academic calendar for the Progress Report Campaign. This is an opportunity to notify students about their performance in a class and raise a flag if concerns exist. Students and their advisors receive an individual email for each progress report. Faculty are encouraged to complete their progress reports on each student by the deadline. Students with one progress report receive an email reminding them about resources available to them and encouraging them to engage in those resources for support. Advisors request a meeting with any advisee receiving more than one progress report alert. If it appears that a student has stopped attending or is missing, please contact the Dean of Students Office at 305-284-5353 immediately.

How can a student take a leave of absence?

Students who are having ongoing medical issues, personal crises, or other major issues that may hinder their enrollment in an upcoming semester may have the option to go on inactive status. For more information, contact 'Cane Success at success@miami.edu for undergraduate students and the Graduate School at graduateschool@miami.edu for graduate students.

Who are the Ombudspersons?

The Ombudspersons help to support students when conflicts or roadblocks hinder their success. By sharing knowledge about institutional policies, identifying options, and connecting students to the best resource to resolve a concern or remove an obstacle, the Ombudspersons will help. They work closely with University Troubleshooters both academic and administrative. Referring a student to the Ombudsperson when you are not sure how to help is the best way to support our students. For academic related concerns, please refer students to the Academic Omubdsperson.

- Meet the Ombudspersons
- Academic Troubleshooters

What are some academic resources for students?

- Cane Success Center 305-284-1807
- Camner Center for Academic Resources 305-284-2800

- Chemistry Resource Center 305-284-2174
- [The Launch Pad](#) 305-284-2789
- [Math Lab](#) 305-284-2575
- [Modern Languages Lab](#)
- [Office of Disability Services](#) 305-284-2374
- [Pre-Health Advising and Mentoring](#) 305-284-5176
- [Toppel Career Center](#) 305-284-5451
- [Writing Center](#) 305-284-2956
- [UM Libraries](#)

What is 'Canes Care for 'Canes?

What would you do for a fellow 'Cane? 'Canes Care for 'Canes is a campus-wide action-oriented initiative that promotes the ideal of a caring and responsible community where students respect and support one another. While this initiative involves a personal commitment to the University community, it also accepts online reports. These enable faculty and staff to easily identify a concern that will then be checked up on by UM administrators. The goal of reporting is to assist students before they reach a crisis level. You can find more information about 'Canes Care and the reporting form at miami.edu/canescare. If you wish to learn more, please call the Division of Student Affairs at 305-284-4922.

How can I support my students' well-being?

To be a successful learner students should prioritize their own well-being. We know that the challenges and stress of college life can be unexpected and that they may not know how to rise above every obstacle they face. This resource page is meant to help guide students through the eight dimensions of well-being and provide students with the appropriate tools and resources.

- [Student Well-Being](#)

What accommodations are available to students with disabilities?

Academic accommodations are adjustments that provide an equal academic opportunity for students with disabilities. Instructors should consult with the **[Office of Disability Services (ODS)](#)** as soon as possible if there is any question or concern about an accommodation or how it should be provided. If an instructor has a concern that a specific accommodation may fundamentally alter the nature of the course, the instructor should contact ODS as soon as possible so that the concern may be addressed.

Students and faculty with questions regarding testing or other academic accommodations can contact ODS at (305) 284-2374 or via email at disabilityservices@miami.edu. For faculty questions regarding test scheduling, please contact ODSTesting@miami.edu for assistance.

What are some ways I can proactively make my course accessible for all students?

Some of the challenges students face in the classroom can be supported by adopting the Universal Design for Learning (UDL) framework. Based on scientific research on how humans learn, the UDL framework offers concrete strategies based on 3 principles (engagement, representation, action and expression), to ensure that all learners can access and participate in meaningful learning experiences. Vist CAST's UDL website to learn about this framework and its principles.

Note: Universal Design for Learning does not substitute for accommodations that are legally required for students with disabilities.

Teaching Professional Development & Resources

UM faculty have access to various resources and professional development opportunities when it comes to teaching.

What is the Platform for Excellence in Teaching and Learning (PETAL)?

PETAL is designed to disseminate, advance, and recognize innovative teaching and learning across UM's multiple campuses. PETAL offers signature programs, expert speaker events, tailored services, rich resource materials, and awards designed to enhance the teaching environment at the University of Miami. View the PETAL Website

Course Mentors

Course Mentors is a peer-based program that is intended to be a collegial, interdisciplinary community of faculty who support one another in improving their teaching through sharing ideas, experiences, and best practices.

Reading Groups

PETAL facilitates a faculty reading group each semester except for the summer. Books are related to teaching and pedagogy. Participants from all disciplines and ranks are encouraged to apply and will receive a free copy of the book.

Faculty Showcase

The Faculty Showcase is the University of Miami's teaching and learning conference – an annual gathering where faculty share, network, and discover the ways in which their colleagues are enriching student experiences through innovative pedagogies and learning technologies. Led by faculty for faculty, this one-day conference aims to support faculty development and enhance student learning.

Speaker Series

PETAL brings internal and external speakers to discuss innovative teaching and learning tools and strategies.

Workshops

PETAL facilitates workshops each semester related to teaching and learning in addition to collaborating with other teams and departments. Examples of past workshop topics include object-based learning, primary sources, fostering belonging among students, AI in the classroom, and preparing students for discussion. Visit the [PETAL website](#) to learn about upcoming workshops.

UDialogue

The UDialogue program provides an opportunity for participants to engage in dialogue across differences. In this year-long program, a cohort of committed participants will learn about and discuss social identities and intersectionality with a focus on building bridges. Participants will emerge as leaders in the creation of inclusive spaces, from classrooms to labs and beyond.

What is Learning Innovation and Faculty Engagement (LIFE)?

Learning Innovation and Faculty Engagement (LIFE) partners with faculty members, academic units, and other university stakeholders to advance the culture of teaching and learning at the U. Their goal is to empower faculty members and others to create innovative, effective, and meaningful learning experiences through learner-centered

and active learning pedagogies, differentiated teaching and learning platforms, and emerging educational technologies. [View the LIFE website.](#)

1:1 Consultations

LIFE offers a variety of free, formative, confidential consultations for members of the University of Miami teaching community. These individual or group consultations may focus on a teaching topic or challenge, a course or strategic initiative, and range from one-off consultations to ongoing engagements for complex projects. They are also available to consult with departments or other academic groups, cohorts, and units. Email life@miami.edu to request a consultation.

Workshops

LIFE provides tailored faculty development workshops on pedagogical and technological strategies for groups, academic units, schools, or colleges, upon request. Email life@miami.edu to request a workshop.

Technology Summaries

Technology summaries are the results of a rapid investigation 'Hot Team' process. The 'Hot Team' process is a way to rapidly investigate a new technology, service, or teaching technique and understand how it can be used to enhance teaching and learning. Past summaries have included: inquiry-based learning, digital storytelling, alternative grading, interactive video tools, collaborative digital whiteboards, digital annotation tools, roleplay and simulations, object-based learning, flipped learning, and more! [Website](#)

Teaching and Learning Resource Hub

In the Teaching and Learning Resource Hub you will find a diverse array of resources including recordings and slide decks from previous workshops and guides that break down teaching strategies such as how to balance student discussion. The hub also comprises important calendar dates, new faculty resources, a TEAL classrooms page, and more! [Website](#)

Impactful Teaching through Active Learning Course

The [Impactful Teaching Through Active Learning](#) course is a self-paced four-week online course that showcases different methodologies and activities that encourage a more active and learner-centered approach. The course is broken into four modules and dives into strategies and educational tools that support active lecturing,

discussions, collaborative learning, and more. The course also comprises several activities for participants to complete such as case studies, discussions, and reflective journal prompts. Participants that successfully complete this course will receive a certificate.

What is the Office of Faculty Affairs?

The Office of Faculty Affairs is committed to providing faculty professional development by drawing upon the expertise of members of the community, as well as of the offices, departments, and individuals across the University of Miami.

- [Faculty Professional Development](#)
- [Diversity, Equity, and Inclusion](#)
- [National Center for Faculty Development and Diversity (NCFDD) Membership](#)
- [Promotion and Tenure](#)
- [Comprehensive List of Resources](#)

Academic Advising

Each school and college has its own structure for how the professional or faculty advisors in the schools and departments will support students on their path to graduation. If you have questions about advising procedures or degree requirements, contact your college advising leader or department chair for assistance.

College of Arts and Sciences

Advising is dependent on the major. For most STEM majors, faculty advise only. The primary majors for which this is not true are Biology, Psychology and Neuroscience - these are advised solely by staff. A few majors such as Computer Science and Chemistry are advised by staff until they complete 45 credits, then are assigned a faculty advisor for the remaining 75 credits to graduation. For the non-STEM majors, staff advise until the student completes 45 credits, then the student transitions to a faculty advisor for the remaining 75 credits.

Faculty advisor responsibilities are to serve as advisor mentors discussing research, internships, career options, professional associations, etc. Students may also wish to discuss course selection with their faculty advisor so advisors should be aware of requirements for graduation both in the major and College/University. If the faculty advisor sees students with less than 45 credits (such as STEM majors) they would also be responsible for lifting the hold which blocks registration. Faculty can learn more on the [Arts & Sciences advising webpage](#). [Contact advising leader Emily Long](#)

College of Engineering

Contact advising leader Ram Narasimhan

Miami Herbert Business School

Advising is handled by the Undergraduate Business Education Program. They have:
- 10 professional advisors that advise all undergraduate business students in
- 2 career advisors for career development
- Other staff members for advising career development and student engagement

Faculty do not advise undergraduate business students. If faculty have questions, they may refer to the general undergraduate advising website. Contact advising leader Jeanne Batridge

Frost School of Music

Advising is handled by the Office of Undergraduate Studies. The Frost Advising team consists of:
- Dr. Corin Overland, Associate Dean for Undergraduate Studies and advisor for Music Education (vocalists) through this fall only and Foote Fellows.
- Eva Alonso, Director of Student Support Services and advisor for the following majors:
  - BA in Music, MADE (Modern Artist Development and Entrepreneurship)
  - Music Industry, Media Scoring and Production
  - Music Engineering, Composition
  - Music Professional Studies
- Natalee Bell, Sr. Academic advisor handles the following majors:
  - Instrumental Performance
  - Keyboard Performance
  - Vocal Performance
  - Jazz Instrumental and Jazz Vocal Performance
- Dr. Don Coffman, Department Chair for Music Education is the faculty advisor through the end of the fall term.

The Frost has a student handbook that addresses many of the questions and concerns faculty have regarding advising issues. The My.Frost portal has many forms and information that are useful for new and returning undergraduate students. Contact advising leader Eva Alonso

School of Architecture

Advising is handled by the office of academic services and it is only done by administrative professional staff. [Contact advising leader Ana Regalado](#)

School of Education and Human Development

Advising is primarily done by professional advisors. However, there are certain areas where faculty may be engaged as students begin to make their way through advising and career planning:

- Pre-entry advising: there is a Pre- orientation that helps students understand how to activate various aspects of on boarding academically at UM. Expectations are set as to who will be contacting them "transitional advisors, etc.," and how they need to respond in order to effectuate timely action. It is at this point that students also meet their academic advisor in the School. Still in the pre-entry mode. This pre-entry mode, advising can either be done in one or two sessions depending on the time and needs of the student. Students are ready to enroll for a full-time first semester experience.
- Managing the major: These advising sessions take place in students' first and second semesters and are designed to produce two outcomes: a graduation plan based on the student's current trajectory, interests, and performance. Students are also clear about expectations for their professional development and set for a full-time schedule in the next semester.

Faculty program directors and various faculty support the professional development of undergraduates through:

- supervising the practicums that are required by all students in the majors and
- co- curricular experiences: specialized professional development workshops for grad school, networking events and industry symposia, experiences with alumni and other noted professionals in the industry, and mentor students through primary research activities.

As part of the fourth appointment, one of the outcomes that advisors are seeking to know is whether or not the student has either sought out or connected with the program director or a particular faculty member from the major. The on-campus Academic Advising Consortium is generally a forum for advisors to exchange information/updates. [Contact advising leader Ellen Marie McPhillip](#)

School of Communication

Advising is a two-tier system. All students are assigned to a professional and faculty advisor in their respective areas. The professional advisor works primarily with the students' suggesting courses for their majors, minors, cognates, and electives. The faculty is there to guide them in their major or if they have questions about their chosen industry. Faculty are encouraged to look at their academic bulletin to support their advising. [Contact advising leader Luis Herrera](#)

School of Nursing and Health Studies

All undergraduate students are advised by a professional advisor within the office of student services. There is no faculty handoff, though some faculty do mentor students. Advisors are assigned via an alpha system, regardless of program. [Contact advising leader Joe Tripodi](#)

Rosenstiel School of Marine, Atmospheric, and Earth Science (RSMAS)

Faculty advisors advise students within our program. We technically do not have any professional advisors. Their responsibilities include:
- Provide guidance to help students determine and develop their educational goals.
- Assist with course selections ensuring they remain on track with our curriculum and are taking the proper courses
- Completing paperwork (add/drop, any major/school changes, status change such as inactive/withdrawal pointing them in the right direction
- Informing them on topics such as cognates, independent research, repeat rules, equivalencies, etc.), opportunities within and outside of UM, etc.
- Mentoring (as needed to help with graduate school, REUs, internships, etc.),
- Writing recommendation letters.

The advisor is there to guide but does not complete any of the above for the student. They provide what is needed but it is the student's responsibility to complete the necessary tasks. RSMAS recommends faculty visiting their [advisors resources page](#) and their [student undergraduate advising website](#). [Contact advising leader Whitney Nolton](#)

What happens in a hurricane or other unexpected event?

Although rare, unexpected events (hurricanes, shootings, violent acts, etc.) can occur during the semester, and it is important for faculty to be prepared for such events. All schools and colleges have an Academic Contingency Plan that faculty should be familiar with.

When teaching after such events, faculty members should be prepared to exercise flexibility by adjusting course schedules or by temporarily limiting their expectations for student performance. Students may wish to discuss such events, so if possible, prepare yourself by providing space for students to discuss and address concerns. When useful, refer students to the appropriate campus resource.

UNIVERSITY-WIDE

Life-Threatening Emergency (All Campuses)	911
UM Emergency Information Hotline (All Campuses)	1-800-227-0354

CORAL GABLES CAMPUS

Campus Emergency- UM Police Department	305-284-6666
Office of Emergency Management	305-284-8005
Facilities & Operations	305-284-8282
Human Resources	305-284-3798
Counseling Center	305-284-5511
Student Health Center	305-284-9100
Dean of Students Office	305-284-5353

Information Technology   305-284-6565

MEDICAL CAMPUS (MILLER SCHOOL OF MEDICINE & UHEALTH)

Campus Emergency - Department of Public Safety   305-243-6000

Non-Emergency - Department of Public Safety   305-243-7233

Facilities Customer Service   305-243-6375

Human Resources   305-243-6482

Information Technology   305-243-5999

MARINE CAMPUS (ROSENSTIEL SCHOOL OF MARINE AND ATMOSPHERIC SCIENCE)

Campus Safety - Primary   305-710-7991

Campus Safety - Alternate   305-421-4766

Facilities Customer Service   305-421-4815

Human Resources   305-421-4325

End of the Semester

What is the University's final exam policy?

- All courses are required to have a final exam or other assignment due during the final exam period in order to meet the minimum federal credit hour requirements.
- Final Examinations may not be given during a regularly scheduled class period.
- No examination shall be permitted during the reading period.
- Final Examinations may be rescheduled only with the permission of the dean.
- No student shall be required to take more than two final examinations in a twenty-four-hour period. A student having three or more final examinations

scheduled during a twenty-four-hour period may request the instructor of the course most easily rescheduled (normally the course with the smallest enrollment) to reschedule the examination for that individual. The request shall be made no later than two calendar weeks before the last class day.

- A student who has a conflict between a final examination and a religious observation may request that the instructor reschedule that student's examination. The request shall be made no later than two calendar weeks before the last class day.
- For the resolution of any problem pertaining to the scheduling of final examinations, a student should consult with the following entities or persons in this order: the relevant instructor, the department chair, the Dean, or the designee. If the matter cannot be resolved at the school or college, the student should contact the Office of the Provost.

How do I post my final grades to CaneLink?

Note: If you are using Blackboard to grade, you will still need to post the final grade to Canelink.
[View a tip sheet about entering grades.](#)

How do course evaluations work?

Contact: onlineevals@miami.edu
Course Evaluations are conducted at the end of semesters and sessions based on course type. Faculty who need information or assistance on accessing your evaluations should contact Testing and Evaluation Services directly. [Learn more about Testing and Evaluation Services.](#)

The Testing and Evaluation Services group provides central support, including survey form design, personalized email invitations and reminders, and summary report access. Faculty/course evaluation results for the previous term will be available shortly after the end of each semester through [CoursEval™](#). Students complete surveys at their convenience online or via their smartphones or mobile devices without any special setup. Survey responses are anonymous. Student names or e-mail addresses cannot be connected to any course evaluation data. No survey results are released to faculty until after final grades are posted.

Here are some recommendations to help maximize student responses:

- Stress the importance of evaluations to students and how they will be used to improve future course offerings. This can be done through an open discussion in class where students have time to reflect on how to provide constructive feedback, or language included in the course syllabus. Instructors can also provide examples of how prior student feedback has contributed to current changes in the course.
- Set aside time in class for students to complete evaluations. This can lead to a higher response rate and grant more time spent on providing thoughtful feedback. It is advised to leave the room once students begin the evaluation.
- Create additional opportunities for students to evaluate teaching or course learning outcomes. Have students write minute papers at the end of class to gauge their understanding of important concepts. Create a mid-semester feedback form to check how the course is progressing and if there are any changes you can make before the semester ends.
- Reach out to peers to observe your class or provide teaching recommendations. Team members from PETAL or Learning Innovation and Faculty Engagement (LIFE) can also support faculty with their teaching goals through one-on-one consultations, classroom observations, reviewing course materials, etc.

Additional Resources

How can I learn more about UM students?

We recommend using the following resources to better understand students at our university:

- UM Fact Book: a comprehensive point of reference with a broad range of facts and figures including general information on admissions, enrollment, faculty, and more.
- Common Data Set: includes data sets pertaining to enrollment and persistence, first-time first-year students, transfer students, student life, financial aid, degrees conferred, etc.
- Class Profile: quick one-page reference that includes data pertaining to incoming first year and transfer students.

Where can I find campus maps?

See below for the maps of the UM campuses.

- Coral Gables Campus
- Rosenstiel School Campus
- Miller School Campus

Where can I find information about University policies?

- The University Bulletin includes information on all university policies, such as Academic Credit, Attendance, Final Exams, and Academic Integrity, among many others.
- The Office of University Accreditation maintains a website on FERPA (Family Education Rights and Privacy Act). Faculty should visit this site to become acquainted with FERPA.
- The Faculty Manual is created and maintained by the Faculty Senate and contains important policies relating to teaching, learning, and scholarship.
- The Students Rights and Responsibilities handbook serves to promote UM's educational mission by setting standards of conduct and procedures for enforcement, aiming for a developmental approach to student conduct.
- All policies related to the university can be found on the UM PolicyStat website.

Where can I find teaching and learning support?

Platform for Excellence in Teaching and Learning (PETAL)

Contact: petal@miami.edu
PETAL is designed to disseminate, advance, and recognize innovative teaching and learning across UM's multiple campuses. Services include signature programs and events, expert guest speakers, online sources, and more. Visit the PETAL website

Learning Innovation and Faculty Engagement (LIFE)

Contact: life@miami.edu
LIFE partners with faculty members, academic units, and other university stakeholders to advance the culture of teaching and learning at the U. Services include one-on-one

consultations, department workshops, classroom observations, online sources, and more. Visit the LIFE website

University of Miami Libraries (UML)

Contact: Ava Brillat abrillat@miami.edu

UML provides faculty, students, researchers, and staff with the highest quality access to collections, information services, learning support, and digital expertise in support of the University's mission to transform lives. Services include subject librarians, course reserves, research guides, remote access, and more. Visit the Libraries website

Department of Writing Studies

Contact:writingstudies@miami.edu

In addition to supporting students, the department also provides grants, research, and other writing assistance to all members of the UM research community. Services include the Writing Center and the Summer Writing Institute (a program to support faculty to implement writing in the classroom). Visit the Writing Studies website

Distance Learning Institute (DLI)

Contact: help.dli@miami.edu

DLI is part of the Division of Continuing & International Education (DCIE) at the University of Miami. Their staff assists educators in all aspects of traditional, blended, and online instruction. Services include the Ed Tech Cafe series, online sources, instructional design programs, and more. Visit the DLI website

Quality Enhancement Plan (QEP)

Contact: petal@miami.edu

The University's Quality Enhancement Plan seeks to promote discussion-based teaching and learning across the undergraduate curriculum by increasing the visibility of this pedagogy around campus, providing support to participating faculty, and reshaping learning spaces. Services include training and stipends to implement discussion-based teaching methods in courses. Visit the QEP website

Where can I find classroom and technology support?

Learning Platforms Team (LPT)

Contact: learningplatforms@miami.edu
LPT manages and supports a variety of online technologies that faculty use to teach courses such as Blackboard. They also focus on integrating new platforms that elevate the student experience. Services include helpdesk support, training, and online sources in Blackboard Learn, EAB Navigate, and more. [Visit the LPT website](#)

University of Miami Information Technology (UMIT)

Contact: help@miami.edu
UMIT's mission is to provide innovative, secure, and reliable solutions in collaboration with stakeholders that enhance teaching and learning at the university level. Services include free access and support to online resources and tools to use for teaching purposes. [Visit the UMIT website](#)

Office of Classroom Management (OCM)

Contact: ocm@miami.edu
OCM provides enhanced classroom support to the academic community on the Coral Gables campus. Services include support with general-purpose classrooms, classroom technology, and more. [Learn more about Office of Classroom Management](#)

Testing and Evaluations (TES)

Contact: testeval@miami.edu
TES provides two services to assist the academic community: Scantron testing and analysis services through Digital Desk and Course Evaluations.

Testing Services include scanning of tests and data/question analysis to the academic community on the Coral Gables campus. Information on how to create a Digital Desk account can be found [here](#).

Where can I find research support?

Office of Undergraduate Research and Community Outreach (UGR)

Contact: ugrinfo@miami.edu

The mission of UGR is to provide mentored research experiences to undergraduates in all disciplines and provide outreach in the community through the support of research at Miami Dade College and in the public/private K-12 school systems. Services include opportunities to serve as a research mentor to students or schedule in-class presentations. Visit the UGR website

Human Subject Research Office (HSRO)

Contact: hsro@miami.edu

The Human Subject Research Office (HSRO)provides administrative support to UM's Institutional Review Boards (IRBs). Services include serving as a resource on general regulatory information, conducting educational workshops, online guides, and more. Visit the HSRO website

Office of Research Administration (ORA)

Contact: Contact Page

The University of Miami is a rapidly growing research-intensive institution. The Associate Vice President for Research Administration and the Executive Vice President for Academic Affairs & Provost work closely to ensure that the research community receives professional, customer-oriented administrative support. Services include access to forms, policies, database systems, and more. Visit the Office of Research Administration website

RAD-UM Lab (School of Architecture)

RAD-UM provides resources and expertise for project-based research on the spatial ramifications of embedded technology and ubiquitous computing. Services include access to various labs, shops, and equipment. Visit the RAD-UM Lab website

University of Miami Laboratory for Integrative Knowledge (U-LINK)

Contact: ulink@miami.edu

U-LINK is the University of Miami's initiative to support innovative interdisciplinary research. Services include opportunities to apply for research "challenges" and fellowships. Visit the U-LINK website

Who can I collaborate with on my teaching?

Butler Center for Service and Leadership

Contact: leadandserve@miami.edu

The Butler Center offers a wide range of volunteer and advocacy-based service and leadership opportunities, programs, and initiatives for the UM community. Staff are willing and able to advise faculty on how to build service into their curriculum. Services include finding opportunities for community engagement, building curriculum for service-learning courses, building syllabi and learning outcomes, providing resources, and more. Visit the Butler Center website

Center for the Humanities

Contact: humanities@miami.edu

The College of Arts and Sciences Center for the Humanities at the University of Miami was established in 2009 to support humanities, arts, and interpretive social science research and teaching, as well as to bring to the Miami community an awareness of the importance of the humanities for a more informed understanding of our own and other cultures. Through lectures, conferences, seminars, and workshops, scholars present their work, elicit critical responses, and stimulate public awareness and debate about the humanities. Visit the Center for the Humanities website

Cuban Heritage Collection (CHC)

Contact: chc@miami.edu

The Cuban Heritage Collection at the University of Miami Libraries is home to the largest repository of materials on Cuba outside of the island and the most comprehensive collection of resources about Cuban exile history and the global Cuban diaspora experience. As a premier research destination, the Collection hosts researchers, students, and visitors from around the world who can explore and

discover a wide and ever-expanding range of information. The Collection organizes a calendar of events and programming and curates exhibitions that showcase the richness of the repository. Visit the Cuban Heritage Collection website

Digital Creative Studios (Learning Commons, Richter Library)

Contact: Vanessa Rodriguez/ Schedule a consultation
The Creative Studio is the Create area of the Learning Commons which supports learning at the University of Miami through the co-location, coordination, and enhancement of existing academic services. Creative Studio has services in Richter Library, Music Library, the Rosenstiel School Library, and the Architecture Resource Center. Services include access to equipment such as computers, software, cameras, VR headsets, etc., and classroom support in integrating digital aspects into the classroom and/or assignments. Learn more about the Digital Creative Studio

Lowe Art Museum

Contact: educationlowe@miami.edu
From its origins in three classrooms in 1950, the history of the Lowe Art Museum reflects an unswerving commitment to fulfill its mission to serve the University of Miami as a teaching resource, and the residents of and visitors to greater Miami as its major general art museum. Services include scheduling curriculum-based visits, using object-based learning methodologies in courses, digital engagement, and more. Visit the Lowe Art Museum website

Office of Civic and Community Engagement (CCE)

Contact: civicengagement@miami.edu
The Office of Civic and Community Engagement seeks to connect students, faculty, and community organizations together in a collaborative process that translates academic knowledge into civic responsibility to promote positive social change. Services include initiatives such as the Engaged Faculty Fellows Program to integrate community engagement into research and teaching. Visit the Office of Civic and Community Engagement website

Office of Sustainability (Green U)

Contact: Teddy Lhoutellier teddyl@miami.edu
Green U is more than just an office; it is the culmination of all efforts to increase sustainability throughout the University while educating its community to be better stewards of the environment. Services include opportunities to become Faculty Green

Liaisons, work toward getting a sustainability designation in a course, online sources, and more. [Visit the Office of Sustainability website](#)

One Book One U

Contact: Meg Merrill m.merrill8@miami.edu

The One Book, One U program offers an opportunity for the UM community to explore issues of diversity and inclusion through the reading of a selected text. One Book, One U is designed to engage the entire university community in dialogue about the human experience. Each year, we work with various campus partners and co-sponsors to offer a schedule of events related to the book's theme, including a signature event with the author, traditionally held in the spring semester. Free copies of the book are often made available at select events and will be advertised in the below schedule as details become available. We encourage instructors to use the text in their classrooms whenever possible and for all UM community members to take advantage of the opportunity to connect with classmates, friends, and instructors. [Learn more about the One Book One U program](#)

Special Collections (UM Libraries)

Contact: Cristina Favretto cfavretto@miami.edu

Special Collections acquires, preserves, and provides access to rare and unique scholarly resources. They serve as a scholarly resource for students, faculty, and staff of the University of Miami, and local, regional, national, and international scholars and researchers. Services include faculty support with research interests, class visits, digital access, and more. [Visit the Special Collections website](#)

Study Abroad Office

Contact: studyabroad@miami.edu

The mission of the Study Abroad Office at the University of Miami is to promote and foster international education and multicultural understanding. Through its study abroad and exchange programs, this office strengthens the global perspectives of the campus community at UM. Services include opportunities and support for faculty to plan, create, and teach in a study abroad program. [Visit the Study Abroad website](#)

Toppel Career Center

Contact: toppel@miami.edu

The Toppel Career Center prepares students to make educated decisions as they explore the ever-changing landscape of careers. The Career Center achieves this

through innovation and strategic connections with the University community and beyond. Services include an opportunity to become a Faculty Career Champion and to request program classroom sessions. Visit the Toppel Career Center website

What services are available to support students?

For an overview of student services, visit the list of resources as part of the Student Affairs website.

Camner Center

Contact: umarc@miami.edu
The Camner Center for Academic Resources at the University of Miami offers a multitude of resources for every constituent of the University of Miami community: students, parents, faculty, staff, and administrators. Our goal is to provide resources to help manage success and advance potential. Visit the Camner Center website

'Canes Food Pantry

The 'Canes Food Pantry program was created by students of ECO Agency to provide food relief for low- income students and campus community members and reduce food waste from local grocery stores. The pantry is in Whitten UC Room 2400L. Learn more about the 'Canes Food Pantry

Canes Success Center

Contact: success@miami.edu or Meet with Us Virtually
The 'Cane Success Center provides undergraduate students with the help and support that they need to reach their goal of graduation. When facing challenges, our staff will provide one-on-one guidance, connecting you to campus resources and services to make sure your issue is resolved. Consider us your resource for everything, from academic and financial concerns to social challenges. From before you set foot on campus until graduation day, you can count on us to help you make the most of your UM experience. Visit the Canes Success Center website

Learning Commons

The Learning Commons offers select in-person and online support for your academic and scholarly projects through various academic partners such as:
- Digital Creative Studio
- Modern Languages Lab

- [Student Technology Help Desk](#)
- [Toppel Career Center Advising](#)
- And more!

[Visit the Learning Commons website](#)

LGBTQ Student Center

Contact: lgbtq@miami.edu

The Center is the H.E.A.R.T. of our LGBTQ Community here at the U! We provide a Holistic approach to Educating and creating Awareness around issues of gender, sexuality, and identity using Restorative practices that Transform the lives of our students and the greater Miami community. Whether you are looking for a place to get involved, feel connected, or just hang out, come visit us at the center. Everyone is welcome! [Visit the LGBTQ Student Center website](#)

Math Lab

Contact: mathlab@math.miami.edu

Located in the [Learning Commons](#), on the first floor of the Richter Library, the Math Lab provides tutoring to any student enrolled in an undergraduate math course at the University of Miami. The Math Lab is staffed by mathematics graduate students and undergraduate peer tutors with a math major or minor. [Visit the Math Lab website](#)

Multicultural Student Affairs

Contact: Multicultural.StudentAffairs@miami.edu

MSA strives to coordinate services and programs that challenge, motivate, and support ethnically diverse students in their development at the University of Miami. We also seek to bring issues of diversity and multiculturalism to the foreground of campus conversation by sponsoring programs that celebrate cultural differences and highlight similarities that connect us to each other. We hope to engage in dialogue regarding issues of personal and collective notions of race, ethnicity, and culture, while providing a safe and supportive environment for students to freely share their thoughts. [Visit the Multicultural Student Affairs website](#)

Office of Academic Enhancement

Contact: oae@miami.edu

The Office of Academic Enhancement (OAE) fosters a community of support for students that emphasizes academic excellence, campus engagement, and professional development. The OAE advocates for and mentors students throughout their journey.

The OAE supports students who are first-generation, part of a group of scholarship programs, as well as students applying for prestigious awards & fellowships for opportunities beyond their undergraduate careers. Visit the OAE website at miami.edu/oae to learn more.

Office of Disability Services

Contact: disabilityservices@miami.edu

We provide academic accommodations and support to ensure that students with disabilities can access and participate in the opportunities available at the University of Miami. Individuals with disabilities must request academic accommodations through the Office of Disabilities Services. Visit the Office of Disability Services website

Veterans Services

Contact: veterans@miami.edu

The Veterans Services Certifying Officials are located in the Office of the University Registrar to assist veterans and dependents of veterans who are entitled to V.A. educational benefits. If you are not clear on which V.A. educational benefit you are eligible for, please call the V.A. Educational Hotline number: 1-888-442-4551. We invite you to look at our Veteran Student Welcome Guide to learn about the services that are available to you at the University of Miami.

Writing Center

Contact: Schedule a consultation

The Department of Writing Studies hosts the Writing Center. The Center offers free, one-on-one assistance to students with all types of writing concerns, where we can help at any stage of the writing process, from brainstorming to final revisions. The Writing Center also advises and offers support to faculty in all disciplines. We serve all of the University of Miami community, including undergraduate and graduate students, faculty, and staff. Visit the Writing Center website

Additional Resources

- Supporting Students In Need
- Resources for Students Well Being

Diversity, Equity, and Inclusion Resources

Standing Committee on Diversity, Equity, and Inclusion

The Standing Committee on Diversity, Equity, and Inclusion (DEI) is entrusted with researching, recommending, and promoting educational and programmatic efforts that are consistent with the University's unwavering dedication to diversity and inclusion. [Visit the Standing Committee on DEI website](#)

Faculty and Staff Employee Resource Groups

Employee Resource Groups (ERG for short) are collaborative networks of employees, organized around a dimension of diversity. Their shared goal is to enhance the University's culture of belonging, making UM a place where everyone feels welcomed, valued, and able to add value. All ERGs are open to all employees.

- [Disability Network Alliance](#)
- [LGBTQ Faculty-Staff Network](#)
- [Ubuntu](#)
- [Veterans Unite](#)
- [Women's Commission](#)
- [Women in Academic Medicine](#)
- [Woodson-Williams-Marshall Association](#)
- [Young Professionals Network](#)

What are some good books and podcasts on teaching and learning in higher education?

PETAL and LIFE have curated a recommended list of resources for faculty who are interested in learning more about innovative teaching and learning practices. Some of these resources are available through UM Libraries while others you may need to purchase.

Books

Course Design

- [Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses](#)

- [Creating Wicked Students: Designing Courses for a Complex World](#)
- [The Missing Course: Everything They Never Taught You about College Teaching](#)

Teaching Practices

- [Cheating Lessons: Learning from Academic Dishonesty](#)
- [Convergent Teaching: Tools to Spark Deeper Learning in College](#)
- [Flipped Learning: A Guide for Higher Education Faculty](#)
- [Intentional Tech: Principles to Guide the Use of Educational Technology in College Teaching](#)
- [Small Teaching: Everyday Lessons from the Science of Learning](#)
- [What the Best College Teachers Do](#)

Diversity, Equity, Inclusion, and Belonging

- [Becoming a Critically Reflective Teacher](#)
- [Inclusive Teaching: Strategies for Promoting Equity in the College Classroom](#)
- [Norton Guide to Equity-Minded Teaching](#)
- [Promoting Inclusive Classroom Dynamics in Higher Education: A Research-Based Pedagogical Guide for Faculty](#)
- [Reach Everyone, Teach Everyone: Universal Design for Learning in Higher Education](#)
- [So you Want to Talk About Race?](#)
- [Teaching to Transgress: Education as the Practice of Freedom](#)
- [Ungrading: Why Rating Students Undermines Learning (and What to Do Instead)](#)
- [What Inclusive Instructors Do: Principles and Practices for Excellence in College Teaching](#)

Psychology of Learning

- [Distracted: Why Students Can't Focus and What You Can Do About It](#)
- [How Learning Works: Seven Research-Based Principles for Smart Teaching](#)
- [Mindset: The New Psychology of Success](#)
- [Teach Students How to Learn: Strategies You Can Incorporate into Any Course to Improve Student Metacognition, Study Skills, and Motivation](#)
- [The Spark of Learning: Energizing the College Classroom with the Science of Emotion](#)

Podcasts

- [Dead Ideas in Teaching and Learning](#)
- [Leading Lines](#)

- [Lecture Breakers](#)
- [Tea for Teaching](#)
- [Teaching in Higher Education](#)
- [Think UDL](#)

The Chronicle of Higher Education: Advice Guides for Teaching

To gain free access to all articles, go to library.miami.edu, and under Databases look for the Chronicle. You will need to sign in with your UM credentials.

- [Creating a syllabus](#)
- [Teaching a good first day of class](#)
- [Making your teaching more engaging](#)
- [Improving classroom discussion](#)
- [Making your teaching more inclusive](#)
- [Being a better online teacher](#)
- [How to give your students better feedback with technolog](#)y