

Dixie State University

**New and Adjunct Faculty Handbook
2013-2014**

DIXIE STATE UNIVERSITY

New and Adjunct Faculty Handbook

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This handbook was prepared on the basis of the best information available at the time of its printing. Periodically, policies and procedures are updated or re-designed; thus, all information in this handbook is subject to change without notice, obligation, or liability.

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Table of Contents

TABLE OF CONTENTS	3
MISSION.....	7
Core Theme 1: A Culture of Learning.....	7
Core Theme 2: A Culture of Values	7
Core Theme 3: A Culture of Community.....	7
Campus Culture.....	7
Community Partnerships	7
POLICIES RELATED TO PROFESSIONALISM	8
LEARNING OUTCOMES FOR INDIVIDUAL COURSES	8
INSTRUCTIONAL PROCEDURES.....	8
Characteristics of Effective Teaching and Learning	9
Command of Subject	9
Organization and Clarity	10
Instructor/Group and Instructor/Individual Interactions.....	11
Dynamism/Enthusiasm.....	11
Good Teaching: The Top Ten Requirements	12
Cancellation of Courses.....	13
Student Retention	13
CLASSROOM PROCEDURES	14
Adding and Dropping Students from Classes.....	14
WaitListing Full Classes.....	14
Instructor Absences	14
Student Absences.....	15
Attendance Policies	16
Religious Holidays	16
Testing Services.....	16
ACADEMIC DISHONESTY AND ACADEMIC DISCIPLINE.....	16
Academic Integrity Committee	16

Disruptive Behavior.....	17
Student Appeals and Complaints.....	17
COURSE SYLLABUS	18
Requirements.....	18
Course Syllabus Template.....	20
INTRODUCTION:.....	20
COURSE OBJECTIVES:	20
TEXTBOOK & OTHER REQUIRED/RECOMMENDED MATERIALS:.....	20
Course Objectives and Learning Outcomes	22
Students with Disabilities	22
FIRST CLASS SESSION	22
FINAL EXAMS	23
Do Not Cancel Final Exams	23
Final Exam Schedule:.....	23
Early Final Exams	23
GRADING PROCEDURES.....	23
Communicating Grading System to Students.....	24
Timeliness of Evaluation.....	24
Grade Deadlines – Late and Missing Grades	24
Last date of attendance on Grade Rolls	24
Entering Grades	24
Follow these steps:	24
Additional Grading Pointers.....	25
Grade Changes.....	25
Student Appeals and Complaints.....	25
Grading System	26
Incomplete Grades.....	26

Instructor and Student Incomplete Contract	27
EVALUATION OF INSTRUCTION	27
Student Opinion of Instruction Surveys	28
Supervisor Classroom Visits	29
Uniform Supervisor Classroom Evaluation Form	29
Peer Exchanges.....	30
FERPA	30
What Is an Educational Record?	30
Access to Student Records	31
Posting Grades.....	31
Returning Assignments	32
Parents Requesting Information	32
Crisis Situations/Emergencies	32
Letters of Recommendation.....	32
Who to Contact With FERPA Questions/Concerns	32
INSTRUCTIONAL EQUIPMENT, SUPPLIES, AND RESOURCES	33
Requesting Instructional Supplies	33
Audio-Visual Services.....	33
Instructional Technology Center	33
Equipment Support.....	33
Technology Assisted Instruction	33
Email	34
Library Services.....	34
Bookstore, Textbook-Adoption and Desk Copies	34
Copy Machines	35
Helpdesk.....	35
Campus Resources Available to Students:	35
Health & Wellness Center	35

Tutoring Center	36
Writing Center	36
GENERAL CAMPUS PROCEDURES	37
General Checklist	37
Paychecks and Contracts	37
Teaching Load Limits.....	38
Retention, Promotion, and Tenure.....	38
Best Practices.....	38
Third Week Enrollment Reports.....	38
Smoking, Food, and Drink	39
Room and Equipment Changes	39
Mailboxes, Email, and the Administrative Computer System (Banner)	39
Visitors in Classes	39
PARKING PROCEDURES	40
Where to Park on Campus	40
Obtaining a Parking Permit	40
WHO'S WHO AT DIXIE STATE UNIVERSITY?	42
Telephone Directory	42
Organizational Charts.....	45

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 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
<http://www.dixie.edu/accreditation/File/2013%20Objectives%2C%20Indicators%2C%20Measures.pdf>

Campus Culture

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.

Community Partnerships

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.

Policies Related to Professionalism

For policies related to faculty responsibilities and academic freedom, see **Policy 3.4** at <http://www.dixie.edu/humanres/policy/sec3/304.html>. For policy related to faculty evaluation, see **Policy 3.8**, at <http://www.dixie.edu/humanres/policy/sec3/308.html>.

Learning Outcomes for Individual Courses

It is important that each course instructor understand the overall mission of the university and how the particular course fulfills a part of that mission. Your syllabus should include the learning outcomes that successful students will achieve when they complete the course you're teaching. Each department has drafted an official set of learning outcomes for each department and for each course in that department. Both the program outcomes as well as the course outcomes should be included in each instructor's syllabus. Contact your department chair for an official set of learning outcomes for the courses you are teaching. In particular, courses that fulfill general education requirements should include some GE learning outcomes applicable to that course; these outcomes are available from the department chair. Refer to this handbook for syllabus guidelines.

Regularly assess the students' attainment of the course learning outcomes during the semester.

When you write the learning outcomes, for your course, be sure those outcomes align with the program's mission objectives/outcomes.

Regularly participate in assessing students' attainment of the program learning outcomes.

Instructional Procedures

Dixie State University is committed to quality instruction and authentic assessment. Education, it has been said, is the only thing people shell out a lot of money for . . . and then do everything possible to avoid getting their money's worth! Despite the financial and personal costs of their education, many students are afraid of the hard work that is required for that education to have maximum benefit. Thus, students often mistakenly seek out the easiest, least stressful, and often the least effective way to fill their requirements and complete their degrees. Students ask one another about individual teachers' grading standards, expectations, and assigned homework. An informal system of comparison exists among students: "Professor Smith is demanding, rigorous, and thorough . . . but Professor Jones has lower expectations and easier grading standards." Before long, students flock toward options that offer them the least resistance, the lowest expectations, and the least real learning, however detrimental this might be to their education.

Even faced with such attitudes, Dixie State University is dedicated to high academic standards. Toward that end, the university encourages all teachers to...

1. **Maintain high expectations: As teachers, our approach to our disciplines is university level, and we insist that students produce university level work for university grades.** If we allow students to pass through our courses with shoddy, ill-prepared, substandard performance we have only reinforced a pattern that does not serve students well. Students who seek to fill requirements with the least effort possible may believe they are fulfilling their academic goals (graduation); however, they may in fact be subverting their own goals by avoiding the knowledge and skills they'll need for further progress.
2. **Establish a fair, university-level grading standard, and stick to it.** Demographic studies of high school grades show that grade point averages are very high. Many of our students come to university with average scores on the ACT test, but with grade point averages that are close to straight As. Thus, you may hear students comment, "I've never had such a low grade in my life as you have given me on this project." Students may pressure you to lower your grading standards; however, the university asks that you maintain demanding grading

standards. Work with other instructors in your department to establish those standards, such that the grades you give are not unreasonably out of line. The university enlists your help in avoiding grade inflation.

3. **Insist on an amount of homework and a quality of performance that is university level.** The standard for homework is that students should be involved in two hours of preparation for every hour they are in class. Thus, if you are teaching a three-credit course and students attend class three hours each week, you should assign an amount of homework that is equivalent to six hours per week. Also, the homework you assign should be appropriately demanding, depending on the level of your course. 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.
4. **Follow the campus procedures for placement, prerequisites, and adds/drops.** Students can add a class without instructor permission through the 5th day of the semester. To add a class after the 5th day of the semester, a student must submit an ADD card with the instructor's signature to the Registration Office. An instructor's signature will NOT override placement/prerequisite criteria. To override those requirements, the signature of the appropriate department chair or dean is required.

As the Banner self-serve system (<http://dixie.edu/reg/faculty/index.php>) is the preferred method for faculty to manage their classes, please log into this system frequently to check your class list and ensure that students who are attending are actually enrolled. Please also note that students may drop classes without your signature through the end of the eighth week of classes, and may completely withdraw from the semester through the 12th week. For additional details, see Registration **Policy 5.3** at <http://www.dixie.edu/humanres/policy/sec5/503.html>. More information about these and other policies is available online in the Policies & Procedures section under Faculty/Staff, as well as in the University Catalog, available online.

Characteristics of Effective Teaching and Learning

Our mission statement avows that "Dixie State University helps students achieve their academic, career, and life goals." Our students come to us with many goals, and they form other goals once they're in our programs. As teachers, our main task is to help students achieve the ambitions they bring to us and form while here. Our students desire the academic skills and knowledge that will build a foundation for success. They seek entry into rewarding careers. Also, they hope to develop life skills -- working on issues such as independence, interpersonal relationships, and self esteem. As teachers, our main role is to help students achieve their goals.

Current literature has identified five factors that distinguish good instruction: command of subject, organization and clarity, instructor-group interactions, instructor-individual interactions, and dynamism/enthusiasm.

Command of Subject

As teachers, we should have thorough command of the material we teach, including both the skills and the knowledge of the discipline. A teacher who commands the subject . . .

1. Shows conceptual understanding. (Is able to break down into its component parts for purposes of analysis and is able to combine parts to demonstrate a concept.)
2. Examines the implications of various theories/concepts/procedures where applicable. (Is able to discuss the ramifications of various theories, concepts and procedures.)
3. Presents the origins of ideas and concepts where desirable. (Explains not only the idea but also the history of how the idea was developed.)

4. Presents relevant material. Stresses importance of certain key topics in relation to course objectives and/or real life. (Avoids presenting information that is not related to the subject. Includes new developments in the fields.)

Organization and Clarity

Secondary school writing teachers tell their students that, in their essays, they should "first, tell the readers what you WILL tell them; second, TELL them; and third, tell them what you TOLD them." This model -- in which the communicator previews, presents, and reviews the material -- is a good model for teaching. It's often effective to tell students in the beginning of the presentation what learning objectives and material will be included. Then students are oriented as the material is presented. Finally, it's often effective to end the presentation with a thorough review of the material. A teacher who is clear and organized . . .

1. Presents each student with a course syllabus. The course syllabus should be given to students at the beginning of the course and should tell them the following: the instructor's name, when and where class meets, how the instructor can be contacted for help, course objectives/competencies, grading/attendance policies, required text/reading, and general schedule of class topics/activities. Refer to page 13 for complete guidelines for syllabus construction.
2. Organizes material well (logical and systematic). (The presentation is organized so that a main idea, theme, or concept is identified and defined. Supporting facts, details, and/or examples are also included. Material that is extraneous, less important, or supplementary is identified and presented after the main information. The instructor ties abstract theory and practical application together. The instructor explains the relationship between ideas. He or she has a lesson plan with well defined learning objectives for each class session. Learning objectives are most effective if they are couched in terms of student understanding or capabilities. The learning objectives should form the basis for organization of the material and the selection of pedagogical tools.)
3. Integrates conceptual understanding with factual information. (Facts are used to explain or clarify concepts as well as being presented for their own sake. The instructor does not deal only with facts or only with concepts but uses them together. The instructor ties abstract theory and practical application together. Instructor explains the relationship between ideas.)
4. Gives clear explanations. (Explanations should be logical and systematic--See #7. Information is straightforward and in language that students will understand. Terms are defined. One explanation is presented at a time.)
5. Presents facts and concepts from related fields when applicable and feasible. The instructor refers to concepts, theories, and events from other fields that relate to or affect content being presented. For example, historical events are related to changes in literature or literary themes. (May not happen or may not be observable.)
6. Uses well-chosen examples. (Examples should demonstrate distinctive characteristics of a concept and/or steps in a procedure. The instructor uses easy to understand examples first before presenting more difficult ones. Non-examples or counter-examples a fact that denies a generalization or membership should be presented after examples if they further clarify the topics. For example: A sentence fragment is a non-example of a sentence.)
7. Tries to clarify difficult topics. (The instructor uses examples/demonstrations. The instructor presents the information in different ways. The instructor uses current methods of technology that are available.)
8. Uses demonstrations effectively. (The demonstration clarifies the topic and shows parts, procedures, and/or essential steps. The demonstrations can be seen by students. Uses timely summaries. (The instructor summarizes at the end of an idea, concepts, topics, or demonstration. The instructor makes transition from session to session by relating subject material to previous or future classes.)

9. Uses a variety of applicable teaching techniques. (Teaching techniques should be varied during each class. For example, lecture can be combined with questions and answers, discussion, or demonstration. Using different media is also another way to vary teaching techniques.)
10. Uses class time well--starts on time, uses full class period. (The instructor also allows time for student questions, stays on topic and related issues, and maintains focus of class on topic.)
11. Uses a variety of media where applicable. (The media helps to explain or clarify the topics by supplementing what the instructor is saying or doing.)
12. Specifies assignments clearly. (The instructor tells the student specifically what the assignment is and when it is due. The instructor also describes any special conditions or expectations, such as length or format of assignment.)

Instructor/Group and Instructor/Individual Interactions

Good teaching involves several important interpersonal skills. Skilled teachers work well with groups, lead effective discussions, and help students to interact with one another.

A good teacher . . .

1. Is careful and precise in answering questions. (Instructor repeats and clarifies student questions if necessary. Answers questions in a simple, straightforward manner. Provides frequent written and oral practice to detect areas of confusion.)
2. Encourages critical thinking and pertinent discussion. (Encourages inquisitiveness and curiosity as a first step toward critical thinking. Instructor challenges students to examine their own procedures or thesis. Guides discussion to keep it directed toward the intended subject.)
3. Is skilled at facilitating group participation, interaction, and cohesiveness. (Instructor is aware of group dynamics and individual personalities when forming groups. Recognizes and develops leadership and creates conducive atmosphere for interaction. Guides in assigning responsibilities to members of the group. Talks in terms of whole class as well as individuals.)
4. Seeks to identify students' points of confusion. (Instructor encourages students to feel comfortable in saying that they don't understand.)
5. Maintains an academic atmosphere in class. (Instructor promotes thinking, study skills, and scholarship. Encourages the use of the library or the library liaison for the student's specific course of study, and the development of research and communication skills. Acquaints students with leaders and achievers in the specific discipline.) (Click on Library Information and then Library Liaisons—this will give you a list of all the liaisons for each of the fields of study or website.) <http://library.dixie.edu/info/liaison.html>)
6. Treats student with respect. (Instructor does not demean students. Considers all students' questions seriously. Builds students' self-esteem. Learning student's names is a great way to show interest and respect.)

Dynamism/Enthusiasm

A good teacher engages students' attention, interest, and enthusiasm. A professor is one who "professes" -- leads students to appreciate how fascinating, helpful, insightful, and valuable the material can be. A good teacher is one who . . .

1. Speaks audibly and clearly. (An instructor who mumbles or does not pronounce words clearly can be a real detriment to learning. Some rooms may require microphones obtainable from Audio-Visual to make a low-volume teacher heard room-wide.)
2. Is aware of classroom physical environment. (Extraneous noises, such as a noisy group of people outside the door or window, can be most distracting. Instructor attempts to cure the

problem or recognizes that it must be endured. A hot or cold classroom can create discomfort and affect learning. Learn who to call to correct or report the problem.)

3. Seems to enjoy teaching. (Enthusiasm is contagious to students. An instructor who enjoys what he/she is doing can transmit that attitude to the student who in turn can have more interest in the course. Uses animation, speaks to the students, has eye contact, students seem responsive.)
4. Uses wit and humor effectively. (Humor in a long class can be an effective agent to relieve tedium if it is used properly. Humor should not be used extensively, as it can cut in to time for presentation of material. Spontaneous humor seems to be better than that which is pre-programmed.)
5. Keeps contact with class reactions. (The instructor is responsive to changes in the mood of the class such as sleepiness or loss of attentiveness. Counters with more class involvement. Takes advantage of increased interest in some topics if it is consistent with the goals of the class.)

Good Teaching: The Top Ten Requirements

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1. Good teaching is as much about passion as it is about reason. It's about not only motivating students to learn, but teaching them how to learn, and doing so in a manner that is relevant, meaningful, and memorable. It's about caring for your craft, having a passion for it, and conveying that passion to everyone, most importantly to your students.
2. Good teaching is about substance and treating students as consumers of knowledge. It's about doing your best to keep on top of your field, reading sources, inside and outside of your areas of expertise, and being at the leading edge as often as possible. But knowledge is not confined to scholarly journals. Good teaching is also about bridging the gap between theory and practice. It's about leaving the ivory tower and immersing oneself in the field, talking to, consulting with, and assisting practitioners, and liaising with their communities.
3. Good teaching is about listening, questioning, being responsive, and remembering that each student and class is different. It's about eliciting responses and developing the oral communication skills of the quiet students. It's about pushing students to excel; at the same time, it's about being human, respecting others, and being professional at all times.
4. Good teaching is about not always having a fixed agenda and being rigid, but being flexible, fluid, experimenting, and having the confidence to react and adjust to changing circumstances. It's about getting only 10 percent of what you wanted to do in a class done and still feeling good. It's about deviating from the course syllabus or lecture schedule easily when there is more and better learning elsewhere. Good teaching is about the creative balance between being an authoritarian dictator on the one hand and a pushover on the other. Good teachers migrate between these poles at all times, depending on the circumstances. They know where they need to be and when.
5. Good teaching is also about style. Should good teaching be entertaining? You bet! Does this mean that it lacks in substance? Not a chance! Effective teaching is not about being locked with both hands glued to a podium or having your eyes fixated on a slide projector while you drone on. Good teachers work the room and every student in it. They realize that they are the conductors and the class is their orchestra. All students play different instruments and at varying proficiencies. A teacher's job is to develop skills and make these instruments come to life as a coherent whole — to make music.

6. This is very important — good teaching is about humor. It's about being self-deprecating and not taking yourself too seriously. It's often about making innocuous jokes, mostly at your own expense, so that the ice breaks and students learn in a more relaxed atmosphere where you, like them, are human with your own share of faults and shortcomings.
7. Good teaching is about caring, nurturing, and developing minds and talents. It's about devoting time, often invisible, to every student. It's also about the thankless hours of grading, designing or redesigning courses, and preparing materials to still further enhance instruction.
8. Good teaching is supported by strong and visionary leadership, and very tangible institutional support — resources, personnel, and funds. Good teaching is continually reinforced by an overarching vision that transcends the entire organization — from full professors to part-time instructors — and is reflected in what is said, but more importantly by what is done.
9. Good teaching is about mentoring between senior and junior faculty, teamwork, and being recognized and promoted by one's peers. Effective teaching should also be rewarded, and poor teaching needs to be remediated through training and development programs.
10. At the end of the day, good teaching is about having fun, experiencing pleasure and intrinsic rewards ... like locking eyes with a student in the back row and seeing the synapses and neurons connecting, thoughts being formed, the person becoming better, and a smile cracking across a face as learning all of a sudden happens. It's about the former student who says your course changed her life. It's about another telling you that your course was the best one he's ever taken. Good teachers practice their craft not for the money or because they have to, but because they truly enjoy it and because they want to. Good teachers couldn't imagine doing anything else.

Cancellation of Courses

The teaching assignment depends on sufficient enrollment and the administrative decision to continue that class. The department chair, associate dean, or dean may cancel any class at any time up through the first few days of the term, by the end of registration, or by the end of the Drop/Add period if student enrollment is too low. When a class assigned to full-time faculty is canceled, a part-time instructor's assignment to teach a class may be given to that full-time faculty. The part-time faculty's teaching assignment for that class will be canceled for that semester.

Student Retention

One sometimes overlooked duty of university faculty is to help students remain enrolled in school and help them 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.

Clarity in assignments, prompt return of graded work with meaningful commentary, and displaying a caring attitude are all important behaviors by faculty that help in student retention. There are other campus services that can assist students achieve their education goals. Faculty should take advantage of these whenever appropriate. It is important to schedule sufficient graded activities.

Early Alert Program: This program provides faculty with the opportunity to notify advisors of students who are not succeeding or not attending, and is especially important between the third and eighth week of the semester. Although faculty will be prompted via e-mail several times during the semester to raise appropriate “flags” on at-risk students, they can also login at any time to “My Dixie” and find the “Starfish Early Alert” link on the menu. The students will receive tailored e-mail messages to respond to their particular needs, and a retention mentor will also contact them and offer additional support or information.

Midterm Grades: Faculty are required to submit midterm grades for all courses by the appropriate deadline. If a more exact grade is not calculable, an “X” grade will be used to denote coursework below a “C” letter grade. This helps students know their standing, allows the Academic Advisement Center to contact those students who need intervention, and provides eligibility information for co-curricular programs. Follow the instruction in the grading portion of this handbook.

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 and promptly direct students to the support services that can help them succeed. This process is accessible through MyDixie. Starfish provides faculty, academic advisors, tutors, and program directors with a convenient way to follow and support students.

Faculty 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 aware of them as well, allowing advisors and other support services to intervene. 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.

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.

Classroom Procedures

Adding and Dropping Students from Classes

During the first three days of classes, students can add and drop a class either online or at the Registrar's Office. After the fifth day, students may only add with instructor's approval. Instructors can approve either by signing an ADD Card or online at <http://dixie.edu/reg/faculty/index.php>. Students may drop without instructor approval through the 8th week of the regular semester, and may completely withdraw through the end of the 12th week. Individual faculty may not override prerequisite requirements. Permission of the department chair or dean is required to override prerequisites. For the complete registration policy, see <http://www.dixie.edu/humanres/policy/sec5/503.html> or consult the university catalog.

WaitListing Full Classes

If a class is closed (full), and a wait list is available, a student may choose that option in the online Student Services system. WaitListing notifies a student when a seat becomes available in the course. The notification is sent to the student's Dmail account, and the student has 24 hours to add the course. The wait list is only available through the 4th day of the semester, after which time a student who wishes to add a course needs to have an ADD card signed by the instructor.

Instructor Absences

When an instructor finds it necessary to be absent from any class, he or she must contact the department chair and complete an *Absence from Class* form, located at www.dixie.edu/humanres/forms.html, in order to arrange for a substitute. The instructor may

recommend a replacement and must be sure to provide information on class content to the department chair.

When a department chair or director/coordinator cannot be reached to report an absence, the instructor should call the office of the appropriate associate dean or dean (phone number can be found in the telephone directory portion of this handbook or by accessing the online university directory at www.dixie.edu/directory/directory.php).

Instructors may not cancel classes. Instructors must meet every class period for the full amount of time scheduled. Even if instructors cannot be present, they should make every effort to provide some meaningful learning activity or teaching substitute. Many faculty have an informal practice of substituting for one another. (See policy on **Professional Standards in Teaching, Policy 3.29** at <http://www.dixie.edu/humanres/policy/sec3/329.html>.)

Student Absences

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 dropped by the instructor. This allows other students to register (with instructor permission after the fifth day of the semester), and it removes financial obligations for the student.

Instructors may facilitate an administrative drop (also known as an administrative withdrawal) for any student who fails to attend class at all during the first two weeks of the semester. Having the student officially removed from the class roll **before the end of the third week of the term is beneficial to both the student and the university.** 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>)

In other words:

- The instructor **MAY** drop a student from class if the student fails to attend the first class meeting.
- The instructor **SHOULD** drop a student from class if the student fails to attend any class during the first two weeks of the semester. Ultimately, it is the students' responsibility to maintain accurate course enrollments, but instructors should be vigilant. (For more details, see the **Registration Policy 5.3** (available at <http://www.dixie.edu/humanres/policy/sec5/503.html>)
- The instructor **MAY NOT** drop a student from class if the student has attended a class session.

To administratively drop students from a class, instructors should:

1. Be sure to check attendance on the first day of class and often during the first three weeks of the semester. Any student who attends a class even once cannot be administratively dropped.
2. Verify that the student has never attended class. (Remember, instructors may administratively withdraw students who have not attended any time after the first class session until the end of the third week of the semester. Also, although it is the students' responsibility to maintain their class enrollments, instructors **should** administratively drop students for failing to attend class on the first day of class without receiving special permission from the teaching faculty member. Students who attend class even once should not be administratively withdrawn.
3. Ask the department secretary to assist with the administrative drop, or contact the Registrar's Office to have a student administratively dropped from the class. There are two ways to contact the Registrar's Office:

- Email records@dixie.edu with the course and section number (or CRN), as well as the student's name and DSU ID number.

Attendance Policies

At the beginning of each term, the faculty member will provide students with written attendance requirements as part of the course syllabus. Instructors are encouraged to work with students regarding class absences related to university functions as specified in the **Attendance Policy 5-23** available at <http://www.dixie.edu/humanres/policy/sec5/523.html>. Also, keep in mind that persons who are not registered in your courses are not allowed to attend.

Religious Holidays

Students shall 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 major, required religious holiday, stating why an absence from class is necessary.

Testing Services

Location: North Plaza, North-East Corner
Director: Tamron Lee
Phone: (435) 879-4692
E-mail: testcenter@dixie.edu

Testing Services provides assessment solutions to students, faculty, and staff of Dixie State University as well as members of the regional community. Testing Services is organized into the two main divisions: classroom testing and specialized testing.

- Classroom Testing: DSU students are able to take their exams in a secure environment and faculty are assured that strict testing protocol is maintained at all times.
- Professional Testing: As a regional testing location, a variety of specialized tests are offered to the community. See current University Catalog for more information.

Academic Dishonesty 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). Instructors who have substantiated instances of academic dishonesty may:

- Give a failing grade on the specific assignment where dishonesty occurred.
- Fail the student in the entire course.
- Immediately dismiss and remove the student from the course.
- Refer the student to the Student Conduct Committee, which may reprimand, place on probation, suspend, and/or expel the student.

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, adjudicates appeals from students who have received sanctions from faculty for academic misconduct. It also considers fair and appropriate sanctions when a faculty member or a representative of the University's administration seeks to bring further sanctions against a student for academic misconduct. For more information on this committee, please see the Student Code.

Disruptive Behavior

Teachers at Dixie State University have the right to manage aggressively the classroom environment to ensure a good learning climate. Toward this end, teachers may dismiss and remove disruptive students from individual class activities. If a student's behavior continues to disrupt class activities, the teacher may dismiss and remove disruptive students from their course. In cases where physical violence to persons or property is feared, campus security should be contacted for assistance.

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)

Disruptive Behavior Protocol

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

- Deal with the behavior immediately. The behavior is likely to progress if ignored.
- If a student poses an immediate threat to the safety of themselves or others, call 911.
- For non-emergency situations, 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**.
- Do not take the behavior personally. In most instances the behavior has nothing to do with the instructor. You are simply the recipient.
- If you choose to speak with a student after class, explain why the behavior was inappropriate and inform them of all relevant behavior expectations in order to continue in the course.
- 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 the meeting.
- Be sure to conduct conversations regarding inappropriate behavior in a private setting.
- If it becomes necessary to deal with a student's behavior during class, use discretion to calmly inform the student the behavior must be discontinued.
- If the behavior continues, or becomes an issue in a future class, 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.
- If a student refuses to leave the classroom, you may choose to adjourn the class, or contact Campus Police for assistance.
- 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

Student Appeals and Complaints

Students who believe themselves wrongfully disciplined 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/humanres/policy/sec5/533.html>, or the University Catalog at <http://www.dixie.edu/catalog/>.)

Course Syllabus

The course outline is the instructor's tool for structuring the content of the course. Specific, detailed objectives are to be on file for each course and submitted electronically so they can be posted online by the department. Consult with the department chair to see if there is an outline available to use as a guide in the development of outlines/syllabi for individual courses. This prepared outline serves as a basis for organizing the goals and objectives for the course. It is the skeleton for developing the course syllabus (overview) and for developing student activities and assignments.

Please send an electronic copy of your course syllabus to the department chair office so that your schedule and class policies are on file. A syllabus must be distributed to all students at the first class meeting and be discussed in detail. Copies should also be given to students who are added after the first class meeting.

A useful syllabus contains organized information that a student will use as a guide to course activity and requirements throughout the semester.

Requirements

The syllabus may also provide links to web pages that contain this information.

The purpose of this requirement is to acquaint students with the policies, resources, and services that will help them succeed. This list is also available online at <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
- Course description from catalog (For up-to-date descriptions, consult online catalog course descriptions)
- Instructor's DSU email address, office location, office phone number, or other contact information
- Instructor's office hours (should be 5-hours weekly for full-time faculty -- by appointment or TBA is not acceptable)
- Course pre-requisites and/or co-requisites, including minimum placement grade / score (if applicable)
- Lab or other course fees (if applicable)
- General Education status (if applicable)
- Required textbook(s) and materials and costs; recommended books / materials
- Projected schedules of class activities, assignments, due dates, exams, etc.
- Explanation of grade determination
- Course objectives & outcomes
- Semester calendar to include at least the following dates / deadlines, either in a course schedule or as "important dates to remember" (Note: These dates can be found at <http://dixie.edu/reg/?page=calendar>):
 - Date classes begin

- Last day to add without instructor permission
- Pell Grant census date
- All holidays / breaks when classes are not held
- Last day for refund of tuition and fees
- Late registration / payment fee - Purge date (students who have not paid tuition and fees IN FULL or made payment arrangements may be dropped from classes!)
- Last day to add classes with instructor permission
- Midterm grades posted
- Last day to drop or audit classes
- Last day for complete withdrawal from all classes
- Last day of classes
- Final Exam dates
- Final grades posted
- Commencement (as applicable)

- Date & time of final exam for specific class

- 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.

- Library, Computer Lab, Writing Center, Testing Center, and Tutoring Center statements and/or links (as appropriate to the course):

- Library – www.library.dixie.edu
- Computer Lab - www.dixie.edu/helpdesk/lab_hours.php
- Writing Center – www.dixie.edu/english/DSU_writing_center.php
- Testing Center – www.dixie.edu/testing
- Tutoring Center – www.dixie.edu/tutoring

- Academic Integrity / Academic Honesty: Specific course rules and reference to **Student Rights and Responsibilities Code, Policy 5-33**, available at <http://www.dixie.edu/humanres/policy/sec5/533.html>, or the University Catalog.

- 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).

- Instructor policy on late assignments, missed exams/quizzes, and unexcused absences
- Reference to "Policy for Absences Related to University Functions"
- Disruptive behavior policy / classroom expectations

Sample Class Term Schedule. This may be set up as a table as shown in the example below.

Date or Week	Topic/Assignment	Class Preparation	Due Date
1.	Class Orientation Discussion of Student Goals	None	
2.	Revolutionary War Assign Paper One	Chapter 1 (text)	
3.	Holiday-No Class	Chapters 3 & 4	
4.	The Civil War Quiz One	Chapter 5	Paper One due

Course Syllabus Template

The following is a rudimentary, fill-in-the-blanks syllabus. It is intended for illustration purposes only. Instructors may be very creative in writing their course syllabus, if they desire.

Syllabus for [Course Name] [Term, Year]	
<p>Introduction:</p> <ul style="list-style-type: none"> • Instructor: • Telephone: • Email: • Office Hours: <p>Course Objectives:</p> <p>1</p> <p> 1.1</p> <p> 1.2</p> <p>2</p> <p> 2.1</p> <p> 2.2</p> <p>Textbook & Other Required/Recommended</p>	<p>Instructors may, but are not required list their home phones in addition to campus phone numbers and email address.</p> <p>Every syllabus should list course objectives. These objectives are the main outcomes that students should achieve. They answer the questions, "How will the student be different after having taken this course? What will be the 'value added?'" Objectives should be listed in more than just cursory detail. See the course objective and learning outcomes section for more information.</p> <p>Every syllabus should list all required textbooks and the textbook price. Also, if there are any additional costs in the</p>

Materials:

course (i.e., the student must purchase supplements, tools, or other materials, including photocopies, computer disks, etc.), those costs should be listed here as well.

Your grade will be composed of the following elements:

Each instructor sets up grading procedures as appropriate. Because the syllabus is the instructor’s agreement with the student, binding both the teacher and the student to its terms, it is very important that the grading method be explained in detail.

100 points

50 points

100 points

50 points

300 points

Final grades will be determined on a percentage basis: A = 93%, A- = 90%, B+ = 87%, B = 83%, B- = 80%, C+ = 77%, C = 73%, C- = 70%, and so forth.

Because the syllabus enumerates the terms of assignments and grading, it may be a good idea to have detailed descriptions of grading procedures and expectations for the types of assignments that will be included in the course.

- Tests:
- Quizzes:
- Papers:
- Projects:

Class Policies:

Papers and assignments are due in class on the days listed in the class schedule. They may be handed in up to one week after the due date (no later); however, the grades of late work will be reduced by ten percent. You may hand in papers and assignments (not quizzes or preparation checks) early without a penalty.

Each instructor enforces appropriate university policies and sets up policies as he or she sees fit. In doing so, however, you should keep in mind that --

- Students must take final exams during scheduled final exam periods.
- Instructors may not charge a late fee for course exams.

All written work must be typed.

The Student Rights and Responsibilities Code (5-33) details university policy about academic dishonesty. It is available at <http://www.dixie.edu/humanres/policy/sec5/533.html#appeals> and in the University Catalog. You may want to summarize it in your syllabus.

Intended to check attendance, quizzes may not be handed in late, taken early, or made up.

You may make arrangements with me to take exams either early or late; however, grades of exams taken either early or late will be reduced by ten percent.

Students guilty of cheating will be dealt with according to university policy.

Disability Statement:

See “Students with Disabilities”

Class Schedule:

In some detailed way, you should list the scheduled readings, due

Date . . . Lectures, Readings, Assignments: Week One Monday: Wednesday: Friday: Week Two Monday: Wednesday: Friday:	dates, assignments, and lecture topics for the entire term.
Other Required Information	A list of required information can be found at www.dixie.edu/reg/faculty/?page=Syllabus .

Course Objectives and Learning Outcomes

It is vital to include course objectives and learning outcomes in all course syllabi. The academic department housing the course should have an official or informal draft of course objectives. Instructors should contact the department chair for these course objectives. Instructors may add to the official objectives, or they may draft their own if no officially accepted set of outcomes exists.

Note that course objectives should comply with the mission and goals of the university. Instructors should answer the question, "What part does my course play in the overall goals of the university?" If the course fulfills a general education requirement, what General Education goals does this course seek to achieve? For General Education courses, the syllabus should include the common learning objectives that faculty have approved, which are available from department chairs and the University Catalog.

Students with Disabilities

It is our mission to provide education for individuals with disabilities through equal access, empowerment, support, resources, advocacy, collaboration and outreach through the university campus and community.

In addition to providing services and accommodations to students with disabilities as mandated by Section 504 of the Rehabilitation Act of 1973 and the ADA of 1990, we work closely with faculty and staff in an advisory capacity and assist in the development of reasonable accommodations, facilitating students with disabilities to fully participate in all of the programs offered on campus.

The Dixie State University Disability Resource Center will keep students informed and update them on the status of their request for accommodations. Students are encouraged to maintain contact with the Disability Resource Center Coordinator to ensure appropriate accommodations are made available. (<http://www.dixie.edu/drcenter/> or 435-652-7516)

First Class Session

Be prepared to teach students an entire session on the first day of classes. Instructors are expected to hold the class for the required time period. Consider the following suggested practices for your first class session.

1. Introduce yourself.
2. Distribute a course syllabus to each student.
3. Go over the course syllabus. The more information you put in writing the better it will be. Students often say, "My instructor didn't tell me . . ." when, in fact, the instructor did tell what certain requirements were. Having it in writing would settle such controversy.

4. Verify that all students are registered. If the student is not registered, he/she must be referred to Student Services.
5. If prerequisites are required, ask the department secretary to verify that students have them. If students do not have the appropriate prerequisite, they should be referred to Student Services. They may not remain enrolled in the course without the prerequisite.
6. Tell about any additional expenses, whether required or optional.
7. Display a sincere interest in helping students succeed in your class and in the university.

Final Exams

Do Not Cancel Final Exams

Instructors should conduct a graded activity during the regularly scheduled final exam period, even if they don't give a formal exam or are administering the final exam in the Testing Center. (Administering exams in the Testing Center during Final Exam week requires the approval of the department chair.)

The final period is considered a part of the course, and attendance is required of students and teachers. Do not tell students they don't have to attend during the final exam period. A class-related activity must occur during the final exam period of all classes.

Final Exam Schedule:

The term's class schedule contains a final exam schedule. A two-hour final examination period is scheduled for each class during the five-day Final Exam Period. This two-hour block of time may not be the same time or day as the regular class meeting. Instructors of daytime classes can find the final exam schedule online or from department secretaries, department chairs, or the deans.

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; however, if instructors approve a rescheduled exam, policy stipulates that students must receive the approval of the Department Chair before taking a final exam either early or late. If a student asks to reschedule a final exam, instructors should send the student to the dean's office to get a petition form, which must be completed, signed and returned before the instructor may give a rescheduled final exam. (For more detail, see **Student Records Policy, 5.14**, section eight, available at <http://www.dixie.edu/humanres/policy/sec5/514.html>.)

Grading Procedures

Almost no process requires more wisdom than assigning grades to students. In doing so, the instructor certifies their achievement, and establishes a comparative index that will be used by employers, the government, universities and other institutions in making decisions that have long-lasting consequences in students' lives. When assigning grades, instructors are obligated to adhere to standards of fairness and impartiality. Grading is at the same time the best way to motivate students, and the greatest cause of tension with them.

Work with the department chair and department colleagues to design a grading system, including grading policies. What types of grading assessments will be conducted in the course? How much weight should be given to different components? How will tardiness and other poor academic habits impact grades? These and other issues should be carefully considered.

Communicating Grading System to Students

Because students are so anxious and apprehensive about grades, it is imperative that instructors design a good grading system, and that they communicate that system to students in some detail. Students' apprehension and trepidation about grades may cause them to call into question any of the instructor's grading practices and policies. Because the syllabus functions contractually, establishing the methods and regulations vindicate the instructor if there should be any grievance.

Timeliness of Evaluation

Students generally perform better when evaluation of their work occurs soon after the graded exercise is completed. Instructors should make reasonable efforts to provide timely feedback, usually no later than one week after the assignment was submitted. Instructors should also ensure that students understand how the grades are calculated and that they can assess their progress to date in the course.

Grade Deadlines – Late and Missing Grades

Mid-term grades: Instructors are required to submit midterm grades no later than the end of the eighth week of the semester for students earning a grade below "C-". The instructor may enter the actual grade earned to that point in the semester, or a grade of "X" may be entered. Submitting midterm grades for students earning a grade of "C-" or above is optional.

All final course grades must be completed and submitted to the Registrar within 48 hours after the last final exam period. It is vital that instructors observe the final grade deadline because many student services, including financial aid, registration for subsequent terms, and prerequisites, etc., are dependent on timely submission of grades. If grades are not submitted, students cannot receive scholarships and grants, cannot register for upcoming semesters, etc. A "Missing Grade" report is run at the time of the deadline; this report is sent to the deans who will contact the instructor with a reminder of the deadline when grades must be in. The deadline may be difficult, but it is required because essential processes rely on it.

Last date of attendance on Grade Rolls

When a student stops attending **before** the end of the twelfth week of the semester, they will receive a failing grade. That grade should be entered as a WF. In addition, the estimated last date of attendance needs to be entered.

Entering Grades

Follow these steps:

1. Go to <http://dixie.edu/reg/faculty/index.php> and choose "**Grading Instructions.**"
2. Go to myDixie and enter your assigned **User ID** and **PIN** number (if you don't know this information, call 652-7708).
3. Choose the "**Faculty & Advisors**" link.
4. Choose the "**Final Grades**" link.
5. Select the appropriate **Term** and hit the "**Submit**" button.
6. Select the **Course** you wish to grade and hit the "**Submit**" button.

7. You should now see your class list. Enter the grades in the space provided.
8. Use the **Tab** key to navigate through the list.
9. Hit the "**Submit**" button at the bottom of the screen to load your grades to the Banner system.
10. When complete, hit the "**Exit**" button located on the top right side of the screen.
11. If you have questions, contact the Registration Office at 652-7708 or records@dixie.edu.

Additional Grading Pointers...

1. **Please read the warning messages at the top of the screen.**
2. If you have assigned an "I" grade, you should have completed an Incomplete Form, with copies to the student, the Dean's office, and the Registration and Records office.
3. The "WF" grade type is now being used to designate students who did not drop the class and stopped attending, and who earned an "F". Financial Aid also needs to know their approximate last date of attendance.
4. When finished entering your grades, it would be prudent to print out the screen(s) for your records and also to give a copy to the Department Chair or the department secretary.
5. If you need to correct a mistake in grading, you will need to submit a Grade Change Card (available in the Registrar's office or from your department secretary).

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 for 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.

Student Appeals and Complaints

Students are encouraged to attempt resolution to problems with the instructor. If that is not possible, students may submit an academic appeal for an academic action (usually a grade) that they believe was arbitrary or capricious. Students may also submit a complaint if they believe treatment (other than an academic action) was unfair. The procedures for academic appeals and student complaints actions are outlined in the **Student Rights and Responsibilities Code, Policy 5-33**, available at <http://www.dixie.edu/humanres/policy/sec5/533.html>, or the University Catalog. (Students are also entitled to, among other things, file sexual harassment or discrimination charges according to **Policy 5-34** <http://www.dixie.edu/humanres/policy/sec5/534.html>.)

Grading System

The current grade system consists of the following options:

Letter	Description	Point Value
A		4.0
A-		3.7
B+		3.4
B		3.0
B-		2.7
C+		2.4
C		2.0
C-		1.7
D+		1.4
D		1.0
D-		0.0
F	Fail	0.0
WF	Fail	0.0
I	Incomplete	0.0
P	Pass	*
AU	Audit	*
W	Withdrawal	*
NG	No grade	*

Some courses may be taken under a credit/no credit grading system. These courses carry grades of "P" (credit, equivalent to a grade of "C" or better) or "F" (no credit) and are not computed in the student's grade point average. Sometimes students in classes designated as "P/F" request a letter grade; however, instructors may not give letter grades for courses designated as "P/F."

*Does not affect GPA.

Incomplete Grades

Incomplete grades are given to students who, having completed a vast majority of the coursework, become ill or cannot attend class for some other reason. Be conservative about awarding incomplete grades, and give them only when students are lacking some component that can be completed outside of class.

An instructor, based on the following, may give an incomplete grade (I):

1. The student, having completed a substantial portion of the required work, is unable to complete the class work for a legitimate 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 in a formal classroom situation. If completing the coursework requires that the student attend lectures, labs, or field activities, then the student should re-register for the course.

If the situation requires that the student sign up for the course again, the instructor should give the grade that was earned and the student's subsequent grade will replace the original grade. (See **Student Records Policy, 5.14**, available at www.dixie.edu/humanres/polstu.html.) Incomplete work must be completed within the time designated by the instructor. If possible, the incomplete work should be completed during the following term.

If the above requirements are satisfied, then the student and faculty member can negotiate a contract.

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: If the above requirements are satisfied, the student and faculty member negotiate a contract. This 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, a copy of this form should be submitted to the Dean'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: On the students' transcript, these incomplete grades appear, and these grades make it seem that the students were negligent in the course. (For more details, see **Student Records Policy, 5.14**, available at <http://www.dixie.edu/humanres/policy/sec5/514.html>.)

The Incomplete Grade Contract contains the following information:

Instructor and Student Incomplete Contract

Instructions: Fill out this form, and print it using the print option in your web browser. In addition to giving a copy to the student and retaining an instructor copy, also send a copy to the Dean's office. Although the "I" grade is not initially computed as an "F" grade in the student's GPA, it will be changed to an "F" by the Registrar's Office after one year if the grade is not previously changed by the instructor. When the required work is completed, send a Grade Change Form to the Registrar's Office and the change noted on any instructor or departmental records. Review **Policy 5-14** for additional details.

Student Name: _____ Student I.D. #: _____

Instructor Name: _____ Term & Year: _____

Course Abbreviation: _____ Section #: _____

Course Title: _____

List the assignments, tasks, work required for the student to complete the course:

Due date for completing the work (one year maximum): _____

Note: If a Grade Change Form is not submitted within the year, the grade will become an "F".

Student Signature: _____ Date: _____

Instructor Signature: _____ Date: _____

Evaluation of Instruction

All faculty are evaluated by means of student surveys and supervisor observation, and self evaluations (see **Policy 3.8** at <http://www.dixie.edu/humanres/policy/sec3/308.html>). Full-time faculty members submit yearly self-evaluations to their deans and arrange peer exchanges on the timetable contained within the current evaluation policy. The course evaluation policy describes in detail the process to be used, the proper use of data, and the roles played by evaluators and instructors. Full-time tenure-track faculty should consult the **Faculty Retention, Promotion and Tenure Policy 3.7** at <http://www.dixie.edu/humanres/policy/sec3/307.html> for more information on evaluation.

Student Opinion of Instruction Surveys

By policy, all faculty at DSU are evaluated each Fall Semester by their students and many faculty are required to be evaluated Spring Semester as well. Approximately three weeks before the end of the semester, faculty being evaluated will receive an email indicating that evaluations are to begin and inviting faculty to encourage their students to complete the evaluations. To start the evaluation process and every few days during the time the surveys are open, students will also receive emails inviting them to complete their surveys. Those students who complete their surveys will be able to access their course grades sooner. Once the student survey period is over AND the faculty member has submitted his/her grades, s/he can access the evaluations online for assistance in preparing for future instruction.

Student Survey of Faculty Instruction

The results of this survey will not be given to your instructor until after final grades are reported.

1. I am a: (1) Freshman (2) Sophomore (3) Junior + (4) Senior (5) Other.
2. This class was (1) Required or recommended for major (2) General Education (3) Elective Credit (4) Other.
3. On average I spent the following numbers of hours each week studying for this class: (1) 0-2 hours (2) 3-5 hours (3) 6-10 hours (4) 11 or more hours.
4. When I had a question about the course I could find the instructor out of class: (1) Usually (2) Occasionally (3) Seldom (4) Never.
5. When I had a question about the course I sought assistance other than the instructor's (such as a tutor): (1) Usually (2) Occasionally (3) Seldom (4) Never.
6. In this class, I expect to receive a(n): (1) A (2) B (3) C (4) D (5) F.
7. My overall Dixie State University GPA is: (1) 4.00-3.50 (2) 3.49-3.0 (3) 2.99-2.50 (4) 2.49-2.00 (5) below 2.0.

Please answer each question below using the following code: (1) agree (2) agree somewhat (3) disagree somewhat (4) disagree (5) no opinion.

8. A syllabus was provided.
9. The syllabus communicated course objectives, requirements and grading standards.
10. A class schedule was provided; changes were announced in class.
11. The instructor's out-of-class-assignments helped me understand the course content.
12. Assignments were returned in a timely fashion.
13. The instructor provided helpful feedback on graded assignments.
14. I was consistently informed of my grade standing in the class.
15. The instructor held class at the scheduled time(s), including beginning and ending class on time.
16. If the instructor was absent, a substitute taught the class and/or an assignment was given.
17. The instructor's explanations and/or demonstrations were clear.
18. The instructor attempted to be fair and respectful towards students in class.
19. The instructor was available during regularly scheduled office hours.
20. Required course materials (such as texts) were helpful.

21. I respect this instructor as a source of information in this field.
22. Overall, this class increased my knowledge, confidence, and/or abilities in this area.
23. Please make written comment on the reverse side of this form: What are the most positive aspects of this class?
24. Please make written comment on the reverse side of this form: Which aspects of this class are most in need of improvement?

Supervisor Classroom Visits

Each new faculty member and all adjunct instructors will also be evaluated by the Department Chair, a full-time faculty member, division Associate Dean and/or the Dean. The evaluator will contact the instructor and notify him or her of the visit. The evaluator will complete an evaluation form. After the visit, the evaluator will go over the form, ask if the instructor has any questions, and allow the instructor to respond to the evaluation in writing if desired. The instructor will then sign and return the evaluation form. Additional classroom visits may be performed at the discretion of the Department Chair, Associate Dean, and/or Dean. The instructor will be notified of the visit in advance. The following is the current form used to evaluate instruction:

Uniform Supervisor Classroom Evaluation Form

Use the following code: (1) agree (2) agree somewhat (3) disagree somewhat (4) disagree (5) not applicable or no opinion.

- () 1. Presentation well organized.
- () 2. Speaks audibly and clearly.
- () 3. Seems aware of classroom physical environment.
- () 4. Class time used well, including starting and stopping on time.
- () 5. Maintains a productive learning environment in the classroom.
- () 6. Assignments specified clearly.
- () 7. Explanations are clear.
- () 8. Uses well chosen examples.
- () 9. Periodically summarizes information given.
- () 10. Keeps contact with class reactions.
- () 11. Seeks to identify students' points of confusion.
- () 12. Attempts to clarify points of confusion.
- () 13. Is careful and precise in answering questions.
- () 14. Uses a variety of teaching techniques where applicable.
- () 15. Encourages pertinent discussion.
- () 16. Skillfully facilitates student participation.
- () 17. Treats students with respect.
- () 18. Uses a variety of media where applicable.
- () 19. Uses demonstrations effectively when applicable.
- () 20. Presents facts and concepts from related fields when applicable or feasible.
- () 21. The syllabus is well prepared and used in class.

Additional Observations and Comments:

Evaluator's signature/ Date

I have read this report and am aware that my signature does not necessarily indicate that I concur with the evaluation.

Instructor's signature/ Date

Peer Exchanges

Peer exchanges are an important element of the evaluation process. They are designed to promote collegial exchange of ideas and constructive discussion about instruction between faculty members. The schedule of required peer exchanges is found in the **Faculty Retention, Promotion, and Tenure Policy 3-7** at <http://www.dixie.edu/humanres/policy/sec3/307.html>. Instructors will select a different peer for each year during a five year rotation. The instructor and the peer will arrange a classroom visit, and set a time to discuss the review. After both sign the review form, a copy is sent to the school's dean. A copy of the form is available at the following web site: <http://www.dixie.edu/humanres/forms.html>.

UNIVERSITY ID CARD

As soon as possible after being employed, new faculty should go to the Registration Office in the Holland Centennial Commons to get their picture taken for their DixieOne card. The DixieOne card will arrive in the mail; it looks like a debit card but will also serve as their ID card for a variety of university functions.

While new faculty are at the Registration Office, the staff can assist them with completing the required Dixie State University FERPA training. Faculty must complete this training (located online at <http://secure.dixie.edu/ferpa/>) before they will be allowed to access the faculty portion of Banner. A faculty member can also complete the online training and then have their department secretary call while the faculty member is in his/her presence.

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.

In order to receive access to the Banner student system, each faculty member must complete the FERPA quiz <http://dixie.edu/reg/faculty/files/ferpa-handout.pdf>.

What Is an Educational Record?

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

Educational 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 educational 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.

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

If the student has restricted the disclosure of directory information, a privacy restriction will appear on the student's academic record. The word "Confidential" will appear next to the student's name.

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, 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 alphabetic. Faculty members who wish to send grades to students via email need to be extremely careful with the distribution process.

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 Requesting Information

Concerns such as 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 educational record. This information is protected under FERPA, and parents do not have access unless the student provides written authorization to the Registration Office that specifically identifies what information may be released to parents.

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.

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 educational 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 educational 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 educational 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@dixie.edu
- The Office of Compliance, 1-202-260-3887, Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-4605 or www.ed.gov/policy/gen/guid/fpco/ferpa/index.html

Instructional Equipment, Supplies, and Resources

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. These items may include computers, projection systems, DVD players, and video-tape recorders, as well as a variety of computer-generated audio-visual devices. Instructors should anticipate their equipment needs and arrange for equipment before the day it is needed. Secretaries in the various buildings may help arrange for equipment during office hours.

Please be sure to put audio-visual equipment away and lock classrooms as directed. Be certain to turn off any projectors.

Instructional Technology Center

Dixie State University offers its faculty and staff the services of a fully equipped Instructional Technology Center. Located on the third floor of the Library in the Holland Centennial Commons, this center offers both high-end instructional media equipment (computers, scanners, digital cameras, etc.) and training in how to use that equipment. Dixie State University faculty may use the center to assist in creating online course materials, presentation graphics, and technology based or instructional applications. If you need assistance, call Josh Stanley, Instructional Designer, at 652-7863.

Equipment Support

To obtain support with classroom equipment, a work order can be sent to the IT department through Dixie State University's Home page under the Faculty and Staff Link. For personal immediate help, call Dave Mortensen at 652-7595. If a student needs help, s/he can contact the IT HelpDesk at 652-7951.

Technology Assisted Instruction

DSU uses Instructure **Canvas** as a learning management system (LMS). 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. Students will be automatically listed in the course roll. 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, call Jared Johnson at 652-7950.

Instructors who wish to offer online or blended courses should contact Becky Smith, the Dean of Academic and Community Outreach, at 652-7836.

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 address to email login is: mail.dixie.edu.

Library Services

The library occupies floors 2, 2M (mezzanine), and 3 in the Holland Centennial Commons. A complete guide to the library and its services is available through the FAQ Guide to Library Services at <http://libguides.dixie.edu/questions>. The library home page is <http://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, please contact Adriana Horne at (435) 652-7715 (ext. 7715) or horne@dixie.edu.

Library liaisons: Liaisons work with faculty and students in specific disciplines. You are encouraged to make an appointment with the librarian assigned to your area to request materials, 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, Textbook-Adoption and Desk Copies

Textbooks, supplemental reading material and supplies are available at the bookstore for all classes. During the university 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 and 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 credit class must have been officially adopted. In some departments, all faculty teaching a given course will use a common textbook. In other departments, faculty 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 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.

Copy Machines

Copy machines are located throughout the university. Access is available through the use of a personal code (assigned by the department). The Library also has public copy machines for student's use as long as they have money on their print account. Instructors requiring large duplication orders should make arrangements with the secretary well in advance of the time copies are needed.

Also, 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.

When copying copyrighted material, the official permission from the publisher must be obtained. If declaring fair use of the copyrighted material, instructors put themselves at risk. Copyright violations are a serious infraction of intellectual property rights.

Helpdesk

Location: Northwest Corner of Smith Computer Center Lab

Hours: Monday – Friday, 8:00 a.m. – 6:00 p.m.

Email: helpdesk@dixie.edu

Telephone: (435) 652-7951

Website: <http://dixie.edu/helpdesk/>

Computers and technology are a 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 technologies requirements placed upon them. The DSU IT Helpdesk provides a necessary service to students, faculty, 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, and staff, not the students, faculty, and staff trying to make technology work!

Services provided to students:

Instructure Canvas – Answer all student inquiries and help troubleshoot computer issues.

Dmail – Account access and creation problems.

Campus Wireless Access – Assist in connecting various mobile devices to the RedStorm wireless network.

Laptop Assistance – Help in installing programs, removing viruses and general troubleshooting.

Leased Laptop Repair – Repair and checkout Dell Lease Laptops to those students participating in the DSU lease program.

Online Course Support – Troubleshoot computer problems associated with the online course tools (i.e., Mediasite, etc.). Contact the Helpdesk at HELP@dixie.edu or 435-879-4357 (HELP)

Helpdesk Website – The IT Helpdesk Website is a student resource to tutorials, FAQs, and other troubleshooting materials. <http://www.dixie.edu/helpdesk/>

Campus Resources Available to Students:

Health & Wellness Center

Location: Larkin Building #2

Coordinator: Barbara Johnson

Hours: Monday – Friday, 9:00 a.m. – 4:00 p.m.

Email: johnsn_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, 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.

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.

Who can receive tutoring?

All registered, degree-seeking Dixie State University students have access to some form of tutoring.

Writing Center

Location: Level 4 Holland Centennial Commons Room 421

Coordinator: Dr. Braden Lindstrom

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.

While face-to-face sessions are most effective, we also offer 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, allow a few days for the paper to be reviewed. For example, if a paper is due on Friday, you should not wait until Thursday night to submit the paper to the Writing Center.

We look forward to helping you at the Writing Center; please let us know how we can improve our service to you and to Dixie State University. For more information, contact the Writing Center Director.

General Campus Procedures

General Checklist

For full- and part-time faculty, the department secretary can facilitate arrangements for the following:

1. **ID Card/ Library and Activity Card:** The DixieOne Card is used as your all purpose ID 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 (ball games, 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 the Snack Bar and Cafeteria. To put funds into a food account, contact the Information Desk on the first floor of the Gardner Center.
2. **Tuition Waivers:** Full-time faculty and their spouses and dependent children do not pay tuition at Dixie State University. Adjunct faculty may take up to three credits, subject to meeting eligibility requirements; however, this tuition waiver applies only to the adjunct him/herself. (See **Tuition Waiver Policy, 4:16.**)
3. **Employment Forms:** The first term in which you teach (either full-time or adjunct faculty), you must complete certain employment forms, including an I-9 and a W-4. Division secretaries can help you fill out these employment forms.
4. **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.
5. **Bookstore:** 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.
6. **Telephone Switchboard:** The Dixie State University switchboard is open from 8:00 a.m. to 5:00 p.m. The number is 652-7500.
7. **Telephone Messages for Students:** Only EMERGENCY telephone messages will be reported to instructors or students. Such requests should be directed to the Registrar's Office.
8. **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.

Paychecks and Contracts

Full-time faculty is paid twice a month. Adjunct faculty are paid semi-monthly, six times each semester, starting with the last day of September; then October, November and the last paycheck will be December 15th.

The University strongly recommends that all faculty members take advantage of electronic payroll deposit, better known as Direct Deposit. The form is available in the Business Office on the 5th floor HCC; otherwise, all paychecks will be distributed through the appropriate department secretary.

Accounts Payable now uses Direct Deposit for travel reimbursements, cell phone stipends, vendor payments, etc. This form is available online at: www.dixie.edu/busoff/File/AP%20Direct%20Deposit%20Form.pdf or on the Accounts Payable website: www.dixie.edu/busoff/accounts_payable.php

The standard faculty workload is 24 workload factors per academic year. If they choose to do so, and if demand for instruction justifies it, full-time faculty may teach one "overload" course, which is instruction above the annual load. Overload paychecks are usually distributed the same as the adjunct professors. The maximum adjunct faculty workload is 20 WLF per academic year.

Following are terms for overload and adjunct instruction:

- The contract appointment is only for the time indicated, usually one term. No guarantee is made for additional terms.
- Performance of instructors is subject to evaluation, which may include classroom visitation.
- 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 the 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.

Teaching Load Limits

For information regarding university workload policy, please refer to your Dean, Associate Dean, or Department Chair. The current **Faculty Workload Policy (3-10)** and model are available at <http://www.dixie.edu/humanres/policy/sec3/310.html>.

Retention, Promotion, and Tenure

Full-time faculty should become familiar with the policy on **Retention, Promotion, and Tenure 3-7**, found at <http://www.dixie.edu/humanres/policy/sec3/307.html>). New full-time faculty are strongly encouraged to develop a mentoring relationship with a more seasoned DSU faculty member who will be able to advise and encourage them throughout the retention, promotion, and tenure process.

Best Practices

New full-time faculty are required to attend Best Practices Seminars held monthly from September to April. Other faculty are encouraged to attend these practical seminars.

Third Week Enrollment Reports

Dixie State University receives funding from the state of Utah based upon the number of credit hours for which students are actively enrolled. The basis for determining the number of credit hours is a count taken at the end of the third week. The university must determine with great accuracy the number of students who have enrolled and are actively attending classes as of this date. Instructor cooperation in keeping accurate records on those students attending and those not attending is very important, since these rosters are subject to state audits. Also, be sure to administratively withdraw students who have never attended class before the third week (see **Absences – Students** in this document).

Smoking, Food, and Drink

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

- Eating and drinking in classrooms is prohibited except where required; i.e., food preparation classes. Please discourage eating and drinking in classrooms, especially in carpeted areas.
- The use of alcoholic beverages is prohibited on campus at all times.
- In compliance with the State of Utah Clean Air Act, smoking is prohibited in all buildings and within twenty-five (25) feet of all buildings on campus.
- Smoking is prohibited in any university-owned vehicle.
- The use of smokeless tobacco is also prohibited on campus for students, faculty, and staff.

Room and Equipment Changes

Room changes can be made only through the appropriate dean. Instructors who have problems with assigned classrooms should contact the Department Chair or administrative person on duty. Make any request for changes in writing. We will try to help you by shifting classes as necessary. Do not change rooms without permission even for one day/night. An instructor or a student may be needed and we 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; Non-academic scheduling, Emily Clark (extension 4350).

If a class activity involves going to the Tutoring Center or the Library for part of the class period, leave a note on the board or door.

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, Email, and the Administrative Computer System (Banner)

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

Email accounts are available for full- and part-time faculty. To set up an email account, use the IT Work Order form linked under Faculty and Staff on the DSU homepage.

The University maintains a very large computer database, the Banner system, which contains admission information, grades, addresses, and class lists, as well as a huge body of other financial and academic data. All faculty will have direct access to the self-service version parts of this database. Access to Banner allows faculty to look up current class lists, enter grades, and access other information. To get access to this database, faculty must complete a brief training and receive a password. Contact the Registrar's Office (652-7708) for access information or go to Faculty Web Services at www.dixie.edu/reg/faculty/index.php.

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.

(See the **Attendance Policy**, especially section **5.23.6**, available at <http://www.dixie.edu/humanres/policy/sec5/523.html>)

Parking Procedures

Where to Park on Campus

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

Obtaining a Parking Permit

All vehicles parking on campus must have a permit, which can be obtained through these steps:

1. Complete the form and pay parking fees at the Burns Arena (East Side). Fees are \$30.00 for the first vehicle and \$10.00 for each vehicle thereafter.
2. Note that you will need to provide your automobile's license plate number, so be sure to bring that information.
3. You will receive a decal for each automobile. Place the decal in your car's window.

Following are lot names and hours of "staff" designation:

- Lot "A," south of the Administration Building (building #1 on map) and west of the old Gymnasium (#17). 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. Park here if you work in the Administration Building, the Student Service Center, the Gymnasium, or the Gardner Center.
- Lot "B," west and north of the Eccles Fine Arts Center (building #2 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 Building (building # 5 on map) to the Education and Family Studies Building (#3). This lot has spaces reserved until 5:00 and until 11:00 PM. Park here if you work in Education & Family Studies, or the Science Building.
- Lot "H," just south of Shilo Dorms (building #10 on map), extending to the east from the Maintenance Building (#22). This lot has spaces reserved until 5:00 PM. Park here if you work in the Browning Learning Resource Center or in Maintenance.
- Lot "J," located between the Jennings Technology Building (building # 26 on map), the Technology Building (#24), and the Auto Shop (#24). This lot has spaces reserved until 11:00 PM. Park here if you work in the McDonald Building, the Jennings Technology Building, the Technology Building, or the Auto Shops.
- Lot "K," just east of the Udvar-Hazy Building (building #27 on map). This lot has spaces reserved until 5:00 PM. Park here if you work in the Udvar-Hazy Building.
- The Taylor Health Sciences building also requires a permit.
- Online map, <http://www.dixie.edu/campus/File/MAPS/Dixie%20State%20Map%202012.pdf>

• Abbreviations for Campus Buildings

ABBY	Abby Apartments
ADMIN	Atkin Administration
AUTO	Automotive Mechanics Building
BROWN	Browning Learning Resource Center
BURNS	Burns Arena
CHANCE	Chancellor Apartments
COOPER	Cooper Fields
COX	Avenna Center/Cox Auditorium
D CIR	D Circuit
DIXAPT	Dixie View Apartments
DSS	College Store at 100 South
DXATC	Dixie Applied Technology College
ECCLES	Eccles Fine Arts
EDFAM	Education & Family Studies Building
EM	Encampment Mail
EMM	Encampment Mall Monument
GARDNER	Kenneth N Gardner Student Center/Food Court
GRAFF	Fine Arts Building
GYM/SAC	Gymnasium/Student Activities Center
HAB	Habbibian Athletic Building
HANSEN	Hansen Stadium
HAZY	Udvar-Hazy School of Business
HCC	Jeffery R. Holland Centennial Commons
HEAT	Heating Plant
HOUSE	Housing Office
HURST	Hurst Baseball Complex
ICL	Institute for Continued Learning
JEN	Jennings Communications Building
LDSIB	LDS Institute Building
LIB	Library
MATH	Math
MCDON	McDonald Cntr. For Humanities and Social Sciences
NIB	North Instructional Building
NPLAZA	North Plaza
PF	Play Fields (Scheduled use only)
ROTC	ROTC
SCI	Science Building
SECUR	Campus Security
SERVIC	Campus Services
SHILOH	Shiloh Hall
SMITH	Smith Computer Center
TAYLOR	Taylor Health Science Center
TECH	Technology Building
TOWER	Nisson Towers
UPLAZ	University Plaza

Who's Who at Dixie State University?

Telephone Directory

Also see Campus Directory at <http://dixie.edu/directory/directory.php>

WHO'S WHO - DIXIE STATE UNIVERSITY CAMPUS DIRECTORY: (prefix 652 unless otherwise indicated)

EXECUTIVE ADMINISTRATION

President-South Admin.	Dr. Stephen D Nadauld	7501
V.P. Academic Services - South Admin.	Dr. William J. Christensen	7505
V.P. Administrative Services-HCC.....	Paul Morris	7504
V.P. Student Services-HCC	Frank Lojko	7511
V.P. Institutional Advancement-HCC.....	Christina Schultz	7542
V.P. Cultural Affairs- North Admin.....	Christina Schultz	7542
V.P Development-HCC	Brad Last	7906
Dean of Humanities & Social Science-HCC.....	Dr. Donald Hinton	7651
Dean of School of Education-EDFAM.....	Dr. Brenda Sabey	7841
Dean of Business & Communication-Udvar-Hazy	Dr. Philip Lee (Interim)	7887
Dean of Nursing & Allied Health-Taylor.....	Dr. Carole Grady	879-4802
Dean of Science & Technology-North Instructional Building.....	Dr. Eric Pedersen	7977
Dean of Academic & Community Outreach-North Plaza.....	Becky Smith	7836
Dean of Library-HCC.....	Daphne Selbert	7711
Chief Information Officer-HCC.....	Gary Koeven	7770
Dean of Students-Gardner Student Center.....	Del Beatty	7514
Dean of Fine Arts-ECCLES.....	Dr. Brent Hanson	7792

DEPARTMENT CHAIRS 2013-2014

Biology-Science Bldg.....	David Jones	7632
Business-Udvar-Hazy.....	Kyle Wells	7833
Communication-Jennings.....	Brent Yergensen	879-4311
Computer & Information Technologies-Udvar-Hazy	Bart Stander	7973
History & Political Science-MCDON.....	Joel Lewis	7864
Humanities-UPLAZA B.....	Leonor Ceballos	634-2012
Education-EDFAM	Chizu Matsubara	7839
FCS/PEHR-EDFAM.....	Linda Wright	7866
Fine and Performing Arts-ECLES	Mark Houser	879-4384
English-HCC.....	Randy Jasmine	7811
Interdisciplinary Arts & Science-North Plaza.....	Mark Jeffreys	7813
Physical Sciences.....	Kelly Bringhurst	7768
Math-NIB Bldg.....	Claire Banks	7764
Music-ECLES	Glenn Webb	7969
Nursing-Taylor.....	Phyllis Swift	879-4804
Social & Behavioral Sciences-MCDON.....	Dannelle Larsen-Rife	7823

EXECUTIVE DIRECTORS

Athletics-Gym	Jason Boothe	7526
Auxiliaries/Bookstore-Gardner Student Center	Randy Judd	7641
Business Services-HCC.....	Scott Talbot	7601

Campus Services-CS.....	Sherry Ruesch	7562
Career Center-HCC.....	Steve Bringham	7901
Human Resources-South Admin.....	Pamela Montrallo	7522
Enrollment Services-HCC.....	David Roos	7704
It Support Services-HCC.....	Mary Stubbs	7854
Senior Development Officer-HCC.....	Rick Palmer	7906

DIRECTORS

Accounting-HCC.....	Cheri Capps	7609
Administrative Computing-HCC.....	James Miller	7652
Advisement-HCC.....	Mike Olsen	7694
Alumni-Alumni House.....	Kalynn Larson	7535
Career Center-HCC.....	Steve Bringham	7901
Community Education-North Plaza.....	Janet O'Riley	7671
Community Education Channel (CEC).....	Cory Clyde	7635
Cooperative Education-HCC.....	Karl Hutchings	7668
Dance-GRAFF.....	Li Lei	7883
Dental Hygiene-Taylor.....	Patricia Wintch	879-4904
Digital Signage-Jennings.....	JR McRay	7876
Dining Services-Gardner Student Center.....	Martin Peterson	7676
Disability Recourses-North Plaza.....	Baako Wahabu	7880
Dixie Business Alliance-UPLAZA.....	Len Erickson	7752
Economic Development Council-UPLAZA A.....	Scott Hirschi	7750
Educational Talent Search (ETS)-NIB Bldg.....	Kitty Hughes	7657
Emergency Medical Services-Taylor.....	Shanna Alger	879-4950
Facilities Operations-Heating Plant.....	Doug Whitehead	7557
Facilities Planning-Campus Services.....	Jon Gibb	7551
Financial Aid-HCC.....	J. D. Robertson	7576
Fitness Center.....	Christian Hildebrandt	7988
Honors Program-HCC.....	Sue Bennett	7815
Internal Auditor-HCC.....	Michael Pinegar	7619
International Student Services-Gym.....	Michael Thompson	7689
Institutional Research & Assessment-Larkin.....	Andrea Brown	7595
IT Security Administrator-HCC.....	Andrew Goble	7963
IT Support Services-HCC.....	Mary Stubbs	7954
Medical Radiography-Taylor.....	Sherry Floerchinger	879-4840
New Student Programs-HCC.....	Joshua Sine	7591
Payroll-HCC.....	Krystal Thompson	7610
PEHR/COOP Education-HCC.....	Karl Hutchings	7668
Physical Therapy.....	Bill Patterson	879-4862
Police Officers Standards Training (POST).....	Robert Flowers	7916
Public Relations-North Admin.....	Steve Johnson	7544
Purchasing-HCC.....	Jackie Freeman	7612
Registrar-HCC.....	Julie Stender	7708
Resident Life-Housing.....	Seth Gubler	7571
Respiratory Therapy.....	Debbie Forbush	879-4961
Revenue-HCC.....	Carlene Holm	7603
Road Scholar (formerly Elderhostel).....	Don Steck	634-2051
Security.....	Don Reid	7515
Southwest Computer Crime Institute.....	William Matthews	879-4421
Student Involvement & Leadership-Gardner Student Center.....	Jordon Sharp	7513
Success Academy.....	Brian Reid	7830
Southwest Regional Computer Crime Institute (SWRCCI).....	Bill Matthews	879-4421
Testing Center-North Plaza.....	Tamron Lee	879-4692
TRIO/Educational Talen Search (ETS)-NIB Bldg.....	Kitty Hughes	7657
TRIO/Student Support Services-NIB Bldg.....	Jonathan Morrell	7656

TRIO/Upward Bound-NIB Bldg.....	Craig Harter	7659
USTAR.....	Jill Elliss	7751

ACADEMIC SUPPORT STAFF

Administrative Assistant to President.....	Marily Lamoeaux	7502
Administrative Assistant to VP of Academics.....	Sheila Bastian	7506
Administrative Assistant to Dean of Arts & Letters.....	Lory Mattucci	7653
Administrative Assistant to Dean of Business & Communications.....	Stella Callagee	7652
Administrative Assistant to Dean of Nursing & Allied Health.....	Colleen Hales	879-4800
Administrative Assistant to Dean of Science & Technology.....	Ruth Bruckert	7862
Administrative Assistant to Dean of Academic & Community Outreach.....	Sheila Cannon	7739
Administrative Assistant to Dean of Education.....	Robyn Whipple	7842
Administrative Assistant to Dean of Fine Arts.....	Jan Maxfield	7790
Secretary to Business/Technology.....	Nikki Smith	7723
Secretary to Communication.....	Kathleen Briggs	7638
Secretary to English.....	Janeene Cowley	7815
Secretary to Music.....	Christie Nielson	???
Secretary to Science.....	Kathi Steadward	7760
Secretary to Math.....	Sylvia Bradshaw	7984
Secretary to Dental Hygiene.....	Veronica Fely	879-4905
Secretary to Dental Hygiene Clinic.....	Elyse Perkins	879-4900
Secretary to Arts/Interdisciplinary Arts & Sciences.....	Barbara Turnbow	7743
Secretary to Family & Consumer Science.....	Telauna Byamugisha	879-4247
Secretary to Humanities Department.....	Francine Larger	7822

OTHER

Academic Scheduling, Coordinator.....	Sharon Lee	7650
Accounts Payable, Specialist - HCC.....	Terry Losee	7606
Administrative Com putting, Prog Analyst.....	Randy Hunt	7623
Admissions, Assistant Director - HCC.....	Laralee Davenport	7777
Admissions, Specialist.....	Jaclyn Beckwith	879-4777
Americorp, Specialist.....	Mary Nell Lundquist	7738
Athletics - Burns.....	Jeff Cluff	7524
Bookstore (Textbooks) – Gardner Center.....	Claudia West	7642
Box Office Manager.....	Michael Garcia	7800
Building Maintenance.....	Jack Freeman	7552
Cashier - HCC.....	Christy Jensen	7605
Computer Help Desk.....		4357
Cultural Affairs - Cox.....	Gail Bunker	7994
Cultural Affairs, Event Manager.....	Deborah Wirth	7907
Custodian Supervisor.....	Robert Reed	7563
Diversity Student Center – Gym.....	Kristine Whittaker	7899
DOCUTAH Operations Manager.....	Lani Puiriri	879-4273
DXATC/Success Academy Specialist.....	Larry Stephenson	7691
ESOL, Program Head.....	Linda Galloway	7882
Emergency/Campus Security.....		7515
Faculty Senate President – 2013-2014.....	Robert Carlson	7893
Financial Aid, Assistant Director.....	Terry Bell	7577
Financial Aid/Scholarships, Coordinator.....	Sue Perschon	7578
Financial Aid/Workstudy – HCC.....	Sara Huggins	7580
First Year Experience.....	Sarah Black	879-4243
Gardner Center Information.....		7685
Graduation Coordinator.....	Cari Heizer	7745
Hazmat specialist.....	Dennis Cox	7555
Housing.....	Seth Gubler	7570

Human Resources, Assistant Director.....	Will Craver	7521
Human Resources, Coordinator	Rae Matalolo	7594
Human Resources, Coordinator	Tana Lively	7520
Human Resources, Specialist.....	Gregory Esplin	7503
Information Center/Switchboard.....		7500
Information Security Officer.....	Andrew Goble	7963
IT Operations Administrator	Scott Ford	7941
IT Student Systems Administrator	Richard Robbins	7951
IT Systems Administrator	TJ Griffiths	7932
IVC Lead Facilitator.....	Mary McFadden	7952
Library Circulation / Reserve.....	Ellen Bonadure	7715
Loan Collections Manager	Hailey Orr	7607
Locks/Keys	Will Powell	7553
Mail Specialist.....	April Ashcroft	7554
Media Systems Coordinator.....	Dave Mortensen	7959
Payroll Specialist	Kim Seaich	7611
Preschool.....	Teresa Provost	7848
Registration - HCC.....	Jane Leaphart	7708
Road Scholar, Program Coordinator.....	Elaine Esplin	634-2052
ROTC, Major	Jim Dupras	7627
Scheduling (Facilities) - Browning.....	Sharon Lee	7650
Scholarships - HCC.....	Sue Perschon	7578
Senior Development Officer	Rick Palmer	7906
Service Learning.....	David Zielke	7716
Surgical Technology	Jeanne Mortenson	879-4850
Telecommunications	Ken Richmond	7936
Textbooks	Claudia West	7642
Ticketing Office	Michael Garcia	7800
Undergraduate Research.....	Theda Wrede	7821
University Of Utah, Site Manager.....	Delores Heaton	879-4760
Vehicle Fleet/Maintenance.....	Joe Wilde	7559
Vehicle Scheduling	Felica Griswold	7559
Webmaster	Rex Frisbey	7958
Wellness Center – Larkin	Barbara Johnson	7755

SECURITY

Office Hours	Monday-Friday 10:00 am – 4:00 pm
Office Location.....	300 S 800 E
On Duty Officer Cell.....	435-619-1144
Dispatch	435-634-5000
Office Fax	435-656-4090

(If you need to talk to an officer outside of office hours, call the On Duty Officer cell phone)

Organizational Charts

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