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Purpose of Handbook

This Faculty Handbook has been prepared as a reference guide for all faculty members regarding expectations, responsibilities and opportunities for faculty members at Dixie State University (DSU). Although this handbook is not an officially binding document, in it you will find practices and procedures described that are consistent with official policy. It is hoped that you will find this to be an easy-to-use resource that will assist you with finding the information and resources you want and need to know to thrive in your role as a faculty member at DSU.

Where practices and procedures are described in this handbook that relate to official policies, there will be links and references to the official policy so you can read the official policy language. Descriptions of practices and procedures in this handbook are not intended to be exhaustive of all ways to fulfill faculty duties, but it is hoped they provide reasonable common sense guidelines that will make your job easier.

Every faculty member is a valued part of the DSU community, and your service to the campus and especially to the students is greatly appreciated.

Important additional information about DSU can be found in the University Catalog (http://catalog.dixie.edu/) and in the institution’s Policies and Procedures (http://dixie.edu/humanres/pol.html).
Mission and Goals

Dixie State University is a teaching institution that strives to enrich its community and the lives of its students by promoting a culture of learning, values and community.

(Approved by the DSU Board of Trustees, April 29, 2013)

Core Themes and Outcomes

Core Theme 1: A Culture of Learning

Dixie State University promotes a campus-wide culture of learning, delivers excellent teaching, and prepares knowledgeable and competent students who achieve their educational goals.

- Objective 1: Foster a campus-wide culture of learning
- Objective 2: Deliver excellent teaching in a student-centered environment
- Objective 3: Develop students' knowledge and skills, enabling them to succeed in a changing and competitive world
- Objective 4: Support student achievement of their educational goals

Core Theme 2: A Culture of Values

Dixie State University invests in a culture of values which includes service, citizenship, diversity, ethics, and collaboration.

- Objective 1: Engage students and employees in service and citizenship activities that enhance their Dixie State University experience
- Objective 2: Promote an environment of respectful, responsible, and ethical behavior
- Objective 3: Foster a climate of support and collaboration

Core Theme 3: A Culture of Community

Dixie State University builds and maintains strong relationships between students, faculty, staff and community to foster economic growth and a continuum of educational, cultural, and recreational enrichment.

- Objective 1: Enrich educational exchanges between community, businesses, and the university by providing effective, high-quality opportunities and partnerships
- Objective 2: Engage the campus and community by providing a consistent variety of quality cultural, athletic, and social events and educational programs
- Objective 3: Encourage economic development by assisting and supporting individuals, businesses, and community organizations to nurture the growth of the regional economy


Faculty Contributions Toward Meeting These Goals

These goals (the mission statement, core themes and objectives) are the collective commitment of the institution and reflect the standards we have established for ourselves. The objectives are the measurable standards by which we as an institution will be assessed, and data related to these objectives will be submitted to our accrediting body (Northwest Commission on Colleges and Universities [NWCCU]). Different individuals within our campus community will have different opportunities to contribute toward meeting these goals depending on their specific assignments. Not all faculty members will be equally
involved in meeting all ten institutional objectives, so if you have questions about how you can and are expected to contribute toward these goals please consult with your department chair and/or dean.

Faculty, as a body will play a critical role in meeting all of these objectives, but individual faculty members may find their role focused more on some objectives than others. If you have prepared a role statement that has been approved by your department chair and dean (see section Role Statement of this handbook for more information about role statements), that document should clarify expectations regarding how you will help meet these goals. Below are some general guidelines regarding how faculty members may be involved in meeting these objectives.

Culture of Learning

Creating a culture of learning is accomplished both inside and outside the classroom, involving faculty members and other support personnel. Many resources are being made available to faculty members, including a new faculty Center for Teaching Excellence and a Committee for Teaching and Learning to help create an effective culture of learning. Additionally, it is important to coordinate faculty member’s efforts with support staff to effectively use the resources we have. The IT department is very helpful in helping faculty members work with our campus learning management system, Canvas, and they can answer a lot of questions about the capabilities of Canvas to enhance the online learning environment for our students.

Culture of Values

Dixie State University will maintain a culture of integrity, academic honesty, service, citizenship, engagement, and diversity that extends beyond campus to the surrounding community and world. Among other things, this means that these values are encouraged and respected for all individuals associated with our campus community in any capacity.

Culture of Community

Dixie State University will build and maintain strong relationships among students, faculty, staff, and community stakeholders, to foster economic growth and workforce development, continuing education, and cultural enrichment.

Assessment

Assessment is nothing more than developing a system of objective evidence that can be used to verify that institutional goals and objectives are being met and to provide information that can be used to improve our efforts in meeting those objectives. Our institution has an Office of Academic Assessment, whose mission “is to empower the campus community, which includes faculty staff, administration, and students, with the skills and resources to assess student learning and work toward continuous improvement.” (http://dixie.edu/academics/office_of_academic_assessment.php) This office can be a valuable resource if you have questions about your role in the assessment process.

Additionally, each program on campus should have an assessment coordinator that can assist you with understanding assessment in your academic program. It is important to remember that all program-level assessment criteria are established by faculty members within that program, so if you have ideas about how to improve the assessment process, please feel free to contribute to the assessment process.

Establishing Learning Outcomes

It is important that each course instructor understand the overall mission of the university and how a particular course fulfills a part of that mission. Some courses fulfill broad objectives for the institution: for example, courses that meet general education requirements have learning objectives established by the General Education Committee; other courses fulfill requirements toward degrees and certificates and have learning objectives established by those programs. For each course you teach, your syllabus should include the learning outcomes that successful students will achieve when they complete the course you’re teaching.
Each school and/or department has drafted an official set of learning outcomes for each program and for each course in that program. Both the program outcomes (if applicable) as well as the course outcomes should be included in each course syllabus. Contact your department chair for an official set of learning outcomes for the courses you are teaching. Additional guidelines for course syllabi are available in this handbook.

**Incorporating Learning Outcomes**

Each course must be designed to meet the established learning outcomes for that course. A great deal of flexibility is available to individual instructors to apply a variety of pedagogical techniques toward meeting those learning outcomes. The establishment of learning outcomes is not intended to impinge on academic freedom but to provide basic goals; how those goals are achieved is where a faculty member has the right to use techniques that they feel are best suited to a particular class.

**Assessing Learning Outcomes**

Each course instructor must regularly assess the students’ attainment of the course learning outcomes during the semester, through assignments and exams. Assignments and exams should be created to directly assess the particular learning objectives for that course.

Some program or institutional learning outcomes will be measured through course assignments or exams. It is important for faculty members to work closely with department chairs to incorporate these broader learning outcomes into the course.

When assessment is effective, a faculty member should be able to determine which learning outcomes are and which are not being met, so a course can be improved through feedback based on assessment results.

**Course and Faculty Evaluation**

In addition to assessing students, the effectiveness of a faculty member and a course is also assessed. Effective assessment requires a variety of evaluation tools, including student evaluations, peer evaluations, self-evaluations and supervisor evaluations. Faculty members at DSU are expected to cooperate openly with these assessment opportunities and take an active part in effectively using these evaluation results to improve courses and programs. Please encourage students to participate in student evaluations and be accommodating in providing peer evaluations and accepting supervisor evaluations. More detailed information about evaluations can be found in Policy 3.8, Faculty Evaluations (see also Policy 3.7, Faculty Reviews).

**Quality Instruction**

Dixie State University is committed to quality instruction befitting our status as a regional teaching university. Toward that end, we encourage all teachers to:

1. **Maintain high expectations for our students.** As instructors, our approach to our disciplines is university level, and we insist that students produce university level work for university credit.

2. **Establish and maintain a fair grading standard.** Grading standards must align with learning outcomes, and once those standards are established they should be adhered to. Grades must reflect how well students have achieved the established learning outcomes for courses.

3. **Expect an appropriate quality of performance.** Assignment difficulty and student performance should reflect the university status of DSU and the specific course level. In general, courses that are numbered less than 1000 are developmental and pre-university in expectation; courses that are numbered from 1000 to 1990 are freshman level, appropriate to students in their first year of
university, courses that are numbered from 2000 to 2990 are sophomore level, appropriate to students in their second year of university, and courses numbered 3000 or more are upper-division, appropriate to students in their third or fourth year of university.

Preparing a Course

Courses are developed and offered at DSU using a curriculum review process outlined in Policy 3-41, Curriculum Approval and Revision. Preparing to teach a course at DSU for the first time can be a daunting prospect, and even for a faculty member who has taught here for years it can be a challenge to remember all that needs to go into preparing a course. Below are some of the key factors you need to consider in preparing your course:

Course Content

When preparing content for the course, it is important to ensure that topics covered in the course will align with learning outcomes. Additionally, care should be taken when deciding whether to include additional content that extends beyond the required learning outcomes which could be reasonably construed to offend a potential student’s sincerely held beliefs. Content that is required to meet the learning outcomes for a course and/or program must be included in the course and should never be compromised.

Required Course Materials

When deciding on course materials (e.g., textbooks, study guides, software), faculty members must consider a variety of issues relating to the appropriateness of the materials and the cost to students. Policy 3.47 (Textbooks) was developed to provide guidelines for faculty members to follow. These guidelines include:

Content appropriateness

Course materials must cover material for all learning outcomes. If a single textbook does not cover all learning outcomes for a course, supplemental materials can be incorporated into the course. Collectively, all course materials, whether provided by the faculty member or as part of a published source, must cover all content required by the learning objectives for the course.

Coordination

When multiple sections of a course are taught, or if sequential courses require coordination, some attempt to coordinate textbooks among the various faculty members teaching the different sections is expected unless such coordination is deemed impractical by the department.

Cost

Without compromising content quality in meeting learning outcomes, cost should be considered as a factor in determining which course materials are required. Open source textbooks, e-books or unbundled textbook options should be considered when selecting a textbook.

Conflict of interest

If a faculty member creates course materials and may receive remuneration for those materials, before such course materials are required for a course a review of the appropriateness of the materials and cost must be conducted to ensure that the faculty member does not receive inappropriate gain.

Ordering textbooks

When you have decided on a textbook or other required materials for your course, contact the bookstore directly or through your department secretary as soon as possible to provide bookstore buyers with the
necessary information to order the materials needed for your course. The sooner information about these materials can be made available to the bookstore, the sooner students can find out about what materials they will need and begin planning and purchasing accordingly.

**Syllabus**

The purpose of a course syllabus is to provide students with appropriate information regarding what to expect in a course. Syllabi are an important means of maintaining transparency and fairness, protecting both faculty members and students if disputes arise regarding the execution of a course. Providing information in a syllabus is a good way to eliminate potential problems and misunderstandings by addressing those issues up front and in writing.

**Required syllabus elements (See Required Syllabus Elements under Faculty Web Services -- http://dixie.edu/reg/faculty/index.php?page=Syllabus)**

- Name of course, course number, CRN, meeting days, time, and location of class
- Semester and year
- Instructor’s DSU email address, office location, office phone number, and other contact information as desired
- Instructor's office hours, with specific days and times the instructor will be available to meet with students each week (TBA or the like is not an appropriate replacement for specific office hour days and times)
- Course pre-requisites and/or co-requisites, including minimum placement grade / score (if applicable)
- Lab or other course fees (if applicable)
- Required textbook(s) and materials; recommended books / materials
- Projected schedules of class activities, assignments, due dates, exams, etc.
- Explanation of grade determination with enough detail that students can calculate their course grade based on assignment and exam grades
- Course description from catalog (For up-to-date descriptions, consult online catalog course descriptions)
- General Education status (if applicable)
- Course objectives & outcomes
- List of semester dates / deadlines relating to general student information (see link above)
- Instructor policy on late assignments, missed exams/ quizzes, and unexcused absences
- Reference to "Policy for Absences Related to College Functions"
- Statement regarding expectations regarding classroom (including online classrooms, as appropriate) conduct and attendance (the official attendance policy is Policy 5-23, Attendance, but instructors are allowed to establish attendance requirements for their courses)
- Academic dishonesty / Academic integrity policy
- Disability Statement: “If you suspect or are aware that you have a disability that may affect your success in the course, you are strongly encouraged to contact the Disability Resource Center (DRC) located in the North Plaza Building. The disability will be evaluated and eligible students will receive assistance in obtaining reasonable accommodations. Phone: (435) 652-7516.”
- Dmail Statement: “You are required to frequently check your Dmail account. Important class and university information will be sent to your Dmail account, including DSU bills, financial aid/scholarship notices, notices of cancelled classes, reminders of important dates and deadlines, and other information critical to your success at DSU and in your courses. If you don’t know how to access your Dmail account, go to www.dixie.edu and select “Dmail” from the left column. To
locate your Dmail username and password, go to www.dixie.edu, and click on "Log in to student services" (upper right corner)."

- List of campus resources that can be helpful to students (e.g., Health and Wellness Center, Library, Tutoring Center, Writing Center, Academic Advising, Student Services, IT Help Desk)

**Recommended syllabus elements**

- Disclaimer that details of the syllabus can be changed; if such a disclaimer is included, you must describe how such changes will be communicated to students
- Information regarding course content or assignments that may be objectionable to students

**Teaching a Course**

A great deal of time and effort goes into teaching a course, and often this is the most rewarding part of our jobs as faculty members.

**Pedagogy**

Many pedagogical approaches are appropriate in a university setting, and faculty members have significant academic freedom to determine which pedagogical techniques best suit their teaching interests and style for a given class. For any faculty member interested in improving their teaching, please contact the newly formed Center for Teaching and Learning Excellence and/or the Teaching and Learning Committee. The members of the Teaching and Learning Committee have a great deal of experience with best practices in teaching, and the CTLE can help identify and train you on resources to help you teach more effectively. Other experienced faculty members, both within and outside your discipline, may have experiences and training that they are willing to share, so it is hoped that all faculty members will feel comfortable asking colleagues for suggestions and responding to such requests with magnanimity.

**Course Format**

Courses generally take three different forms at DSU: classroom, blended (hybrid) and online. The format for a course is established before the course is made available for student enrollment, and when a faculty member agrees to teach a particular class the format should be taken into consideration.

**Classroom**

A majority of classes at DSU are taught in the classroom, typically meeting 50 minutes per week per credit hour for a 15-week semester. Having regular weekly class meetings does not preclude the use of online tools to supplement classroom activities. DSU uses the learning management system Canvas, and Canvas course shells are available for every class on campus. Canvas has the capacity to help with the maintenance and presentation of grades, for the administration of quizzes and exams, for the submission of assignments (including the use of turnitin.com to help prevent and identify plagiarism) and for the dissemination of course documents.

**Blended (Hybrid)**

Although no definition of blended or hybrid courses is universally accepted, a blended or hybrid course is usually one where some of the typical classroom meeting time is replaced with an online component. For example, a three-credit class may meet for 100 minutes a week (e.g., Monday and Wednesday for 50 minutes each) in addition to online requirements to provide another 50 minutes' worth of class time each week. These types of courses can be difficult to incorporate into the standard scheduling model on campus, but creative planning should allow for the development of more of these types of classes in the future.
Online

Online courses are taught entirely online, and mandatory training is provided to help prepare faculty members to teach online courses at DSU.

Standards of academic rigor apply to all course formats. Faculty members, usually as departments, are responsible for determining which courses are best suited for the different course format options. Student accessibility and the ability to achieve learning outcomes are often the determining factors for which formats are chosen for individual courses.

Planning the Course

While focusing on the content for a course, it can be difficult to anticipate other issues that may arise through the course of a semester. It becomes important for faculty members to prepare a course schedule that takes into account holidays and breaks, including days off that may not be typical at other institutions: Fall Break (typically in October) and Career Day (typically in November). Career Day, for example, only affects lecture classes through 1:00 p.m. (though not labs). Although many of our students don't attend Career Day, most buildings on campus are used as part of the Career Day activities, which is why classes are cancelled during Career Day. You should also take into account how close Thanksgiving Break is to the end of the semester, since the timing of Thanksgiving may affect when exams, papers or projects are due. On occasion, there may be only a week between Thanksgiving and final exams, and this can crowd the schedule. The DSU academic calendar can be found at http://new.dixie.edu/reg/?page=calendar.

First Two Weeks

The first two weeks of a semester can be both exciting and stressful since a number of students drop and add classes. Because some class sections are in great demand and quickly fill up, some procedures have been implemented to help students fill out their schedules with as little disruption to the learning environment as possible. These procedures include:

Administrative drops

The purpose of an administrative drop is to help the student being dropped avoid unintended financial obligation or financial aid consequences, make space in the class available for other students and help the university meet federal guidelines regarding financial aid. If a student attends class even once in the first two weeks of the semester, the instructor should not administratively withdraw the student, even if he or she never attends class again. (See Registration, Policy 5-3 available at http://www.dixie.edu/humanres/policy/sec5/503.html)

Students who fail to attend the first scheduled class meeting and do not contact the instructor regarding the absence prior to the first scheduled class meeting MAY be administratively dropped by the instructor.

Students who fail to attend any class meetings (online or in a classroom) during the first two weeks of class MUST be administratively dropped from the course. The final deadline for submitting administrative drops is the end of the third week of the semester.

To administratively drop students from a class, instructors should:

1. Verify that the student has never attended class. This requires the faculty member to consistently take attendance during the first two weeks of class.

2. Ask the department secretary to assist with the administrative drop, or contact the Registrar’s Office at records@dixie.edu to have a student administratively dropped from the class. To facilitate the administrative drop, the Registrar’s Office will need the course and section number (or CRN), as well as the student’s name and DSU ID number (available through MyDixie).
Waitlists

Waitlist allows a student who wants to register for a class that is full (closed) to be placed in a first-come queue. When a spot becomes available in the class the first student on the list receives notification through Dmail. After the notification, the student has 24 hours to register for the class or it will be made available to the next student on the list. Waitlist expires the first business day of the second week of the semester, at which time instructors can add students to their class by signing ADD cards which must be submitted to the Registrar's Office. Faculty members are requested to give priority to students on the waitlist when considering adding students to class.

Office Hours

The goal of holding office hours is to ensure that faculty members are available for students to seek help and get questions answered outside of the classroom. All faculty members should make available a reasonable number of hours for student consultation or otherwise assure their accessibility to students. These office hours should be held at times consistent with class meeting times reasonably spread out during the week. The office hours should be scheduled at convenient times for students and posted on the office door of each faculty member at all times.

Classroom Environment

Faculty have the right and responsibility to establish a safe learning environment “conducive to teaching, learning, and thinking that is free from discrimination, harassment, sexual harassment, or prejudicial treatment” (Policy 3-4, Faculty Rights and Responsibilities, under review). That learning environment may be in a traditional classroom, in the field or online, whatever environment students are in as part of a course.

To fulfill this responsibility, an instructor must ensure that course discussions (e.g., lectures, presentations, activities) accomplish learning outcomes and do not advance a particular political or moral agenda unrelated to the course outcomes. Critically analyzing particular political or moral philosophies, including comparing and contrasting distinct points of view, is often part of an academic learning environment.

Additionally, an instructor may need to remove a student from a course, either on a temporary basis or permanently if that student is disruptive, harassing of other students or the faculty member, or in other ways compromising the learning environment for the rest of the class. If permanent removal of a student is determined by the faculty member to be appropriate, a particular disciplinary process is provided for in the Student Rights and Responsibilities Code (Policy 5-3). For assistance with a disruptive student, please see the section on Disruptive Behavior below.

Student Absences

Students may miss class for a variety of reasons, and a clearly articulated syllabus statement regarding attendance expectations will help students understand the consequences resulting from missing class. There are three categories of student absences that are considered excused absences, and faculty members are expected to provide reasonable accommodations for these absences. However, it may be impossible to provide accommodations when absences extend beyond a reasonable amount of time. Students are expected (and required by policy) to inform their instructors of extended absences as soon as they are able in the semester so attempts can be made to determine if reasonable accommodations can be made and what those accommodations will be. Students are expected to make arrangements for accommodations before the absence, and a faculty member may require a student to complete a missed exam or assignment before the absence rather than after.
School-related activities

Students involved in school activities that cause them to miss class through travel or other events are eligible for reasonable accommodations. Verification of the absence will be provided from a coach or advisor, but the burden is on the student to make sure the instructor knows when and why they will be missing class and to coordinate what the reasonable accommodation will be with the instructor.

Military activities

Students at DSU that are in the military reserves and can be called up for exercises or active duty during the middle of a semester. These deployments can be for short or long duration, and when the deployment lasts for an extended period of time, reasonable accommodations may not be possible. Students are encouraged to contact Veterans Coordinator in the Registrar's Office as soon as they learn of orders to deploy to determine what accommodations are possible.

Religious holidays

Students have the right to observe major religious holidays without penalty or reprisal by any administrator, faculty member, or employee of Dixie State University. Absences for major religious holidays shall not count toward the number of absences allowed by a given instructor or department. Students shall notify their class instructor in writing at least one week in advance of the intention to observe a significant religious holiday, stating why an absence from class is necessary.

Instructor Absences

When an instructor finds it necessary to be absent from any class (e.g., due to illness), he or she should contact the department chair and attempt to arrange for a substitute. If a substitute for the class cannot be found, a meaningful assignment, quiz or exam may be substituted for the missed class after the chair is notified. For more information regarding professional standards and expectations for faculty members, see the Professional Standards in Teaching policy, Policy 3-29 at http://www.dixie.edu/humanres/policy/sec3/329.html.

Exams

Exams can be offered in a variety of settings, using a variety of exam formats. Exam settings include the classroom, at home and the Testing Center (http://dixie.edu/testing); exam formats can involve pen and paper, Scantron-like scoring sheets or online formats through Canvas. You can include any type of exam format for an exam being administered in the Testing Center. If you choose to use an online test in the Testing Center, you can specify that the student use a Lock-Down browser, which prevents other access to the internet while taking the exam. The Testing Center proctors the exams through the use of video surveillance and can accommodate many students at one time for both pen-and-paper and online tests. To submit a test to the Testing Center, you must fill out an Intake Form (http://dixie.edu/testing/forms.php) and provide all copies of the test for your students (unless the test will be taken online). Tests and intake forms can be hand delivered to the Testing Center by the faculty member, submitted to the Testing Center online (for an online exam when no copies need to be made), or arrangements can be made for the Testing Center to pick up the exams. It is important to provide clear instructions to the Testing Center regarding how you want your test administered, since they administer many different tests with a variety of test-taking criteria.

Midterm Grades

Midterm grades are due halfway through the coursework portion of the semester (about 7 ½ weeks after the semester begins). Faculty members must submit midterm grades for all students. This grade designation is not a prediction of what the student’s final grade is likely to be; it is an estimate of their current standing. An exact A-F grade is not required. Faculty members may choose to enter an “S” for any student whose
grade would be A-C, and/or an ‘X’ for any student with a grade below ‘C’. Midterm grades are an important tool of our retention efforts and are required of all faculty members for each course.

**Final Exams**

**Holding final exams**

Instructors are required to conduct a meaningful graded activity during the regularly scheduled final exam period, but the activity does not need to be an exam, per se. This holds true even if a final exam is being administered through Testing Center. (Administering exams in the Testing Center during Final Exam week requires the approval of the department chair—remember, the Testing Center will not be able to accommodate all final exams being held across campus.)

**Final Exam Schedule**

A final exam schedule is provided for each semester, indicating the two-hour period when a class must hold its final exam (or final class activity). This two-hour block of time may not be the same time or day as the regular class meeting (although it should be close to the regular class meeting), and some students may need to be reminded of the specific day and time of the final exam. Two versions of the final exam schedule are available online, and department secretaries, department chairs and deans will also have access to the final exam schedule. The final exam schedule for each semester can be found in that semester’s class schedule. Class schedules can be found at: [http://www.dixie.edu/reg/?page=schedule](http://www.dixie.edu/reg/?page=schedule). A class’ scheduled final exam day or time may not be changed without approval from the dean.

**Early Final Exams**

For a variety of reasons, some students can’t attend the final examination during the scheduled examination time, and they ask that instructors give them the examination either early or late. Instructors have the prerogative to deny requests to reschedule final exams (for example, if such a change in schedule could compromise the integrity of the exam); however, if instructors approve a rescheduled exam for an individual student, that student must receive the approval of the department chair and dean before taking a final exam either early or late. Students should be referred to the dean’s office to get a petition form to have the final exam day or time change, which must be completed, signed and returned before the instructor may give a rescheduled final exam.

**Final Grades**

As part of the syllabus, an instructor should describe to students the grading criteria and how to use the criteria to calculate final course grades. These criteria should be followed in an unbiased manner to determine final grades for each student in each course the instructor is teaching. The following grades may be assigned by a faculty: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, I (Incomplete), and P (Pass)—if the course is eligible for Pass/Fail grade. Other grades, such as AU (Audit), W (Withdrawal) and NG (No Grade) may show up on a student’s transcript, but they are assigned automatically by the Registrar’s Office.

**Failing grades**

For each student who receives a failing grade (F) in a course, the last date the student attended must be entered into Banner (MyDixie). Not all faculty members take attendance every class period, so what is frequently entered is the last date that student participated in an assignment or exam in that course. If the student took the final exam, then the last class period of the semester would be entered. This date is necessary to comply with federal guidelines regarding financial aid, since the financial aid status of students who stop attending class (a frequent reason a student might fail a course) changes depending on when their last participation date was for that class.
Incomplete grades

Incomplete grades are only given to students when the following criteria have been met:

1. The student, having completed a substantial portion of the required work, is unable to complete the class work for a legitimate and usually unexpected reason (such as illness or accident). If the student has not completed a substantial portion of the required work, she or he should be given the grade earned and re-register for the course.

2. The incomplete coursework can be completed outside of a formal classroom situation. If completing the coursework requires that the student attend lectures, labs, or field activities, then the student should be given the grade earned and re-register for the course.

If the above requirements are satisfied, then the student and faculty member can negotiate a contract regarding how and when the missing coursework will be completed. Upon completion of the terms of the contract, the incomplete grade will be replaced by a letter grade. The "I" grade is not computed in the student's GPA; however, this grade will be changed to an "F" grade after one year if the instructor has not submitted a grade change card to indicate that the work has been completed.

The Incomplete Grade Contract: This required contract specifies both the work to be completed and the deadlines for that work, and should be signed by both the instructor and the student. Instructors should download the blank contract form from the web (under the Human Resource/Forms directory at http://dixie.edu/reg/faculty/files/incomplete.pdf). When completed, copies of this form should be submitted to the Dean's office and the Registrar's Office.

One final word: If grades are not ready by the grade deadline, do not submit incomplete grades for all students in the section. If incomplete grades appear on student transcripts, these grades make it seem that the students were negligent in the course which can impact financial aid, scholarship, and athletic eligibility. (For more details, see Student Records Policy, 5.14, http://www.dixie.edu/humanres/policy/sec5/514.html).

Grade Changes

Changes are made only when the instructor has made a clerical error in computing or recording grades, when a student has completed necessary work to replace an "I" grade, when an appeal has found the grade to be inappropriate, or when an exception to policy has been granted. Grade changes for other purposes are not permitted. To make a grade change, the instructor must submit a Grade Change Card with the instructor's signature to the Registrar's Office or email records@dixie.edu. No grade will be changed for any purpose after a period of four years.

Grade Records

Temporary faculty members, including adjunct faculty members, are required to provide written documentation of the grades administered for each of their courses to the department secretary, to be kept on file. Permanent faculty members are expected to maintain their own files of grade records, although it is often helpful if such records are shared with the department secretary if the faculty member will be unavailable during the summer.

FERPA

The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, is a federal law that sets forth requirements regarding the privacy of student records. FERPA governs the release of records maintained by an educational institution and access to those records. Institutions that receive funds administered by the U.S. Office of Education are bound by FERPA requirements, and failure to comply may result in the loss of federal funding. When a student reaches the age of 18 or begins attending a post-
secondary institution, regardless of age, FERPA rights transfer to the student. This means that all our students hold FERPA rights regarding their records.

In order to receive access to the Banner (MyDixie) student system, each faculty member must complete the FERPA quiz located at [http://secure.dixie.edu/ferpa/](http://secure.dixie.edu/ferpa/). A guide to FERPA is located at [http://dixie.edu/reg/faculty/files/ferpa-handout.pdf](http://dixie.edu/reg/faculty/files/ferpa-handout.pdf).

According to Policy 6-50 “Use of University IT Resources,” you are prohibited disclosing your usernames and passwords to University resources. Do not disclose your username or password to anyone, including other DSU employees.

**What Is an Educational Record?**

Under FERPA, education records are directly related to a student and are maintained by an education agency, institution, or party acting for an agency or institution. Education records can exist in any medium, including, but not limited to, typewritten, hand-written, computer generated, videotape, audiotape, film, microfilm, microfiche, and email.

Education records **do not include:**

- Records in the “sole possession of the maker” (i.e. private advising notes)
- Medical records
- Employment records unless employment is based on student status (i.e. a work-study student)
- Records created and maintained by a law enforcement unit
- Alumni records (i.e. those created after a student’s enrollment ceased)

**Access to Student Records**

Dixie State University may not disclose information contained in education records without the student’s consent, except under certain limited conditions. For example, the university may disclose what is considered to be “directory” information unless the student has restricted disclosure of such information with the Registrar’s Office. This restriction will be indicated by the word **“Confidential”** in the student’s record on Banner (available through MyDixie). If the “Confidential” restriction is present, no information about that student — even an acknowledgement that the individual is a student — can be released, and queries about that student should be referred to the Registrar’s Office (x7708). You should respond to any query about such a student by saying, “I have no information about that individual.”

**Directory information** at Dixie State University is defined as:

- Name, address, telephone number
- Class level
- Field of study
- Dates of attendance
- Expected date of graduation
- Degrees and awards received
- Most recent educational agency or institution attended
- Email address
- Enrollment status
- Participation in officially recognized activities or sports
- Weight and height of members of athletic teams
The university can release additional information to its employees if it has determined that the individual has a legitimate educational interest (i.e., if the official is performing a task that is specified in his/her job description) or is related to a student’s educational or disciplinary matter.

**Posting Grades**

The public posting of grades either by a student name, institutional identification number (Banner ID), or social security number without the student’s written permission is a violation of FERPA. Even with the names obscured, numeric student identifiers are considered personally identifiable information and therefore violate FERPA. Instructors can assign students unique numbers or codes that can be used to post grades. However, the order of the posting must not be alphabetical. Faculty members who wish to send grades to students via email need to be extremely careful with the distribution process. However, Canvas allows the dissemination of grade information individually to students to avoid violating FERPA regulations.

**Returning Assignments**

Assignments and papers that contain personally identifiable information should not be distributed to the student in a way that would allow other students to view the information. Graded papers must not be left unattended in an office or classroom or returned to the students via another student. Both of these examples are violations of FERPA. A possible solution would be to leave these exams, quizzes, etc. with an assistant or secretary who requests proper identification prior to distributing the information to the student.

**Parents / Spouses Requesting Information**

Concerns such as attendance, progress in a course, deficiencies in a subject area, scores or grades on papers, exams, etc. are all examples of personally identifiable information that constitute part of the student’s education record. This information is protected under FERPA, and parents or spouses do not have access unless the student provides written authorization to the Registration Office that specifically identifies what information may be released and to whom. If a parent or spouse claims that such authorization is on file, the faculty member must verify this fact with the Registrar’s Office before revealing any student information.

**Crisis Situations/Emergencies**

If non-directory information is needed to resolve a crisis or emergency situation, an educational institution may release that information if the institution determines that the information is “necessary to protect the health or safety of the student or other individuals.” Factors considered in making this assessment are the severity of the threat to the health or safety of those involved, the need for the information, the time required to deal with the emergency, and the ability of the parties to whom the information is to be given to deal with the emergency. All such requests should be directed to the Registrar’s Office.

FERPA does not prohibit making a referral to a campus entity such as the Health and Wellness Center or the Dean of Students if you are concerned about a student’s health, safety, or behavior.

You have a responsibility to report crimes. FERPA does NOT prohibit a DSU employee from reporting crimes and policy violations to appropriate law enforcement and DSU employees.

Any law enforcement request, including warrants and subpoenas, to access education record should be directed to the University Registrar.

**Phone / Email Request**

Do not release information on the basis of a phone call. Any email request must originate and be returned to a student’s Dmail or Canvas account.
Letters of Recommendation

Written permission from the student is required for a letter of recommendation if any information included in the recommendation is part of the education record (i.e., courses taken, grades, GPA, and other non-directory information). The release must specify the records to be disclosed, the purpose of the disclosure, and the party to whom the disclosure can be made. An email request for a letter of recommendation fulfills this requirement.

If the letter of recommendation is kept on file by the person writing the recommendation, then it becomes part of the student’s education record, and the student has the right to read it unless he/she has specifically waived that right of access. The only time a written release form of the student is not required is if the recommendation will be based solely upon personal acquaintance/observation of the student and the letter does not contain any information derived from education records concerning the student’s participation, performance, or academic achievement in school.

Who to Contact With FERPA Questions/Concerns

Any questions concerning FERPA may be directed to:

- Registrar’s Office: 652-7708, records@ airstrikes.edu

Student Retention

For a variety of reasons, student retention is a challenge that we must address as an institution. Significant efforts have been undertaken to identify students at risk of dropping out and providing resources for all students to help them fulfill their goals of obtaining a degree or certificate. Faculty members play a critical role in helping students become successful in their educational endeavors. This does not mean awarding credit for classes not completed or lowering grading standards; it means offering students what they need to be successful in university-level work. Below are some of the activities and programs you as a faculty member can participate in to help with student retention:

Clear Expectations

Many students, especially students who do not have family members who have successfully navigated the college experience, have different expectations regarding the academic experience in a university. When their expectations are not met, students can easily become frustrated, which is a common reason students do not persist toward their educational goals. One thing faculty members can do is to provide clear expectations for their classes, both written in syllabi and verbally reinforced throughout the semester, regarding assignments, grading, classroom participation, and performance standards. Many of the things we implicitly know about being a successful college student may not be obvious to some of our students, so it is very helpful to clearly and patiently explain the expectations we have for our classes.

Providing a low grade on an assignment may tell students that your expectations were not met, but the student may not know how to improve. Meaningful feedback, provided in a timely manner so students can make necessary changes, can be another important means of helping to clarify expectations regarding an appropriate level of performance and competence in your courses.

Other campus services are also available to assist students in achieving their education goals. Faculty members should take advantage of these and refer students to tutoring services (e.g., Writing Center, Tutoring Center), mental and physical health services (e.g., Health and Wellness Center) and other helpful student services (e.g., Library, Disabilities Resource Center) whenever appropriate.
Early Alert Program

This program provides faculty members with the opportunity to notify advisors and other student support services regarding students who are not succeeding in their classes, either because of poor grades or poor attendance. Providing this information is especially important between the third and eighth week of the semester, when interventions are most likely to be successful. Although faculty members will be prompted via e-mail several times during the semester to respond to the early alert program, you can also login at any time to "My Dixie" and find the "Starfish Early Alert" link on the menu.

Starfish EARLY ALERT

Dixie State University adopted Starfish Early Alert as its early warning system tool. Starfish aims to identify "at-risk" situations as quickly as possible from faculty referrals and promptly directs students to the support services that can help them succeed. This process is accessible through MyDixie (my.dixie.edu). Starfish provides faculty, academic advisors, tutors, and program directors with a convenient way to follow and support students.

Through the Starfish Early Alert program faculty members can raise "flags" when a concerning pattern of behavior is observed (i.e. in danger of failure, inappropriate behavior, poor attendance, etc.) or "kudos" when students are deserving of compliments (i.e. great test score, good participation, helpful comments in class, etc.). Both flags and kudos are conveyed to the student through email and their academic advisor is made aware of them as well, allowing advisors and other support services to intervene, as appropriate. Be aware that messages sent through the Starfish system will be visible to other appropriate campus employee, including other students working in student services with student retention, and the target student may also receive a copy of that message. Make sure all messages sent through the Starfish system are professional and appropriate.

Certain students might have academic performance or attendance issues, while others may be showing signs of emotional distress. Starfish gives us an efficient way to communicate those concerns to the people who can help, while respecting FERPA and our institution’s policies on the privacy of student information. If you wish to convey highly sensitive information, you should contact the Dean of Students office directly.

Increased communication between instructors and support staff is a proven strategy for increasing student success and retention. The partnership and participation of all campus faculty and staff will ensure that each student enrolled at our institution has the best possible chance to succeed.

Know your students

One of the benefits of having small class sizes is that faculty members get to know their students, and students become comfortable with their instructors. As you get to know your students, you are in a better position to understand when there are changes in their behavior (academic or emotional) that may indicate possible concerns. As students become more comfortable (but still in a professional way) with their instructors, they are more likely to confide in them when their lives take a turn. Faculty members should not meddle in students’ lives, but if you notice something that may indicate a problem, please pass on that information to an appropriate source, whether that is through the Starfish Early Alert system or some other means.

Academic Integrity and Academic Discipline

Students are expected to perform their academic work with high standards of personal integrity. Academic dishonesty in any form will not be tolerated at Dixie State University, including but not limited to: plagiarism on written assignments, submitting another person’s work as one’s own, and cheating on exams or quizzes (See Student Rights and Responsibilities Code, policy 5-33, available at http://www.dixie.edu/humanres/policy/sec5/533.html, or the University Catalog).
Sanctions for Academic Dishonesty

Instructors who have substantiated instances of academic dishonesty may:

- Provide the student with a private warning (not public chastisement) regarding academic integrity
- Lower the grade on the specific assignment where dishonesty occurred, including up to a grade of 0 for that assignment
- Fail the student in the entire course

Through their department chair and dean, and in conjunction with the Academic Integrity Committee, more serious sanctions are available for serious instances of academic dishonesty, including:

- Immediately dismissal and removal of the student from the course
- Permanently indicating on the student’s transcript the reason for the failing grade
- Removing the student from that academic program
- Suspension or expulsion from the institution

Academic Integrity Committee

The Dixie State University Academic Integrity Committee exists to promote and support an educational environment where academic integrity, honesty and fairness can flourish. The committee, comprised of both faculty and students, administers serious sanctions and adjudicates appeals from students who have received sanctions from faculty members for academic misconduct. For more information on this committee, please see the Student Code.

Disruptive Behavior

Faculty members have the right and responsibility to maintain a learning environment that is free from harassment, intimidation or disruptions so the entire class may exercise their right to learn. If an individual student disrupts the learning environment, a faculty member has options available to restore an appropriate learning environment.

(For more information, go to www.dixie.edu/academics/disruptive_behavior_guidelines.php.)

Disruptive Behavior Protocol

- Deal with the behavior immediately by publicly addressing, in general terms, what is and is not appropriate in the learning environment.
- Meet with the disruptive student privately to what is and is not appropriate about that student’s conduct.
- If a student poses an immediate threat to the safety of themselves or others, call 911.
- For non-emergency situations where the student does not cease the disruptive behavior, you may contact DSU Campus Police at 652-7515 or contact the on-duty officer at 619-1144. If there is no answer, you may call Dispatch at 634-5000.
- If you feel uncomfortable or unsafe with a student, request that a colleague, department chair, or member of the Dean of Students staff is present at any meeting with the student.
- If the disruptive behavior continues, or recurs in a future class after previous interventions, ask the student to leave the classroom immediately. Following the class, the instructor should contact the department head and document all pertinent information regarding the incident.
- Always log the incident – including date, time, location, and the nature of the incident.
- Make sure your department chair is informed as any situation develops.
- Save inappropriate emails and document the dates of improper actions in the classroom.
Furthermore, it is required that an institution give students “oral or written notice of the charges against
them” before taking action, “except where a student poses a continuing danger to persons or property or an
ongoing threat of disrupting the academic process, in which case the notice and a hearing should follow as
soon as possible.” (Goss v. Lopez, 1975) It is important that students understand what about their behavior
was disruptive and what the expectations are for appropriate conduct in your class. The Dean of Students
office accepts formal, written complaints about student conduct, in and out of the classroom.

Student Appeals and Complaints

Students who believe themselves wrongfully disciplined may appeal those disciplinary actions through a
standard procedure outlined in the Student Code. Importantly, as policy points out, “Whenever possible,
problems should be resolved at the lowest possible level and involve individuals closely aware of and
involved in the issue(s) before seeking appeals or grievance procedures.” (See Student Rights and
the University Catalog.)

A Quick Guide of Things Faculty Tasks

There are many tasks faculty members must do only occasionally—at the beginning or ending of semesters
or every few years when a faculty review takes place—that we easily forget about. Below is a brief list of
some of these tasks, along with brief instructions on how to do complete these tasks using the resources
available to us at DSU.

Working with Classes in Banner

Banner is easiest to access through my.dixie.edu.

1. Go to MyDixie (my.dixie.edu) and enter login information (8-digit Dixie ID and password)

2. Choose Faculty Services tab

3. Choose CRN selection (2nd item down on list of options)

4. Select the semester you want from the drop-down menu

5. Select the course you want from the drop-down menu

6. This will return you to the menu you saw after option 2.

7. Choose the appropriate option to work with for this class.
   a. Detail Class List provides detailed information for each student enrolled (incl. class standing)
   b. Summary Class List provides a basic list of all students in the class (name and ID for each)
   c. Photo Class List allows you to download a picture (along with their name) for each student in
      the class, if the picture is on file (many students haven’t provided pictures)
   d. Mid-Term Grades allows you to enter midterm grades
   e. Final Grades allows you to enter final course grades
   f. Starfish Early Alert allows you to raise flags for concerns or kudos


**Downloading Class Rosters**

Class rosters are available through Banner, which is easiest to access through my.dixie.edu:

1. Choose the class through Banner (see Working with Classes in Banner, above)
2. Choose Summary Class List
3. Copy the table information starting with the number 1 and ending with the last student's row of information
4. Paste this information to an Excel file as Text (use the Paste Special function; if you use Ctrl-V to paste the results you may get one line of text that is unusable)
5. To force Excel to display show the student ID numbers as 8-digit numbers, do the following:
   a. Highlight the ID numbers
   b. Select the Home tab
   c. In the Number section, open the drop-down menu and select More Number Formats (or expand the Number section)
   d. Choose Custom category
   e. In the box below the word Type enter 00000000 (8 zeros)
   f. Hit OK

**Entering Grades**

For a more thorough guide about entering grades, go to [http://dixie.edu/reg/faculty](http://dixie.edu/reg/faculty) and choose Grading Instructions from the left side Quick Links menu. If you have any questions about entering grades, please contact the Registrar's Office at 632-7708 or records@dixie.edu.

Follow these steps:

1. Choose the class through Banner (see Working with Classes in Banner, above)
2. Choose the type of grades you wish to enter:
   a. Mid-Term grades during the mid-term grade period around the 8th week of the semester
   b. Final Grades for end-of-semester grades
3. You should now see your class list. Enter the grades in the space provided.
4. It is wise to save your grades frequently so you don’t lose previously entered grades before the 30-minute time limit expires.
5. Hit the Submit button at the bottom of the screen to upload your grades to the Banner system.

Remember, if you submit an "I" grade, make sure the student qualifies for an Incomplete grade and that you have the student an Incomplete Form, with copies on file with your department chair, dean and registrar.
For those of you who have been around a while, the WF grade is no longer being used. Instead, all students who fail receive an “F” grade, which requires the last date of attendance to be indicated.

**Faculty Assessment**

Just as students are evaluated through grades of exams and assignments, faculty members undergo an evaluative review process. The details of this review process are outlined in Policy 3-7, Faculty Reviews, but a brief outline of relevant features of this review process is described below.

**Student evaluations**

Students evaluate both courses and individual faculty members during end-of-semester student evaluation questionnaires. These evaluations are conducted online, and students are encouraged to participate in the evaluations in order to receive final course grades through Banner (My Dixie) sooner than they otherwise would. Student evaluations are most effective and informative when response rates are high, so faculty members are asked to encourage all their students to complete their student evaluations.

Many faculty members have experiences with individual student comments that have been unhelpful because the comments focused on irrelevant aspects of the instructor or course. It is important to not get caught up in those comments and focus on the meaningful comments that students provide. These kinds of evaluations can be an important part of a faculty member’s assessment regarding how they can improve as a teacher.

All student evaluations must be included in each faculty member’s portfolio. Faculty members are expected to respond to meaningful information in their own self-evaluations.

**Supervisor evaluations**

As part of the formal review process, faculty members will be required to participate in supervisor evaluations. The responsibility for scheduling these evaluations lies with the supervisor (which supervisor evaluates you may vary from semester to semester or year to year), but the faculty member must make reasonable accommodations to allow the supervisor evaluation to occur. All full-time faculty members must receive two supervisor evaluations during the first two years and an annual supervisor evaluation thereafter.

**Peer evaluations**

All-time faculty members are required to both give and receive peer evaluations. Often, fellow instructors provide valuable insights into what is and is not effective in the utilization of pedagogical techniques, and this peer feedback is an important part of identifying strengths and weaknesses in our teaching. Be willing to be a peer evaluator, offering constructive comments to help your fellow faculty members build on what they do well and improve weaknesses.

As part of the review process, faculty members are required to have peer evaluations on file conducted at various intervals (one each semester during first two years, one per year thereafter), and it is the responsibility of each probationary and post-probationary faculty member to solicit those evaluations from their peers. Direct *ad quod* peer evaluations are not allowed, so don’t ask someone to evaluate you who you are evaluating that semester or year. Other than that, peer evaluations can be conducted by any full-time faculty member, in or out of a discipline, department, or school.

**Self-evaluations**

At the end of each academic year, full-time faculty members are required to provide self-evaluations regarding their performance as faculty during the year. These evaluations must assess all aspects of faculty performance, including teaching, service (e.g., committee work) and scholarly work (e.g., research or creative work). The self-evaluation is sent to the faculty member’s dean.
Role statements

Each full-time faculty member, and some part-time faculty members, in conjunction with their dean and department chair, should produce an annual role statement which establishes the expectations for that faculty member during the coming academic year. This role statement is extremely valuable to the faculty member, as it describes clearly what potentially unique obligations and opportunities that particular faculty member will have. For example, a faculty member may be asked to perform specific functions that are not common for other faculty members, like supervising labs, coordinating program assessment procedures, producing plays or leading a musical group. Such expectations may be counterbalanced with changes to the expected teaching load (e.g., workload reassignment) or other traditional faculty member activities (e.g., committee assignments).

By using the annual role statement, those responsible for reviewing faculty members will be able to see what the faculty member was expected to do and compare that with the actual accomplishments of that faculty member. Without these role statements, faculty members with different roles on campus may be judged by a standard that doesn’t apply to them. All full-time faculty members are encouraged to be actively involved in the production of these role statements so they accurately reflect your understanding of what is expected of you.

Digital Measures ePortfolio

Electronic portfolios must be maintained by all regular and professional faculty members (auxiliary faculty members are not required to maintain ePortfolios, but can request the opportunity to do so). Disseminating assessment information to be used in the review process is accomplished through the use of the ePortfolio program distributed by Digital Measures. This is a general purpose ePortfolio program that is suited for a wide range of institutions and is not completely tailored to the terminology and uses of our institution, so training is provided on a regular basis. Please take advantage of the training opportunities so you feel comfortable using the ePortfolio program. Ideally, each faculty member would regularly update his/her portfolio so information is current and key details are not forgotten or unintentionally omitted. Faculty members should consult the Faculty Review Checklist to ensure that all required information is current in their portfolios.

DSU Faculty

A variety of faculty members are employed at DSU serving a variety of roles (for descriptions of faculty categories, see Policy 3-3, Faculty Categories). Different departments and programs sometimes have different expectations for their faculty members because of the nature of the subject matter taught in those departments and programs. A faculty member who has questions about his/her responsibilities should refer to the role statement (if applicable) and consult with the department chair or dean.

Faculty Categories

Policy 3-3, Faculty Categories, details the following faculty categories: Regular Faculty, Professional Faculty, and Auxiliary Faculty. Non-probationary regular faculty are further divided into Tenured and Continuing Status faculty. Tenured faculty members are non-probationary and have received the terminal degree required in their discipline of appointment, and continuing status faculty have not. Tenured faculty members are eligible to receive the terminal rank of professor and librarian while continuing status faculty members may not. Professional faculty are appointed to positions and do not receive academic rank. Each faculty category has a corresponding probationary status.

Regular faculty

Regular faculty members are tenure-track and continuing status-track faculty members, including probationary and post-probationary periods.
Professional faculty

Professional faculty members are ongoing full-time faculty members who don't fit into the traditional faculty categories.

Auxiliary faculty member

Auxiliary faculty members are part-time faculty or temporary (appointed for a specific length of time, such as visiting professors) full-time faculty. Part-time auxiliary faculty include adjunct faculty, part-time contract faculty and part-time clinical faculty. Part-time contract faculty are often referred to as .50 or .74 faculty because they are hired to work that proportion of a full-time faculty member's workload. These faculty members are paid a salary proportional to their workload. Part-time clinical faculty are specialists whose professional expertise allows them to teach in a clinical, professional or practicum setting.

Adjunct faculty member

The contract for an adjunct appointment is only for the time indicated, usually one term. No guarantee is made for additional terms. Adjunct pay is per credit hour and is not affected by the qualifications of the instructor, although minimum qualifications must be met to be hired as an adjunct faculty member.

Should enrollment fail to reach or fall below an appropriate class size, the class may be canceled any time within the first two weeks of the term and the appointee's assignment adjusted accordingly. When necessary, to complete an annually contracted full-time instructor's work load, the assignment may be given to a contracted faculty member. The Department Chair has the right of class assignment. In the event the class is canceled, assigned to a contracted faculty member, or otherwise not taught by the appointee, the appointee will be reimbursed at the rate of $25.00 per contact hour for the time which the appointee has been required to be in class.

Faculty Review Process

For more information regarding the faculty review process, see Policy 3-7, Faculty Reviews.

Probationary period

Faculty members serve a probationary period, typically six years, at the onset of their full-time, ongoing appointment. In the mid-term year of the probationary period, faculty members must submit a portfolio for an Intermediate Review. In the final year of the probationary period, faculty members must submit a portfolio for a Final Probationary Review.

Because one of the primary purposes of tenure, continuing status, and non-probationary status is to ensure that there is an appropriate fit between the faculty member and the institution, prior to obtaining tenure, continuing status, or non-probationary status at DSU, all faculty members must participate in a probationary period. The standard length of this probationary period is six years, but previous experience can shorten the probationary period at the time of appointment.

During the probationary period, each faculty member is expected to demonstrate that s/he is successfully meeting expectations. These expectations will relate to typical faculty responsibilities (teaching, service, scholarship) and specific expectations as established in the faculty member's annual role statements. It is important to record how you are meeting these expectations throughout the probationary period through the collection of data (e.g., evaluations, student grades) and other documentation related to your activities (e.g., syllabi, student assignments and exams, professional development, etc.). Also, it is very helpful to keep track of specific committees you've served on that are not part of a regular faculty member's responsibility (i.e., don't record that you attended department meetings or commencement ceremonies, since all faculty members are expected to attend those meetings). Self-evaluations, in particular, can be a helpful place to record some of this information.
Because the probationary periods for tenure/continuing status and rank are independent of each other, it is possible for a faculty member to be eligible to apply for a final probationary review on a different schedule than eligibility for rank advancement.

Intermediate probationary review

Halfway through your probationary period, you must submit an intermediate review. The purpose of this intermediate review is to get feedback regarding a faculty member's progress toward successful completion of the probationary period. If deficiencies in a faculty member's performance are uncovered, there is still time during the probationary period to make adjustments and clarify how to meet institutional expectations for that faculty member. All faculty members must submit an intermediate probationary review. (Going through the process is also a good rehearsal before submitting one's final probationary review.) All elements of the final probationary review should be included in the intermediate probationary review.

Final probationary review

All faculty members are required to submit a portfolio for a final probationary review in the last year of their probationary period. Guidelines for preparing materials for the probationary review have been prepared in the form of a checklist of required items [link to Dixie.edu policy document]. You can also view the rubric that faculty review committees use to evaluate review files [link to Dixie.edu policy document]. All documentation used for review must be presented through Digital Measures ePortfolio program (accessible from the drop-down menu for Faculty & Staff on the Dixie.edu homepage or directly at [link to Digital Measures website]). Training on the ePortfolio program is offered periodically throughout the academic year.

One important issue to consider is that using the ePortfolio program is not always intuitive regarding where certain documentation should go. Your online portfolio will be evaluated by the Promotion and Tenure Committee as well as by faculty members in your school, not all of whom will be familiar with the ePortfolio program and may have difficulty finding the requisite documents. To facilitate the evaluation of your review materials, it is very helpful to prepare a summary document that lists where you placed each of the required items within ePortfolio.

Tenure / continuing status

Tenure is a commonly used term in academia, but continuing status is not as well known. The purpose of the continuing status track is to allow for faculty members without terminal degrees to progress beyond probationary status and remain a long-term part of our institution. Faculty members who have been hired as regular faculty member (not a member of the professional or auxiliary faculty) without a terminal degree can switch to the tenure track at any time if they complete the terminal degree required in their field. Ideally, all of DSU's regular faculty members would have terminal degrees, but we recognize that some faculty members have valuable professional experience that supplements a master's degree, and we want to make it possible for those individuals to serve as important members of the faculty.

Rank

Rank represents a title given to faculty members at different stages of their academic careers and is given independently of tenure or continuing status. The series of ranks available to faculty member on the tenure track is slightly different than the series of ranks available to faculty member on the continuing status track. Tenure-track faculty member can be Assistant Professor, Associate Professor or Professor, or Assistant Librarian, Associate Librarian, or Librarian, in ascending order. Continuing status-track faculty members can be Instructor, Assistant Professor or Associate Professor. Differences in rank are related to pay differentials and the associated increases in potential salary is one advantage to obtaining tenure instead of remaining on the continuing status track. A faculty member may be hired on the continuing status track without a terminal degree, but they must at least have a master's degree appropriate for their discipline of appointment (See Addendum II in Policy 3-7, Faculty Reviews, for specific information)
Post-probation review

Every five years following successful completion of the probationary period toward tenure or continuing status, each faculty member must submit a portfolio for additional review. Such reviews are less thorough than the reviews following the probationary periods, but they provide important feedback regarding the continued performance of faculty member. Tenured faculty members are typically eligible for a 2% salary increase after a successful post-probation review.

Committees

All faculty members are expected to be part of department meetings and other service within your programs, but regular and professional faculty members are also required to participate in committee service unless other arrangements are explicitly described in a faculty member’s role statement, as agreed to by their dean. Expectations regarding time commitments and activity levels differ between committees, but when you are assigned to a committee it is expected that you will fulfill your responsibilities professionally and responsibly. Most committee assignments are made by the Vice President of Academic Affairs in conjunction with the Faculty Senate President. Information about faculty committees is available through the Faculty Senate webpage at http://dixie.edu/faculty_senate/committees.php. Committee assignments are posted online under the Faculty & Staff tab on the DSU homepage.

Some committee assignments are based on faculty elections; these committees usually relate to the important decisions regarding the faculty review process and are specified in policy (see, for example, Policy 3-7, Faculty Reviews). Faculty members elected to serve on the Faculty Senate Executive Committee may on occasion be excused from other committee service. Again, role statements play an important role in making such arrangements explicit.

Faculty Hiring Committees

One special category of committee is the faculty hiring committee, which form on an as-needed basis when faculty positions become available. Chairs and members of these committees are appointed. The purpose of the hiring committee is to present to the supervisor and the dean a list of candidates who are qualified and who the committee believes would be able to fulfill the position successfully. Typically, the hiring committee will present one, two or three candidates to the supervisor for consideration, but if no suitable candidate is found during the hiring process the committee may recommend that the position be re-opened to solicit additional potential candidates.

Workload

Faculty members are hired on 9-month (two-semester) contracts with no teaching expectations for the summer months. A full-time teaching workload at DSU is 24 credit hours per academic year, divided into 12 credits of workload per semester. Regular faculty members, other full-time faculty members (whether professional or auxiliary) and part-time contract faculty members are expected to participate in activities in addition to teaching as part of their faculty member workload. These activities can include service (e.g., committee work), scholarship (creative work or research), assessment of courses and programs, and additional assignments that may be appropriate within one’s program. Participation in these extra-instructional and co-instructional activities is expected but should be clearly delineated in each faculty member’s role statement.

The teaching workload of a part-time faculty member is calculated based on a percentage of the full-time faculty member load. Part-time faculty members who do not participate in extra-instructional activities may have the full-time workload take into account the fact that the extra-instructional activities of full-time faculty member are part of what’s considered a full-time workload.
Overload

Full-time faculty members who teach more than 12 credit hours in a semester will be eligible for overload salary adjustments, paid at the adjunct faculty member salary rate. Teaching overload is voluntary, and no faculty member is expected to teach overload courses. Faculty members may teach one three-credit overload class per academic year (up to 5 total overload credits). Because credit hours vary from course to course, faculty members may teach one or even two overload credits in a semester, but faculty members must voluntarily assent to teaching a full class that exceeds their full-time teaching load.

Equity

The word equity is often used as a short hand for salary equity, which refers to a comparison between specific salaries at our own institution with salaries for comparable disciplines and ranks at similar institutions. It is difficult to compare the entire benefits package between institutions, and DSU has a very generous retirement contribution program, so our policy requires maintaining faculty salaries at least 90% of equity, meaning that each faculty member’s salary should be within 90% of comparable salaries at similar institutions. If a faculty member’s salary drops below 90% of equity, additional salary is added to the base pay of affected faculty members at the beginning of the next academic year (July 1) to compensate for those deficits.

New Faculty Checklist

Below is a list of important things new faculty members need to do or receive when hired. Human Resources and/or your department secretary will probably coordinate most of these, but this checklist will help you ensure that you have received or done everything you need to when beginning your faculty position at DSU.

Employment Forms

The first term in which you teach (whether full-time or part-time), you must complete certain employment forms, including an I-9 and a W-4. Division secretaries can help you fill out these employment forms, or you can get assistance with these forms at the Human Resources office.

ID Card

The DixieOne Card is used as your all-purpose ID card, which identifies you as a faculty member and functions as your library card. You can get your picture added to this card at the Registration window on the first floor of the Holland Centennial Commons. For more information about this card contact Carlene Holm 652-7603. This card will provide access to many campus activities (athletic events, concerts, plays, etc.) for you and a guest and allow you access to library services. Also, after depositing funds into a food account, you may use the card (tax free) for purchases at various Campus Dining locations. To put funds into a food account, contact the Information Desk on the first floor of the Gardner Center.

Email

The department secretary will request a campus email account for instructors. Once it is created, instructors can reset their password. Vital administrative information will be sent to this email address, so it should be checked regularly and often. The direct web address to access your DSU email login is mail.dixie.edu, and you can have Microsoft Outlook installed on your computer to access email through that program.

Keys

Your department secretary will order keys for you by filling out a temporary or permanent key request. This request will be sent to Campus Services, and you can pick up the finished keys from the secretary in the
Campus Services Department (just east of the McDonald Building). Keys must be returned to the Campus Services secretary when you permanently end your employment at Dixie State University.

**Mentor**

Ask your department chair if a mentor has been assigned to you. Mentors can be valuable resources and help you get accustomed to your new position and help you become acclimated with DSU and the St. George region. You may request a mentor if one is not assigned to you.

**Best Practices**

New full-time faculty members are required to attend Best Practices Seminars coordinated by the Best Practices Committee. If you haven’t been contacted by the chair of the Best Practices Committee, look on the committee list to determine who the chair is and contact him/her to find out when and where these meetings will be held during the academic year.

**IT Resources**

Coordinate with your department secretary to request IT equipment and software. Check with the secretary to determine your department’s process for submitting IT work orders.

**Faculty Resources**

**Instructional Equipment, Supplies, and Resources**

Classrooms at DSU are typically equipped with a computer, projector and DVD player, with some classrooms having Smart Boards, document display devices or other equipment. Faculty members are encouraged to find out what equipment is available in the rooms they will be teaching prior to the first day of class. If there are problems with classroom equipment or additional equipment or software is desired, below are some resources that may help you get what you want and need.

**Requesting Instructional Supplies**

All requests for supplies must be processed through the department chair or the department secretary. Some supplies are on hand in department offices; however, some supplies will have to be purchased through the Bookstore or from off-campus vendors. Before purchasing supplies from the bookstore, or before making a purchase requisition from an off-campus source, contact the department chair for approval. The chair or the department secretary can help prepare requisitions.

**Audio-Visual Services**

Audio-visual services are provided in most rooms, but if you find equipment is missing or not working properly, contact your department secretary or the IT staff (through an IT Work Order Form). Instructors should anticipate their equipment and software needs and arrange for equipment and software before the day they are needed. Typically, at the beginning of each semester the IT staff makes a request for software downloads in classrooms, so if you know you will be using a particular piece of software in your course make sure to request that software to be downloaded before the class begins. Faculty members generally do not have administrative authority to install any software on classroom computers. Secretaries in the various buildings may help arrange for equipment or repairs during office hours.

Please be sure to put audio-visual equipment away and lock classrooms as directed. Be certain to turn off any projectors, since the bulbs are very expensive to replace.

**Banner (MyDixie)**

Banner is the software that coordinates most of our record-keeping across campus, including class schedules and workload assignments that form the basis of faculty member. Access to Banner is easiest
through my.dixie.edu, which takes you to the Banner login screen. Your login "name" is your 8-digit Dixie ID # (from your DixieOne card), and the PIN/Password should be a reasonably secure password that you have created. This password can be different from your email password.

**Canvas**

Canvas is the learning management system (LMS) used by the public colleges and universities in Utah. The LMS may be used to complement lecture classes and as a platform for blended and fully online courses. Each class has its own site in Canvas. To access your course "template," log in to Canvas from the university homepage or directly at canvas.dixie.edu. Your campus user name is usually your email name, but not always (i.e., you may have a distinct user name for Canvas). Your password may also be unique for Canvas. Students will be automatically listed in the course roll, and you can even take attendance through Canvas. The LMS may be used to implement a variety of instructional strategies, including distribution of course materials, submission of assignments, online discussion, testing, grading, and more.

For information and help with Canvas, contact the Director of Instructional Technology, Jared Johnson, at 652-7950 or johnson@dixie.edu.

**Faculty Center for Teaching Excellence**

DSU has recently authorized the creation of a faculty Center for Teaching & Learning Excellence. The mission of the center is "to foster teaching excellence by providing resources, opportunities for enrichment, and strategies to encourage and support quality and innovative teaching" (program request). This center has been developed by the Committee for Teaching and Learning and will coordinate closely with that committee.

**Library Services**

The library occupies floors 2, 3M (mezzanine), and 3 in the Holland Centennial Commons. A complete guide to the library and its services for faculty is available through the Faculty Resources guide at http://libguides.dixie.edu/questions. The library home page is library.dixie.edu/.

**Library Reference Desk**

Librarians are available throughout the day and evening to assist with reference questions related to the library and research. Reference phone number: (435) 634-2081.

**Reserves**

If you have questions about placing materials on reserve for use in your classes (such as textbooks or other materials), please contact (435) 652-7715 (ext. 7715).

**Library liaisons**

Faculty librarians are assigned to departments to work as liaisons to faculty members and students in specific disciplines. You are encouraged to make an appointment with the librarian assigned to your area to request materials (books, online databases, etc.), arrange for library instruction, or to address any other questions related to the library. A list of liaisons is available at http://library.dixie.edu/info/liaison.html.

**Library instruction**

The library has a classroom that is available for use on a limited basis. For instructions on booking the classroom, select faculty services and then library instruction on the library homepage. Your library liaison will be happy to schedule a session to work with your students as a group or individually to support research projects. Note that instruction by a librarian must be scheduled with your liaison in addition to booking the classroom.
**Bookstore**

Textbooks, supplemental reading material and supplies are available at the bookstore for all classes. During the academic year, the bookstore will be open Monday - Thursday from 7:45 a.m. to 6:00 p.m.; Friday 7:45 a.m. to 5:00 p.m.; and closed on Saturday, Sunday and holidays. Refunds or exchanges on textbooks will only be made for a two-week period after the first day of start of classes. The refunds will be 100% during the first seven days, and 70% for the next 7 days. For refunds and exchanges, students must have a current schedule showing the class has been dropped, and a current cash register receipt. More information is available at http://bookstore.dixie.edu/home.aspx.

Any textbooks used in a class offered for credit must have been officially adopted. In some departments, all faculty members teaching a given course will use a common textbook. In other departments, faculty members may choose from among several textbooks. Either way, check with the department chair. Faculty members are encouraged to comment on the most appropriate textbooks for their courses. Each semester, the bookstore sets deadlines for textbook adoptions when faculty members must designate the text(s) to be used in their course(s) the following semester. Adherence to these deadlines assists the bookstore in obtaining materials for students in a timely manner at the best price available.

The department chair will approve a loaned desk copy of an officially adopted textbook for use in your class, and a desk copy may be sent to the library to be placed on Reserves.

**Copy Machines**

Copy machines are located throughout the university, but faculty members typically only have an access code for the copy machine(s) in their department. Access is available through the use of a personal code, which is assigned for each faculty member by the department secretary.

Instructors are advised to be conservative in their use of copy machines. The expense associated with duplicating course materials is very, very high. Instructors should make the handouts and materials they need; however, they should be careful to limit copying as much as possible. The University is developing several on-line resources that can be used to supplement or replace printed materials, including the dissemination of course documents through Canvas. Most copy machines on campus have the capability to scan multiple pages into digital files.

When copying or scanning copyrighted material, the official permission from the publisher must be obtained. If declaring fair use of the copyrighted material, instructors may create legal liability for themselves and the institution and should seek guidance from experts or others who have been trained in the fair use of copyrighted material. Copyright violations are a serious infraction of intellectual property rights.

**Health and Wellness Center**

The Health and Wellness Center is available for faculty members' use, although it primarily serves students on campus.

**Student Resources**

As a faculty member you will encounter a variety of issues related to your students, and although you may want to try and directly address each of these you will frequently find you lack the time and/or expertise to help with every problem that arises, and some issues we are not able to address ourselves. The following resources provide specialized help that students can be referred to for a variety of potential problems.

**IT Helpdesk**

Location: Northwest Corner of Smith Computer Center Lab and Second floor of Holland Centennial Commons
Hours: Monday – Friday, 8:00 a.m. – 6:00 p.m.  
Email: helpdesk@dixie.edu  
Telephone: (435) 879-4357 (HELP)  
Website: http://dixie.edu/helpdesk/

Computers and technology are an necessary part of today’s learning environment and workplaces. Students may need support to succeed in the growing digital world and the ever-growing and changing educational technology requirements placed upon them. The DSU IT Helpdesk provides a necessary service to students, faculty members, and staff that will help keep them up-to-date with the ever-changing IT services on the DSU campus. It also provides an important role in student retention by adding a valuable service that will show that DSU is dedicated to assisting our students so they can succeed. The IT Helpdesk is supported through the Media Technology Group: Jared Johnson, Dave Mortensen and Richard Robbins. Our goal is making technology work for DSU’s students, faculty members, and staff, not the students, faculty members, and staff trying to make technology work!

Students can receive IT help regarding the use of Canvas, Dmail, campus wireless access, laptop assistance, leased laptop repair (a leasing program available on a limited basis to students), online course tools, such as Mediasite.

Health & Wellness Center

Location: Larkin Building #2 (34 North 600 East)  
Coordinator: Barbara Johnson  
Hours: Monday -- Friday, 9:00 a.m. -- 4:00 p.m.  
Email: johnson_b@dixie.edu  
Phone: (435) 652-7755  
Website: http://dixie.edu/wellness/

Mission statement: The Dixie State University Health & Wellness Center Mission is to enhance the health and well-being of students, faculty members, and staff. We strive to provide confidential and accessible assistance to those who seek help, and this is achieved by utilizing specific areas of health development: Physical, Emotional, and Intellectual.

The Health and Wellness Center treats acute (not chronic) illnesses, including providing lab tests. Fees are reasonable ($10 per visit for students, which includes the cost of basic lab tests). Mental health services are also available, and students experience mental health symptoms that interfere with their academic performance can be referred to the Center. First visits for mental health services are free, and subsequent visits are $10 per visit.

Tutoring Center

Location: Level 4 Holland Centennial Commons Room 431  
Coordinator: Rowena Thiess  
Phone: (435) 879-4733  
Website: http://dixie.edu/tutoring/

Dixie State University sponsors several types of learning assistance services that benefit many Dixie State students. Tutoring is one of the most widely used of these services.

All registered Dixie State University students have access to some form of tutoring, and the Tutoring Center provides tutoring for many subjects. If you find that tutoring services are not available or not adequate for your class, contact the Tutoring Center Coordinator and consult with him/her if it is possible to add additional tutors with experience in the subject area covered by your course.

Writing Center

Location: Level 4 Holland Centennial Commons (HCC) Room 421  
Coordinator: Laura Jo Sypniewski
Office: HCC 422  
Phone: (435) 879-4347  
Online Writing Lab: owl@dixie.edu  
Website: http://DSU.dixie.edu/owl/ or http://dixiewritingcenter.com/

The Dixie State University Writing Center is located on the 4th floor of the HCC. Our services are free to DSU students, and our mission is to help students become better writers by approaching their assignments as a process of invention, writing, and revision.

The Writing Center is staffed by peer tutors who offer suggestions, instruction, and tips to help students improve their individual skills. Please keep in mind that the Writing Center is not a proofreading service. We focus on helping students become better writers rather than helping them correct every single mistake in an essay. Tutors give basic suggestions for improvement and teach students how to review. We do our best to help students improve their writing skills, but responsibility for generating a perfectly written, error-free paper lies solely with the student.

Assistance from the Writing Center is recorded, and a copy of the amount and type of help given is sent to the faculty member for the course the writing assignment originated from. This record keeping is intended to help faculty members monitor student use of the Writing Center.

While face-to-face sessions are most effective, the Writing Center also offers an Online Writing Lab (OWL), which can be accessed at owl@dixie.edu. Students may e-mail their paper as an attachment to this site; tutors review the paper and return it to the student via e-mail. If students use this service, they must allow a few days for the paper to be reviewed. For example, if a paper is due on Friday, a student should not wait until Thursday night to submit the paper to the Writing Center.

**Student Academic Advising**

Student academic advising is generally handled by trained specialists and not by general faculty members. Advising relating to general education requirements and associate degrees is usually handled by the Academic Advisement Center (dixie.edu/advisement). Program-specific advising is generally handled by advisors within specific departments. When students have questions about degree progress, it can be helpful to refer students to these resources to ensure that accurate information is disseminated.

**Student Government**

Student government oversees a variety of student activities, and they also oversee the allocation of money collected from student fees that can be used for a variety of purposes that may be related to your students' academic interests. It is helpful for faculty members to get to know who the student senator is that represents your discipline, as can be a resource in helping your students obtain funds for research projects, including travel costs for attending research conferences.

**Student academic integrity appeals**

Students who believe themselves wrongfully disciplined for academic dishonesty may appeal those disciplinary actions through a standard complaint procedure to the Academic Integrity Committee. Importantly, as policy points out, "Whenever possible, problems should be resolved at the lowest possible level and involve individuals closely aware of and involved in the issue(s) before seeking appeals or grievance procedures." (See Student Rights and Responsibilities Code, Policy 5-33, available at http://www.dixie.edu/hr/hsps/hr/533.html, or the University Catalog).

**Exceptions to policy**

Faculty members, department chairs, and deans have the right to determine if individual students may override prerequisite or placement requirements.

Exception to Policy petitions may be submitted for appeals of academic standing and exceptions to the policies that govern registration, adding courses, dropping courses, auditing courses, payment of tuition
and/or fees, refunds of tuition and/or fees, complete withdrawals, applying for graduation, and other policies. The Policy Exception Committee (http://catalog.dixie.edu/campusresources/policy_exception_committee/) hears and evaluates these appeals. The form for a policy exception is available at http://www.dixie.edu/registration/?page=Forms.

**Academic appeals**

Students can appeal certain academic actions, including graduation requirements, general education requirements, and specific grades, although appeals for grades must first be addressed by the department chair and dean before reaching the Academic Appeals Committee (http://catalog.dixie.edu/campusresources/academicappealscommittee/).

**Copy machines / computers**

Copy machines are located throughout the university, including in the Holland Centennial Commons, but in order for students to use these copy machines they must have money in their print account.

Computers are available in various locations across campus for student use, often near public copy machines, as well as in computer labs. Computer labs used for classroom instruction often have restricted hours, so students should be referred to public computers whenever possible.

**General Campus Resources**

**Telephone Switchboard**

The Dixie State University switchboard is open from 8:00 a.m. to 5:00 p.m. The number is 652-7500.

**Campus Security**

Security officers patrol the campus to monitor campus crime, parking, and other issues. They may be contacted at 652-7515. If an emergency requires immediate response because of imminent danger or threat, dial 911.

**Parking**

All faculty members must have a parking permit to park on campus (campus includes interior streets within the campus boundaries) during the day. The Campus Planning Committee has designated certain parking spaces as faculty and staff spaces during certain hours of the day. Generally speaking, the faculty and staff spaces are painted with yellow paint, and they are reserved for faculty members and staff from 7:00 AM until 5:00 PM. Because some faculty members and staff keep late hours, certain spaces are reserved as faculty and staff spaces until 11:00 PM.

**Obtaining a Parking Permit**

All vehicles parking on campus must have an authorized parking permit, displayed on the lower driver-side corner of the rear window, which can be obtained by completing the form (including the automobile's license plate number) and pay parking fees. Completed forms can be submitted with payment at the Burns Arena Ticket Office (East Entrance) or online (https://commerce.cashnet.com/cashnet/selfserve/BrowseCatalog.aspx). Fees are $30.00 for the first vehicle and $10.00 for each vehicle thereafter.

**Wireless access**

Two primary wireless networks are available on campus: a guest network and RedStorm. The guest network is slower and less secure, so it is in your best interests to use the RedStorm network. Instructions for using
the RedStorm network are available at http://dixie.edu/it/wireless/index.php. Access is inconsistent in some buildings, but the IT department is working on improving access across campus.

**Faculty Benefits**

Below is a brief description of some of the benefits available for faculty members (not including salary and retirement). A more complete list of faculty member benefits is available at https://www.dixie.edu/humanres/employee_benefits.php.

**Athletic Events Discount**

Most DSU athletic events, except NCAA-sponsored playoffs, can be attended by faculty members, along with one guest, for $2.00 each.

**Bookstore Discount**

Full-time university employees get a ten-percent discount on many items at the bookstore, located on the second floor of the Gardner Center. Also, with the approval of your department chair, you may purchase instructional supplies on department accounts at the bookstore.

**Cultural Events Discount**

Most cultural events on campus, including theater productions and vocal and dance performances, some of these performances are free to the public, but for those where entrance fees are charged to faculty members, along with one guest, can attend functions for $1.00 each.

**Dining Services Discount**

Faculty members who prepay meal plan money on the DixieOne card will receive a 10% discount on food purchased on campus, plus an additional savings of no tax on the purchase.

**Fitness Center**

Faculty members are eligible for a one-semester membership in the DSU Fitness Center for $30. For more information about the Fitness Center facilities, see http://www.dixie.edu/fitness/.

**Preschool**

DSU provides a preschool program through the School of Education, and faculty members are eligible to register their children in the preschool program. See http://dixie.edu/preschool/ for more information.

**Tuition Waivers**

Faculty members are eligible to take classes tuition-free. Faculty members teaching less than .75 FTE (full-time equivalent) may take up to three credits per semester. Full-time faculty members may also receive tuition waivers for their spouses and eligible dependents. Student fees, course fees, lab fees and other fees are not included in the waiver.

**Faculty Senate**

Faculty Senate is the organization on campus that represents the interests of faculty members in interactions with administration and other entities on campus. Individual faculty members are encouraged to express opinions and participate in decisions on campus, but the Faculty Senate represents the faculty as a whole. As such, the Faculty Senate is represented on a number of committees involved in the governance
of the institution and is responsible for staffing other committees involved in the oversight of faculty and curricular issues.

Membership

All faculty members are automatically part of the Faculty Senate. Paying dues is not a requirement to join Faculty Senate. However, not all faculty members have equal voting rights within the Faculty Senate; issues, for example, relating to tenure are only voted on by tenure-track or tenured faculty members and auxiliary faculty members in general do not participate in voting. For more information about membership in the Faculty Senate, please see the Faculty Senate Constitution and Bylaws (http://dixie.edu/faculty_senate/constitution_bylaws.php). General faculty member meetings are typically held monthly during the academic year, and all faculty members are invited to attend.

Representatives

There are currently 14 representatives that make up the Faculty Senate Executive Committee (FSEC) representing the various programs and departments across campus. Current FSEC representatives, and the areas they represent, can be found on the Faculty Senate webpage (go to http://dixie.edu/faculty_senate/executive_committee.php). If you have any comments, concerns or opinions to express to the Faculty Senate, please feel free to contact either your FSEC representative, the Faculty Senate President, or the Faculty Senate President-Elect. The FSEC typically meets twice a month during the academic year.

Leadership

Leadership of the Faculty Senate is made up of three individuals: the Faculty Senate President, the President-Elect, and the Past-President. In March of each year an election is held for regular faculty members to vote on the next year’s President-Elect, who will serve consecutive one-year terms as the President-Elect, then President, and finally Past-President. The President and President-Elect represent the Faculty Senate on a number of committees, including Deans Council, Academic Council, Institutional Curriculum Committee and University Council. Faculty Senate leadership also attends Board of Trustees meetings and other events as representatives of the faculty.

For the 2014-15 academic year, the Faculty Senate President is Nate Staheli (nstaheli@dixie.edu, 879-4336), the President-Elect is Erin O’Brien (obrien@dixie.edu, x7761), and the Past-President is Robert Carlson (rcarlson@dixie.edu, x7893).

Campus Organization

Administrative Leadership

Faculty members should have frequent contact with their department chairs and/or program directors and will have occasional need to contact the dean of their school. Of the five vice presidents on campus, typically faculty members have the most interaction with the Vice President of Academic Services, Bill Christensen.

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Office/Bldg.</th>
<th>Ext.</th>
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<tbody>
<tr>
<td>President</td>
<td>Dr. Richard Williams</td>
<td>South Admin.</td>
<td>7501</td>
</tr>
<tr>
<td>V.P., Academic Services</td>
<td>Dr. William J. Christensen</td>
<td>South Admin.</td>
<td>7505</td>
</tr>
<tr>
<td>V.P., Administrative Services</td>
<td>Paul Morris</td>
<td>HCC 574</td>
<td>7504</td>
</tr>
<tr>
<td>V.P., Development</td>
<td>Brad Last</td>
<td>HCC 579</td>
<td>7906</td>
</tr>
<tr>
<td>V.P., Institutional Advancement</td>
<td>Christina Schultz</td>
<td>North Admin.</td>
<td>7542</td>
</tr>
<tr>
<td>V.P., Student Services</td>
<td>Frank Lojko</td>
<td>HCC 581</td>
<td>7511</td>
</tr>
</tbody>
</table>
Dean, Business & Communication: Dr. Kyle Wells, Hazy 362, 7833
Dean, Education: Dr. Brenda Sabey, NIB 116, 7841
Dean, Health Sciences: Dr. Carole Grady, Taylor 308, 879-4802
Dean, Humanities: Dr. Donald Hinton, HCC 577, 7651
Dean, Library: Rich Pastenbaugh, HCC 356, 7711
Dean, Science & Technology: Dr. Eric Pedersen, SNOW, 7977
Dean, Visual & Performing Arts: Dr. Jeff Jarvis, Eccles, 7792
Chief Information Officer: Gary Koeven, HCC 575, 7770
Dean, Academic & Community Outreach: Becky Smith, North Plaza E 142, 7836
Dean of Students: Del W. Beatty, Gardiner, 7514

**Department Chairs**

<table>
<thead>
<tr>
<th>Department</th>
<th>Office</th>
<th>Chair</th>
<th>Ext.</th>
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<tr>
<td>Accounting</td>
<td>Hazy 131</td>
<td>Dr. Kevin Barrett</td>
<td>7747</td>
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<tr>
<td>Art</td>
<td>North Plaza</td>
<td>Shane Christensen</td>
<td>879-4333</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>SCI 102</td>
<td>David W. Jones</td>
<td>7632</td>
</tr>
<tr>
<td>Business</td>
<td>Hazy 309</td>
<td>Dr. Munir Mahmud</td>
<td>7626</td>
</tr>
<tr>
<td>Communication</td>
<td>Jennings 127</td>
<td>Dr. Brent Yergensen</td>
<td>879-4311</td>
</tr>
<tr>
<td>Composition</td>
<td>HCC</td>
<td>Dr. Sean George</td>
<td>879-4402</td>
</tr>
<tr>
<td>Computer &amp; Information Technology</td>
<td>Hazy 325</td>
<td>Dr. Bart Stander</td>
<td>7973</td>
</tr>
<tr>
<td>Education</td>
<td>NIB 133B</td>
<td>Dr. Chizu Matsubara</td>
<td>7839</td>
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<tr>
<td>English</td>
<td>HCC 446</td>
<td>Dr. Randy Jasmine</td>
<td>7811</td>
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<tr>
<td>Family &amp; Consumer Science</td>
<td>NIB 110</td>
<td>Linda Wright</td>
<td>7866</td>
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<tr>
<td>Theatre</td>
<td>Eccles 110</td>
<td>Mark Houser</td>
<td>879-4384</td>
</tr>
<tr>
<td>History &amp; Political Science</td>
<td>McDonald 202</td>
<td>Dr. Joel Lewis</td>
<td>7864</td>
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<tr>
<td>Humanities</td>
<td>UPLAZA A 113</td>
<td>Addison Everett</td>
<td>7810</td>
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<tr>
<td>Interdisciplinary Arts &amp; Science</td>
<td>North Plaza W</td>
<td>Dr. Mark Jeffreys</td>
<td>7813</td>
</tr>
<tr>
<td>Mathematics</td>
<td>SNOW 134B</td>
<td>Dr. Clare Banks</td>
<td>7764</td>
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<tr>
<td>Music</td>
<td>Eccles 114</td>
<td>Dr. Glenn Webb</td>
<td>7969</td>
</tr>
<tr>
<td>Nursing</td>
<td>Taylor 307</td>
<td>Dr. Phyllis Swift</td>
<td>879-4804</td>
</tr>
<tr>
<td>Physical Sciences</td>
<td>SNOW 215</td>
<td>Dr. Kelly Brinkhurst</td>
<td>7768</td>
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<tr>
<td>Social &amp; Behavioral Sciences</td>
<td>McDonald 225</td>
<td>Dr. Daumelle Larsen-Rife</td>
<td>7823</td>
</tr>
</tbody>
</table>

**Miscellaneous Contacts**

Academic Room Scheduling Coordinator: Sharon Lee, 7650

Bookstore
   Director: Randy Judd, 7641
   Textbook Ordering: Claudia West, 7642
   Textbook Ordering: Carol Quinn, 2242

Campus Police
   Director: Don Reid, 7515
   On-Duty Officer Cell: 619-1144
Dispatch
Office Fax

Campus Services
Executive Director  Sherry Rusch  7562
Locks / Keys  Will Powell  7553

Disability Recourses Center – North Plaza
Executive Director  Baako Wahabu  7880

English as a Second Language – University Plaza B
Program Head  Linda Galloway  7882

First Year Experience (FYE)
Coordinator  Sarah Black  879-4243

Honors Program
Co-Director  Dr. Mark Jeffreys  7813
Co-Director  David W. Jones  7632

Human Resources – ADMIN buildings 652-7520
Executive Director  Pamela Montrallo  7522
Assistant Director  Will Craver  7521
Faculty Coordinator  Gregory Esplin  7503
Coordinator  Tana Lively  879-4520
Coordinator  Michelle Cabana  7523

Institutional Review Board (IRB) – Office of Program Assessment and Institutional Research (Larkin 3)
Chair  Andrea Brown  7595

International Student Services – Student Activities Center (Old Gym)
Director  Michael Thompson  7689

IT Support Services – HCC 5th Floor
Executive Director  Mary Stubbs  7854
Administrative Computing Director  James Miller  7652
IT Security Administrator  Andrew Goble  7963
Canvas Specialist  Jared Johnson  7950

Purchasing (incl. travel reimbursements) HCC 5th floor
Director  Jackie Freeman  7612
Specialist  Tamara Gentry  7613

Registrar’s Office – HCC 1st Floor
University Registrar  Julie Stender  7708

Testing Center – North Plaza
Director  Tamron Lee  879-4692

**Telephone Directory**

The complete telephone directory for faculty member and staff is publicly available from the dixie.edu homepage (http://www.dixie.edu/directory/directory.php).
Campus Culture

Smoking, Food, and Drink

The University is dedicated to providing a healthy, comfortable and educationally productive environment for students, employees and visitors.

- Please discourage eating and drinking in classrooms, especially in carpeted areas.
- All possession and use of alcoholic beverages is prohibited on campus at all times.
- DSU is a tobacco-free campus, and use of tobacco products in any form is prohibited anywhere on campus, including in university-owned vehicles (see details in Policy 3-52, Tobacco-Free Campus).

Dining Services

Food is available for purchase at various locations across campus. Vending machines are available in most buildings, there is a small market in the Gardner Center (The Market at Dixie), Stacks and Infusion sell drinks, snack items and sandwiches in the HCC, the Red Rock Café provides a variety of hot food options and salad bar in the Gardner Center, and The Beast is a mobile food service vehicle that provides hot food during lunch hours at various places across campus. Additionally, Dining Services (http://www.dixie.edu/dining/) provides catering services for functions on campus.

Collegiality

It is expected that all members of the campus community will act with civility and professionalism. Disagreements frequently occur, but civil discourse and respect for opposing points of view is an important part of establishing a university environment of critical thinking.

Shared Governance

Faculty members play a critical role in the shared governance of the university, particularly relating to curricular decisions.

Policy development

University Policies are located under the Faculty & Staff tab on the home page. When any policy revision or a new policy is proposed, all campus community members will have a minimum of 30 days to evaluate and respond to the proposal (see Policy 3-1, Policy Approval Process for more details). Comments and concerns may be sent directly to the Policy Office (policies@dixie.edu), to your FSBC representative, or to the Faculty Senate President. Each faculty member is encouraged to participate in the policy process. For more information about the DSU policy office, contact Martha Talman, extension 7722.

Committee involvement

Faculty involvement in committees across campus is an important part of faculty’s shared governance of the institution. Please take committee assignments seriously and offer your expertise and insights to the committees you serve on.

Miscellaneous Information

Room Changes

Room changes can be made only through the appropriate dean. Instructors who have problems with or concerns about assigned classrooms should contact the department chair or department secretary to request
a change in writing. Change requests will be accommodated as is feasible, but during peak teaching hours few classrooms are available.

Do not change rooms without permission even for one day/night. An instructor or a student may be needed, and the institution must have a record of the class location. For the smooth operation of general campus scheduling, it is vital that room changes be coordinated through the deans’ offices. Direct scheduling questions to Sharon Lee (extension 7650) the Director of Academic Scheduling; for non-academic scheduling, contact Emily Clark (extension 4350). Your department secretary may also assist in scheduling rooms.

**Equipment Changes**

Equipment such as computers, overhead projectors, computer-generated visual equipment, audio equipment, or other items should not be moved from room to room because equipment has been assigned to a specific area. No equipment should be taken off campus without the permission of the dean.

**Mailboxes**

Mailboxes are provided for faculty members. Check with the department secretary for the location of your mailbox. Please keep communications flowing; check your mailbox weekly.

**Visitors in Classes**

Only students whose names appear on the class rolls of a scheduled class will be allowed in the classroom. No visitors or children are permitted in the classrooms when classes are in session other than guest presenters specifically invited by the instructor (see Policy 5-23, Attendance Policy, especially section 5.23.6, available at [http://www.dixie.edu/humanres/policy/sec5/523.html](http://www.dixie.edu/humanres/policy/sec5/523.html))

**Faculty Parking**

A permit is required to park on campus. A campus map and building floor plans are available from the DSU home page > Campus Services > Maps & Floor Plans.


Lot “A”, south of the Administration Building and west of the Student Activities Center (Old Gymnasium). This lot has some spaces reserved until 5:00 PM and until 11:00 PM. It is primarily general parking, with 20 visitor/1 hour spaces.

Lot “B”, west and north of the Eccles Fine Arts Center (building #3 on map). This lot has spaces reserved until 5:00 PM. Park here if you work in the Eccles Fine Arts Center.

Lots “C, D, and E”, along the north end of the campus, extending from the Science or Snow buildings to the PAB. This lot has spaces reserved until 5:00 and until 11:00 PM.

Lot “H”, just south of Shilo Dorms, extending to the east from the Maintenance Building. This lot has spaces reserved until 5:00 PM. Park here if you work in the Browning Learning Resource Center.

Lot “J”, located between the Jennings Building, the Technology Building, and the Auto Shop. This lot has spaces reserved until 11:00 PM. Park here if you work in the McDonald Building, the Jennings Building, the Technology Building, or the Auto Shops.

Lot “K”, just east of the Udvar-Hazy Building. This lot has spaces reserved until 5:00 PM. Park here if you work in the Udvar-Hazy Building.

Lot “M” is located north of the Burns Arena. Park here if you work in the Holland centennial Commons.

The Taylor Health Sciences building parking lot also requires a permit.
Academic Calendar

The current academic calendar can be viewed at http://dixie.edu/reg/?page=calendar.

Building Abbreviations

The following are common abbreviations for buildings across campus:

ABBY  Abby Apartments, 495 South 900 East  
ADMIN  Atkin Administration Buildings (North and South)  
AUTO  Automotive Mechanics Building, east of the Technology Building  
BROWN  Browning Learning Resource Center  
BURNS  Burns Arena (basketball arena)  
CHANCE  Chancellor Apartments, 11 South 800 East  
COOPER  Cooper Fields (softball fields, and accompanying building)  
COX  Avena Center/Cox Auditorium  
CS  Campus Services  
D CIR  D Circuit (outdoor physical fitness training circuit)  
DIXAPT  Dixie View Apartments, 68 South 800 East  
DSS  Dixie State Store at 100 South (mostly DSU clothing)  
DXATC  Dixie Applied Technology College (no longer a direct part of DSU)  
ECCLES  Eccles Fine Arts  
EM  Encampment Mail  
EMM  Encampment Mall Monument  
GARDNER  Kenneth N Gardner Student Center/Pood Court  
GRAFF  Fine Arts Building  
GYM/SAC  Gymnasium/Student Activities Center, often referred to as Old Gym  
HAB  Hobbsian Athletic Building (adjacent to football field)  
HANSEN  Hansen Stadium (football stadium)  
HAZY  Udvar-Hazy School of Business  
HCC  Jeffery R. Holland Centennial Commons  
HEAT  Heating Plant  
HOUSE  Housing Office (for student housing)  
HURST  Bruce Hurst Baseball Complex  
ICL  Institute for Continued Learning  
JEN  Jennings Communications Building  
LDSIB  LDS Institute Building  
LIB  Library (housed within HCC)  
MCDON  McDonald Center for Humanities and Social Sciences
Organizational Charts

Periodically the organizational structure of the University may change. Current organizational charts are available in the online policy manual, at http://dixie.edu/humanres/pol.html.