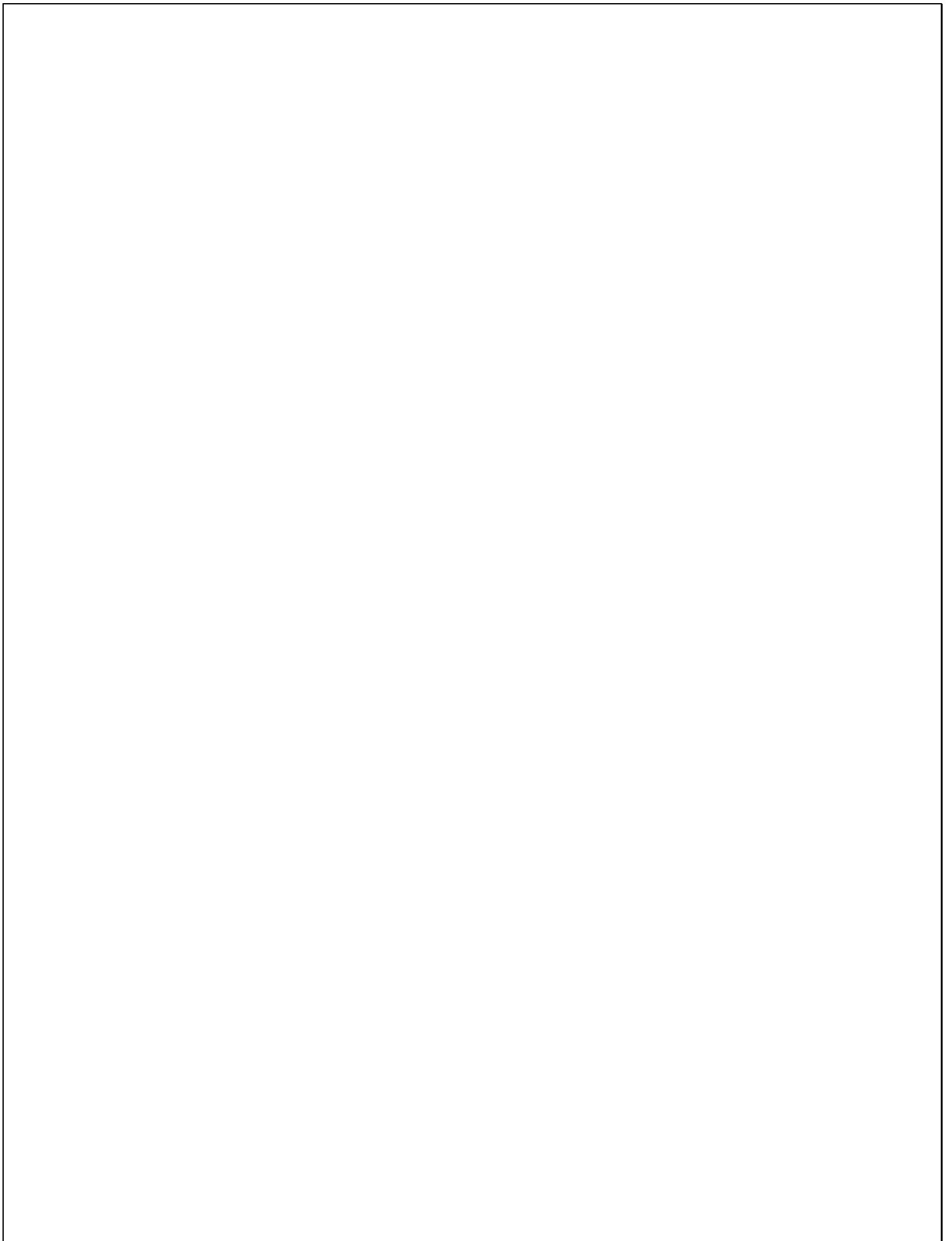




New and Adjunct Faculty Handbook,  
2008-2009

---



DIXIE STATE COLLEGE OF UTAH

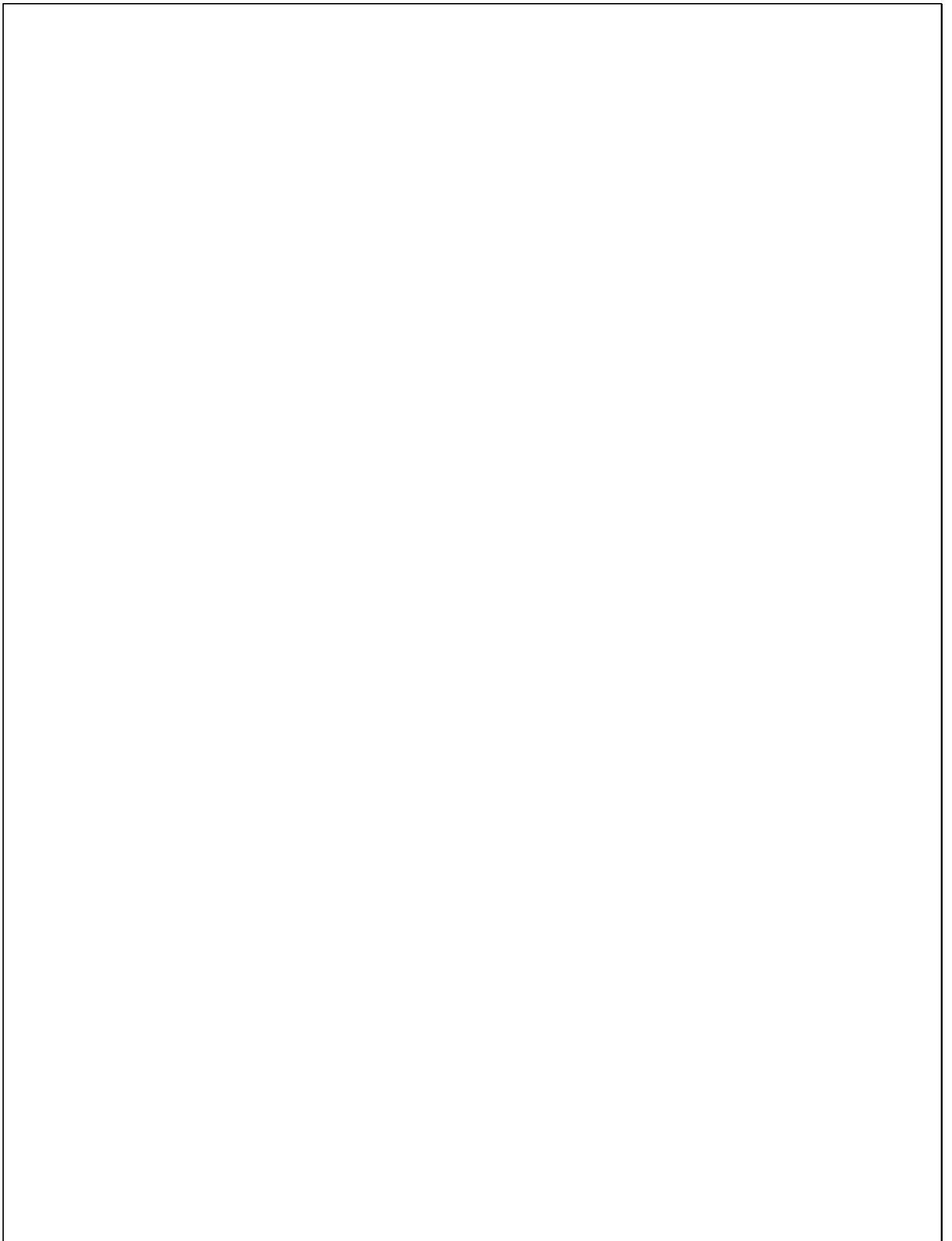
# New and Adjunct Faculty Handbook

---

© Dixie State College of Utah  
225 South 700 East  
Phone 435.652.7500 • Fax 435.656-4001

Dixie State College of Utah is an Equal Opportunity/Affirmative Action Institution.

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.



# Table of Contents

<b>Mission and Goals:</b> .....	<b>1</b>
<b>Learning Objectives for Individual Courses</b> .....	<b>3</b>
<b>INSTRUCTIONAL PROCEDURES</b> .....	<b>3</b>
<b>A Word about Rigor, Standards, and Grade Inflation</b> .....	<b>3</b>
<b>Characteristics of Effective Teaching and Learning</b> .....	<b>5</b>
Command of Subject .....	5
Organization and Clarity .....	5
Instructor/Group Interactions .....	7
Dynamism/Enthusiasm.....	7
<b>Good Teaching: The Top Ten Requirements</b> .....	<b>8</b>
<b>CLASSROOM PROCEDURES</b> .....	<b>10</b>
<b>Absences-Instructor</b> .....	<b>10</b>
<b>Absences-Students</b> .....	<b>10</b>
Administrative Withdrawals.....	10
Retention.....	11
Attendance Policies .....	11
Religious Holidays .....	11
<b>Adding and Dropping Students from Class</b> .....	<b>12</b>
<b>Cheating and Academic Discipline:</b> .....	<b>12</b>
Disruptive Behavior: .....	12
Student Appeals:.....	12
<b>Cancellation of Courses -- "Go/No-Go"</b> .....	<b>13</b>
<b>Students with Disabilities</b> .....	<b>13</b>
<b>Evaluation of Instruction</b> .....	<b>14</b>
Student Opinion of Instruction Surveys: .....	14
Supervisor Classroom Visits: .....	15
<b>Peer Exchanges</b> .....	<b>17</b>

---

<b>Grading Procedures</b> .....	<b>17</b>
The Grade System:.....	18
Incomplete Grades: .....	18
Instructor and Student Incomplete Contract .....	19
Grade Deadlines – Late and Missing Grades:.....	20
Grade Changes:.....	20
Last date of attendance on Grade Rolls: .....	20
<b>Course Syllabus</b> .....	<b>21</b>
Course Syllabus Template: .....	22
<b>First Class Session</b> .....	<b>25</b>
<b>Final Exams</b> .....	<b>25</b>
<b>INSTRUCTIONAL EQUIPMENT SUPPLIES, AND RESOURCES</b> .....	<b>26</b>
Requesting Instructional Supplies:.....	26
Audio-Visual Services: .....	26
Instructional Technology Center:.....	26
Online Services: .....	26
Email Access:.....	27
Bookstore, Textbook-Adoption and Desk Copies: .....	27
Duplication and Copy Machines:.....	27
Library Services:.....	28
<b>GENERAL CAMPUS PROCEDURES</b> .....	<b>28</b>
<b>General Checklist</b> .....	<b>28</b>
Paychecks and Contracts: .....	29
Teaching Load Limits: .....	29
Third Week Enrollment Reports:.....	30
Smoking, Food, and Drink:.....	30
Room and Equipment Changes:.....	30
Mailboxes, Email and the Administrative Computer System (SIS/ Banner):.....	31
Visitors in Classes:.....	31
<b>Parking Procedures</b> .....	<b>31</b>
Where to Park on Campus: .....	31
Obtaining a Parking Permit:.....	33
Abbreviations for Campus Buildings:.....	34
<b>WHO’S WHO AT DIXIE STATE COLLEGE?</b> .....	<b>34</b>
Telephone Directory: .....	34
Organizational Charts: .....	37
<b>PART-TIME FACULTY POLICY</b> .....	<b>38</b>

---

## Mission and Goals:

**D**ixie State College of Utah (DSC) strives to help students to define, shape and achieve educational and life goals. It is dedicated to providing personalized and excellent teaching in a learning environment where all students can become passionate about their individual educational endeavors.

DSC is a publicly supported institution—authorized by the Utah State Board of Regents—with two interdependent tiers. DSC offers associate degrees and certificate programs that meet the needs of students, the community and the state. The College also offers baccalaureate programs in high demand areas and in core or foundational areas consistent with four-year colleges. Dixie State College enhances its campus climate by promoting cultural and demographic diversity, and by inviting students to participate in its open-door, post-secondary educational programs.

### **DSC is committed to quality general education and student success:**

DSC is committed to open enrollment and developing student learning capabilities. Lower-division courses are primarily open admission, while students must meet prerequisites for upper-division courses and programs.

Students will develop the skills and knowledge needed for the next phases in their lives, whether productive employment that contributes to society and economically sustains the student, further education at a transfer or graduate institution, or some other unique and personal aspiration. They will prepare to be life-long learners.

Graduates will be able to think critically, communicate clearly, and solve problems. Through exposure to the breadth of human knowledge and experience, they will investigate and enhance their world views to achieve a global perspective. They will make responsible and meaningful contributions to society, in part through service to others. Graduates will become citizen-scholars.

### **DSC is a community college:**

DSC has an ongoing commitment to its community college role, which includes transfer education, career and technical education, customized training for employers, developmental education, and strong student services.

DSC also contributes to the quality of life and economic development of the community and the state. Local citizens and alumni will enjoy educational, economic, cultural, and recreational opportunities provided by DSC that enhance the community's quality of life. They will feel ownership and pride in the College, sustaining it through donations and promoting it among their associations.

**DSC is a state college:**

DSC offers bachelor's degree programs in selected high demand areas and in core or foundational areas consistent with its mission as a four-year institution. It also partners with other institutions in the Utah System of Higher Education in ensuring that quality graduate programs are available to Washington County residents.

DSC is committed to accountability and creativity in delivering quality higher educational opportunities within its service area. The College will be a cooperative and conscientious partner with other public and higher education institutions, responsibly using public funds to meet the state's needs.

**Dixie State College's goals and values are:**

**Academic Rigor in a Challenging, Supportive Learning Environment**

DSC focuses on quality teaching and learning, and will be resolute in maintaining high academic standards and rigorous expectations for faculty and students. DSC will also nurture student confidence, retention and success by attracting and retaining dedicated employees, and by maintaining small classes, academic freedom and quality service.

**Access and Opportunity**

DSC will invite members of the community with varying preparation for higher education, reaching out to under-represented populations, and meeting individuals' needs with offerings ranging from developmental education to an honors program.

**Diversity**

DSC will promote diversity among its employees and student body to enrich the teaching and learning environment. DSC will provide diverse educational, economic, cultural, and recreational opportunities.

**Workforce and Economic Development**

DSC will cooperate with the local community, region, and state to identify and meet the demands of business and industry. The college will provide leadership and support to economic development.

**Sound Management and Responsible Stewardship**

DSC will be accountable in its stewardship over public resources and students' trust, using state, tuition, and donor resources to promote the College's mission.

## Learning Objectives for Individual Courses

**E**ach course taught at Dixie State College plays a role in the overall mission and goals of the college described above. For example, a business course may play a role in the applied technology education goal. An English course may play a role in the developmental education goal. An art course may play a role in the lower-division education goal.

It is important that each course instructor understand the overall mission of the College and how the particular course fulfills a part of that mission. Your syllabus should include the learning objectives that successful students will achieve when they complete the course you're teaching. For many courses, the department has drafted an official set of learning objectives, which all instructors include in their syllabi. Contact your department chair to find out if the course you're teaching has an official set of learning objectives. In particular, courses that fulfill general education requirements should include certain common learning objectives, which are available from the department chair.

All course syllabi should include a list of learning objectives, the desired outcomes for the courses. If and when you write the learning objectives for your course, keep the following goals in mind. Ask yourself, "What role does this course play in the overall mission of the college?" And ask yourself, "How does the course I'm teaching articulate with the overall mission of the college?"

## Instructional Procedures

### *Dixie State College's Commitment to Quality Instruction*

### A Word about Rigor, Standards, and Grade Inflation

**E**ducation, 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 seek out the easiest, least stressful, and probably 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. Before long, 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.

Dixie State College of Utah is dedicated to high academic standards. Toward that end, the college encourages all teachers to . . .

1. **Maintain high expectations:** As teachers, our approach to our disciplines is college level, and we insist that students produce college level work for college 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, college-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 college with average scores on the ACT test, but with grade point averages that are close to straight-A's. 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 will pressure you to lower your grading standards; however, the college 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. In recent years, the overall grade average at Dixie State College has increased from 2.7 in 1996, to 2.8 in 1998, and nearly 2.9 in 1999. The college enlists your help in avoiding grade inflation.
3. **Insist on an amount of homework and a quality of performance that is college 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 are in 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-college in expectation. Courses that are numbered from 1000 to 1990 are freshman level, appropriate to students in their first year of college. Courses that are numbered from 2000 to 2990 are sophomore level, appropriate to students in their second year of college. And courses numbered 3000 or more are upper-division, appropriate to students in their third or fourth year of college. The homework you assign should be appropriate to the level of the course you teach.
4. **Follow the campus procedures for placement scores and prerequisites:** Many courses have prerequisites. Prerequisites and corequisites can only be overridden by department chairs or deans. Faculty signatures on an Add Card will only override a closed class. Your signature will also be required when students are attempting to register for your class after the 3rd day of the semester. As the online system (<http://www.dixie.edu/reg/fac.html>) 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. Rather than using an Add Card, you may also use this system to give your approval to add your "closed" class or to register after the 3rd day. Please also note that students may drop your classes without your signature through the end of the fifth week of classes, and may completely withdraw through the 12th week of the regular semester. For additional details, see Registration Policy 5.3 at <http://www.dixie.edu/humanres/pol.html>.

## Characteristics of Effective Teaching and Learning

Our mission statement avows that "Dixie State College of Utah 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.)
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, 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 media such as overhead transparencies, diagrams, or models if appropriate to the topics.)
8. Uses demonstrations effectively. (The demonstration clarifies the topic and show parts, procedures, and/or essential steps. The demonstration can be seen by students. The instructor explains each part of step during the demonstration.)
9. 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.)
10. 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.)
11. 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. Maintains focus of class on topic.)

12. Uses a variety of media where applicable. (Media includes chalkboards, handouts, overhead transparencies, models, filmstrips, videotapes, etc. The media helps to explain or clarify the topics by supplementing what the instructor is saying or doing.)
13. 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 expectation such as length or format.)

### Instructor/Group 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 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, and the development of research and communication skills. Acquaints students with leaders and achievers in the specific discipline.)
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

*(This article is reprinted by permission from The Teaching Professor, Volume 12, Number 6, June/July 1998, a monthly newsletter published by Magna Publications which owns the sole copyright. For further information or subscriptions, contact 2718 Dryden Drive, Madison, WI 53704 or [custserv@magnapubs.com](mailto:custserv@magnapubs.com).)*

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.

# Classroom Procedures

## Absences-Instructor

**W**hen an instructor will be absent from any class, the department chair must be contacted and receive a completed Absence from Class Form located at <http://www.dixie.edu/humanres/form>, in order to arrange for a substitute. The instructor may recommend a replacement and must be sure information on class content is available to the department chair.

If you cannot reach your department chair or center director, call the office of the Dean of Arts & Letters at 652-7651, or the Dean of Business at 652-7887 or the Dean of Science and Allied Health at 879-4801 or the Director of the Hurricane Center at 652-7598.

**Instructors may not cancel classes.** Even if the instructors cannot be present, they should make every effort to provide some meaningful learning activity or teaching substitute. Many full-time 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/polfac.html>.)

## Absences-Students

### Administrative Withdrawals

**S**tudents who fail to attend the first scheduled class meeting or to contact the instructor regarding absence prior to the first scheduled class meeting may be withdrawn by the instructor to allow enrollment by other students. Likewise, if a student fails to attend class at all during the first week or two, it is the instructor's responsibility to fill out an administrative withdrawal card and have the student officially removed from the class rolls **before the end of the third week of the term**. If a student attends class even once in the first week or two of the term, instructors should not administratively withdraw the student, even if he or she never attends class again. (See **Administrative Withdrawal Policy, 5.44** available at <http://www.dixie.edu/humanres/pol.html>.)

In other words:

- The instructor **MAY** withdraw a student from class if the student fails to attend the first class meeting.
- The instructor **SHOULD** withdraw a student from class if the student fails to attend any class during the first week or two of the term. 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/pol.html>) especially section 3.3 on student "No-Show" procedures.)

- The instructor **MAY NOT** withdraw a student from class if the student has attended any class session during the first week or two of class.

To administratively withdraw students from a class, instructors should --

1. Be sure to check attendance during the first three weeks of the term. Note that any student who attends a class even once may not be administratively withdrawn.
2. Verify that the student has never attended class. (Remember, that instructors may, if they so desire, administratively withdraw students after the first class session. Also remember that, although it is the students' responsibility to maintain their class enrollments, instructors should administratively withdraw non-attending students during the first three weeks of the term.)
3. Contact the Admissions and Records Office (extension 7707) and ask that the student be withdrawn. Note that there are several ways to contact the Admissions and Records Office. Instructors may fill out an "administrative withdrawal form" (available at the Admissions and Records Office) and send it via campus mail to Joann Smith, or simply send Joann an e-mail ([smith@dixie.edu](mailto:smith@dixie.edu)) with the student and course information. Also, you may ask the department secretary to expedite the administrative withdrawal.

## Retention

Attendance is critical for student success, and students who disappear from your class may suffer from other issues that, if not addressed, will lead to the student's failure and withdrawal from college. Therefore, if a student "crashes and burns" in your class, missing three or more class sessions, the Advisement Center will contact that student and offer support aimed at retaining the student in college and restoring the student's academic standing in your class. In this process, the Advisement Center is sensitive to academic issues and your role as faculty member. When students miss your class for several consecutive sessions, you are encouraged to notify the Advisement Office, (652-7690).

## Attendance Policies

At the beginning of each term, the faculty member will provide students with written attendance requirements as part of the course syllabus. When attendance is a mandatory part of the course requirements, it is the student's responsibility to consult with the faculty member regarding institutional excused absences, i.e., ball games, forums, student activities, etc. It is the instructor's prerogative whether or not to excuse students for school-related activities. (See the **policy 5-23 Attendance**, available at <http://www.dixie.edu/humanres/pol.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 College. Absences for major religious

holidays shall not count against 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.

## Adding and Dropping Students from Class

**D**uring the first three days of classes, students can add and drop your class either online or at the registrars office. After the third day, students may only add with your approval. You can approve either by signing an Add Card or online at <http://www.dixie.edu/reg/fac.html>. Students may drop without your approval through the fifth week of the regular semester, and may completely withdraw through the end of the 12th week. For the complete registration policy, see <http://www.dixie.edu/humanres/pol.html>.

## Cheating and Academic Discipline:

**S**tudents 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 College including but not limited to plagiarism on written assignments, submitting other person's work as one's own, and cheating on exams or quizzes (see **Academic Discipline Policy, 3.34**, available at <http://www.dixie.edu/humanres/pol.html>). Teachers at Dixie State College may discipline students who are academically dishonest by:

- Giving a failing grade on the specific assignment where dishonesty occurred.
- Failing the student in the entire course.
- Immediately dismissing and removing the student from the course.
- Referring the student to Student Affairs, a committee which may reprimand, place on probation, suspend, and/or expel the student.

## Disruptive Behavior:

Teachers at Dixie State College 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.

## Student Appeals:

Students who believe themselves wrongfully disciplined may appeal those disciplinary actions through a standard grievance procedure. 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 the **college catalog**, or **Policy 5.35, Student Appeal and Grievance Procedure** (available at <http://www.dixie.edu/humanres/pol.html>) for the student grievance procedure.

## Cancellation of Courses -- "Go/No-Go"

**T**he 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 is given to that full-time faculty. The part-time faculty's teaching assignment for that class will be canceled.

## Students with Disabilities

**I**t is important for all faculty to recognize the needs of students with disabilities so that the students can participate in the educational process without discrimination based on their disability. Federal law guarantees the civil rights of individuals with disabilities and prohibits discrimination. When students with disabilities request reasonable accommodations they must provide appropriate professional documentation that is current and provides a diagnosis and the need for accommodations based on the functional limitations of the student. This documentation is collected and managed **only** by the Disability Resource Center (DRC). Faculty need to refer any student requesting accommodation to the DRC. Disability issues are to be treated with complete confidentiality and should be held in strictest confidence.

The most appropriate way to assure that a student with disabilities receives reasonable accommodation is to place a statement on your syllabus and to discuss how a student would qualify for accommodations in class at the beginning of the semester.

**Syllabus statement:** Please include the following statement in all course syllabi:

If you are a student with a physical or mental impairment and would like to request accommodations, please contact the Disability Resource Center (652-7516) in Room 201 of the Student Services Center. The Disability Resource Center will determine your eligibility for services based upon complete professional documentation. If you are deemed eligible, the Disability Resource Center will further evaluate the effectiveness of your accommodation requests and will authorize reasonable accommodations that are appropriate for your disability.

If you have any questions please concerning students with disabilities contact Shirley Watts at the Disability Resource Center. Phone: 652-7516 or e-mail: [swatts@dixie.edu](mailto:swatts@dixie.edu)

## Evaluation of Instruction

All faculty are evaluated by means of student surveys and supervisor observation. Additionally, full-time faculty members submit yearly self-evaluations to their deans and arrange peer exchanges on the time table contained within the current evaluation policy. A course evaluation policy (**Policy 3.8**, available at <http://www.dixie.edu/humanres/pol.html>) describes in detail the process to be used, the proper use of data, and the roles played by evaluators and instructors.

### Student Opinion of Instruction Surveys:

Surveys are administered about halfway through the course. The surveys are designed to assist the College and the instructor by showing where the instructor is doing a good job and where the instructor could improve. Someone other than the instructor will administer the survey and ask students to give honest responses. Instructors should allow about ten or fifteen minutes for the surveys, and instructors should leave the room while students fill out the survey. There will be detailed instructions accompanying the student evaluations on how to administer an evaluation. The classroom evaluator, i.e., Department Chairs/Division Deans will review the responses and then share them with the instructor. Below is a copy of the most current version of the survey questions:

#### Student Survey of Faculty Instruction

In order to identify the course, you should darken the following numbers in the spaces to the right [space provided for the course call number from SIS]:

In the spaces below, please mark your responses in pencil in the Scantron column on the right. 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) Sophomore + (4) 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 College of Utah 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 will also be evaluated by the Department Chair, a full-time faculty member, division Associate Dean and/or the Dean of the appropriate school. 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. The instructor will then sign and return the evaluation form. Additional classroom visits may be performed at the discretion of the Department Chair and Division Dean. The instructor will be notified of the visit in advance. The following is the most 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. You will select a different peer for each year during a five year rotation. You and the peer will arrange a classroom visit, and set a time to discuss the review. After you both sign the review form, send a copy to your division dean. A copy of the form is available at the following web site: <http://www.dixie.edu/humanres/forms.html>.

## Grading Procedures

**D**esigning a wise grading system for your courses: Almost no process requires more wisdom than assigning grades to students. In doing so, you certify their achievement, and you establish a comparative index that will be used by employers, the government, universities and other institutions in making decisions that have long-lasting consequence in students' lives. When you give grades, you are obligated to adhere to standards of fairness and impartiality. Grading is at the same time your best way to motivate students, and your greatest cause of tension with them.

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

**Communicating your grading system to students:** Because students are so anxious and apprehensive about grades, it is very important that you design a good grading system and that you communicate that system to students in some detail, so that at the very beginning of your course, your students understand "the rules." Their apprehension and trepidation about grades may cause them to call into question any of your grading practices and policies, and your syllabus functions contractually, establishing your methods and regulations and vindicating you if there should be any grievance.

**Timeliness of Evaluation:** Students generally perform better when the evaluation occurs soon after the graded exercise is completed. Instructors should make reasonable efforts to provide timely feedback. Instructors should also ensure that students understand how the grades are calculated and that they can assess their progress to date in the course.

**Student Grievances:** Students may call into question your grading practices or appeal the final grade in a class. The student should attempt to resolve these questions directly with you. After consultation with you, the student may formally continue the appeal through a written appeal process to the Dean's office within a designated time. (Refer to policy 5.35)

## The Grade System:

The current grade system consists of the following options:

Letter	Description	Point Value
• A	Excellent	4.0
• A-	Excellent	3.7
• B+	Above Average	3.4
• B	Above Average	3.0
• B-	Above Average	2.7
• C+	Average	2.4
• C	Average	2.0
• C-	Below Average	1.7
• D+	Below Average	1.4
• D	Below Average	1.0
• D-	Below Average	0.0
• F	Failure	0.0
• I	Incomplete**	0.0
• P*	Passing (does not affect GPA)	0.0
• AU	Audit (does not affect GPA)	0.0
• WF	Withdraw Failing	0.0
• W	Withdrawal	

\*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."

\*\* Incompletes are only given for serious reasons, such as medical problems.

### 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 . . . they often lead to grief . . . and give them only when students are lacking some component that can be completed outside of class, a paper or a project for example.

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 re-register for the course.
2. The student does not re-register for the class. 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 the "Repeat Courses" in the **Student Records Policy**, 5.14, section 7, available at <http://www.dixie.edu/humanres/pol.html>).

3. The incomplete coursework cannot 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.
4. Incomplete work must be completed with 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 negotiate a "contract." This contract should indicate the work to be completed, the deadline for the work, and should be signed by both the teacher and the student and filed in the teacher's office.

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. Instructors should download the blank contract form from the web (under the Human Resource/Forms directory at <http://www.dixie.edu/humanres/forms.html>). When completed, a copy of this form should be submitted with the final grades to the Registrar's Office. Additionally, because the instructor may not be on campus when the student completes the specified work, a copy should also be filed in the division dean's office.

One final word: If you have not finished grades 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 your course. (For more details, see Student Records Policy, 5.14, section 6, available at <http://www.dixie.edu/humanres/pol.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 over the course. 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 Registrars 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 Registrars 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: \_\_\_\_\_

#### Grade Deadlines – Late and Missing Grades:

All grades must be completed and submitted to the Admissions and Records office within 48 hours after the last final exam period. It is vital that you observe this deadline since all sorts of processes rely on timely grades, including financial aid, registration for subsequent terms, placement in skill courses, etc. If your 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, and they will track down your grades. The deadline, obviously, is difficult; however, essential processes rely on it.

#### 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, or when a grievance has found the grade to be inappropriate. Grade changes for other purposes are not permitted. The instructor must submit an official Grade Change Card with the instructor's signature to the Registrar's Office. No grade will be changed for any purpose after a period of four years.

#### Last date of attendance on Grade Rolls:

For purposes of accountability as it relates to federal funding, instructors are required to record the last date of attendance of any student who receives a failing grade in a class. When instructors record a failing grade, they must also write on the grade roll the last date that the student attended class. For this reason, it is a good idea to keep an attendance record.

## Course Syllabus

**T**he course outline is your tool for structuring the content of your course. Specific, detailed objectives are to be on file for each course. Consult with your 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 your goals and objectives for the course. It is the skeleton for developing your course syllabus (overview) and for developing your student activities and assignments.

Please make an extra copy of your course syllabus and send it to the dean's office so that a copy of your schedule and class policies is on file.

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

### **Course Information**

- Course title and description as approved by Dixie State College of Utah
- Required prerequisites. See if students have them.
- Class section number.
- Class location.
- Class beginning and ending dates and times.
- Textbook(s) title and author.

### **Instructional Information**

- Name
- Office hours
- How students may contact you outside class time (e.g., telephone number, address, office location, email).

### **Course Objectives Indicating What Students Should be Able to Do and What They Should Know as a Result of Taking the Class.**

Note that it is vital to include course objectives and learning outcomes in all course syllabi. The academic department of 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.

As you write these objectives, note that course objectives should "articulate" with the mission and goals of the college. You should answer the question, "What part does my course play in the overall goals of the college?" (See the college's **mission and goals**, page 1.) If your course fulfills a general education requirement, what are the general education goals that your course seeks to achieve? For general education courses, your syllabus should include the common learning objectives that faculty have approved, which are available from department chairs. If your course is a part of an applied degree program, what are the applied technology goals that your course seeks to achieve?

**A Clear Statement of Your Attendance Policy.** (See **Absences-Students**, page 10)

**A Clear Statement of Your Grading Policy.** (See **Cheating and Academic Discipline**, page 12)

**A Clear Statement of Your Plagiarism Policy.** (See *Grade System*, page 18)

**The College's statement on the Disability Resource Center.** (See *Students with Disabilities*; page 13) Each syllabus should include the following text:

“If you are a student with a medical, psychological, or learning disability or think you might have a disability and would like accommodations, contact the Disability Resource Center (652-7516) in the Student Services Center. The Disability Resource Center will determine eligibility of the student requesting special services and determine the appropriate accommodations related to your disability.”

**A Class Term Schedule.** This may be set up as a table as shown below. (Example):

<u>Date or Week</u>	<u>Topic/Assignment</u>	<u>Class Preparation</u>	<u>Due Date</u>
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

**A List of Student Resources.**

This may include bibliographies of additional reading, supplemental texts and periodicals, library information, research books, etc.

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 copy must be filed with your department chair.

Course Syllabus Template:

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



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.

- 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, late work's grades will be reduced by ten percent. You may hand in papers and assignments (not quizzes or preparation checks) early without a penalty.
- All written work must be typed (probably on a word processor).
- 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 college policy.

**Students with Disabilities:** If you are a student with a medical, psychological, or learning disability or think you might have a disability and would like accommodations, contact the Disability Resource Center (652-7516) in the Student Services Center. The Disability Resource Center is the designated office on campus to evaluate disability documentation and to determine eligibility and implement reasonable accommodations for students enrolled at DSC.

**Class Schedule:**

Date . . . Lectures, Readings, Assignments:

Week One

- Monday:
- Wednesday:
- Friday:

Week Two

- Monday:
- Wednesday:
- Friday:

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.

Each teacher 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.
- teachers may not charge a late fee for course exams.

A policy against cheating, (Policy 3.34 is in place, available at <http://www.dixie.edu/humanres/pol.html>. You may want to summarize it in your syllabus.

See "Students with Disabilities," page 13.

In some detailed way, you should list the scheduled readings, due dates, assignments, and lecture topics for the entire term.

## First Class Session

**B**e prepared to give students an entire session on the first day of classes. It is expected that you will 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, see if 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.

## Final Exams

**D**o **Not Cancel Final Exams:** You should conduct some activity during the regularly scheduled final exam period, even if you're not giving a formal exam, and even if you are administering the final exam in the Testing Center. 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. Some class-related activity must occur during the final exam period of all classes.

**Final Exam Schedule:** Each term's class schedule contains a final exam schedule in the first few pages. For most day-time classes, a two-hour final examination period is scheduled during a four or five "finals period." This two-hour block of time may not be the same time or day as the regular class meeting. Instructors of daytime classes may find the final exam schedule in the first few pages of the class schedule (available from department chairs, department secretaries, or the deans).

For all night classes, the final examination times are listed in the semester schedule book.

**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 of a rescheduled exam, policy stipulates that students must receive the approval of the division dean 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/pol.html>.)

# Instructional Equipment Supplies, and Resources

## Requesting Instructional Supplies:

All requests for supplies must be processed through your 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 you purchase supplies from the bookstore, or before you make a purchase requisition from an off-campus source, you should 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 video-tape recorders, as well as a variety of computer-generated audio-visual devices. Instructional videos can be obtained for classroom viewing by arrangement with the Dixie State College of Utah Library at 652-7714. You should anticipate your 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 before leaving the classroom. Instructors should not leave equipment out, available for thieves. There have been several incidents of theft in recent years.

## Instructional Technology Center:

Dixie State College offers its faculty and staff the services of a fully equipped Instructional Technology Center. Located in room 201 of the Browning Library, this center offers both high-end instructional media equipment (computers, scanners, digital cameras, etc.) and training in how to use that equipment. Dixie State College faculty uses the center to assist in creating online course materials, presentation graphics, and stand-alone Web based or CD ROM instructional support applications. If you need assistance, call Josh Stanley at 652-7863.

## Online Services:

DSC offers the faculty the use of WebCT Vista an online course management tool. This online tool enables the efficient delivery of high quality online education. With a complete set of easy-to-use teaching and learning tools for course development, course delivery, and course management. WebCT Vista can be used with traditional face-to-face courses as a supplement to the course, or used in a full online course environment. WebCT Vista's key features are a Quizzes/Survey tool that offers immediate automatic grading, a Discussion board, an Assignment Tool and My Grades which

allows students to monitor their progress in the class. Contact the Instructional Technology Center (extension 7950) to be trained and to setup a course with WebCT Vista.

IT Support Services also makes available web space for faculty members to create a course or program website. Training is available through the Instructional Technology Center (extension 7950); also web access and space can be obtained through the System Administrator (extension 7930). Faculty/Adjunct Faculty members can access free internet service from their home computers using DSC dial-up access.

#### Email Access:

Your department secretary will request a campus email account for you. Once it is created, you can reset your password.

#### Bookstore, Textbook-Adoption and Desk Copies:

Textbooks, supplemental reading material and supplies are available at the bookstore for all classes. During the college 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.

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, you should check with the department chair. Faculty members are encouraged to comment on the most appropriate textbooks for their courses.

You may secure approval for the loan of a desk copy of an officially adopted textbook for use in your class from the appropriate dean or chair. Faculty members must order replacement desk copies from the publisher involved and present this unused textbook to the bookstore before the end of the term. Many times the faculty member will need to follow-up with the publisher to ensure that they furnish a replacement copy to him or her. The bookstore will furnish you with Faculty Desk Copy Request Form to be sent to the publisher. More information available at [www.bookstore.dixie.edu](http://www.bookstore.dixie.edu)

#### Duplication and Copy Machines:

Copy machines are located throughout the college. Access is available through the use of a personal code (assigned from the office of your department). The Library and Student Center also have copy machines. Instructors requiring large duplication orders should make arrangements with the secretary well in advance of the time they need them.

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 College is developing several on-line resources that can be used to supplement or replace printed materials.

If you are copying copyrighted material, you should obtain the official permission from the publisher in order to copy the material. Copyright violations are a serious infraction of intellectual

property rights. Your division secretary should have information about how to obtain copyright permission to duplicate.

Library Services:

The Library staff can assist you with setting up library tours, database training for your students, reserve books, and inter-library loan. Contact them at 652-7714.

## General Campus Procedures

### General Checklist

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

1. **ID Card/ Library and Activity Card:** You can get this card at the Registration window on the second floor of the Whitehead Student Services Building. The card must be encoded at the information desk of the Gardner Building if it is to be used in the library, food court or fitness center. This card will provide access to many campus activities (ball games, concerts, plays, etc.) for you and a guest and allow you 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, their spouses and dependent children do not pay tuition at Dixie State College of Utah. Adjunct faculty may take up to three credits during any term they teach; however, this tuition waiver applies only to the adjunct him- or 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 the Maintenance Department, and you can pick the finished keys up from the secretary in the Maintenance Building (just east of the McDonald Building). Keys must be returned to maintenance when you permanently end your employment at Dixie State College.
5. **Bookstore:** Full-time college employees get a ten-percent discount on many items at the bookstore, on the second floor of the Gardner Building. Also, with the approval of your department chair, you may purchase instructional supplies on the department accounts at the bookstore.

6. **Telephone Switchboard:** The Dixie State College of Utah 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.
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. All paychecks will be distributed through the appropriate department secretary.

The standard faculty workload is thirty workload factors per academic year. If they choose to do so, and if demand for instruction justifies it, full-time faculty may teach "overload" courses, which is instruction above the thirty factor annual load. Full-time faculty will be paid on a course-by-course basis for this instruction. Overload paychecks are usually distributed three times per term. Adjunct faculty receive paychecks on the same schedule that full-time faculty receive overload checks, usually three times per term.

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 workload, the assignment may be given to the contracted faculty member. The division dean 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 college workload policy, please refer to the Division Dean or Department Chair.

### Third Week Enrollment Reports:

Dixie State College of Utah 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 college must determine with great accuracy the number of students who have enrolled and are actively attending classes as of this date. Your 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 your class before the third week (see **Absences – Students** on page 10)

### Smoking, Food, and Drink:

The College 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 people from eating and drinking in classes, especially in carpeted areas.

The use of alcoholic beverages is prohibited on campus at all times.

The use of smokeless tobacco is also prohibited for students, faculty, and staff.

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 College owned vehicle.

The United States Surgeon General, in his 1986 report, writes that "the Health Effects of Involuntary Smoking," concluded that (1) Involuntary smoking is a cause of disease, including lung cancer, in healthy nonsmokers; and (2) the simple separation of smokers and nonsmokers within the same air space may reduce, but does not eliminate, the exposure of nonsmokers to environmental tobacco smoke.

### Room and Equipment Changes:

Room changes can be made only through the appropriate dean of the division. 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 on your own—even for one day/night. You or a student may be needed and we must have a record of your class location. For the smooth operation of general campus scheduling, it is vital that room changes be coordinated through the deans' offices.

If your class activity involves going to the Tutoring Center or the Library for part of the class period, leave a note on the chalkboard 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 division dean.

#### Mailboxes, Email and the Administrative Computer System (Banner):

Mailboxes are provided for faculty. Check with your department chair for location. Please do your part in keeping communications flowing; check your mailbox weekly. Email accounts are available for full- and part-time faculty. To set up your email account, contact Chris Mosteller at 652-7920.

The College maintains a very large computer database, the Administrative Computer System that contains admission information, grades, addresses, class lists, as well as a huge body of other financial and academic data. The Administrative Computer System provides accounts for faculty on an as needed basis. Most full-time faculty have direct access to some parts of this database. Access to BANNER allows faculty to look up current class lists and other information. To get access to this database, faculty must have a short training session and receive a password. Full-time or adjunct faculty who do not have access may receive appropriate current information (class lists, etc.) from the department secretary. Full-time faculty should contact Rob Snow at 652-7620 to request an account.

#### 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/pol.html>.)

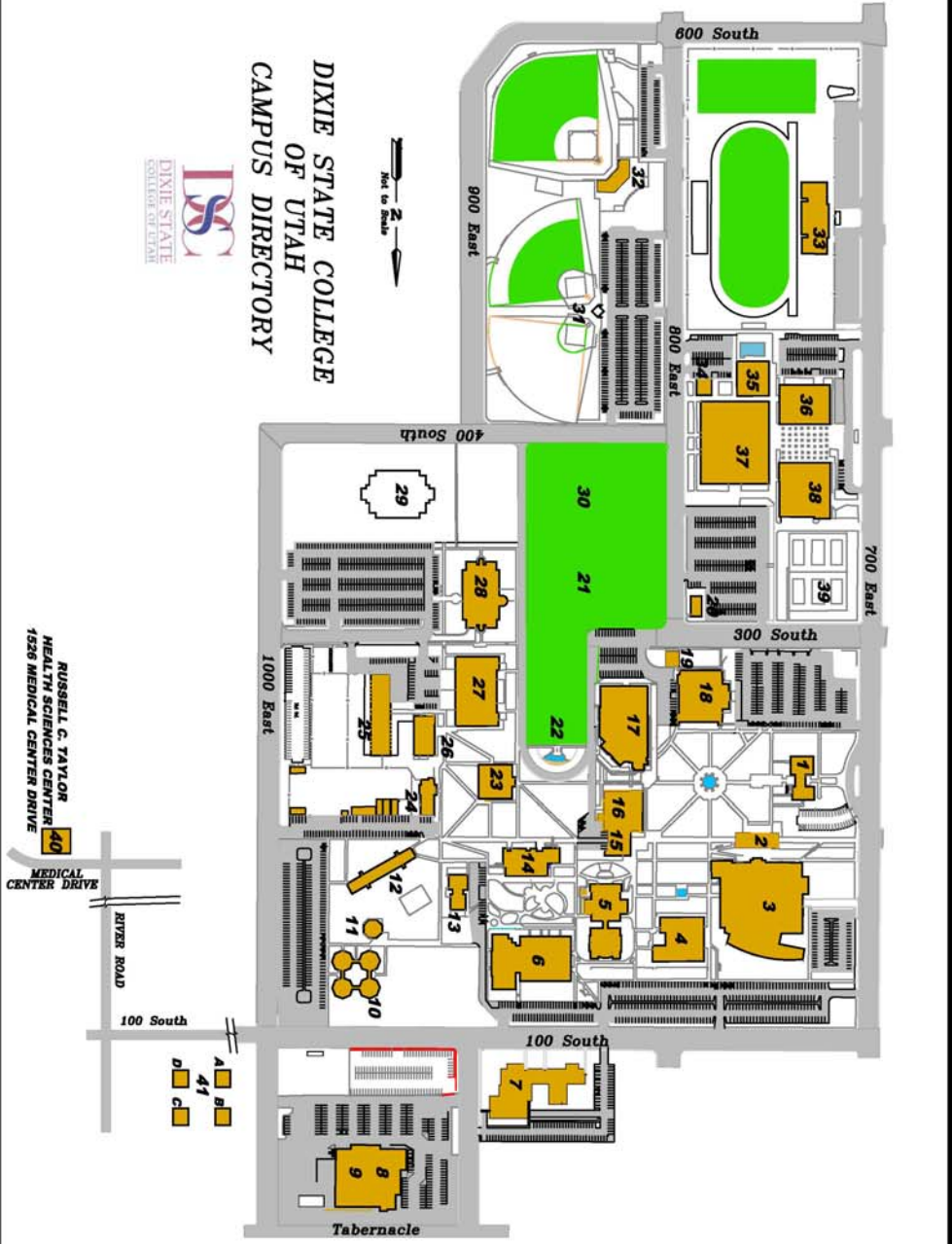
## Parking Procedures

#### Where to Park on Campus:

**A**ll 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.

See the following map:

# DIXIE STATE COLLEGE OF UTAH CAMPUS DIRECTORY



RUSSELL C. TAYLOR  
HEALTH SCIENCES CENTER  
1526 MEDICAL CENTER DRIVE

MEDICAL CENTER DRIVE  
RIVER ROAD

100 South  
A  
B  
C  
D  
41

- 28 AUTOMOTIVE (A17)
- 29 BELL TOWNS COARTS (T20)
- 30 BROWNS LEARNING CENTER (B20)
- 31 BUILDING MAINTENANCE SHOP
- 32 TESTING CENTER
- 33 BUILDING MAINTENANCE SHOP
- 34 BOWLING CENTER (B20)
- 35 CAMPUS SERVICES
- 36 COOPER GILMOUR SOFTWARE CENTER
- 37 COX AUDITORIUM (COX) CENTER - NORTH PLAZA
- 38 COX AUDITORIUM (COX) CENTER - SOUTH PLAZA
- 39 EGGLE'S FITNESS CENTER (F17)
- 40 EVELYN S. WHITEHEAD STUDENT SERVICE CENTER (SSC)
- 41 BUSINESS SERVICES
- 1288 MEDICAL CENTER DRIVE
- 1291 E. 100 S.
- 1292 S. 100 S.
- 1293 S. 100 S.
- 1294 S. 100 S.
- 1295 S. 100 S.
- 1296 S. 100 S.
- 1297 S. 100 S.
- 1298 S. 100 S.
- 1299 S. 100 S.
- 1300 S. 100 S.
- 1301 S. 100 S.
- 1302 S. 100 S.
- 1303 S. 100 S.
- 1304 S. 100 S.
- 1305 S. 100 S.
- 1306 S. 100 S.
- 1307 S. 100 S.
- 1308 S. 100 S.
- 1309 S. 100 S.
- 1310 S. 100 S.
- 1311 S. 100 S.
- 1312 S. 100 S.
- 1313 S. 100 S.
- 1314 S. 100 S.
- 1315 S. 100 S.
- 1316 S. 100 S.
- 1317 S. 100 S.
- 1318 S. 100 S.
- 1319 S. 100 S.
- 1320 S. 100 S.
- 1321 S. 100 S.
- 1322 S. 100 S.
- 1323 S. 100 S.
- 1324 S. 100 S.
- 1325 S. 100 S.
- 1326 S. 100 S.
- 1327 S. 100 S.
- 1328 S. 100 S.
- 1329 S. 100 S.
- 1330 S. 100 S.
- 1331 S. 100 S.
- 1332 S. 100 S.
- 1333 S. 100 S.
- 1334 S. 100 S.
- 1335 S. 100 S.
- 1336 S. 100 S.
- 1337 S. 100 S.
- 1338 S. 100 S.
- 1339 S. 100 S.
- 1340 S. 100 S.
- 1341 S. 100 S.
- 1342 S. 100 S.
- 1343 S. 100 S.
- 1344 S. 100 S.
- 1345 S. 100 S.
- 1346 S. 100 S.
- 1347 S. 100 S.
- 1348 S. 100 S.
- 1349 S. 100 S.
- 1350 S. 100 S.
- 1351 S. 100 S.
- 1352 S. 100 S.
- 1353 S. 100 S.
- 1354 S. 100 S.
- 1355 S. 100 S.
- 1356 S. 100 S.
- 1357 S. 100 S.
- 1358 S. 100 S.
- 1359 S. 100 S.
- 1360 S. 100 S.
- 1361 S. 100 S.
- 1362 S. 100 S.
- 1363 S. 100 S.
- 1364 S. 100 S.
- 1365 S. 100 S.
- 1366 S. 100 S.
- 1367 S. 100 S.
- 1368 S. 100 S.
- 1369 S. 100 S.
- 1370 S. 100 S.
- 1371 S. 100 S.
- 1372 S. 100 S.
- 1373 S. 100 S.
- 1374 S. 100 S.
- 1375 S. 100 S.
- 1376 S. 100 S.
- 1377 S. 100 S.
- 1378 S. 100 S.
- 1379 S. 100 S.
- 1380 S. 100 S.
- 1381 S. 100 S.
- 1382 S. 100 S.
- 1383 S. 100 S.
- 1384 S. 100 S.
- 1385 S. 100 S.
- 1386 S. 100 S.
- 1387 S. 100 S.
- 1388 S. 100 S.
- 1389 S. 100 S.
- 1390 S. 100 S.
- 1391 S. 100 S.
- 1392 S. 100 S.
- 1393 S. 100 S.
- 1394 S. 100 S.
- 1395 S. 100 S.
- 1396 S. 100 S.
- 1397 S. 100 S.
- 1398 S. 100 S.
- 1399 S. 100 S.
- 1400 S. 100 S.
- 1401 S. 100 S.
- 1402 S. 100 S.
- 1403 S. 100 S.
- 1404 S. 100 S.
- 1405 S. 100 S.
- 1406 S. 100 S.
- 1407 S. 100 S.
- 1408 S. 100 S.
- 1409 S. 100 S.
- 1410 S. 100 S.
- 1411 S. 100 S.
- 1412 S. 100 S.
- 1413 S. 100 S.
- 1414 S. 100 S.
- 1415 S. 100 S.
- 1416 S. 100 S.
- 1417 S. 100 S.
- 1418 S. 100 S.
- 1419 S. 100 S.
- 1420 S. 100 S.
- 1421 S. 100 S.
- 1422 S. 100 S.
- 1423 S. 100 S.
- 1424 S. 100 S.
- 1425 S. 100 S.
- 1426 S. 100 S.
- 1427 S. 100 S.
- 1428 S. 100 S.
- 1429 S. 100 S.
- 1430 S. 100 S.
- 1431 S. 100 S.
- 1432 S. 100 S.
- 1433 S. 100 S.
- 1434 S. 100 S.
- 1435 S. 100 S.
- 1436 S. 100 S.
- 1437 S. 100 S.
- 1438 S. 100 S.
- 1439 S. 100 S.
- 1440 S. 100 S.
- 1441 S. 100 S.
- 1442 S. 100 S.
- 1443 S. 100 S.
- 1444 S. 100 S.
- 1445 S. 100 S.
- 1446 S. 100 S.
- 1447 S. 100 S.
- 1448 S. 100 S.
- 1449 S. 100 S.
- 1450 S. 100 S.
- 1451 S. 100 S.
- 1452 S. 100 S.
- 1453 S. 100 S.
- 1454 S. 100 S.
- 1455 S. 100 S.
- 1456 S. 100 S.
- 1457 S. 100 S.
- 1458 S. 100 S.
- 1459 S. 100 S.
- 1460 S. 100 S.
- 1461 S. 100 S.
- 1462 S. 100 S.
- 1463 S. 100 S.
- 1464 S. 100 S.
- 1465 S. 100 S.
- 1466 S. 100 S.
- 1467 S. 100 S.
- 1468 S. 100 S.
- 1469 S. 100 S.
- 1470 S. 100 S.
- 1471 S. 100 S.
- 1472 S. 100 S.
- 1473 S. 100 S.
- 1474 S. 100 S.
- 1475 S. 100 S.
- 1476 S. 100 S.
- 1477 S. 100 S.
- 1478 S. 100 S.
- 1479 S. 100 S.
- 1480 S. 100 S.
- 1481 S. 100 S.
- 1482 S. 100 S.
- 1483 S. 100 S.
- 1484 S. 100 S.
- 1485 S. 100 S.
- 1486 S. 100 S.
- 1487 S. 100 S.
- 1488 S. 100 S.
- 1489 S. 100 S.
- 1490 S. 100 S.
- 1491 S. 100 S.
- 1492 S. 100 S.
- 1493 S. 100 S.
- 1494 S. 100 S.
- 1495 S. 100 S.
- 1496 S. 100 S.
- 1497 S. 100 S.
- 1498 S. 100 S.
- 1499 S. 100 S.
- 1500 S. 100 S.

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 (#18). This lot has some spaces reserved till 5:00 and till 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 Graff Fine Arts Center (building #2 on map). This lot has spaces reserved till 5:00 PM. Park here if you work in the Graff Fine Arts Center.
- Lots "C, D, and E," along the north end of the campus, extending from the Science Building (building #6 on map) to the Education and Family Studies Building (#4). This lot has spaces reserved till 5:00 and till 11:00 PM. Park here if you work in Education & Family Studies, the Library, or the Science Building.
- Lot "H," just south of Shilo Dorms (building #12 on map), extending to the east from the Maintenance Building (#24). This lot has spaces reserved till 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 #27 on map), the Technology Building (#26), and the Auto Shop (#25). This lot has spaces reserved till 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 #28 on map). This lot has spaces reserved till 5:00 PM. Park here if you work in the Udvar-Hazy Building.

Obtaining a Parking Permit:

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

1. Pay parking fees at the Cashier's Office (second floor of the Whitehead Student Services Building, just north of the Gardner Building). Fees are \$20.00 for each car.
2. Bring the completed form and the receipt from the Cashier's Office to the Information Booth (located in the Gardner Building on the first floor).
3. At the Information Booth, you will fill out parking forms for each automobile. Note that you will need to provide your automobile's license plate number, so be sure to bring that information.
4. The Information Booth will give you a decal for each automobile. Place the decal in your car's window.

### Abbreviations for Campus Buildings:

ADMIN	Administration Building
AUT	Automotive Lab
BROWN	Browning Learning Resource Center
BURNS	Burns Arena
CON	College Inn
COX	Avenna Center/Cox Auditorium
CS	Campus Services
CFA	Career/Financial Aid
DXATC	Dixie Applied Technology
EDFAM	Education and Family Studies
ECCLES	Delores Dore Eccles Fine Arts Center
FITNES	Eccles Fitness Center
GAR	Gardner Center
GRAFF	Graff Fine Arts Center
GYM	Gymnasium
HAN	Hansen Stadium
HS	Housing Office
HEC	Hurricane Education Center
HUR	Hurst Baseball Complex
JEN	Jennings Health Technology Center
LIB	Browning Library
MCDON	McDonald Center
NIB	North Instructional Building
NPLAZA	North Plaza
PVC	Pine Valley Cabin
RAC	Racquetball Courts
SCI	Science Building
SH	Shiloh Dormitory
SMITH	Smith Computer Center
SSC	Student Service Center
TAYLOR	Health Science Center
TECH	Automotive Technology
TEN	Tennis Courts
UHB	Udvar-Hazy School of Business
UPLAZ	University Plaza

## Who's Who at Dixie State College?

Telephone Directory:

**S**ee also Campus Directory at <http://www.dixie.edu/humanres/edir.html>.

**EXECUTIVE ADMINISTRATION**

President - So. Admin.....	Stephen Nadauld	7501
V.P. Academic Services - So. Admin.....	Donna Dillingham-Evans	7505
V.P. College Services. – Avenna Center.....	Stan Plewe	7504
V.P. Student Services - Gardner Student Center.....	Frank Lojko	7511
V.P. Advancement – No. Admin.....	Christina Schultz	7542
Associate V.P. Cultural Affairs – Eccles Fine Arts Center.....	George Whitehead	7906
Dean of Arts & Letters - Browning Bldg.....	Don Hinton	7651
Dean of Business - Udvar-Hazy.....	Bill Christensen	7887
Dean of Sciences & Health Sciences – Taylor.....	Victor Hasfurther	4801
Dean of Information Systems – Library.....	Gary Koeven	7770
Dean of Adult Studies – Udvar Hazy.....	Steve Bringhurst	7901

**ASSOCIATE DEANS**

Education, Family Studies, PEHR.....	Brenda Sabey	7841
Fine & Performing Arts.....	Brent Hanson	7792
Humanities & Social Sciences.....	Sue Bennett	7925
Health Sciences.....	Carole Grady	7886
Sciences.....	Karen Bauer	7772
Outreach.....	Becky Smith	7836

**CHAIRS 2008-2009**

Business – Udvar-Hazy.....	Philip Lee	7832
Communication - SSC.....	Randal Chase	7990
Computer Science – Udvar-Hazy.....	Curtis Larsen	7972
Developmental Education – Browning.....	Susan Ertel	7661
Education.....	Brenda Sabey	7841
Family Studies, PEHR – EFS.....	Linda Wright	7847
English – McDonald.....	Sue Bennett	7925
Fine & Performing Arts - Eccles.....	Brent Hanson	7792
Integrated Studies – Browning.....	Darl Biniaz	7813
Math – NIB.....	Scott Mortensen	7764
Music – Eccles.....	Glenn Webb	7969
Physical Science.....	Victor Hasfurther	4801
Sciences – Science Bldg.....	Karen Bauer	7772
Social Sciences – McDonald.....	Addison Everett	7810
Technology – Jennings.....	Jay Slade	7855

**EXECUTIVE DIRECTORS**

Athletics - Gym.....	Dexter Irvin	7526
Auxiliaries/Bookstore - Gardner Student Center.....	Randy Judd	7641
Business Services - Student Services Center.....	Scott Talbot	7601
Campus Services.....	Sherry Ruesch	7551
Human Resources - So. Admin.....	Pamela Montrallos	7522
Registration & Records - Student Services Center.....	David Roos	7704

## DIRECTORS

Advisement - Student Services Center .....	7697
Accounting - Student Services Center.....	Eric Grob 7610
Alumni - Alumni House.....	Kalyann Larson 7535
Broadcast Communications - Student Services Center .....	Stan Everett 7635
Career & Employment Services - Student Services Center.....	Kathy Kinney 7736
Community Education - NIB Bldg.....	Janet O'Riley 7671
Cooperative Education - Student Services Center .....	Karl Hutchings 7668
Dining Services- Gardner Student Center .....	Martin Peterson 7676
Dixie Business Alliance - Udvar-Hazy .....	Len Erickson 7752
Educational Talent Search (ETS) - NIB Bldg... ..	Kitty Hughes 7657
Elderhostel.....	Don Steck 634-2051
Facilities Operations - Heating Plant .....	Doug Whitehead 7557
Facilities Planning - Campus Services .....	7562
Financial Aid - Student Services Center .....	7582
Fitness Center - Avenna Center .....	Christian Hildebrandt 7989
Institutional Research & Legislature - No. Admin. ....	Frank Lojko 7511
IT Support Services - Smith Computer Center.....	Mary Stubbs 7854
Library.....	7710
Payroll - Student Services Center .....	Krystal Thompson 7610
Public Relations - No. Admin.....	Steve Johnson 7544
Purchasing - Student Services Center .....	Jackie Freeman 7612
Recruiting - Student Services Center.....	Brandon Boulter 7591
Resident Life - Housing.....	Dallin Young 7571
Revenue - Student Services Center .....	Carlene Holm 7603
Security.....	Don Reid 7515
Student Activities - Gardner Student Center .....	Donna Stafford 7513
TRIO/Student Support Services - NIB Bldg.....	Jonathan Morrell 7656
Upward Bound - NIB Bldg.....	Craig Harter 7659

## SECRETARIAL STAFF TO ACADEMICS

Administrative Assistant to VP of Academics .....	Sheila Bastian 7506
Administrative Assistant to Dean Business.....	Stella Callagee 7652
Administrative Assistant to Dean Arts & Letters.....	Sharon Lee 7650
Administrative Assistant to Dean of Sciences and Health Sciences .....	0
Secretary to Business .....	Ruth Bruckert 7723
Secretary to Technology .....	Debbie Beaver 7744
Secretary to Education .....	Deborah Connolly 7842
Secretary to Family Studies/PEHR .....	Telauna Layne 0
Secretary to English & Social Sciences.....	Janeene Cowley 7815
Secretary to Fine Arts .....	Betty Ann DeGraw 7790
Secretary to Communication .....	Kathleen Briggs 7638
Secretary to Science.....	Barbara Tesch 7760
Secretary to Math.....	Kelle Ivers 7984
Secretary to Dental Hygiene .....	Tammy Wever/Veronica Fely 7874
Secretary to Developmental Education.....	Barbara Turnbow 7743
Secretary to Nursing .....	Colleen Hales/Gina Jacobs 7862

<b>MISCELLANEOUS</b>
----------------------

Accounts Payable - Student Services Center .....	Mealnie Simon	7606
Admissions - Student Services Center .....	Darla Rollins	7706
Athletics - Gym .....	Jeff Cluff	7525
Bookstore – Gardner Center .....	Randy Judd	7641
Cashier - Student Services Center .....	Christy Jensen	7605
Cultural Affairs - Avenna Center .....	Gail Bunker	7994
Faculty Association President – Science Bldg.....	Tom McNeilis	7786
Financial Aid/Workstudy – CFA Bldg.....	Roberta Cole	7584
Gardner Center Information.....		7685
Housing .....	Kathy Welch	7570
Human Resources – So. Admin. ....	Will Craver	7521
Information Center – So. Admin. ....		0
Library Circulation Desk .....	Ellen Bonadurer	7713
Loan Collections - Student Services Center .....	Hailey Orr	7607
Mail Room – Campus Services .....	April Ashcroft	7554
Payroll - Student Services Center .....	Kim Seaich	7611
Registration - Student Services Center .....	Mace Jacobson	7708
Scheduling (Facilities) - So. Admin .....	Sheila Bastian	7506
Scholarships -Student Services Center .....	Sue Perschon	7578
Classified Staff Association President – .....	Corey Reeves	7677
Exempt Staff Association President – .....	David Roos	7704
Student Employment/Career Center .....	Kathy Kinney	7736
Testing Center – Browning .....	Jim Cox	7692
Ticketing Office - Avenna Center .....	Ann Goddard	7800
Vehicle Scheduling – Campus Services.....	Felica Griswold	7550
Wellness Center – Student Services Center.....	Barbara Johnson	7755

Organizational Charts:

Periodically the organizational structure of the College changes incrementally. Organizational charts are kept quite current in the online policy manual, at the following web addresses:

President’s Organization Chart:

<http://www.dixie.edu/humanres/policy/sec2/2-4.htm>

Academic Services Organization Chart:

<http://www.dixie.edu/humanres/policy/sec2/2-5.htm>

Student Services Organization Chart:

<http://www.dixie.edu/humanres/policy/sec2/2-7.htm>

College Services Organization Chart:

<http://www.dixie.edu/humanres/policy/sec2/2-6.htm>

# Part-Time Faculty Policy

This policy includes information about a variety of issues that are relevant for part-time faculty, so it is included here in its entirety:

## 39.1 Conditions of Employment:

39.1.1 **DEFINITION:** Part-time faculty are those who work less than a .75 FTE workload, i.e., are teaching fewer than 22 credits per year, not including summer term, and who are being employed on a semester-by-semester basis.

39.1.2 A person applying for part-time faculty status must submit a resume and copies of unofficial transcripts, identifying the highest degree obtained.

39.1.3 The following guidelines must be met before a person can begin an assignment as part-time faculty. Part time faculty must

39.1.3.1 Meet the same hiring qualifications as full-time faculty, unless granted an exception by the appropriate dean and the academic vice-president.

39.1.3.2 Complete and sign all appropriate employment forms.

39.1.3.3 Attend pre-semester meetings on policy and procedures.

## 39.2 Employment Status:

39.2.1 Employment status of part-time faculty shall be on semester-by-semester basis. The College is not obligated to rehire any part-time appointees.

## 39.3 Teaching Load:

39.3.1 The maximum teaching load for part-time faculty is 22 semester credits per year, not counting summer term. Anything beyond that has to be approved by the Academic Vice President.

39.3.2 Part-time faculty will be expected to maintain office hour(s) for student consultations or establish an equivalent mechanism to achieve the same results.

## 39.4 Compensation:

39.4.1 In consultation with the Director of Human Resources, the Academic Vice President will recommend salary compensation for part-time faculty to the President, who will gain approval from the Board of Trustees.

39.4.2 Part-time faculty, working less than .75 FTE annually, are not eligible for the full-time employees' benefits package, but are eligible for FICA, Worker's

Compensation, and the three credit tuition waiver (for the semesters in which they work).

39.4.3 Part-time faculty are also eligible for a staff/faculty activity card which can be validated for the semesters in which they work.

39.5 Canceled Classes:

39.5.1 Employment is usually contingent on having a minimum of 10 students or more in the class.

39.5.2 Part-time faculty will be compensated on a pro-rated basis for the time spent in class prior to cancellation of a course. Generally such decisions will be made by the second class period. The Dean will be responsible to make this determination.

39.5.3 Part-time faculty classes can be re-assigned to full-time faculty whose teaching loads are less than a full load.

39.6 Class Absence and Substitute:

39.6.1 Part-time faculty will be responsible for pro-rating a substitute or other arrangements for his/her class in the event of absence. The Dean must approve all class absences.

39.7 Evaluation:

39.7.1 Part-time faculty will be evaluated at least once during each of the first three semesters employed. This evaluation will be conducted by the Dean of the Division or designee where the part-time faculty is assigned.

39.7.2 The College Council will recommend to the President the appropriate evaluation procedure, which includes a student opinion survey.

39.7.3 The Department Chair and Division Dean will determine if additional evaluations are required.

39.7.4 A copy of the part-time faculty evaluation will be placed in the personnel file.

39.8 Resolution of Complaint:

39.8.1 Part-time faculty seeking resolution of a complaint concerning his/her assignment will: first, see the division dean; second, see the Academic Vice President. The decision of the Vice President is final.

39.9 College Facilities and Equipment:

39.9.1 Part-time faculty have access to college facilities for the purpose of conducting college business and may use college equipment according to established procedures.

39.9.2 Equipment should not be removed from the college without prior approval from the appropriate academic dean. College equipment may not be used for personal reasons.

39.9.3 The academic division shall establish, if possible, an office or room where part-time faculty can counsel students, prepare classroom materials, grade papers, and have telephone access.

39.9.4 Part-time faculty may use the college mail service for college business.