



Board of Trustees Meeting Agenda

Friday, May 1, 2015

Jeffrey R. Holland Centennial Commons

Zion Room

Executive Session - 8:00 a.m.

General Session - 9:00 a.m.

Agenda

**Accreditation
Report**

Minutes

Action Items

**Discussion/
Information
Items**

**DIXIE STATE UNIVERSITY
BOARD OF TRUSTEES MEETING
Zion Room, Jeffrey R. Holland Centennial Commons
Friday, May 1, 2015
Closed Executive Session (Trustees Only) – 8:00 a.m.
Open General Session (All Meeting Attendees) – 9:00 a.m.**

A G E N D A

[*] = Link to Handout

I. CLOSED EXECUTIVE SESSION

**II. OPEN GENERAL SESSION – WELCOME/THANK YOUS/INTRODUCTIONS
(Chair Christina J. Durham)**

- A. Thank You to Gregory Layton, Outgoing Trustee and DSUSA President**
- B. Introduction of Matt Devore, Incoming Trustee and DSUSA President**
- C. Introduction of New DSUSA Executive Council**
- D. Introduction of Student Speaker for Commencement**
- E. Thank You to the Following:**
 - **Dr. Nate Staheli, Outgoing Faculty Senate President**
 - **Jack Freeman, Outgoing Classified Staff Association President**
 - **Mace Jacobsen, Outgoing Exempt Staff Association President**
- F. Welcome to the Following:**
 - **Dr. Erin O’Brien, Incoming Faculty Senate President**
 - **Dr. Nancy Hauck, Incoming Faculty Senate President-elect**
 - **Debbie Millet, Incoming Classified Staff Association President**
 - **Andrea Brown, Incoming Exempt Staff Association President**
- G. Welcome Kelle Stephens, President of the Dixie Applied Technology College**
- H. Welcome Representatives of the Press and Other Visitors**

III. PRESENTATIONS

- A. [*Preparing for the Accreditation Mid-Cycle Review](#) (Dr. Debra Bryant)**
- B. DOCUTAH Update (Karman Wilson)**

IV. PRESIDENT’S REPORT (President Richard B. Williams)

- A. General Update**
- B. Proposed Board of Trustees Meeting Dates for 2015-2016:**
 - **Friday, September 11, 2015**
 - **Friday, November 6, 2015**
 - **Friday, January 29, 2016**
 - **Friday, March 11, 2016**
 - **Friday, April 29, 2016**

V. ACTION ITEMS (Chair Durham)

- A. Approval of Minutes (Chair Durham)
- *Friday, March 20, 2015
- B. Administrative Services
- *Investment Report (Scott Talbot/Cheri Capps)
 - *2015-2016 Budget Process Outcomes (Paul Morris/Bryant Flake)
- C. Academic Services (Bill Christensen)
- Request for Approval of 2015 Dixie State University Graduates
 - *Request for Approval of 2015 Student Speaker for Commencement
 - *Request for Approval of Professor Emeritus Status Award
- D. Academic Program Proposals
- *DSU STEM Center for K12 Education (Bill Christensen/Brenda Sabey)
 - *Three-year Program Reviews (Bill Christensen/David Wade)
 - ✓ Criminal Justice
 - ✓ Mathematics and Mathematics Education
- E. Policy Office
- *Policy 2-NEW: Interim & Acting Appointments (Will Craver)
 - *Policy 5-3: Registration (David Roos)
- F. Faculty Senate Policies (Nate Staheli/Erin O'Brien)
- *Policy 3-NEW: Constitution and Bylaws of the Faculty Senate of Dixie State University

VI. BOARD OF TRUSTEES COMMITTEE REPORTS

- A. Audit Committee – David Clark/Hal Hiatt
- B. Finance/Investment Committee – Larry Bergeson/David Clark/Thomas Wright
- C. Government Affairs Committee – Thomas Wright/Hal Hiatt/Jon Pike
- D. Academic Programs Committee – Elisabeth Bingham/Julie Beck/Larry Bergeson/Greg Layton/Gail Smith
- E. Policy Committee – Christina Durham/Julie Beck/Gail Smith
- F. DXATC Board Liaison – Jon Pike
- G. National Advisory Council (NAC) Representatives – Gail Smith/Elisabeth Bingham/Christina Durham

VII. DISCUSSION/INFORMATION ITEMS

- A. DSU Student Association
- Outgoing Student Government Report (Gregory Layton)
 - Incoming Student Government Report (Matt Devore)
- B. Academic Services (Bill Christensen)
- *Recommendation for Continuing Status/Post-Tenure Review
 - Commencement Update
 - Strategic Planning Update

VII. DISCUSSION/INFORMATION ITEMS (CONTINUED)

- C. **University Advancement** (Brad Last)
 - ***Donation Report**
 - **General Update**

- D. **Title IX Clery Act Compliance Report** (Cynthia Kimball Davis)
 - ***Campus Sexual Violence Prevention Training**
 - **KCSG News Coverage of DSU's April 9, 2015 Sexual Assault Awareness Month Panel Discussion**

- E. **General Updates**
 - **Alumni Association** (Hal Hiatt/Kalynn Larson)
 - **Student Services** (Frank Lojko/Del Beatty)
 - **Athletic Services** (Jason Boothe)
 - **Classified Staff Association** (Jack Freeman)
 - **Exempt Staff Association** (Mace Jacobson)
 - **Faculty Senate** (Nate Staheli/Erin O'Brien/Nancy Hauck)
 - **Human Resources** (Will Craver)

VIII. CALENDAR OF UPCOMING MEETINGS AND EVENTS

- *Final Exams* – Monday through Friday, May 1 through Thursday, May 7, 2015
- *President Speaks to the DSU Colleagues* – Monday, May 4 @ 12PM, Taylor 156
- *National Day of Prayer Breakfast (President is Keynote Speaker)* – Thursday, May 7 @ 7:30AM, Gardner Center Ballroom
- *President Speaks to the Washington County Republican Women* – Thursday, May 7 @ 12PM, Abbey Inn
- *Dixie Awards Ceremony* – Thursday, May 7 in the Eccles Mainstage Theatre: Reception/Light Refreshments @ 6PM; Awards Ceremony @ 7PM
- *104th Annual Commencement Exercises* – Friday, May 8 @ 11AM, Burns Arena
- *Summer Semester 2015:*
 - ✓ *14-Week Block* – Monday, May 11 through Friday, August 14
 - ✓ *1st 5-Week Block* – Monday, May 18 through Friday, June 19
 - ✓ *8-Week Block* – Tuesday, May 31 through Friday, July 22
 - ✓ *2nd 5-Week Block* – Monday, June 20 through Friday, July 22
- *Board of Regents Meeting* – Friday, May 15 @ SLCC
- *Northern Utah Alumni Chapter Event* – Saturday, May 16 @ 6PM, Falcon Park in Sandy, Utah
- *DFCM Meet & Greet for Project Managers, and State Agency and Higher Education Decision Makers* – Tuesday, May 19 @ 1-4PM, Zion Room
- *Governor Herbert's Energy Roundtable Breakfast* – Friday, May 22 @ 8:30-10AM, SLC
- *Memorial Day Holiday* – Monday, May 25, 2015
- *PacWest Conference* – Wednesday through Friday, May 27-29, 2015 @ San Francisco
- *Independence Day Holiday* – Saturday, July 4, 2015
- *AASCU Summer Council of Presidents Meeting* – July 11-14, 2015 @ Denver, CO
- *Council of Presidents Meeting* – Tuesday, July 14 @ 12-3PM, The Gateway/SLC
- *Pioneer Day Holiday* – Friday, July 24, 2015
- *New Presidents Academy* – July 27-31, 2015 @ La Jolla, CA
- *Regents and Trustees Joint Workshops* – Thursday, July 30 @ 12-4PM, SUU
- *Board of Regents Meeting* – Friday, July 31, 2015 @ SUU

VIII. CALENDAR OF UPCOMING MEETINGS AND EVENTS (CONTINUED)

- *Pre-Fall Workshops for Faculty and Staff* – Monday through Friday, August 17-21
- *Fall Semester Begins* – Monday, August 24, 2015
- *Council of Presidents Meeting* – Tuesday, September 1 @ 12-3PM, The Gateway/SLC
- *Labor Day Holiday* – Monday, September 7, 2015
- *Board of Trustees Meeting* – Friday, September 11, 2015 @ the Zion Room
- *Board of Regents Meeting* – Friday, September 18 @ Utah State University
- *Homecoming Week* – Monday through Saturday, September 21-26, 2015
- *National Advisory Council Meeting* – Thursday or Friday, September 24 or 25, 2015
- *Huntsman World Senior Games* – October 5-17, 2015
- *PacWest Advisory Board Meetings* – Tuesday, October 6 @8AM-5PM, Zion Room
- *AASCU Annual Meeting* – Sunday through Tuesday, October 25-27 @ Austin, TX
- *Council of Presidents Meeting* – Tuesday, October 27 @ 12-3PM, The Gateway/SLC
- *Halloween* – Saturday, October 31, 2015
- *Board of Trustees Meeting* – Friday, November 6, 2015 @ the Zion Room
- *Board of Regents Meeting* – Friday, November 13 @ Weber State University
- *Thanksgiving Holiday* – Thursday and Friday, November 26 and 27, 2015
- *Final Exams* – Monday through Friday, December 14-18, 2015
- *Holiday Break* – Monday, December 21, 2015 through Friday, January 8, 2016
- *Spring Semester Begins* – Monday, January 11, 2016

IX. LUNCHEON FOR ALL MEETING ATTENDEES – SERVED IN THE ZION ROOM

X. NEXT BOARD OF TRUSTEES MEETING – FRIDAY, SEPTEMBER 11, 2015



Guidelines for the Preparation of the Mid-Cycle Self-Evaluation Report

Purpose and Process

Conducted in the third year of the seven year cycle, the Mid-Cycle Evaluation is intended to ascertain an institution's readiness to provide evidence (outcomes) of mission fulfillment and sustainability in the Year Seven. It is to assist institutions in determining if the process of outcomes assessment will lead them to a successful Year Seven self-evaluation and peer evaluation. It is intended to be a formative and collegial evaluation with the institution in conversation with the evaluators.

Guidelines Overview

The Mid-Cycle Self-Evaluation (MCE) includes institutional self-evaluation on its assessment efforts at both the macro and micro level. Macro refers to an overview of the entire process of assessment for mission fulfillment at the institution. Micro refers to providing representative examples of the details of the assessment process. Thus, the MCE will include three parts; Part I: Overview of entire assessment plan; Part II: Representative examples of assessment process from beginning to end; and Part III: Evaluative overview in the light of Parts I and II.

Part I: Overview of Institutional Assessment Plan

Informed and guided by Standards 1 and 3-5, Part I of the MCE will be a narrative shaped by the questions below describing the institution's plan for linking/aligning mission (Standard One) with mission fulfillment and sustainability (Standard 5).

As you analyze your assessment plan please respond to the following questions:

- Describe/explain your process of assessing mission fulfillment. Who is involved in the assessment? Is the Board of Trustees involved?
- Are your core themes and objectives still valid?
- Is the institution satisfied that the core themes and indicators selected are providing sufficient evidence to assess mission fulfillment and sustainability? If not, what changes are you contemplating?

Part II:

The institution will provide two representative examples of how it has operationalized its mission and core themes progressing from objectives to indicators to outcomes to mission fulfillment. These examples should be regarding student learning either at the institutional, program or course level. They should illustrate how you are "closing the loop" on student learning assessment.

As you provide these examples please include analysis in regard to the following questions:

- Are your indicators, for the selected examples, proving to be meaningful? Do you have too many indicators or too few?

- What has the institution learned so far and what changes are contemplated? What has been your progress to date using the data? Do the data tell you what you are looking for?
- How are data being collected, analyzed, and utilized and the findings communicated to constituents?

Part III:

In light of your analysis in Part I of your overall assessment plan and in light of your analysis of the representative examples you provided in Part II please respond to the following question:

- Moving forward to the Year Seven what will you need to do?

No response to Eligibility Requirements is necessary.

If responses to Recommendations have been requested to accompany the Mid Cycle Evaluation please include these in a separate document.

Two Special Addenda Required:

1. Response to Year One Recommendation:

The committee recommends DSU continue in its efforts to further clarify and articulate what constitutes **mission fulfillment**. While the process of assessing its mission has advanced well, it is still not clear from the report exactly how the University will know when mission fulfillment has been achieved. Relatedly, establishing baselines needs to be revisited and possibly re-worded. While establishing **baselines** are critical, it is not always clear what is expected to occur after their creation. (Standard 1.A.2)

2. Special Report on Criminal Justice Bachelor's degree and Computer Forensic Certificate

Further, the Commission requests that the institution expand its Fall 2015 Year Three *Resources and Capacity* Self-Evaluation Report to include a second addendum in addition to the **addendum previously requested (see correspondence dated February 5, 2013)** to provide an update on the implementation of the bachelor's degree program in Criminal Justice and its related certificate program for Computer Forensics.

NWCCU Accreditation and Mid-cycle Review

1. Mid-cycle Review: October Mon. 19 & Tues. 20 just after Fall Break

Self-Evaluation Report - Describe process for assessing mission fulfillment

- Identify two academic programs to exemplify assessment process
- Special addendum on Criminal Justice bachelor's degree and certificate
- Special addendum on Year-One Recommendations

Two peer evaluators - Arrive Sunday evening

- No general meet and greet
- Stay day and half
- Meet with President and upper-level administrators
- Very short closing comments to select audience
- Evaluators to provide comments, not recommendations

Formative assessment - Determine institutional capacity to assess well

- Will choose a couple/few areas to check on assessment process & progress
- Will likely also choose to talk with support services about their assessment

Identify where DSU is on the Rubric for Evaluating Assessment Plan & Progress

- Valid, systematic procedures for assessment?
- Thoughtful analysis?
- Closing-the-Loop – taking responsive actions for continuous improvement
- Good communication that feeds assessment results
- Sufficient evidence to show mission fulfillment

2. Status of Accreditation & Assessment Process

General acceptance of assessment, though not a normalized, close-the-loop process for many and institutionally, leading to strategic planning

Academic programs at various stages of assessment development

Support services in process of planning and beginning or continuing data collection

Taskstream is being utilized as archive site and beginning of report generation (almost all areas are trained in Taskstream)

3. Issues

Use of data for planning, budgeting and action

Strategic planning tied to core theme & accreditation assessment of mission fulfillment

Communication & sharing of assessment results with whole departments & institution

Limited Board of Trustees participation in assessment process

Limited participation of some upper-levels of administration

Some departments not fully engaged in assessment process

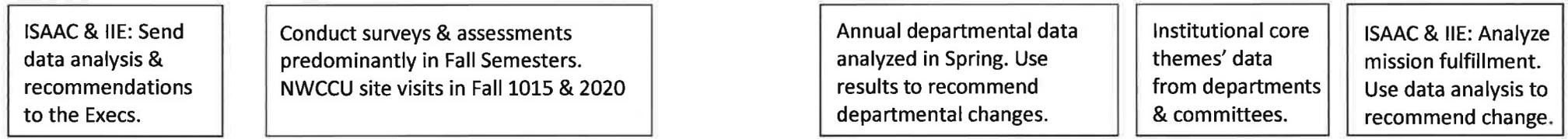
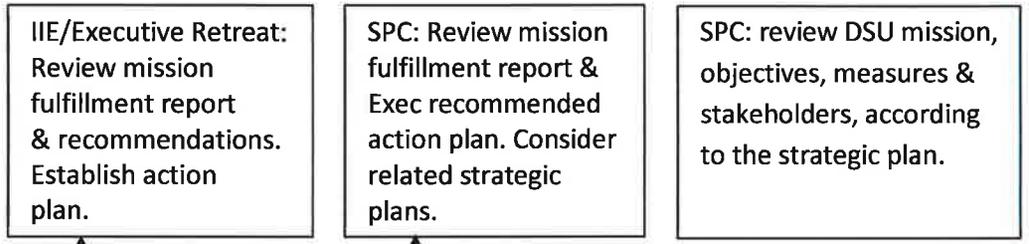
Rubric for Evaluating Outcomes Assessment Plan and Progress

Criterion	Initial	Emerging	Developed	Highly Developed
Assessment Planning	No formal plan	Relies on short-term planning	Clear multi-year plan with 4 years of development and implementation	Clear multi-year plan with several years of implementation
Assessable Outcomes	Non-specific outcomes. Do not state student learning outcomes	Most outcomes indicate how students demonstrate learning	Each outcome describes student demonstration of learning	Outcomes describe demonstration of student learning. Outcomes used for improvement.
Assessment Implementation	Not clear that assessment data is collected	Evidence collected. Faculty have discussed relevant criteria for reviewing	Evidence is collected and faculty use relevant criteria	Evidence collected, criteria determined and faculty discuss multiple sets of data. Data is used.
Alignment	No clear relationship between outcomes and curriculum	Some alignment between curriculum and outcomes	Clear alignment between curriculum and outcomes	Curriculum, grading and support services are aligned with outcomes
Annual Feedback on Assessment Efforts	No person or committee provides feedback to departments on quality of their assessment plan	Occasional feedback by person or committee	Annual feedback by person or committee. Departments use feedback.	Annual feedback, departmental use and clear institutional support.
Results are Used	Results for outcomes are collected but not discussed.	Results collected, discussed but not used.	Results collected, discussed and used.	Results collected, discussed, used and evidence to confirm that changes lead to improved learning
Planning and Budgeting	Outcomes not integrated into planning and budget	Attempts at aligning outcomes and planning and budget	Alignment of outcomes and planning and budget occurs informally	Alignment of outcomes and planning is systematic and intentional

DSU TIMELINE FOR INSTITUTIONAL ASSESSMENT OF MISSION FULFILLMENT

NWCCU Seven-Year Cycle
 Yr. 1 Standard 1 Report (2013):
 Mission & Core Themes
 Yr. 2 No Report
 Re-evaluate Core Theme Measures
 Yr. 3 Mid-cycle Report & Site Visit (2015):
 Evaluate assessment plan, process & capacity
 Yr. 4 No Report
 Evaluate & take action re. institutional data
 Yr. 5 No Report
 Evaluate & take action re. institutional data
 Yr. 6 No Report
 Evaluate & take action re. institutional data
 Yr. 7 Department/Program Self-studies
 Evaluate All Core Themes & Standard 2
 Yr. 8 All Standards Report (2020):
 Comprehensive Peer Evaluation & Site Visit

DSU Strategic Planning



DSU INSTITUTIONAL STRATEGIC ASSESSMENT & ACCREDITATION COMMITTEE (ISAAC)

- Working group for core themes, assessment process & accreditation reporting

INSTITUTIONAL IMPROVEMENT & EFFICIENCY COMMITTEE (IIE)

- Determine what needs to be assessed, review data, do SWOT analysis & make recommendations for actions to close-the-loop

DSU STRATEGIC PLANNING COMMITTEE (SPC) with President

- Develop institutional strategic plan for mission fulfillment

DIXIE STATE UNIVERSITY CORE THEMES, OBJECTIVES AND MEASURES (1/15/2015)

Recommendations Worksheet

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

Core Theme One: A Culture of Learning

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

Objective 1: Foster a campus-wide climate of learning				
Outcome	Indicator	Measure (Responsible Party)	Benchmark	Recommendations Status ✓ = 2015 recommendation
A) Provide a wide variety of learning resources & support to advance the knowledge of students, faculty, & staff	1) Student satisfaction of resources & support services	a) NSSE Grouping - Campus Environment; High-Impact Practices (Enrollment/ISAAC) b) Student Satisfaction Survey (Dean Students)	a) Target: When mean comparisons are statistically and practically (effect size) significant, DSU mean will be higher than Rocky Mtn and Carnegie mean (both FY and SR). b) Target: mean will be ≥ 4.0 (satisfied range on a 5 point scale).	✓ a) Sp 15 b) Survey draft
	2) Faculty/staff satisfaction of resources & support services	a) Great Colleges Survey: Job satisfaction/support; Facilities (IR/ISAAC) b) Teaching Practices & Resources Survey (Q 1, 2) (ISAAC-Accred.Liaison)	a) Threshold: DSU will be higher than Public Carnegie comparison. Target: Good to Excellent range ($\geq 65\%$). b) Target: mean will be ≥ 4.0 (satisfied range on a 5 point scale).	✓ a) Sp 15 b) Run Sp15
B) Offer quality educational programs in response to need and demand	1) Number & variety of degree programs offered by school	a) Comparison of DSU program offerings to peer institution offerings (IR/Dir.Program Dev.) b) Market & student demand (IR)	Programs considered meet the following requirements: 1) programs offered by $\geq 60\%$ of peer institutions, 2) high student demand, and 3) high market demand.	✓ a) Sp 15 b) ?
	2) Program goals align with academic & professional standards	a) Regent review and approval process of new degrees (Dir. Program Review) b) External evaluator report rating for 5 year program reviews (Academic Assess) c) Regent review and approval process of 5 year program reviews (Academic Assess) d) NSSE groupings – Academic Challenge; Learning with Peers;	a) Target: 90% of new degrees proposed are approved. b) Target: All program reviews will receive no less than “met academic and professional standards” (on a 3 point scale) by external reviewers. c) Target: 100% programs will be approved. d) Target: When mean comparisons are statistically and practically (effect size) significant, DSU mean will be higher than Rocky Mtn and Carnegie mean (FY & SR).	✓ a) Sp 15 ✓ b) Sp 15 ✓ c) Sp 15 ✓ d) Sp 15

		High Impact Practices (Enrollment/ISAAC)		
Objective 2: Deliver excellent teaching in a student centered environment				
Outcome	Indicator	Measure (Responsible Party)	Benchmark	Recommendations/Status ✓ = 2015 recommendation
A) Faculty are qualified and strive to teach effectively	1) Faculty Credentials	a) Percent with terminal degrees in each school (IR) b) Credit hours taught by part-time faculty (IR) c) Qualification of faculty teaching upper division courses (Deans)	a) Target: Regents requires 60% of our faculty (FTE, Full-time & adjunct) have terminal degrees. b) Target: 40% of Student Credit Hours Generated by Part Time Instructions (Faculty Work Load). c) Target: Regents policy requires all upper division courses are taught by terminal degree (or working toward).	✓ a) Sp 15 ✓ b) Sp 15 ✓ c) Sp 15
	2) Faculty strive to teach effectively	a) Teaching Practices & Resources Survey – items related to active learning pedagogical practices including trends on use of technology (ISAAC- Accred. Liaison) b) Number of Faculty serviced by Center for Teaching and Learning (Dir. CTL)	a) Target: Increase in use of technology and pedagogical techniques by 5% in 3 years. b) Target: Faculty use of the Center for Teaching and Learning will increase by 5% in 3 years.	✓ Run Sp 15 ✓ b) Sp 15
B) Students engage in active learning in the classroom	1) Faculty report on active learning practices used, & the frequency of usage	Teaching Practices & Resources Survey – items related to active learning pedagogical practices (ISAAC-Accred. Liaison)	Target: 75% of faculty report 3 or more active learning techniques are used some of the time (or more).	✓ Run Sp 15
	2) Students report on the variety of active learning practices they experience, the frequency of usage	a) Student Pedagogy Survey – items related to active learning practices (ISAAC- Accred. Liaison) b) NSSE Grouping – High Impact Practices (Enrollment/ISAAC)	a) Target: 75% of students indicated faculty use 3 or more active learning techniques some of the time (or more). b) Target: When mean comparisons are statistically and practically (effect size) significant, DSU mean will be higher than Rocky Mtn and Carnegie mean (both FY and SR).	✓ Survey draft ✓ b) Sp 15
C) The institution maintains an atmosphere characterized by strong relationships		a) Student to faculty ratio (IPEDS) (IR) b) Percentage of courses by student class size range (Common Data Set) (IR)	Target: Student to faculty ratio is 25:1 or lower. Target: More than 65% of class sections have less than 30 students.	✓ a) Sp 15 ✓ b) Sp 15

& positive interpersonal interactions between faculty & students	2) Positive feedback from students	a) NSSE grouping – Experience with Faculty (Enrollment/ISAAC) b) Student Satisfaction Survey (Faculty Section – Interpersonal questions) (Dean of Students)	a) Target: DSU mean will be higher than Rocky Mtn and Carnegie mean (both FY and SR). b) Target: 60% will agree/strongly agree on a 5 point satisfaction scale.	✓ a) Sp 15 b) Survey draft
	3) Positive feedback from faculty	a) Teaching Practices & Resources Survey (last question, student interactions – last 4 in the list that reflect the NSSE Faculty Interactions) (ISAAC- Accred. Liaison)	a) Target: Mean of 2.5 on a 4 point frequency scale.	✓ Run Sp 15

Objective 3: Develop students' knowledge and skills, enabling them to succeed in a changing and competitive world

Outcome	Indicator	Measure (Responsible Party)	Benchmark	Recommendations/Status ✓ = 2015 recommendation
A) Students develop & master relevant knowledge & skills	1) Student success in meeting General Education Requirements	GE learning outcome attainment, based on AAC&U's VALUE rubrics (4 point scale) (GE Committees)	Target: 70% of students will perform at a 2-3 (milestones), some competency.	✓ a) Sp 15
	2) Student success in mastering the foundational knowledge & skills of their major	Percent of programs meeting their PLO benchmarks based on rubric ratings (3-point scale: 1) not met, 2) met, 3) exceeded (Academic Assessment Committee)	Threshold: 75% of programs will submit completed Assessment Forms. Target: of those responding 70% of programs/outcomes will have at least met their PLO benchmarks.	✓ a) Sp 15

Objective 4: Support student achievement of their educational goals

Outcome	Indicator	Measure (Responsible Party)	Benchmark	Recommendations/Status ✓ = 2015 recommendation
A) Support students in the transition to, progress in & attainment of their chosen major	1) Students progress towards their major & meeting their educational goals	a) Retention rate (2012: 58.3% for 4 year public institutions with open selectivity reported by ACT) (Enrollment) b) Student satisfaction survey (questions 94-99, General comments) (Dean of Students) c) NSSE Grouping – Quality of Interactions (Enrollment/ISAAC) d) Graduating student survey (questions 83-88 educational goals, Overall) (Enrollment) e) Non-returning student survey (Enrollment)	a) Target: Meet national average retention rates. b) Target: 80% of students will agree or strongly agree with the statement. c) When mean comparisons are statistically and practically (effect size) significant, DSU mean will be higher than Rocky Mtn and Carnegie mean (both FY and SR). d) Target: 80% of students will agree or strongly agree with the statements. e) Will be used as a needs assessment.	✓ a) Sp 15 ✓ b) Sp 15 ✓ c) Sp 15 ✓ d) Sp 15 ✓ e) Sp 15
	2) Students graduate	a) Degrees awarded (Enrollment) b) Graduation rate (2012 is 27.2% for 4 year public institutions with open selectivity reported by ACT) (Enrollment) c) Time to degree from Complete College America (2008: 55 months, reported by the National Center for Education Stats) (Enrollment)	a) Target: Degrees awarded trend upward by degree type. b) Target: Meet national average graduation rates. c) Target: Meet national median time to	✓ a) Sp 15 ✓ b) Sp 15 ✓ c) Sp 15

Core Theme Two: A Culture of Values

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

Objective 1: Engage students and employees in service and citizenship activities that enhance their Dixie State University experience				
Outcome	Indicator	Measure (Responsible Party)	Benchmark	Recommendations/Status ✓ = 2015 recommendation
A) Students are engaged in service & citizenship activities that enhance their Dixie experiences	1) Students participate in experiences that contribute to growth in service and citizenship	a) NSSE Questions: Q12, Q15e (service learning, community service or volunteer work) (Enrollment/ISAAC) b) NSSE Question: Q17j (Being an informed and active citizen) (Enrollment/ISAAC)	a) Target: When mean comparisons are statistically and practically (effect size) significant, DSU mean will be higher than Rocky Mtn and Carnegie mean (both FY and SR). b) Target: When mean comparisons are statistically and practically (effect size) significant, DSU mean will be higher than Rocky Mtn and Carnegie mean (both FY and SR).	✓ a) Sp 15 ✓ b) Sp 15
B) Faculty and Staff engage in volunteer service & citizenship activities that benefit the campus and community	1) Faculty & staff participate in volunteer personal and professional service and citizenship activities	a) Faculty & staff participation in professional service (survey) (Accred. Liaison) b) Faculty & staff participation in citizenship activities (Accred. Liaison)	a) Target: Mean of 2.5 on a 4 point frequency scale for faculty and staff participation in professionally related service. b) Target: Mean of 2.5 on a 4 point frequency scale for faculty and staff participation in -in citizenship activities.	✓ a) Sp 15 ✓ b) Sp 15

Objective 2: Promote an environment of respectful, responsible and ethical behavior				
Outcome	Indicator	Measure (Responsible Party)	Benchmark	Recommendations/Status ✓ = 2015 recommendation
A) Campus culture creates an expectation of responsible, respectful, and ethical behavior.	1) Behavioral conduct statement included in syllabi	a) Sampling of syllabi for inclusion of statement (Deans) b) Student policies include statement (student handbook on website) (Dean of Students)	a) Target: 100% syllabi compliance, as reported by school deans to PAIR b) Target: student policies, comparable to peer institutions and reflecting DSU values.	✓ a) Sp 15 ✓ b) Sp 15
	2) Students have opportunities to foster respectful and ethical behavior	a) Student Satisfaction Survey: Climate Section (Dean of Students) b) NSSE Q8, Q14d, Q14i, Q17g, Q17h (Enrollment/ISAAC)	a) Target: The Student Satisfaction Survey Climate Section will have a mean of >3.0 on a 5 point agreement scale b) Target: DSU mean will be higher than Rocky Mtn and Carnegie mean (both FY and SR).	a) Survey draft ✓ b) Sp 15

	3) Employee relationships reflect mutual respect and fairness.	Great Colleges to Work For Survey: Fairness; Respect and Appreciation; Supervisor/ Department Chairs (IR/ISAAC)	a) Threshold: DSU will be higher than Public Carnegie comparison. Target: Good to Excellent range ($\geq 65\%$).	✓ a) Sp 15
Objective 3: foster a climate of support and collaboration				
Outcome	Indicator	Measure (Responsible Party)	Benchmark	Recommendations/Status ✓ = 2015 recommendation
A) Campus culture fosters a spirit of camaraderie & pride in DSU mission	1) Employees build networks of support across campus	Great Colleges to Work For Survey: Professional Development; Pride; Collaboration; Senior Leadership; Faculty, Administration and Staff Relations (IR/ISAAC)	Threshold: DSU will be higher than Public Carnegie comparison. Target: Good to Excellent range ($\geq 65\%$).	✓ a) Sp 15
	2) Employees feel valued as part of the campus team	Great Colleges to Work For Survey: Job satisfaction and Support;; Communication (IR/ISAAC)	Threshold: DSU will be higher than Public Carnegie comparison. Target: Good to Excellent range ($\geq 65\%$).	✓ a) Sp 15

Core Theme Three: A Culture of Community

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

Objective 1: Enrich educational exchanges between community, business, and the university by providing effective high quality opportunities and partnerships				
Outcome	Indicator	Measure (Responsible Party)	Benchmark	Recommendations/Status ✓ = 2015 recommendation
A) Successful educational exchanges with the community	1) Participation by community in educational exchanges	Trends in participation; a) Number of participants b) Number & types of exchanges (Deans & Career Center)	a) Target: Total participation by community in educational exchanges will grow 5% over 3 years. b) Target: Number & types of exchanges will grow 5% over 3 years.	✓ a) Sp 15 ✓ b) Sp 15
	2) Quality of educational exchanges	Customized participant satisfaction survey by program (Deans & Career Center)	Target: 75% of participants are satisfied with the programs	a) Survey draft ?
B) Successful educational exchanges with businesses	1) Participation by businesses in educational exchanges	Trends in participation; a) Number of participating businesses b) Number & types of exchanges (Deans, Career Center & BRC)	a) Target: Participation by businesses in educational exchanges will grow 5% over 3 years. b) Target: Number & types of exchanges will grow 5% over 3 years.	✓ a) Sp 15 ✓ b) Sp 15
	2) Quality of educational exchanges	Participant satisfaction surveys (Deans, Career Center & BRC)	Target: 75% of participants are satisfied with the programs	a) Survey draft ?
Objective 2: Engage the campus and community by providing a variety of quality cultural, athletic and social programs and events				
Outcome	Indicator	Measure (Responsible Party)	Benchmark	Recommendations/Status ✓ = 2015 recommendation
A) Campus & community are engaged in cultural programs and events	1) Number & variety of cultural programs & events offered	a) Number of participants b) Number & types of programs and events c) Community interest survey (Dean Fine Arts)	a) Target: Total participation by community in cultural programs and events will grow 5% over 3 years. b) Target: Number & types of programs and events will grow/change 5% over 3 years. c) Target: 50% of new programs & events will be in response to community interest.	Find who is to compile this information and present to IR ✓ a) Sp 15 ✓ b) Sp 15 c) Survey draft ?
	2) Quality of cultural programs & events	Participant satisfaction survey (Dean Fine Arts)	Target: 75% of participants are satisfied with the programs	a) Survey draft ?

B) Campus and community are engaged in athletic and social events	1) Number & variety of athletic & social events offered	a) Number of participants b) Number & types of events c) Community interest survey (Athletic Dir, Alumni, Student Government, & Dean Fine Arts)	a) Target: Total participation by community in athletic and social events will grow 5% over 3 years. b) Target: Number & types of events will grow/change 5% over 3 years. c) Target: 50% of new social events will be in response to community interest.	✓ a) Sp 15 ✓ b) Sp 15 c) Survey draft ?
	2) Quality of athletic & social events	Participant satisfaction survey (Athletic Dir, Alumni, Student Government, & Dean Fine Arts)	Target: 75% of participants are satisfied with the events.	a) Survey draft ?

Objective 3: Encourage economic development by assisting and supporting individuals, businesses and community organizations to nurture the growth of the regional economy

Outcome	Indicator	Measure (Responsible Party)	Benchmark	Recommendations/Status ✓ = 2015 recommendation
DSU is a primary partner in nurturing the growth of the regional economy	1) Number & types of programs & engagements that support economic development needs	a) Comparison with other state Business Resource Center's regarding numbers & types of programs and engagements (BRC) b) Business Resource Center (BRC) & Governor's Business Expansion and Retention Program (BEAR) Needs Assessment (BRC)	a) Target: Meet or exceed other Utah regional BRCs in types and numbers of programs and engagements. b) Target: Annual action plan in response to the needs assessment. Meet 90% of BEAR identified needs.	✓ a) Sp 15 ✓ b) Sp 15
	2) Participation in economic development programs	Number of participants in each Business Resource Center program - BRC annual report to the Governor's Office of Economic Development (GOED) (BRC)	Target: 100% BRC program grants meet grant participation requirements.	✓ a) Sp 15
	3) Success of & satisfaction with the economic development programs	a) Annual BRC grant and program evaluation reports b) Small Business Development Center (SBDC) customer satisfaction surveys, including GOED Chrisman statewide survey (BRC)	a) Target: 90% of program grants are sustained and renewed. b) Target: 80% of SBDC participants are satisfied with service (Mean of at least 4 on 5 point satisfaction/goodness scale). c) Target: SBDC scorecard meets or exceeds all goals and actual numbers compared to other SBDC's in Utah.	✓ a) Sp 15 ✓ b) Sp 15

**MINUTES OF THE DIXIE STATE UNIVERSITY
BOARD OF TRUSTEES MEETING
Zion Room, Jeffrey R. Holland Centennial Commons
Friday, March 20, 2015
8:00 a.m. – Closed Executive Session
9:00 a.m. – Open General Session**

BOARD MEMBERS PRESENT:

**Christina Durham (Chair)
David Clark (Vice Chair)
Julie Beck
Elisabeth Bingham
Hal Hiatt (Alumni Association President)
Gregory Layton (DSUSA President)
Jon Pike
Gail Smith
Thomas Wright – Participated by phone**

TRUSTEE EXCUSED:

Larry Bergeson

ALSO PRESENT:

**President Richard B. Williams
Del Beatty – Dean of Students
Lori Blackner – Director of Donor Relations
Jason Boothe – Athletic Director
Andrea Brown – President-elect of the Exempt Staff Association
Cheri Capps – Director of Accounting
Michael Carter – Assistant Attorney General/Legal Counsel
Will Craver – Interim Director of Human Resources
Cynthia Kimball Davis – Title IX/Clery Act Compliance Director
Addison Everett – Interim Dean of the School of Humanities
Bryant Flake – Institutional Budget Director
Jack Freeman – President of the Classified Staff Association
Carole Grady – Dean of the School Health Sciences
Jyl Hall – Public Relations and Publications Coordinator
Susan Hart – Associate Professor of PEHR
Nancy Hauck – Assistant Professor of Education
Emily Havens – Reporter from the *Dixie Sun News*
Jeannine Holt – Former Member of the Board of Trustees
Kevin Jenkins – Reporter from *The Spectrum*
Gary Koeven – Chief Information Officer
Marilyn Lamoreaux – Assistant to the President
Kalynn Larson – Alumni Director
Brad Last – Vice President of University Advancement
Paul Morris – Vice President of Administrative Services
David Mortensen – Media Systems Coordinator
Erin O'Brien – President-elect of the Faculty Senate
Rick Palmer – Senior Development Officer
Rich Paustenbaugh – Dean/Director of Library Services
Eric Pedersen – Dean of the School of Science and Technology
Becky Smith – Dean of Academic and Community Outreach
Mark Snow – Principal, CRSA Architecture
Nate Staheli – President of the Faculty Senate
Kelle Stephens – President of the DXATC
Scott Talbot – Assistant Vice President of Business Services
Josh Thayn – Risk Manager/Campus Safety/Fire Marshall
David Wade – Academic Program and Curriculum Director
Kyle Wells – Dean of the School of Business and Communication**

I. WELCOME /INTRODUCTIONS

At 8:03 a.m., Dr. Christina J. Durham, Chair of the Dixie State University (DSU) Board of Trustees, welcomed everyone to the meeting today. She called for a motion to move into Executive Session for the purpose of discussing personnel and/or real estate issues. Trustee Thomas Wright participated by phone.

MOTION BY DAVID CLARK, DULY SECONDED BY JON PIKE, TO MOVE INTO EXECUTIVE SESSION FOR THE PURPOSE OF DISCUSSING PERSONNEL AND REAL ESTATE ISSUES.

Action: Approved unanimously by a show of hands.

II. EXECUTIVE SESSION

At 9:18 a.m., Chair Durham called for a motion to adjourn the Executive Session.

MOTION BY ELISABETH BINGHAM, DULY SECONDED BY JULIE BECK, TO EXIT THE EXECUTIVE SESSION. Action: Approved unanimously, by a show of hands

III. GENERAL SESSION – WELCOME/INTRODUCTIONS

- At 9:30 a.m., Chair Durham again welcomed everyone. She said Trustee Larry Bergeson is away and unable to be here today, and Trustee Thomas Wright is participating by phone. Chair Durham specifically welcomed the following:
- **Welcome Dr. Cynthia Kimball Davis, Title IX/Clery Act Compliance Director.** Chair Durham said we are so pleased to have Dr. Davis on campus. She asked Cynthia to introduce herself. Cynthia said she just finished her doctorate at UNLV last May; her dissertation was entitled, “Heart-Based Home Leadership: A Matter of Life or Death.” She is very excited to be here; and very busy!!
- **Lori Blackner, Director of Donor Relations.** Lori Blackner said she was in higher education for 17 years as Director of Scholarships, Special Events, and Development. She has worked in fundraising. One and a half years ago she retired and moved to Beaver and is now a farmer. She is working part time in development and fundraising. She has a granddaughter who is a student at DSU. Lori is a licensed broker in real estate and used to help institutions purchase property, etc. She has been married for 42 years, has four children and 15 grandchildren.
- **Trustee Jon Pike** acknowledged the passing of former St. George Mayor Grey Larkin, who was killed in a single car accident on the way to a board meeting up north. He was a community leader for generations. His funeral is Monday.
- **Welcome Kelle Stephens, President of the DXATC.**
- **Welcome Jeannine Holt, former DSU Trustee.**
- **Welcome Representatives of the Press and other visitors.**

IV. PRESENTATIONS

Report on Zion O.C. Tanner Experiential Learning Project

Chair Durham introduced Dr. Eric Pedersen, Dean of the School of Science and Technology. He said this project is being well received. We are doing an interesting mixture of geology, biology, and outdoor recreation in a two-week experiential learning experience. Zion National Park would be an ultimate classroom. We are currently remodeling the OC Tanner Amphitheatre to allow for 30 students to stay there for two weeks. DSU owns a large piece of property there. Eventually, the project will be more inclusive and will involve other disciplines – art, photography, writing, professional team building, etc., and could include plans for a hotel and conference center. We are targeting regional and international students as well as Utah students. We are getting good press. You can learn more at dixie.edu/experiential. Please check it out. Trustee Hal Hiatt asked how many students have signed up for this summer. No one yet, Eric said, because sign ups haven’t started yet. But we have a waiting list of international students, etc. There will be 30 students in each cohort, and the first cohort starts May 11. Thank you, Eric, Chair Durham said. This is a great program mixture.

High-level Status Update on Academic Program Research Project

Dr. David Wade, Director of Academic Programs and Curriculum, said one of the goals of the strategic plan is to broaden our academic programs. He gave insight into a task force he is leading on academic programs. Up until we became a university, we had a checklist for programs we needed to add. Since then we are charting our own course. Providing insights and recommendations on academic programs is a win/win situation, and will strengthen our proposals. He showed names of members of a task force, and names of stakeholders. We are casting a large net. His motto is, “No data point left behind.” We all have our own ideas on what should be added, but we are looking to go a lot deeper than that across campus and across the community and regionally. We want to raise visibility of the data. The next steps are as follows:

- We are identifying programs. Deans, department chairs and advisors are working together to give us a list of programs that would be most successful in the next five years. This is a starting point.
- Then we will create a timeline together to create white papers (a single document that will meet the criteria in detail). We are looking at data from Washington County, Workforce Services, the U.S. Labor Department, student surveys, etc. We want a representative sample. Revenues and costs are included.
- We will then return and present that data in a very transparent way so everyone has access.
- Then we will give our recommendations.

Trustee Elisabeth Bingham applauded Dr. Wade’s work. Vice Chair David Clark said he loves this process, but one thing that is missing is a three-year follow up – a measurement to look at how successful we are based on the data points. Dr. Wade said there is a three-year report done on every program we add. The three-year report is a summary of the successes and challenges we have. Also, we can address what our students are doing in the workforce and beyond. He said there are two three-year reports on the agenda today. Andrea Brown, Exempt Staff Association President-elect and Director of Institutional Research and Assessment, said there are efforts to collect data through alumni and graduate student surveys. Chair Durham thanked David Wade for this presentation and his wonderful effort.

Legislative Report

President Williams said Frank Lojko, Vice President of Student Services and Government Relations, was unable to attend today’s meeting. He is in Atlanta for a financial aid conference, but he gave his legislative report to President to present. President calls Frank the magician; he does an excellent job. We had great representation from our local legislators (we are fortunate to have Brad Last there). The most exciting news is the \$3 million to purchase University Plaza. We are #1 on the Building Board, but the IGG didn’t want to hear about us. But Frank and the legislators wouldn’t let this go. This frees up other funds for us to purchase other property. We also received approval to bond for \$20 million for student housing. Thank you to Paul Morris and Sherry Ruesch and all others who helped. We received a 2% salary and benefits increase. The STEM technology pipeline was approved. There are a lot of great things happening. President said next year we are going to hit hard our Wellness Center; we are going to advocate for our building. The DXATC was approved for \$32 million for their airport facility building. President expressed a big thanks to many at the meeting who helped DSU. He said if you see Frank, give him a big Atta boy!! He is great at what he does.

V. PRESIDENT’S REPORT

President Williams mentioned the following in his report:

- **Strategic Plan.** Our planning process is on time and going well. Right now we are in the phase of initiatives. We have the mission, vision, core values, etc. The Gardner Center was packed at the last town hall meeting; we haven’t seen any tapering of interest.
- **Fundraising.** We have had several great fundraising events. He has never seen fundraising events of the quality of Fire & Ice, Dixie’s Got Talent, the Sears Dixie Invitational Art Show, etc. Last night he attended the Scholarship Associates Banquet where 12 students were honored. There is great effort from so many people. He expressed thanks to Kalynn Larson, Alumni Director – she directs events so well. The Student Alumni are fantastic and work very hard.
- He has enjoyed the great leadership of our Faculty Senate and Staff Associations. The **First Annual Exempt and Classified Staff Association Breakfast** was this past Wednesday. Katie Adolpho was the ESA Employee of the Semester, Brenda VanValkenburg was the CSA Employee of the Semester, and Marilyn Lamoreaux received the Excellence in Service Award. The ballroom was packed.
- The faculty have also been working very hard, and the students are wonderful to interact with. President said it is sad that **Greg Layton**’s tenure as DSUSA President is coming to a close – he has been great!

- President also mentioned that our **grounds look fabulous.**
- DSU's **Men's basketball team** won the PacWest Conference.
- The **East Elementary** purchase is very close to going through.
- The **Burns Arena** will be breaking ground soon. Henderson Construction was selected to build it.
- The timeline for **Student Housing** is to have the design team selected by August. We will have a groundbreaking event. The goal is to have new housing available August 2016.
- **D-Week** is coming up in April. There will be a celebration of the D on the hill, which is 100-years old this year.
- It has been a great two months since we last met. There is excitement on campus.
- We are looking forward to a bright future once the **strategic plan** is in place.

Chair Durham thanked President Williams for his great work in the short time he has been here. We appreciate his service and dedication.

VI. ACTION ITEMS

Approval of Minutes

Chair Durham called for a motion to approve the minutes of the January 30, 2015 Board of Trustees meeting.

MOTION BY HAL HIATT, DULY SECONDED BY GAIL SMITH, TO APPROVE THE MINUTES OF THE BOARD OF TRUSTEES MEETING HELD ON FRIDAY, JANUARY 30, 2015, AS PRESENTED.

Action: Approved unanimously.

ASSOCIATED STUDENTS OF DIXIE STATE UNIVERSITY

2015-2016 Student Fees Proposal

Trustee Gregory Layton, ASDSU President, presented the 2015-2016 Student Fees Proposal.

- Greg said this is the presentation he gave to students at the Truth in Tuition meeting. This year they had more than \$100 worth of fee submission requests and it is so hard to decipher what the students can help with. Student fees are used to pay for things that benefit all students and that tuition doesn't cover.
- One of their guidelines: This year they are asking for a 7.5% increase because there are so many needs.
- The process: The Student Fee Allocation Committee (SFAC) met for the first time in December. In January they decided on the proposal. In February it was presented to University Council. The next step is to present the proposal to Board of Trustees, which they are doing today.
- There were four fee name changes to better describe what the fee is used for.
- Money was shifted from the New Student Center Fund to help fund the Human Performance Center.
- The old Banner fee was deleted, and that money is now also going to the Human Performance Center.
- Among the fee increases was an additional \$15 for Athletics – for many reasons, such as the need for additional assistance with student scholarships and the amount of struggle for operations and costs. The SFAC felt the Athletics fee increase portion was the most warranted.
- Money is still needed for the New Student Center Fund, so they added \$5.00.
- The total fee increase was \$25 (7.5%), but we are still the lowest in the state.
- He showed the final version of the proposal for 2015-2016. Trustee Hiatt asked about Instructional Computers; where does that money go? Greg said it goes to student positions. Gary Koeven explained that the fees did go to things related to Banner. Vice Chair Clark asked about the Banner fee increase the students are paying. Del Beatty, Dean of Students, said when he came to DSU in 2008 this was still listed as a Banner fee. The students thought they were paying it for Banner, but the funds were going for salaries and other things. The agreement was that the funding would go into a different fund so there would be truth in what was going on.

Chair Durham thanked Greg. She said it will be sad to see him go.

MOTION BY JON PIKE, DULY SECONDED BY JULIE BECK, TO APPROVE THE 2015-2016 STUDENT FEE PROPOSAL, AS PRESENTED. Action: Approved unanimously.

ACADEMIC SERVICES

Awards of Tenure and Rank Advancement

Dr. Bill Christensen, Executive Vice President and CAO, presented this item. He commented on two of the individuals listed for advancement. Dr. Carole Grady is being recommended to full professor to recognize her professionalism as Dean of Health Sciences. Dr. Glenn Webb is a long-time faculty member here at DSU. We encouraged him to get his terminal degree, which he did. Bill said we submit the names of these people for approval to the indicated rank and/or tenure advancement for which they are recommended. Chair Durham read the names of each person on the list, and their proposed promotions, and thanked everyone for their service. **MOTION BY DAVID CLARK, DULY SECONDED BY GAIL SMITH, TO APPROVE THE RANK AND TENURE ADVANCEMENTS LISTED, AS RECOMMENDED.**

Action: Approved unanimously.

Program Proposals

Vice President Bill Christensen and Dr. David Wade presented the following program proposals. David asked for the associated person to come forward.

- **BS Exercise Science.** Dr. Carole Grady and Dr. Susan Hart came to the table. Carole said Susan wrote this degree. Susan said this degree is very popular right now. They hope to fill pre-requisites for jobs in this area. People can work in hospital settings, etc. Eventually, we will move on with different tracks. There are clinical and performance-related tracks in Exercise Science. We had over 60% of students who wanted a degree in this area. We are very excited about this program. We expect great growth. Bill said this will be the anchor degree for our new Human Performance Building, and will attract many people. President said Susan has created a great program throughout; very well written. Chair Durham called for a motion. **MOTION TO APPROVE BY HAL HIATT, DULY SECONDED BY ELISABETH BINGHAM. Action: Approved unanimously.**
- **Integrated Studies ASL Interpreter Emphasis.** David Wade said this proposal allows students to elect two different disciplines. This seems to be a trend in cross-interdisciplinary degrees. It is very positive and gives the students a well-rounded base. Bill said the integrated studies emphases are great and ASL benefits us in many ways, including providing interpreters for us. This is the first step in having an ASL degree. **MOTION TO APPROVE BY JON PIKE, DULY SECONDED BY JULIE BECK. Action: Approved unanimously.**
- **Integrated Studies Humanities Emphasis.** We already have the faculty for this degree, but this is different packaging. Interim Dean Addison Everett said we already have the courses in place, so this will require no additional cost, fully implemented. Vice Chair David Clark said those are his favorite words. **MOTION TO APPROVE BY GREGORY LAYTON, DULY SECONDED BY GAIL SMITH. Action: Approved unanimously.**
- **Spanish Secondary Education with SET Emphasis.** David Wade said this will allow a lot of our graduates to be able to teach. Again, no cost, fully implemented. The students can enter the secondary education program prior to graduation. **MOTION TO APPROVE BY GAIL SMITH, DULY SECONDED BY JULIE BECK. Action: Approved unanimously.**
- **STEM Education Endorsement.** Bill said Dr. Brenda Sabey, Dean of the School of Education, had to go to Canada for a family funeral, so Dr. Nancy Hauck, Assistant Professor of Education, is here in Brenda's place. David Wade said we are creating revenues with this part of a \$100,000 grant with Washington County. Nancy said we received this grant from the Utah STEM Action Center, in partnership with the Utah State Office of Education. It is a six-course endorsement for K-12 teachers. This will enhance their readiness to prepare students for university, Chair Durham said. Bill said this endorsement/these courses are 5000 series courses. This is not a graduate program, but the participants already have their degrees and are teaching. This will require us to go through our accreditation body, and there may be some issues with the Board of Regents. Nancy said this program is statewide and has been approved at other institutions. The first cohort of 25 is fully funded, and then we will have to decide if we continue. We have the office of STEM Education already on campus, so we are already doing this type of thing but are just not offering it as advanced learning credit. Bill said being in a cohort allows a high level of efficiency. Nancy said she and her colleagues donated the time to write the course and grant request. Bill said this helps build STEM systems in elementary education. Nancy said this is an 18-credit endorsement. Bill said this is a summer program. Nancy said they surveyed the teachers – we will do a hybrid with a practicum where faculty will support students in the classroom. The

strategies are new to most of the teachers. Trustee Pike said it makes total sense and he's sure the WCSD folks would support this. **MOTION TO APPROVE BY DAVID CLARK, DULY SECONDED BY THOMAS WRIGHT. Action: Approved unanimously.** Nancy thanked the Board for their support.

- **Social Justice Minor.** David Wade said this is another way of packaging Social Justice. We already have the courses and faculty. The University of Utah offers this minor. Addison Everett, Interim Dean of the School of Humanities, said it is an example of the imagination and ingenuity of our faculty, without any additional cost. Chair Durham said we appreciate that. **MOTION TO APPROVE BY ELISABETH BINGHAM, DULY SECONDED BY JON PIKE. Action: Approved unanimously.**

Three-year Program Reviews

Vice President Christensen and Dr. David Wade presented the following program reviews. David said he takes pleasure in reading these, because it gives us a view of the success of the program and how well it is performing. For your information, David said once the three-year report is done, the degree program goes into a five-year evaluation cycle.

- **Operations Management AAS 3-Year Follow-up Report.** Bill said this is a groundbreaking program, the first program in the state where DSU and DXATC worked together. A number of the courses are not offered by us but by DXATC. **MOTION TO APPROVE BY JON PIKE, DULY SECONDED BY ELISABETH BINGHAM. Action: Approved unanimously.**
- **DSU Psychology Program 3-Year Program Review.** David said we have over 400 declared majors in this program. It begs the question if we want to offer associate degrees. We have strong faculty. Chair Durham said it looks like the initial numbers were high, but dropped. Is there concern about the drop? Bill said between 2011 and 2013 we had reduced enrollments, but this is one of most successful programs, and also a low-cost offering. Trustee Beck said this is a good report on the department, but what drives a student to select psychology – is it a good General Education degree, or are they really interested, or are they not prepared enough in sciences, etc. She has a lot of questions about that. It is a good major to have. David said they have been asking the same thing; their thesis is that many students select this because there are not a lot of options in related disciplines. We will continue to look into this. Trustee Beck said this is a good background for other degrees, but she questions why students are selecting it. Bill said we don't really promote it, either. Trustee Beck would like to see it from a student point of view as part of the program review. David Wade said data suggests that at least the counseling part of psychology has grown by quite a bit. Trustee Bingham asked about employment opportunities in this degree. Who gets the jobs, or do they need additional degrees? Bill said it will require resources to check on this, but we will probably be required to do this eventually. Trustee Beck said if this is a student's terminal degree, what does the student do with it? President said it is wise to look at degree completion, retention, etc., which are coming in the next year or two. Bill said from the research he has read, most people end up working in an area in which they do not have their degree. We want our students to succeed. Chair Durham called the motion. **MOTION TO APPROVE BY HAL HIATT, DULY SECONDED BY JULIE BECK. Action: Approved unanimously.**

Addison Everett named Interim Dean of the School of Humanities

Bill said Addison Everett has been functioning as Interim Dean of the School of Humanities. We have a new dean who will be starting July 1, 2015.

ADMINISTRATIVE SERVICES

Investment Report

Scott Talbot said this report is for the second quarter of our fiscal year. Cheri Capps said we have the Utah State Pool, Morgan Stanley, Soltis, the University of Utah, and Restricted Investments. This is first month that we have had the Student Investment. The original investment for students was \$79,692. Dean Kyle Wells is overseeing these students and they are preparing initial presentations for us. Kyle said students are preparing those analyses right now. The rate of return for second quarter is .24%. Earnings are quite flat. Scott said the pullback was predicted and has happened. Last year we had a 19% return and the year before an 8% return. We can go through some years with no earnings because of the way we average it – so we can continue to function through the down years. Vice Chair Clark asked Scott about the pullback, because today's funds are doing well. Scott said these are December numbers. We hope to do better. **MOTION TO**

APPROVE THE INVESTMENT REPORT BY JON PIKE, DULY SECONDED BY GAIL SMITH.

Action: Approved unanimously. Scott said they did meet with some short-term investment advisors during February; the advisors made recommendations and we hope to see those shortly.

General Fund Budget Report

Vice President Paul Morris, and Bryant Flake, DSU Budget Director, came to the table. Paul said we are currently in the budget cycle and are in a good position going forward – especially coupled with the legislative successes. Bryant said we are now entering the homestretch of the current budget year. The news is all good. Revenues and expenses that have been projected over the course of the year are coming in as expected. We are on good financial footing. We are looking at a \$2.5 million increase in our budget for next year. This is not as good as last year, but much better than a few years ago. Also, based on the volume of applications and various other factors, we are anticipating another enrollment increase in the fall, but our practice is not to incorporate that until we actually see the students. Paul said Bryant is doing a fantastic job.

MOTION TO APPROVE THE BUDGET REPORT BY JULIE BECK, DULY SECONDED BY GREGORY LAYTON. Action: Approved unanimously.

2016 Campus Master Plan

Paul Morris projected the Campus Master Plan. This map is a facilities plan that articulates our needs. As we approach the Building Board and the Legislature, we have to have approved master plans. He pointed out the following on the map: 1) **Human Performance Building**, which is new on the plan. Originally, we had it planned on the stadium location, but it is hard to envision this building on that property. In addition, we have other plans for the stadium. So we have relocated this to the tennis courts. Paul envisions a nice glass building. There will be room for offices, a wellness center, etc. We will be asking for a larger building. The stars are lining up for us. 2) **Student Housing**. We are moving as quickly as we can. Our goal is to begin construction in August/September, for completion in the fall of 2016. We will have 350+ beds. Ultimately, we will replace the Towers and the Shiloh. We are talking about putting offices on the property. 3) We are also talking about bringing an **extension to the Gardner Center of offices on the balcony**. Books and displays of clothing, etc., will be on display. 4) **Hansen Stadium**. We are phasing what we'd like to do there. We'd like to get capacity to at least 10,000 students. We would also like to host high school athletic teams, etc. That spot is very important to us. 5) **Parking Garage**. We will move to the current parking lot directly south of this building and across from the Hansen Stadium. The tennis courts are coming to the end of their useful life. We did update them about five years ago, but now is the time to move them. The top choice is directly west of East Elementary. We received capital improvement funds from the state to hire an architect to come in and mesh the campus footprint and campus improvements together. It was granted. Trustee Bingham said she is very happy with where the Student Wellness Center will be located – it is much better and makes sense. Trustee Beck asked if we would have any practice areas and study areas, and a basketball court, in the Human Performance Building. Paul said the students, administration, and athletics will all work together. President said we are planning to redefine that space and enlarge it. We want to make sure we can offer our facilities for outside use. Trustee Beck asked what drives the campus master plan – square footage, money, etc. Paul said it is building by building. President said we need the dreamers around the table to look at our needs. Trustee Beck said we should ask for our dream building. Others do. Paul said we have to get approval, and get the money. We have part of the money from students, and we have \$2 million, but the state provides the largest piece. Ultimately the legislature decides. It is a process. We will have some time. We can look around and find substitute tennis courts if necessary. We are committed to tennis courts. **MOTION TO APPROVE THE CAMPUS MASTER PLAN BY GAIL SMITH, DULY SECONDED BY JON PIKE. Action: Approved unanimously.**

Proposed Sale of Institutionally-owned Property

Paul said this is a first for him – asking to sell property. There is really only one reason – for new student housing. Our growth patterns and projected growth tell us that our 350 beds are not enough. This past year we had a 1.25% increase (220 students). But we had a shift in the makeup of our students, and we found we had 381 new students from outside Washington County, which meant they needed student housing. The Regents look at enrollment over a period of time. The forecasted enrollment increase is about 3% (281 students per year), and a very conservative average over the next 10 years. This is a challenge for us. We need it. Paul wanted to read the proposal so he stated it correctly. We are requesting the sale of two pieces of institutional property, contingent upon the Dixie College Foundation also selling 2.29 acres of their

adjoining property. The first piece is .22 acres; Dixie Towers LLC has offered us the appraised value. The developer is proposing about 800 beds (\$30,800,000 for the project). Retail is the highest and best use for the Boulevard portion. This space is in the city's pedestrian area under the zoning requirement. Buildings can go up to 55 ft. The dwelling units go from 20 to 30 per acre, and the parking restrictions are relaxed. With these restrictions and this density, students have to occupy this space – which is one of the guarantees for us. We have asked the developer to put an additional \$500,000 in escrow that will stay in escrow after we close until the student housing portion is built. We need approval from the Board of Trustees, the Board of Regents, and the Foundation Board. To get all the ducks lined up is a challenge. We are not in the retail business, but we wouldn't put an academic building on the Larkin property. We have to start somewhere. Mark Snow is the developer, and he is here today. Chair Durham thanked Mark Snow for coming. Trustee Pike said from a city perspective, Paul has done a great job of discussing this. They love the mixed use. It is a great location for this kind of thing – it is walkable to campus (just close enough). He is very much in favor of it. Trustee Hiatt asked if they don't build student housing there within the year, what would happen. Trustee Pike said they are intending to do this. Mark Snow said with a capital investment of \$30.8 million dollars, there is no way they can do anything but student housing. There would be no way in their market rents that they could do anything else. Paul has been instrumental in keeping this going. They are planning on completing the mixed use with 600+ beds. There will be student housing on this property, he said. Chair Durham called for a motion. **MOTION TO APPROVE BY ELISABETH BINGHAM, DULY SECONDED BY GREG LAYTON. Action: Motion passed, with one opposing vote.**

ATHLETIC SERVICES

2013-2014 Title IX Self-Evaluation of the Athletic Program

Jason Boothe, Athletic Director, presented this report. We recently found out that the report has to be approved by the Board of Trustees. It is a big project that we will be doing forever. We have some work to do because our male and female participation rates (65% male and 35% female) have to match the male and female campus percentages (which are 49% male and 51% female). We need to promote and pay more to athletic administration, coaches, etc. Trustee Smith asked about Women's Lacrosse. Trustee Beck said if we took football out of the equation we actually would have six more women. Women's Lacrosse could be 40 or more women. It would be located by softball and the new parking facility for intramurals, etc. Trustee Beck asked if there are competitors for Women's Lacrosse. Jason said yes, it would be over spring break and would require a flight for the Women's Lacrosse team. Jason said swimming, track, and Lacrosse are not only popular and would add numbers, but they would also be possible for us to support. Trustee Beck asked about men who like to play Lacrosse. Greg said there are club opportunities for that. Jason said Lacrosse for men is very different than for women, and a lot more expensive; and the men destroy a field. Vice Chair Clark asked if they would be conference sports. Jason said yes. Gail asked about men's baseball, women's volleyball, and football numbers – do they really require those numbers? Yes. **MOTION TO APPROVE BY DAVID CLARK, DULY SECONDED BY GAIL SMITH. Action: Approved unanimously.** Trustee Bingham asked where this goes. Jason said they follow the recommendations from this plan.

POLICY OFFICE

Policy 212: Criminal & Other Background Checks

Will Craver, Interim Director of Human Resources, said this policy is very much needed to be in-line with the Board of Regents in terms of compliance. We have identified 125 critical positions that desperately need our staff and faculty to have background checks. If something happens, and they hadn't had a background check, it would be bad for us. The initial cost for critical needs is \$25,000. Eventually we would like to check everyone. **MOTION TO APPROVE BY JULIE BECK, DULY SECONDED BY GAIL SMITH. Action: All approved.**

Policy 524: Signature Authority & Electronic Signatures

Will asked Scott Talbot to talk about this policy. Scott said this policy was originally asked for two years ago from President Nadauld. We had contracts being signed by others on campus, and there was no policy in place to prevent this. This policy puts control back in the hands of the administration. Chair Durham asked for language that there could be one-time authority, not just blanket authority. Scott said administration can

delegate that however they choose. **MOTION TO APPROVE BY HAL HIATT; DULY SECONDED BY JON PIKE. Action: Approved unanimously.**

Policies to be Deleted

Will mentioned the following policies, each of which is outdated or unnecessary. Will said these policies are 20 years old. In some cases they have been incorporated into other, newer policies.

- **Policy 5-5: Counseling.**
- **Policy 5-10: Student Health Program**
- **Policy 5-12: Financial Assistance**
- **Policy 5-28: Housing**
- **Policy 6-6: Personal Charge Account – Bookstore**
- **Policy 6-12: Purchase of Educational Discounted Merchandise**
- **Policy 6-21: Reader Board**

Chair Durham read the names of all policies to be deleted, and then called for a motion to approve the deletion of the policies. **MOTION BY DAVID CLARK; DULY SECONDED BY HAL HIATT. Action: Approved unanimously.**

VII. BOARD OF TRUSTEES COMMITTEE REPORTS

Chair Durham requested reports from the following Board of Trustees Committees:

Audit Committee. Committee Chair David Clark, with Committee Member Hal Hiatt. Vice Chair Clark said they had met since the last meeting, to follow up on something found in one of the audits. After the finding there is a recommendation for course correction, then a follow up. They had the follow up on various audits. They reported on two new audits (cash equivalents and some departmental travel, president's travel, etc.). A significant portion of the meeting was followed up by the state audit taking place at the same time. They go through a very detailed report on what is expected. From their standpoint, all expectations had been met or met ahead of schedule. Scott said the audit will be complete next Tuesday, and we'll have the completed audit by mid-April. Vice Chair Clark said by virtue of some history, we are all in one pot audit-wise. In general, very few problems were found.

Finance/Investment Committee. Chair Larry Bergeson, with Committee Members David Clark and Thomas Wright. Vice Chair Clark said the investment report has already been discussed.

Government Affairs Committee. Chair Thomas Wright, and Committee Members Hal Hiatt and Jon Pike. The focus has been on the legislative session. Chair Durham thanked Trustee Wright for participating by phone. Trustee Wright thanked Madam Chairman and fellow Trustees. Trustee Wright said he, President Williams, Frank Lojko, and Carlos Morgan met with the Governor during the legislative session. They focused on DSU and were able to promote our needs. They were able to get the Executive Appropriations Committee to change our priority into a higher position, which was very positive. But there are things we can do now as we prepare for the next session to be more effective. We need to do outreach on a consistent basis throughout the year to our local legislators and also to other Utah legislators. We have to convince everyone why we are important and a priority throughout the state. He will work with Frank to better compete with funding and to better state our needs and priorities regarding state funding.

Academic Programs Committee. Chair Elisabeth Bingham, and Committee Members Julie Beck, Larry Bergeson, Greg Layton and Gail Smith. Trustee Bingham said David Wade has done a great job – thank you for that. They met this last week. Larry Bergeson was very helpful about STEM. He is a valuable resource.

Policy Committee. Chair Julie Beck, and Committee Members Christina Durham and Gail Smith. Chair Durham said they would report next time.

DXATC Board Liaison. Trustee Pike turned the time over to DXATC President Kelle Stephens to give a quick report. She said they are thrilled to have received the funding for their old airport location. They are excited to raise \$13 million to get this building. Kelle said thank you to Frank Lojko; he is gracious and a real asset. She said they at the DXATC are delighted to be a part of Dixie's education system.

NAC Representative. Chair Gail Smith, with Committee Members Elisabeth Bingham and Christina Durham. Trustee Smith said the National Advisory Council met on Friday, February 27th. There were 15 NAC members at the meeting. She said Dr. Kelly Bringham reported on the changes at the Tanner Amphitheatre, and President Williams gave us a drone flyover on the process of strategic planning. It was very educational for her to hear about the strategic plan from Dr. Erin O'Brien and Dr. Debra Bryant, etc. Everyone represented Dixie State University so well.

Opportunities for the President to meet with Community Members

Vice Chair David Clark said there is one more issue – we are trying to coordinate opportunities for President Williams to meet with important stakeholders within the community, so we are scheduling get-togethers. We are asking where the five-year finish line should be for the strategic plan.

VIII. DISCUSSION/INFORMATION ITEMS

UNIVERSITY ADVANCEMENT

Development Office Donation Report

Brad Last, Vice President of University Advancement, said another check has come in to complete the Sorenson's endowed chair – \$2 million total. The person overseeing the endowed chair has not been hired yet, but the process is close.

General Update

Brad Last mentioned the following in his report:

- **Fire & Ice** – this is a great event. The net is close to \$160,000. The group involved in this event are so amazing – Pat Western, Dorothy Orton, Marcia Wade, Elaine Davis, Kalynn Larson, etc. Kalynn supports many things regarding the Foundation, not the least of which is this event. Trustee Hiatt does the flowers and decorations, which are always fantastic! The Student Alumni Association (SAA) come to support the event as well – they are always there to help set up, and are also the last ones to leave. Kalynn supervises them.
- **Rick Palmer, Senior Development Officer**, is leaving. He is going to be the principal of Enterprise High School.
- **Lori Blackner** has almost 20 years of experience in Higher Education at SUU, so she has been hired to help Brad in the University Advancement office. They have hired another person, as well, but cannot mention that person's name yet. They may also hire someone to replace Rick.
- **The Dixie Sears Invitational Art Show** is going on now. This show is something else Kalynn supports and helps with, as well as Kathy Cieslewicz, DSU Curator. We have sold 61 pieces of art so far. There are a number of beautiful pieces that are still for sale. Please go take a look.
- **We have 1000 blue and pink baby onesies with the DSU logo on them.** Rick Palmer got them; they are to be given to every baby born at DRMC. We want to tie families and children to DSU.
- **We have also ordered 1000 Dixie D Flags.**
- **We received another \$100,000 from IHC for a Nursing Diversity Scholarship.** They need more diversity in their nursing corps to serve a diverse community.
- **We had a big golf tournament yesterday**, which will probably become an annual spring tournament.
- **Dixie's Got Talent** – was fairly profitable this year, with the help of Del Beatty, Dean of Students, and the SAA. They changed the format and it turned out well and was really fun.
- Also, regarding **Receptions in your homes for friends and neighbors to meet the President** – if you would like to host a reception or you know others who would like to host, please let Brad know. Trustee Bingham is going to invite her neighbors over for an hour. Put her and Trustees Pike, Smith and Durham on the list. President Williams has made it clear that he will attend as many receptions as possible. Trustee Bingham asked if DSU could support everyone by taking care of the refreshments. Chair Durham thanked Brad for the update, and for his good work in the legislature.

TITLE IX/CLERY ACT COMPLIANCE REPORT

Dr. Cynthia Kimball Davis, DSU's new Title IX/Clery Act Compliance Director, presented the following items in her report. Cynthia invited Josh Thayn, DSU's Risk Manager/Campus Safety Officer/Fire Marshall, to join her. Josh said thank you for the opportunity. Their presentation included the following:

- **Title IX/Clery Act Compliance Information**
- **Title IX Investigation Process**
- **CARE (Crisis Assessment Risk Evaluation) Team.** Josh said in the office of Risk Management/Safety we want to be the best prepared under the sun. His office and Cynthia's office, HR, Dean Del Beatty, and Police Chief Don Reid all came together to look at best practices nationally. We don't want to be in the news for negative things. The goal is to identify and prevent incidents from ever happening, or

intervening when they get to the crisis level. Cynthia said they meet every Monday to evaluate cases. They have a luncheon next week with a trainer. Other committees are Dixie SAFE, which will meet on April 9th, and the Title IX Investigator Committee. We have Title IX Deputy Coordinators who will be trained next week so we will have a team of 15 or 16 people.

- They will be involved in revising student conduct policies, and reviewing them every year.
- Training is being held next week; the third day is mandatory reporter training for every employee. They are offering five sessions.
- They will offer face-to-face training soon to define okay and not-okay behavior.
- There will be online training compliance to give people options. HR will be the gatekeeper of employees' training records.
- Student conduct software is coming to help them track cases.
- Their website will be launched on Monday. Their office is very busy. Chair Durham commended and thanked Cynthia for doing so much in a short time. Cynthia said this is a team effort – so many people have come forward to help. She is grateful for the service and expertise. Thank you so much.
- **NaBITA Threat Assessment Tool.** Josh said CARE is a great name, because that is what we do. They will follow this NaBITA matrix and find out where people are on the matrix and then classify the risks and address the intervention and solutions. They could moderately evaluate, get Health and Wellness involved, as well as campus policy, etc. We will use the professional backgrounds of the people on the team. Chair Durham said she appreciates the best practices. This is very well thought out.
- **Title IX Handout: Educational Amendments of 1972 to the 1964 Civil Rights Act and Statement Prohibiting Sexual Misconduct**

GENERAL UPDATES

Classified and Exempt Staff Association

Jack Freeman, President of the Classified Staff Association, and Andrea Brown, President-elect of the Exempt Staff Association, reported together on the following:

- They met March 6th with the Utah Higher Education Staff Association (UHESA). Sylvia Bradshaw is the president-elect of that association for the state of Utah.
- As the President mentioned earlier, on Wednesday of this week they had their first staff breakfast, and it was great. Nearly 200 people attended the breakfast. President Williams spoke, and people were recognized. They said election times for staff organizations are coming up – elections will be open April 16 through 30. Winners will be announced in May and will take office in July. Jack said it was impressive to have President and Kristin and board members greeting staff members at the breakfast.
- Regarding the strategic plan, Jack and Andrea said we will see it this summer, but be assured that you, President Williams, have the support of the staff.

Chair Durham thanked them for their important work.

Faculty Senate

Erin O'Brien, Faculty Senate President-elect, said Nate Staheli, Faculty Senate President, had just arrived at the University of Utah to meet with other Faculty Senate leadership to discuss a variety of issues – state legislation, retirement policies, etc. Erin's report included the following:

- Regarding Policies, the Faculty Senate Constitution and Bylaws were sent to vote and it took longer than anticipated to get the needed votes. It will hopefully be presented next time. The Faculty Rights and Responsibilities Policy is up for discussion and will be tweaked. We hope to have that next time, too.
- We had an incredibly successful Black History Month on campus.
- The biology program hosted a statewide conference on regional plants.
- The Utah Campus Compact Conference is taking place on our campus.
- We are about to host the statewide UWHEN Conference in April.
- AAUW is doing outreach to 100 girls and their parents.
- We just held the Utah Conference on Undergraduate Research on our campus, and the feedback was extremely positive. Steve Armstrong and his team did an excellent job.

Student Services

Del Beatty, Dean of Students, said Frank just called and said he missed everyone. He is attending a Financial Aid Conference in Washington, D.C.

Alumni Association

Trustee Hal Hiatt, Alumni Association Director, said the Student Alumni Association (SAA) has a small video presentation regarding the **Traditions Book**. Chet Norman, said traditions will be completed and receive incentive items. Caden McDonald said there will be a book, with pictures of those completing the tradition uploaded into the books. Students will be able to use the app to explore, search for other students, traditions, etc. Chet said we have a senior student working on this app. Participants can register for student media accounts, and there is a leader board to increase competition and participation, etc. Caden said there are several benefits of this book: connection, pride, involvement, tradition, increased attendance at events, students networking with alumni association, competition with other universities, building excitement for incoming freshmen, and it can be used on the student's resume. Chet showed the proposed cover (which is subject to change). They went through the contents of the book. Implementation of the book will take place on Freshman Friday before Fall Semester begins, and books will be available at the Alumni House and at the Campus Store for no charge. Chair Durham said it sounds like a new tradition.

Associated Students of DSU

DSUSA President and Trustee Greg Layton said the students have been involved in two great projects:

- **Service in San Francisco.** Megan Church is over Service. She did a PowerPoint presentation about their experience in San Francisco. It was the first ever alternative spring break for DSUSA. They wanted to focus on homelessness and hunger. San Francisco is the largest area in the nation for homelessness and hunger. Sixteen students and advisors went on this trip. The students paid \$250 per person. USU students paid twice as much to be in the same location. They served: 1) Marin Food Bank and Presidio Trust – they packaged 6000 pounds of food and fed 12,000 people. 2) Glide Memorial Soup Kitchen and project Open Hand. 3) Habitat for Humanity – this is a three-year build project involving over one million volunteer hours. It is an intern and training program. The people moving into the house have to help, too. 4) Chaparral House – this is a skilled not-for-profit nursing facility that operates with volunteers. There are over 1200 volunteers every three months, and there are paid and unpaid residents. Greg said they accumulated 250 volunteer hours, fed over 13,500 people, and worked on 30 houses – the students were thrilled. It was hard and grueling, but they had a great time.
- **Visit to St. George's Sister City in Japan.** Greg said this was a wonderful and amazing trip. They went to Meijo University in Nagoya, Japan and met Professor Dr. Akasaki, who won the 2014 Nobel Prize in Physics for inventing an LED lightbulb. Greg said Meijo University paid for all travel, food and lodging while they were there. They met with the president and shared gifts. Meijo invited our students to come back in the future. Students in Meijo are very core oriented – their electives are through clubs. For example, Pharmacy and Law schools each have a president and vice president with students under them. It was phenomenal. In Meijo, the students don't have a social life or much fun, but they are involved in clubs. We put emphasis on academics, but also on fun. Their students were anxious to come here; we could make them feel at home. Samantha Tommer is over the Academic Senate. She said this trip was absolutely amazing. It was her first time traveling internationally and being immersed in a completely different culture. Student networking and interaction were the highlight of the trip. There was a huge language barrier, but she learned so much from this experience. They were amazed that the university would trust young kids with these responsibilities. They were astounded that we all drive. Thank you for the opportunity and for the memories and for the networking, Samantha said. Service is not a very big part of Japanese culture, so it was a great opportunity to be able to share this. Del said as they were putting the trip together, Nate Staheli met with the academic people from Meijo University, and Del met with the student services side of things. Disabilities and depression were fascinating subjects to them. There is no ADA law in their country. They are double our size and have 100 suicides in one year. They have agreements with USC, Oregon, Oklahoma State, the University of Hawaii, and DSU. Del said one highlight was from the mayor in Japan, and he sent greetings to Mayor Pike. Trustee Jon Pike mentioned that when he went to Japan in November, he took a DSU jacket to them. Greg said outside of teaching and collaboration, they also had some eating and social experiences, and are now connected on Facebook and Instagram. Economics Professor Hitoshi Makino is also a football coach. He was already wearing his DSU shirt and hat. They have offered for our students to come back. To get to Nagoya they walked through town and met some kids who talked with them. One girl had spent a year at DSU in St. George. She got them safely to some good food. Greg said the trip was a success! Thank you for the opportunity.

CONCLUDING REMARKS

Chair Durham said next Friday the State Board of Regents will meet right here in the Zion Room. D-Week is April 8-13, and April 29th is the date of the next Strategic Planning Town Hall Meeting in the Ballroom. She called for a motion to adjourn. **MOTION TO ADJOURN BY ELISABETH BINGHAM, DULY SECONDED BY GAIL SMITH. Action: Approved unanimously.**

The meeting was adjourned at 1:09 p.m.

IX. CALENDAR OF UPCOMING MEETINGS AND EVENTS

- ***2015 Utah Legislative Session*** – January 26 through March 12, 2015
- ***28th Annual Sears Dixie Invitational Art Show*** – February 14 through March 29
- ***University Council Meeting*** – Tuesday, March 24 @ 9AM, South Admin Conf Room
- ***Board of Regents Meeting*** – Friday, March 27 @ DSU, Zion Room
- ***President's Cabinet Meeting*** – Tuesday, March 31 @ 9AM, South Admin Conf Room
- ***University Council Meeting*** – Tuesday, April 7 @ 9AM, South Admin Conf Room
- ***D-Week*** – April 13-18, 2015
- ***President's Cabinet Meeting*** – Tuesday, April 14 @ 9AM, South Admin Conf Room
- ***University Council Meeting*** – Tuesday, April 21 @ 9AM, South Admin Conf Room
- ***Council of Presidents Meeting*** – Tuesday, April 28 @ 12PM, SLC
- ***Board of Trustees Meeting*** – Friday, May 1 @ 8AM, Zion Room
- ***University Council Meeting*** – Tuesday, May 5 @ 9AM, South Admin Conf Room
- ***Commencement Day*** – Friday, May 8
- ***Board of Regents Meeting*** – Friday, May 15 @ SLCC

X. LUNCHEON FOR ALL MEETING ATTENDEES – SERVED IN THE ZION ROOM

XI. NEXT BOARD OF TRUSTEES MEETING – FRIDAY, MAY 1, 2015



INVESTMENT REPORT

July 1, 2014 to January 31, 2015

	Beginning Market Value July 1st	YTD Realized Income	YTD Unrealized Income	YTD Total Income	Additions / (Sales) / (Withdrawals)	Ending Market Value January	YTD Rate of Return
<i>Cash or Cash Equivalents</i>							
Utah State Inv Pool (PTIF)	21,426,708	75,299	-	75,299	11,947,600	33,449,607	0.35%
PTIF - Endowment Pool	526,218	1,517	-	1,517	-	527,736	0.29%
Total	21,952,926	76,817	-	76,817	11,947,600	33,977,343	0.35%
<i>Money Managers</i>							
Morgan Stanley / Merrill Lynch	1,137,338	4,850	3,184	8,034	-	1,145,336	0.71%
Soltis Investment Advisors	1,593,364	60,323	(115,038)	(54,715)	(3,623)	1,535,026	-3.43%
University of Utah	7,632,443	125,564	1,296	126,860	-	7,759,303	1.66%
Total	10,363,145	190,741	(110,558)	80,182	(3,623)	10,519,360	0.77%
<i>Restricted Investments</i>							
Morgan Stanley - Bonds	577,403	12,428	17,866	30,295	(43,770)	563,928	5.25%
Restricted Investments Fund	123,088	250	(2,031)	(1,781)	-	121,307	-1.45%
Soltis Investment Advisors (Students)	-	4	-	4	-	79,695	0.00%
Total	700,491	12,678	15,835	28,513	(43,770)	685,234	4.07%
Grand Total	33,016,562	280,236	(94,724)	185,512	11,900,207	45,181,936	0.56%



INVESTMENT REPORT

July 1, 2014 to February 28, 2015

	Beginning Market Value July 1st	YTD Realized Income	YTD Unrealized Income	YTD Total Income	Additions / (Sales) / (Withdrawals)	Ending Market Value February	YTD Rate of Return
Cash or Cash Equivalents							
Utah State Inv Pool (PTIF)	21,426,708	88,984	-	88,984	11,654,400	33,170,092	0.42%
PTIF - Endowment Pool	526,218	1,727	-	1,727	-	527,946	0.33%
Total	21,952,926	90,712	-	90,712	11,654,400	33,698,037	0.41%
Money Managers							
Morgan Stanley / Merrill Lynch	1,137,338	5,450	5,204	10,654	-	1,147,957	0.94%
Soltis Investment Advisors	1,593,364	61,656	(68,829)	(7,173)	(3,623)	1,582,568	-0.45%
University of Utah	7,632,443	125,564	1,296	126,860	-	7,759,303	1.66%
Total	10,363,145	192,676	(62,329)	130,348	(3,623)	10,569,525	1.26%
Restricted Investments							
Morgan Stanley - Bonds	577,403	17,802	13,655	31,457	(43,770)	565,090	5.45%
Restricted Investments Fund	123,088	355	(446)	(91)	-	122,997	-0.07%
Soltis Investment Advisors (Students)	-	6	-	6	-	79,697	0.01%
Total	700,491	18,157	13,209	31,366	(43,770)	688,087	4.48%
Grand Total	33,016,562	301,545	(49,119)	252,426	11,607,007	44,955,650	0.76%



Memorandum

To: Dixie State University Board of Trustees

From: Paul Morris, Vice President of Administrative Services
Bryant Flake, Executive Director of Institutional Planning and Budget

Date: April 13, 2015

Re: 2015-16 Budget Process Outcomes

The outline for the 2015-16 institutional budget is now substantially complete. New ongoing revenues budgeted for the upcoming year include a modest increase in state appropriated funding, along with increased tuition revenue due to a 3 percent tuition rate increase and an uptick in nonresident enrollment. These funds will be utilized to support the following initiatives in the upcoming fiscal year:

- 2 percent compensation adjustment as approved by legislature
- Faculty rank advancements and targeted merit/equity salary increases for faculty and staff
- Adjunct faculty rate increase from \$600 to \$650 per credit hour
- 4.9 percent increase in health insurance premiums
- Student hourly wage funds to offset federal Work Study funding decrease
- Initial implementation of the strategic plan
- Reorganization of Centralized Scheduling, Campus Events, and Parking Services
- Divisional funding allocated to Academics, Administrative Services, Advancement, President's Office (including Athletics), and Student Services for new positions and programs
- Operating reserve for future growth and contingencies

TAMARA LEMMON

STUDENT SPEAKER

Determined to pick up where she left off more than a decade ago, Tamara Lemmon enrolled in Dixie State University to finish her Bachelor's degree. Two and a half years later, she is graduating with a Bachelor's of Science in English with an emphasis in Literary Studies and a minor in Mathematics — and doing so with Summa Cum Laude honors.

Lemmon, who was born and raised in East Los Angeles, attended Fullerton College immediately after high school. A few semesters in, Lemmon put college on hold to run her own company and work in marketing. While dedicating herself to her career, Lemmon felt like she had unfinished business she needed to attend to — she wanted to return to school and earn a baccalaureate degree.

She credits her mother, Vickie Jackson, for inspiring her and supporting her return to academia. A single mother, Jackson has a Master's degree and was the first in her family to attend college, an example Lemmon looked up to. Lemmon is also quick to point to her husband, Steve, for working long hours to support their family and her children for being so patient and helpful during her return to school.

A member of the international English honor society Sigma Tau Delta, Lemmon won first prize in the Creative Nonfiction category of DSU's Creative Writing Contest this academic year. She also participated in the Utah Conference on Undergraduate Research in 2013 and 2014, winning the Best of Section Award for her efforts her first year. Additionally, Lemmon won Dixie State's inaugural Antone and Cola Bowler Persuasive Speech Competition in 2013.

Taking advantage of the quality education and small class sizes that Dixie State University offers have been highlights of Lemmon's experience at the institution. She appreciates the personal attention she received from faculty, who not only knew her name but also cared about her as a person.



She aspires to carry on this practice, as she is working toward a career as a university professor. To achieve this goal, Lemmon intends to apply for graduate programs next year and return to school for the 2016-17 academic year.

Outside of the classroom, Lemmon is a competitive swimmer. In addition to holding several Utah state records, she is ranked in the top 10 nationally for her age group by U.S. Masters Swimming. She uses this skill each year by completing the swimming leg in the Great Race during D-Week.

A seven-year resident of St. George, Lemmon also values community involvement. In 2012, she and Steve organized a benefit concert that raised \$30,000 for those affected by flooding in Santa Clara at that time.

William J. Christensen, Ph.D.
Executive Vice President
Chief Academic Officer

20 April 2015

RE: Recommendation for Professor Emeritus status for Dr. Donald Ray Hinton

Dear President Williams and DSU Board of Trustees,

It is my honor and pleasure to recommend Dr. Don Hinton to you to receive the honor of DSU Professor Emeritus. A native of nearby Hurricane, Utah, Dr. Hinton graduated from Hurricane High School, attended Dixie College, and then graduated from Brigham Young University with Bachelor's and Master's degrees in Speech and Drama. Dr. Hinton then went on to spend the next four and a half years as an officer in the United States Army. Following his release from the military, he continued as a Reserve Public Affairs Officer, completing summer tours with the Army for six years at 6th Army headquarters in San Francisco, five years at the Pentagon, and three years at the Army's Military Traffic Management Command in Alexandria, Virginia.

In 1977, Dr. Hinton accepted an appointment to teach at Dixie College. During his 36 years as a faculty member, he focused his energies in the speech communication area, including coaching the forensic squad and directing theatre. He has written and directed 19 reader's theatre productions, capturing seven national honors for those shows. As a director of theatre he produced 12 full-length stage productions. Throughout his years at Dixie, Hinton has frequently taught workshops and seminars on communication-related subjects.

Dr. Hinton has served as Faculty Association President, and on a wide range of other committees. In September 1994, Dr. Hinton was appointed as Chairman of the Fine Arts Department at Dixie and held that post until June 2000 when he took a leave of absence from Dixie to serve as mission president of the China Hong Kong Mission for the LDS Church. Upon his return in 2003, he was appointed Interim Dean of the Division of Arts, Letters, and Sciences, a position he held for two years. He returned to teaching and served as Chair of the Fine Arts Department for the 2005-06 school year before being appointed Dean in July 2006. Don's last position was Dean of Humanities, the position from which he retired from this year, after also having served a semester as interim Academic Vice President.

Dr. Hinton's years of dedicated service to DSU and its community fully qualify him for the honorary designation of Professor Emeritus, and it is with great pleasure that I recommend your approval in this regard.

Sincerely,


Dr. William J. Christensen

April 8, 2015

Dear Promotion Committee:

As you are aware, Dr. Donald Ray Hinton retired from Dixie State University the end of December 2014. Because of his long and dedicated service as a faculty member, Department Chair, Dean of the School of Humanities, and Interim Vice-President of Academics; and, perhaps most importantly because of his positive influence with students and the faculty with whom he worked, this letter to you is to nominate Dr. Hinton to receive the rank of DSU Professor Emeritus and to begin the process for him to receive the honor.

In 1977, Dr. Hinton accepted an appointment to teach at Dixie College. During his 37 plus years as a faculty member, he focused his energies in the speech communication area, including coaching the forensic squad and directing theatre. Through his forensic coaching he wrote and directed 19 reader's theatre productions, capturing seven national honors for those shows. As a director of theatre he produced 12 full-length stage productions. Throughout his years at Dixie, Dr. Hinton frequently taught workshops and seminars on communication-related subjects.

During his tenure at Dixie, Dr. Hinton served as Faculty Association President and on a wide range of other committees. In September 1994, Dr. Hinton was appointed as Chairman of the Fine Arts Department at Dixie and held that post until June 2000 when he began his service as mission president of the China Hong Kong Mission for the LDS Church. Upon his return in 2003, he was appointed Interim Dean of the Division of Arts, Letters, and Sciences, a position he held for two years. He then returned to teaching and served as Chair of the Fine Arts Department for the 2005-06 school year before being appointed Dean of the School of Humanities in July 2006. Dr. Hinton also served as Interim Vice President of Academics from January to July of 2013.

Faculty and students know him as a good listener, open and fair. His influence in the School of Humanities will be greatly missed because of his positive attitude and influence with all with whom he worked. I give my highest recommendation for Dr. Donald Ray Hinton to be awarded the rank of Professor Emeritus at Dixie State University.

Sincerely,



Addison Everett

4/16/2015

LETTER OF RECOMMENDATION FOR PROFESSOR EMERITA STATUS

To: Addison Everett, Dean of the School of Humanities
From: Jack Lounsbury, School of Humanities Promotion and Tenure Chair
Re: Candidacy of Don Hinton for Professor Emeritus

Dear Dean Everett:

The School of Humanities Promotion and Tenure Committee have carefully considered the performance of Don Hinton in light of the standards of Dixie State University. We find his performance to reflect these standards, and we have voted unanimously in favor of recommending Professor Emeritus status.

Sincerely,

Jack Lounsbury

School of Humanities Promotion and Tenure Chair

Cover/Signature Page - Abbreviated Template/Abbreviated Template with Curriculum

Institution Submitting Request: *Dixie State University*
Proposed Title: *Dixie State University STEM Center for K-12 Education*
Currently Approved Title: *N/A*
School or Division or Location: *School of Education*
Department(s) or Area(s) Location: *Department of Education*
Recommended Classification of Instructional Programs (CIP) Code¹ (for new programs): *NA*
Current Classification of Instructional Programs (CIP) Code (for existing programs): *NA*
Proposed Beginning Date (for new programs): *MM/DD/YEAR*
Institutional Board of Trustees' Approval Date: *MM/DD/YEAR*

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
<i>R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar</i>		
SECTION NO.		ITEM
5.1.1	<input type="checkbox"/>	Minor*
5.1.2	<input type="checkbox"/>	Emphasis*
5.2.1	<input type="checkbox"/>	(CER P) Certificate of Proficiency*
5.2.3	<input type="checkbox"/>	(GCR) Graduate Certificate*
5.4.1	<input type="checkbox"/>	New Administrative Unit
	<input type="checkbox"/>	Administrative Unit Transfer
	<input type="checkbox"/>	Administrative Unit Restructure
	<input type="checkbox"/>	Administrative Unit Consolidation
5.4.2	<input type="checkbox"/>	Conditional Three-Year Approval for New Centers, Institutes, or Bureaus
5.4.3	<input checked="" type="checkbox"/>	New Center
	<input type="checkbox"/>	New Institute
	<input type="checkbox"/>	New Bureau
5.5.1	<input type="checkbox"/>	Out-of-Service Area Delivery of Programs
5.5.2	<input type="checkbox"/>	Program Transfer
	<input type="checkbox"/>	Program Restructure
	<input type="checkbox"/>	Program Consolidation
5.5.3	<input type="checkbox"/>	Name Change of Existing Programs
5.5.4	<input type="checkbox"/>	Program Discontinuation
	<input type="checkbox"/>	Program Suspension
5.5.5	<input type="checkbox"/>	Reinstatement of Previously Suspended Program
	<input type="checkbox"/>	Reinstatement of Previously Suspended Administrative Unit

**Requires "Section V: Program Curriculum" of Abbreviated Template*

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Signature

Date: *MM/DD/YEAR*

Printed Name: *Name of CAO or Designee*

¹ CIP codes must be recommended by the submitting institution. For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

Program Request - Abbreviated Template
Dixie State University
Dixie State University STEM Center for K-12 Education
04/01/15

Section I: Request

We request that the Dixie State University Office of STEM Education as currently operating be expanded and designated as a Center. STEM is the abbreviation for Science, Technology, Engineering & Mathematics. The strategic planning framework we have embraced for becoming the Dixie State University STEM Center for K-12 Education provides a broad, flexible set of ideas aimed at moving toward an overarching *integrated* K-12 STEM vision that will enhance the University's value to students, faculty, and particularly to the regional K-12 community. Our aim is to promote integrated STEM education by providing grant-funded professional development opportunities for K-12 educators at the highest order of excellence and employing learner-centered and experiential learning programs for K-12 students. Our approach to enhancing and reforming K-12 STEM education includes conducting research in STEM teaching and learning and developing innovative curricula, resources, and materials through the collaboration of Dixie State University School of Education, STEM departments, area educational agencies, and community partners. We believe that being designated as an official Center will elevate our profile and increase the probability for grant awards.

Section II: Need

In his 2013 State of the Union address, President Obama stated, "Tonight, I'm announcing a new challenge to redesign America's high schools so they better equip graduates for the demands of a high-tech economy. We'll reward schools that develop new partnerships with colleges and employers, and create classes that focus on science, technology, engineering, and math – the skills today's employers are looking for to fill jobs right now and in the future." This announcement underscores the tremendous need for partnerships between higher education and school districts to address the need to better prepare preservice teachers and to upgrade the skills of inservice teachers to meet the demands for preparing more home grown STEM professionals.

For more than a decade, the National Academy of Engineering, the National Academy of Sciences, the National Research Council and other policy makers, industry leaders and educators have underscored the urgency for improving the teaching of STEM subjects in American K-12 schools. Many of the concerns about STEM education tie to worries about the innovation capacity of the United States and its ability to compete in the global marketplace. These worries are clearly articulated in the publication from the National Academies Press (NAP) (2010), *Rising Above the Gathering Storm, Revisited: Rapidly Approaching Category 5*. The following quote appears on the Web page for above text: "In the face of so many daunting near-term challenges, U.S. government and industry are letting the crucial strategic issues of U.S. competitiveness slip below the surface. Five years ago, the National Academies prepared *Rising Above the Gathering Storm*, a book that cautioned: 'Without a renewed effort to bolster the foundations of our competitiveness, we can expect to lose our privileged position.' Since that time we find ourselves in a country where much has changed--and a great deal has not changed." Our goal is for this proposed Center to play a pivotal role in this region to improve the teaching and learning of STEM disciplines within the schools through a variety of initiatives, some of which are currently underway as described below.

We acknowledge the good work being done by the Southern Utah University Center for STEM Teaching and Learning. We recently met with their director, Dr. Bill Heyborne, to discuss possible collaborations, and while there is some overlap in our overarching goals, their focus and resource allocations are much broader than ours. The Dixie State University STEM Center for K-12 Education will be modeled after a similar center at the University of Nevada, Reno. The Raggio Research Center for STEM Education has been in existence since 2002 (<http://www.unr.edu/raggio-center>). This center was conceived and developed under the direction of Pamela Cantrell, Ph.D., who served as its executive director through 2006. Dr. Cantrell currently serves as the Executive Director of the Dixie State University Office of STEM Education. The mission of the Raggio Center is to "advance the theory and practice of science, technology, engineering and mathematics (STEM) education through collaborative research, development, instruction, dissemination, leadership and outreach." Our Center will have similar goals. Since its inception, the Raggio Center has been awarded millions of dollars in competitive grant funds from numerous agencies including the United States Department of Education, the National Science Foundation, and the Nevada State Department of Education. Most of these grants were aimed at improving STEM teaching through innovative professional development programs for K-12 teachers.

For the past three years, the Dixie State University Office of STEM Education has been engaged in programs that are aligned with our mission of STEM outreach. We were awarded a three-year federal pass-through grant of \$350,000 for our STEM Integration Project that engages K-12 teachers in how to integrate the four STEM disciplines into their science programs. Over 60 regional teachers have participated. This grant is funded through the Mathematics and Science Partnership grant program. Our partner for the grant is Washington County School District, and we are in our third year of this project. Additionally, Dr. Nancy Hauck, our Elementary Specialist, engages her science methods students in transporting telescopes to local schools for astronomy nights for students and parents. She receives more requests for this program than she and her students can possibly accommodate. Recently, the Utah STEM Action Center has awarded Washington County School District, in partnership with Dixie State University School of Education and Office of STEM Education, a grant to fund tuition for 25 elementary teachers to complete the six courses necessary to be awarded the Elementary STEM Endorsement. Dixie State University (DSU) faculty associated with the Office of STEM Education will teach all the courses. The Board of Trustees at DSU has recently approved our endorsement program, and it is currently under review by the Commissioner's office and will be presented to the Board of Regents soon. We currently have 13 faculty members from the Department of Education and the Department of Science & Technology who have expressed an interest in participating in the Center. These past three years have provided foundational experience for us as an Office, and we are now ready to move to Center designation, which we believe will position us to become more effective and competitive in seeking grant funding.

Section III: Institutional Impact

The DSU Office of STEM Education currently operates within the DSU School of Education. There currently exists a 0.5 FTE for an executive director who reports directly to Dean Brenda Sabey. We anticipate no new administrative or organizational structure changes when we become a Center. When the School of Education moved to its new location in the North Instructional Building, the remodel included some changes to the second floor to accommodate the Office of STEM Education. Room 202, the old math lab, was painted, the computers removed, and work tables along with a conference table and chairs were moved in. A small kitchen area and a storage room were combined into a large storage room for our STEM teaching equipment and supplies. The storage room includes a sink with running hot and cold water. Room 202A was painted and is the office for the Executive Director. The office includes a computer

and printer. Room 205 is a smart classroom. Rooms 202 and 205 along with the office and storage room comprise the entire second floor and are dedicated for exclusive use of the DSU Office of STEM Education. No additional physical facilities will be required.

In terms of the effect on enrollments in instructional programs, the majority of our programs will be offered as grant-funded outreach programs for teachers, all of whom hold a minimum of a bachelor's degree, and will not be offered for university credit and would therefore have no direct impact on current enrollments. We would hope, however, that as practicing teachers engage in these programs, they will become interested in pursuing further education at the university, either through STEM content courses, or the pending STEM teaching endorsement courses.

Section IV: Finances

The DSU Office of STEM Education currently has no on-going operating budget. Dean Sabey has generously supplied the printer for the Executive Director, and most office supply costs are associated with and paid for by our current grant. Our goal is to obtain donor funds to provide the operating budget for the Center. We hope to attract a minimum of \$500,000, which at 4% interest, would provide an annual operating budget of \$20,000. There is currently a great deal of interest in supporting STEM initiatives among commercial enterprises, and we hope to tap this interest in our region to fund our Center. Additionally, we will continue to apply for grants to support new programs.

Section V: Program Curriculum

*****THIS SECTION OF THE TEMPLATE REQUIRED FOR EMPHASES, MINORS, AND CERTIFICATES ONLY*****

Not applicable

Cover/Signature Page – New Programs Follow-up Report Template

Institution Submitting Request: Dixie State University
Program Title: Criminal Justice Program
School or Division or Location: School of Humanities
Department(s) or Area(s) Location: Department of Social and Behavioral Sciences
Recommended Classification of Instructional Programs (CIP) Code¹: 00.0000
Board of Regents' Approval Date: MM/DD/YEAR

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
<i>R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar</i>		
SECTION NO.		ITEM
5.6.1	<input checked="" type="checkbox"/>	Three-Year Follow-Up Report of Recently Approved Programs
5.6.2	<input type="checkbox"/>	Two-Year Follow-Up Report of Fast Tracked Certificate

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Signature

Date: MM/DD/YEAR

Printed Name: *Name of CAO or Designee*

¹ CIP codes must be recommended by the submitting institution. For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

**Report – Third-Year Report Template
Dixie State University
Criminal Justice Associate Program, Baccalaureate Program, and Digital Forensics Certificate
09.10.2014**

Program Description

The Criminal Justice program was designed to address varying needs of the criminal justice system and the diverse interests of students. Whether a student desires to enter law enforcement or to pursue a graduate degree in the behavioral sciences, this program offers the appropriate education. The Criminal Justice Program requires common core courses that address the main facets of the modern criminal justice system and the study of it. The program offers two emphases: Criminology and Digital Forensics. This unique facet of the proposed program allows students to pursue an education in traditional Criminal Justice or to be educated in one of the cutting-edge fields of Criminology or Digital Forensics. This program prepares graduates with the necessary knowledge and skills to enter any of the numerous traditional or emerging professions within criminal justice.

Criminal Justice is a program within the Department of Social and Behavioral Sciences. Students may pursue an Associates of Science in Criminal Justice or a Bachelor of Arts or Bachelor of Science in Criminal Justice with an emphasis in Criminology or Digital Forensics. Students may also obtain a Criminal Justice emphasis in the Interdisciplinary Arts and Sciences program. A Certificate in Digital Forensics is also available. Minors in Criminology and Digital Forensics were approved in September of 2014.

The Criminal Justice provides support to other programs by providing an emphasis in the Interdisciplinary Arts and Sciences program. In addition, the digital forensics courses support the Computer & Information Technology department in the following ways: all digital forensics courses above the 1000 level are approved technical electives; CIT students and CJ students pursue the digital forensics certificate; and the CJ2500 A+ Computer Hardware/Windows OS is dual listed with IT1200.

Degrees offered solely by the Criminal Justice Program

Certificate in Digital Forensics
A.S. Criminal Justice
B.A. Criminal Justice with an emphasis in Criminology
B.S. Criminal Justice with an emphasis in Criminology
B.A. Criminal Justice with an emphasis in Digital Forensics
B.S. Criminal Justice with an emphasis in Digital Forensics

Interdisciplinary degrees

B.A. Interdisciplinary Arts and Sciences
B.S. Interdisciplinary Arts and Sciences

Minors (Approved 09/2014)

Minor in Criminology
Minor in Digital Forensics

Mission

The Criminal Justice Program at Dixie State University is committed to:

- Developing students who value the search for knowledge by means of scientific methods and research and to providing students with the knowledge and skills to do so.
- Developing students who appreciate and understand that behavior results from complex interaction between psychological, biological, and sociological factors, among other things.
- Developing students whose understanding of criminology reflects integration of a variety of theoretical perspectives.
- Developing students who appreciate the power of applied criminology to foster physical, social, and communal well-being.
- Inspiring students to act ethically as scholars and as future participants in the field of criminal justice.
- Inspiring students to value to use critical thinking as students, scholars, consumers of media, and targets of influence.
- Inspiring students to commit themselves to a lifetime pursuit of knowledge and understanding.

Alignment with DSU's Core Themes and Strategic Positions

The Criminal Justice Program's mission is clearly aligned with DSU's core themes and strategic priorities as set forth in Table 1.

Table 1. CJ Program Alignment with DSU Mission and Goals

DSU Mission and Goals	CJ Program Mission and Goals
Dixie State University promotes a campus-wide culture of learning; delivers excellent teaching; and prepares knowledgeable and competent students who achieve their educational goals.	<p>-Inspiring students to commit themselves to a lifetime pursuit of knowledge and understanding.</p> <p>-Developing students who value the search for knowledge by means of scientific methods and research and to providing students with the knowledge and skills to do so.</p> <p>-Developing students whose understanding of criminology reflects integration of a variety of theoretical perspectives.</p>
Dixie State University invests in a culture of values which include service, citizenship, diversity, ethics, and collaboration.	<p>-Developing students who appreciate the power of applied criminology to foster physical, social, and communal well-being.</p> <p>-Inspiring students to act ethically as scholars and as future participants in the field of criminal justice.</p>
Dixie State University builds and maintains strong relationships between students, faculty, staff and community to foster economic growth and a continuum of educational, cultural and recreational enrichment.	<p>-Inspiring students to value to use critical thinking as students, scholars, consumers of media, and targets of influence.</p> <p>-Inspiring students to act ethically as scholars and as future participants in the field of criminal justice.</p>

History

Recommendations from Previous Review

This Criminal Justice Program proposal was reviewed February 28, 2011, by Curtis D. Fillmore, Chair of the Criminal Justice Department, Utah Valley University. The recommendations of the Reviewer were:

- A. Course CJ 1340 titled Introduction to Police Investigation should be changed to Introduction to Criminal Investigation. This title makes it compatible with the other institutions under the articulation agreement.
 - B. Increase the number of required core criminology and criminal justice courses and decrease the number of elective courses as deemed appropriate to align the credit hours with the other institutions.
- Both of these recommendations have been addressed and have led to positive changes in the program.

Accomplishments and/or Changes

Faculty

At the inception of the Criminal Justice Program, there were two full-time tenure-track faculty. No additional full-time faculty were hired between 2011-12 and 2013-2014. Two additional part-time faculty were hired during those years. Although few in number, the Criminal Justice faculty is accomplished in their respective areas of expertise. All full-time faculty now have Ph.Ds and are dedicated to teaching and providing opportunities for students to be actively involved in the classroom and the community. Criminal Justice faculty also conduct research for publication in scholarly journals and present scholarly work at regional and national conferences. Criminal Justice faculty are active in department and campus governance and service. Criminal Justice Program faculty also regularly serve as presenters in the Social and Behavioral Sciences monthly Brown Bag series presented to faculty, students, and staff. Results from the Senior Survey suggest that the Criminal Justice faculty is one of the strengths of the program. As one student noted, "I believe all of the teacher's knowledge and experience of how the criminal justice system works and being able to apply real life scenarios was by far the biggest strength."

Student comments about faculty were overwhelmingly positive and focused on how individual faculty helped prepare students for graduate school, encouraged students to succeed, and were very knowledgeable in their area of expertise.

Curricula

Two minors in Criminology and Digital Forensics were created in the 2013-2014 academic year and approved in 2014-2015 academic year.

Goals

Core Program Goals

Core Program Goal #1: Provide a Base Knowledge of the Criminal Justice System

Learning Outcomes:

- Define the major components of the criminal justice system and the fundamental processes that take place therein.
- Explain the vital role each branch plays in order for the criminal justice system as a whole to perform its proper function.
- Identify the responsibilities and challenges faced by professionals working in the principle branches of the criminal justice system.
- Discuss the process of the development, enforcement, reformation, and behavior of law.

Core Program Goal #2: Communicate the Scientific Pursuit of the Causes of Criminal Behavior

Learning Outcomes:

- List the major criminological theories that have been developed to describe the root causes of criminality.
- Define the causal arguments outlined by these fundamental theories.
- Compare and contrast varying theoretical frameworks.
- Understand basic methodological techniques employed in past and current research done on the causes of criminal behavior and the interworkings of the criminal justice system.
- Identify and interpret research that illuminates the strengths and weaknesses of current criminal justice policy, as well as research that attempts to reveal the causes of criminal behavior.

Specific Goals for the Emphasis in Criminology

Criminology Emphasis Goal #1: Develop Critical Thinking Skills in Criminology and Criminal Justice

Learning Outcomes:

- Distinguish personal views from knowledge based on empirical research that addresses criminal behavior and the criminal justice system.
- Connect real, diverse facts to criminological theories.
- Collect and use empirical evidence in drawing conclusions and in practice.
- Apply problem solving strategies to create solutions to the many challenges faced by those working in and controlled by the criminal justice system.

Criminology Emphasis Goal #2: Application of Criminology and the Study of Criminal Justice

Learning Outcomes:

- Use criminological theory and crime trends to address criminal behavior within certain contexts.
- Evaluate the costs and benefits of criminal justice programs and policies.
- Identify key applied areas in the discipline and determine whether an applied specialty can provide a solution for a given problem.
- Apply criminological theory and proper research methods to varying criminal behaviors or functions within the criminal justice system.

Specific Goals for the Emphasis in Digital Forensics

Digital Forensics Emphasis Goal #1: Extend the Criminal Justice Base Knowledge Set by Exploring the Subset of Crimes Known as Cybercrimes

Learning Outcomes:

- Understand current technologies, and how these are misused to commit cybercrime.
- Differentiate cybercrime from other criminal activity by using computer base knowledge and current case studies.
- Explore the problems faced by criminal justice professionals through the examination of the yet to be solved challenges resulting from the emergence and proliferation of cybercrime.
- Apply problem solving strategies and sound research to create solutions to the many challenges faced by those dealing with cybercrimes and cybercriminals.

Digital Forensics Emphasis Goal #2: Application of Digital Forensic Tools and Methodologies for Use in Criminal Justice Proceedings

Learning Outcomes:

- Understand different digital forensic methodologies and the correlation of those methodologies for the various environments and situations that can be encountered.
- Evaluate the costs and benefits of the application of digital forensic to court proceedings.

- Know the place digital forensics holds in present criminal justice activity and identify trends that can predict new aspects that will become important in the future.
- Identify each phase of the digital forensic process and apply each phase to current technologies in such a manner that will result in admissible evidence.

Program Learning Outcomes

Program learning outcomes are detailed in Appendix B. The outcomes were developed with the help and guidance of DSU's Director of Academic Assessment, Dr. Assunta Hardy.

Curriculum

Distinguishing Features

The Criminal Justice Program at DSU offers two unique Bachelor's degrees; students can earn a degree in Criminal Justice with either an emphasis in Criminology or Digital Forensics. These Bachelor degree emphases are unique in the state, as no other Criminal Justice program in Utah offers a four year degree in this discipline with these specialized areas of training.

Course Additions and Deletions

There have been no course deletions in the past three years. The courses that have been added in the past three years are:

- CJ 3350 American Jails and Prison, CJ 3500 White Collar Crime, CJ 3710, Crimes Against Humanity, CJ 4260 The Criminology and Policy of Terrorism, and CJ 4500 Special Topics: These courses were listed in the Bachelor's Degree proposal and were to be added over the first few years of the program. By adding these courses we provided other valuable upper division courses for our students and diversified the subject matter in our program.
- CJ 4875, Criminal Justice Senior Practicum: This course was designed to address feedback we received through the Senior Survey and better prepares our seniors for success after graduation.

Learning Experiences

Students are provided a broad foundation in criminal justice starting with CJ 1010, the prerequisite for many of the other criminal justice courses. All students are required to take CJ 4780 or CJ 4790, two integrative courses in criminology or digital forensics in their senior year. The goal of these courses is for students to integrate the many subfields of their respective emphasis area through the development of an applied or research paper/project and presentation. Given DSU's mission, size and goals, the Criminal Justice Program provides excellent breadth and depth (see Appendix F for Course Descriptions).

The CJ Program offers internship opportunities. Students have completed internships in law, law enforcement, and the judicial system.

Advanced students participating in the digital forensics program have the opportunity to assist in this training providing excellent experience. Students have assisted with this training on campus, at professional conferences, and this past year 5 students assisted overseas in Thailand through our partnership with the Royal Thai Police.

Policies and Practices to Ensure Uniformity in Courses

The base of the Criminal Justice Program is comparable to the program at Utah Valley University, Weber State University, and Southern Utah University as well as other peer institutions. However, the two aforementioned

emphasis areas make the Criminal Justice Program unique as no other Criminal Justice program in the state offers a four year degree in this discipline with these specialized areas of training. Criminal Justice faculty have participated in discussions with representatives of each USHE institution at the annual Major's meeting. As a result of this interaction, the Criminal Justice Program is consistent with the high standards established by sister programs in the state, while offering a curriculum that capitalizes on our unique faculty expertise, and more importantly, our unique Dixie State University Mission.

For courses in which there are multiple sections (CJ 1010, CJ 1330, CJ 1340, etc.) faculty met and developed a common set of course learning objectives. There is a common textbook for CJ 1010 and CJ 1340.

The current course rotation is attached as Appendix A.

Enrollment and Revenue Data

Prior to Program Implementation		Year 1		Year 2		Year 3	
Departmental/Unit Enrollment and Staffing Data		Est.	Actual	Est.	Actual	Est.	Actual
Total Department Student FTE (Based on Fall Third Week Data)		100	78.7	110	114.7	120	117.9
Total Department Faculty FTE (A-1/S-11/Cost Study Definition)							
Student FTE per Faculty FTE (from Faculty FTE and Student FTE above)		28.5:1		31:1		26.5:1	
Program Level Data							
Total Number of Declared Majors in Program	X		165		233		259
Total Number of Program Graduates	X		11		26		47
Departmental Revenue		Est.	Actual	Est.	Actual	Est.	Actual
Total Revenue to Department (Total of Funding Categories from R401 Budget Projection Table)			292,978		431,168		674,969
Departmental Instructional Cost per Student Credit Hour (per Institutional Cost Study Definition)		X	\$310	X	\$313	X	\$477

Students

Student enrollment data are set forth in Table 2. The data reveal a rapid increase in enrollment in the Criminal Justice Program over the past three years with increases from 270 the first year to 612 the third year. The number of majors in the baccalaureate programs grew to 180 in the first three years of the program's existence.

Student profile data are presented in Table 3. Data reveal that the majority of students in the Criminal Justice major are male and approximately 29% of students are minorities.

Table 2. Student Credit Hours, FTE and Graduation

	Fall 2011	Fall 2012	Fall 2013
Student Credit Hours	1181	1720	1769
AS Majors	165	112	79

4 Yr. Majors	0	121	180
Total Majors	165	233	259
Full-time Equivalent	78.7	114.7	117.9
Enrollment	270	593	612

Table 3. Student Data

	Fall 2011	Fall 2012	Fall 2013
Male	110	144	162
Female	55	89	97
Minority	43	52	75
White	110	169	172
Other	12	12	12
Full-Time	107	168	183
Part-Time	58	65	76
Freshman	120	125	124
Sophomore	37	52	49
Junior	7	38	43
Senior	1	18	43
Average Age	22.2	22.8	22.8
Average ACT Comp	18.3	19.3	19.5
Count Composite ACT	82	118	145

Enrollment

Enrollment grew since the inception of the Criminal Justice Program. The Criminal Justice Program proposal anticipated that we would have 120 FTE in the third year of the program and the FTE for Fall 2013 was 118, with enrollment of 612 students.

As of fall, 2013, there were 79 associate majors and 180 declared Criminal Justice baccalaureate majors.

Time to Degree

According to the Senior Survey, most students graduated in 4-5 academic years.

Graduation

The number of graduates has increased each year. The number of students declaring Criminal Justice as their baccalaureate major (180 as of the Fall 2013) has more than doubled the number of students declaring Criminal Justice as the focus of their AS degree. Graduation trends reflect this. We fully anticipate the number of graduates to continue to grow as the number of majors increases.

Employment Status

Many of our graduates have found employment. Some have entered the field of law enforcement, the world of corporate security, and the area of human services.

Graduate School

Students graduating from the Criminal Justice Program have entered graduate programs both in state (i.e. SUU, WSU, UofU) and nationally (i.e. Arizona State University, Massachusetts School of Professional Psychology).

Future Enrollment

We fully anticipate continued growth in enrollment in the Criminal Justice Program over the next few years. As of the start of the 2014-2015 academic year, the program had over 350 declared majors, making it one of the largest majors at DSU.

Assessment of Student Learning

Curriculum Mapping

Each course in the Criminal Justice Program is aligned with certain core or emphasis related goals. Please see Appendix D for a comprehensive table of the program's curriculum mapping.

Measures of Student Learning

Faculty employ various methods of assessing student achievement in the courses they teach. In general, faculty use graded quizzes, exams, assignments, papers, and projects to assess student achievement.

Additionally, the Criminal Justice Program has distributed the Senior Survey to all Criminal Justice baccalaureate graduates since the inception of the program. In part, results suggest that criminal justice graduates are satisfied with the DSU Criminal Justice Program and feel that it met their expectations. For example, one student remarked, "My plans were to start in police work then go into adult probation and parole. I feel academically I was ready to accomplish these tasks..." Another student, who continued their education in a graduate program stated, "Graduate school requires an excessive amount of writing and reading. Both were heavily covered in a majority of my classes. In addition, I believe the course work in this program provided a great foundation for future criminal justice work."

In order to assess the program's success in achieving its program learning goals and outcome, the Criminal Justice Program has developed and is in the process of implementing a 5-year Assessment Schedule as set forth in Appendix B.

Evidence of Student Learning

As per the program's assessment plan, we are currently gathering and assessing artifacts to bolster the direct measures of the program's learning outcomes. The continued growth of graduates from the program will allow our future assessment efforts to quicken. Nonetheless, assessment from indirect measures has provided invaluable feedback about the Criminal Justice Program at DSU. Through the senior survey, we have learned that students need more career advising. Moreover, one student suggested the program, "stress internships and certain programs that will help prepare students for the real world."

In response to this, the Criminal Justice Program is developing a study abroad program for our students and is strongly encouraging students to participate in our internship program. Additionally, CJ 4875 Criminal Justice Senior Practicum was developed to aid students in their transition from school to the workforce.

Lastly, to ensure our students are prepared to continue their education or enter the workforce as future leaders in their field the Criminal Justice Program offers a strong foundation in theory, statistics, and research methods. Additionally, Criminal Justice faculty works closely with students on faculty-led and student-led projects. Faculty have even mentored students and accompanied them to professional conferences. Despite the sparse number of faculty in the Criminal Justice Program, online classes have been developed in the Digital Forensics emphasis to assist students who may not be able to attend courses in person.

Staffing-Related Information

Faculty

Existing full-time tenure-track faculty and their credentials are set forth in Table 4. New tenure-track faculty and their credentials are set forth in Table 5. Part-time, non-tenure track faculty and their credentials are set forth in Table 6. Adjunct faculty and their credentials are set forth in Table 7. Headcount of Tenure and FTE Education is set forth in Table 8.

Table 4. Existing Full-time Tenure-Track Faculty

Name	Degree and Date	Field	Institution	Rank	Hired at DSU	Involvement
Cantrell, Gary	Ph.D., 2012	Computer Science	Mississippi State University	Assistant Professor	Jan 1, 2011	Digital Forensics Coordinator, Dixie Forum Committee
Harris, Lish	Ph.D., 2011	Criminology	Florida State University	Assistant Professor	Jan 1, 2011	CJ Program Head, Criminology Coordinator, Faculty Senate Executive Committee

Table 5. New Tenure-Track Faculty

Name	Degree and Date	Field	Institution	Rank	Hired	Involvement
Morris, R.C.	Ph.D. 2014	Sociology	Purdue University	Assistant Professor	July 1, 2014	CJ Internship Coordinator

Table 6. Part-time Non-Tenure-Track Faculty

Name	Degree	Field	Institution	Rank	Hired
Matthews, Bill	M.A., 1996	Criminal Justice	Lewis University	DSUCCI Director/Lecturer	Jan 1, 2011
Runs Through, Joan	M.ED., 2013	Education in Learning and Technology	Western Governors University	Lecturer	Jan 1, 2013
Tatum, Michael	Ed.D., 1983	CJ Curriculum Development	Brigham Young University	.74 Lecturer	Jan 1, 2012

Table 7. Adjunct Faculty

Name	Degree	Field	Institution	Hired
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Flowers, Bob	M.A., 2004	Homeland Defense and Security	Naval Post Graduate School	??
McConkie, Marshall	J.D., 2006	Law	Valparaiso University	Jan 1, 2012
Erickson, M. Rick	J.D., 2003	Law	University of Wyoming	??
Harter, Craig	J.D., 1993	Law	Syracuse University	??
Bashir, Shadman	M.A.	Law	California Western School of Law	Jan 1, 2013
Reid, Don	M.S.	Criminal Justice	University of Cincinnati	??
Eschler, Matt	M.F.T., 1997 Ph.D., 2011	Marriage and Family Therapy	Phillips Graduate Institute California Southern University	October, 2011

Table 8. Headcount of Faculty Education, Tenure and FTE

	2011-2012	2012-2013	2013-2014
Faculty			
Headcount	3	4	5
<i>With Doctoral Degrees</i>			
Full-time Tenured	0	0	0
Full-time Non-Tenured	1	2	2
Part-time	0	1	1
<i>With Master's Degrees</i>			
Full-time Tenured	0	0	0
Full-time Non-Tenured	1	0	0
Part-time	1	1	2
Total Headcount Faculty			
Full-time Tenured	0	0	0
Full-time Non-Tenured	2	2	2
Part-time	1	2	3
FTE (A-1/S-11/Cost Study Definition)			
Full-time	2	2	2
Part-time	1	2	3
Adjuncts	5	7	8
Total Faculty FTE			
Number of Graduates	11	26	47
BA	0	1	1
BS	3	11	27
AS	8	14	19

Staff/Advising

The Criminal Justice program does not have any full-time staff. Part-time staff are listed in Table 6. One part-time staff provides the primary secretarial support for the Criminal Justice Program (Katrina Haney). One part-time staff provides all of the Criminal Justice Program's advising (Esther Pugmire).

Table 9. Part-time staff

Name	Position	Hired
Haney, Katrina	.60 Secretary	August, 2012
Pugmire, Esther	.50 Advisor	2012

Research

Full-time faculty in the department is very active in ongoing research for presentation at conferences, for publication in professional or scholarly journals, and for student training. Faculty have presented at preeminent conferences in their respective fields including the Annual Conference of the American Society of Criminology and the Violent

Crimes Task Force Convention. In the last three years faculty has also published in books, professional publications such as *American Jails*, and academic journals including the *International Journal of Offender Therapy and Comparative Criminology* and the *Journal of Digital Forensics Security and Law*.

Service

The digital forensics program has researched and developed new cell phone data extraction techniques/hardware that provide a cost effective option for law enforcement who perform digital forensics on cell phones through direct NAND memory access.

This option was previously not affordable by most law enforcement agencies. In addition to their regular class load, the digital forensics program is providing professional training using this hardware/technique to law enforcement agencies. The monies received from this training support scholarships and internship opportunities for students within the digital forensics program.

The digital forensics lab on campus continues to flourish with an average of 400 cell phone exams a year performed by faculty. Thus, the faculty is able to discuss real world experiences and present current problems in the field in the classroom environment. In turn our students have formed a volunteer organization and are taking some of their classroom training into the real world by giving internet safety and professionalism training to local high schools and other organizations.

Ongoing service has also been provided to the assessment committee at the federal courthouse in Salt Lake City.

Development and Recruitment

The greatest impediment to faculty productivity in the Criminal Justice program is lack of additional faculty. For the first three years, only two full-time faculty labored in the program; one in each respective emphasis area. The 2014-2015 academic year brought a new hire to the program, but multiple additions to the faculty in varying areas of expertise are in order for the program and its faculty to be as productive and efficient as possible.

Funding-Related Information

Technology

Technological resources in the program are aging, but are currently sufficient. The Digital Forensics emphasis is implementing a lab fee to help keep the equipment and programming updated.

Distance Learning

The Digital Forensics emphasis offers CJ 1900 and CJ 2700 as online courses. As our faculty grow, the program hope to expand the number of online and distance learning courses.

Library

The DSU library has been very responsive to the needs of the Criminal Justice Program. Many lower-division courses utilize library resources, and all upper-division courses utilize library resources. The library subscribes to EbscoHost which provides access to key academic research articles. Articles that are not available on campus can be ordered through interlibrary loan in a relatively short amount of time. The library holdings and resources are current and relevant for the Criminal Justice Program.

Facilities

The Criminal Justice Program faculty, staff and students reside in the University Plaza, Building D. Humanities courses are also frequently taught in the University Plaza, Building D.

The University Plaza is an off-campus facility rented by DSU that also houses the Humanities Department. The offices are spacious and comfortable, although the peripheral location of the University Plaza provides some difficulty for our students. Students struggle to arrive to class on time because ten minutes isn't enough time to race from a class on main campus to the University Plaza or because they are circling our sparse parking lot searching for spots that aren't available. As DSU continues to expand, both of these problems will grow exponentially.

The majority of the classrooms have tables that seat three or four students creating multiple rows of seating. While all classrooms have computers with internet access, projectors, document cameras, DVD players and video recorders, the computers are well used. All classrooms have whiteboards.

Faculty and staff offices are furnished adequately and contain filing cabinets and book shelves. All full-time and part-time faculty have telephones, computers and printers.

Conclusions

Program Strengths

Results from the Senior Survey suggest that the Criminal Justice faculty is one of the strengths of the program. As one student noted, "I believe all of the teacher's knowledge and experience of how the criminal justice system works and being able to apply real life scenarios was by far the biggest strength."

Student comments about faculty were overwhelmingly positive and focused on how individual faculty helped prepare students for graduate school, encouraged students to succeed, and were very knowledgeable in their area of expertise.

Individual instruction is another strength of the Criminal Justice Program. Despite the rapid growth of the Criminal Justice Program over the past three years, there is a strong focus on student development. Classes in Criminal Justice are relatively small to ensure a personalized education for Criminal Justice majors with a limit of approximately 40 students for lower-division courses and 25 for upper-division courses.

Program Weaknesses

The biggest weakness of the Criminal Justice Program is the dearth of full-time faculty. According to the approved degree proposal, the program should have at least one more full-time faculty member by now. The steady increase in majors has made this need more acute. Without the hiring of new full-time faculty in the very near future, we will be unable to provide the number of courses demanded and needed by our students.

Comprehensive Plan for the Future

Because the Criminal Justice Program is a relatively young program that has grown rapidly, there are many opportunities for improvement to address challenges and foster a culture of excellence within the Program. The Criminal Justice Program endeavors to foster excellence in teaching and research experiences through faculty development, instructional resources, collaboration, and technology.

The Criminal Justice Program developed CJ 3100 as a cross-listed course with the Psychology Program and CJ 2700 as a cross-listed course with Information Technology. The Criminal Justice Program will continue to look for opportunities to collaborate with other programs on campus to best meet the needs of students on campus and foster faculty collaboration to provide excellent academic preparation for our students.

The faculty is eager to assess program learning outcomes to address challenges identified through program evaluation. Results from the Senior Survey have been instructive and are being used to address challenges within the program. Feedback from students suggests that the Program needs to continue to add more faculty to diversify course offerings and provide more learning opportunities to students. This is a priority for the Program.

As mentioned previously, the Criminal Justice Program is currently developing a study abroad program for our students and is strongly encouraging students to participate in our internship program. Faculty will continue to develop programs that increase our students' opportunity for experiential learning.

Lastly, in order for criminal justice students to succeed in the workplace or graduate school, they need practical research experience. Criminal Justice Program faculty are committed to meeting these needs and will continue to work with and encourage students to participate in various research opportunities.

Appendix A
Criminal Justice Course Rotation

Courses		Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015
CJ 1010	Introduction to Criminal Justice (core)	√	√	√	√	√	√
CJ 1300	Introduction to Corrections (criminology)	√		√		√	
CJ 1330	Criminal Law (core)	√	√	√	√	√	√
CJ 1340	Criminal Investigation (core)	√	√	√	√	√	√
CJ 1390	Police Field Operations (criminology)		√		√		√
CJ 1900	Introduction to Computer Related Crimes (digital forensics)	√	√	√	√	√	√
CJ 2020	Criminal Justice Supervision (criminology)		√		√		√
CJ 2330	Juvenile Justice (criminology)		√		√		√
CJ 2350	Laws of Evidence (criminology)	√		√		√	
CJ 2360	Juvenile Delinquency (criminology)	√		√		√	
CJ 2500	Computer Hardware Basics (digital forensics)	√		√		√	
CJ 2700	Introduction to Digital Forensics (digital forensics)	√	√	√	√	√	√
CJ 3100	Profiling Deviant Behavior (criminology)	√				√	
CJ 3200	Policing in U.S. Society (criminology)				√		
CJ 3270	Criminology (core)	√	√	√	√	√	√
CJ 3300	Research Methods in Criminal Justice (core)	√	√	√	√	√	√
CJ 3320	Criminal Procedure (criminology)			√			
CJ 3350	American Jails and Prisons (criminology)		√				√
CJ 3400	Drugs and Crime (criminology)		√				√
CJ 3500	White Collar Crime (criminology)	√				√	
CJ 3710	Crimes Against Humanity (criminology)				√		
CJ 3810	Advanced Digital Forensics (digital forensics)**	√		√		√	
CJ 3900	Digital Forensic Tools (digital forensics)	√		√		√	
CJ 3950	Windows Forensics (digital forensics)		√		√		√
CJ 4020	Urban Crime (criminology)			√			
CJ 4100	Social Control (criminology)			√			
CJ 4200	Ethical Issues in Criminal Justice (core)		√		√		√
CJ 4250	Mac Forensics (digital forensics)**		√				√
CJ 4260	The Criminology and Policy of Terrorism (criminology)	√				√	
CJ 4700	File Systems Analysis (digital forensics)**		√		√		√
CJ 4750	Small Device Forensics (digital forensics)**				√		
CJ 4790	Capstone Research in Criminal Justice (core)		√		√		√

Appendix B
Criminal Justice Program Learning Outcomes and 5-Year Assessment Schedule

Criminal Justice Program, Criminology Emphasis 2013-2014							
Department of Social and Behavioral Sciences - School of Humanities Dixie State University							
Program Learning Outcomes	When PLOs Assessed during a 5-Year Cycle					Direct Evidence of Student Learning	Indirect Evidence of Student Learning
<p><i>List all the learning outcomes for the degree program below. What students know, do & value.</i></p> <p><i>Also, for each PLO, identify with which DSU core theme(s) it aligns with [i.e., Learning (CT1), Values (CT2), and Community (CT3)].</i></p>	A Y 13	A Y 14	A Y 15	A Y 16	A Y 17	<p><i>Describe the instrument(s) to be used, the course(s) in which the student artifacts will be collected and the anticipated scoring strategy. Refer to your curriculum map.</i></p>	<p><i>Describe the instrument(s) to be used and the anticipated scoring strategy</i></p>
	-	-	-	-	-		
<p>1. Define the major components of the Criminal Justice system and the fundamental processes that take place therein. (CT1, CT2, CT3)</p>		X			X	Bank of exam questions in CJ 1010.	Student Survey.
<p>2. Select primary criminological theories and outline their causal arguments. (CT1, CT2)</p>		X			X	Final exam in CJ 3270.	Panel Group.
<p>3. Employ correct criminological theory to address criminal behavior, crime trends, or Criminal Justice policy/practice. (CT1, CT3)</p>	X			X		Capstone project from CJ 4790.	Senior Exit Survey.
<p>4. Characterize basic methodological techniques employed in past and current criminological research. (CT1)</p>			X			Bank of exam questions in CJ 3300.	Panel Group.
<p>5. Appraise research that illuminates the strengths and weaknesses of current criminal justice policy or research that attempts to</p>			X			Research article examinations.	Panel Group.

reveal the causes of criminal behavior. (CT1, CT3)							
6. Apply appropriate research methods to analyze varying criminal behaviors or functions within the Criminal Justice system. (CT1)	X			X		Capstone project from CJ 4790.	Senior Exit Survey.

**Criminal Justice Program, Digital Forensics Emphasis
2013-2014**

**Program of Social and Behavioral Sciences - School of Humanities
Dixie State University**

Program Learning Outcomes	When PLOs Assessed during a 5-Year Cycle					Direct Evidence of Student Learning	Indirect Evidence of Student Learning
	A Y 13	A Y 14	A Y 15	A Y 16	A Y 17		
<p><i>List all the learning outcomes for the degree program below. What students know, do & value.</i></p> <p><i>Also, for each PLO, identify with which DSU core theme(s) it aligns with [i.e., Learning (CT1), Values (CT2), and Community (CT3)].</i></p>	- 14	- 15	- 16	- 17	- 18	<p><i>Describe the instrument(s) to be used, the course(s) in which the student artifacts will be collected and the anticipated scoring strategy. Refer to your curriculum map.</i></p>	<p><i>Describe the instrument(s) to be used and the anticipated scoring strategy</i></p>
1 Understand current technologies, and how these are misused to commit cybercrime. (CT1, CT2, CT3)	X		X		X	<p>Evaluated: on completion of CJ2700 Instruments: select midterm and final questions Scoring: collected points isolated to those questions</p>	<p>Evaluated in: on completion of CJ2700 Instruments: written survey or interview</p>
2. Demonstrate a basic understanding of the underlying hardware that facilitates criminal activity in cybercrime. (CT1)	X		X		X	<p>Evaluated: on completion of CJ2500 Instruments: A+ practice examination Scoring: Exam score</p>	<p>Evaluated: on completion of CJ2500 Instruments: written survey or interview</p>
3. Apply an understanding of different digital forensic methodologies to the appropriate environments and situation. (CT1, CT3)		X		X		<p>Evaluated: on completion of CJ2700 Instruments: select midterm and final questions Scoring: collected points isolated to those questions</p>	<p>Evaluated: on completion of CJ2700 Instruments: written survey or interview</p>
4. Identify each phase of the digital forensic process and apply each phase with current technologies in such a manner that will result in admissible evidence. (CT1, CT3)		X		X		<p>Evaluated: on completion of 3900 and 3950 Instruments: Final examination reports Scoring: assessment evaluation form evaluating final report</p>	<p>Evaluated: on completion of 3900 and 3950 Instruments: written survey or interview</p>

<p>5. Explore the problems faced by criminal justice professionals through the examination of the yet to be solved challenges resulting from the emergence and proliferation of cybercrime, and develop plausible solutions. (CT1, CT2, CT3)</p>			X		X	<p>Evaluated: on completion of CJ4780 Instruments: Final capstone project report Scoring: assessment evaluation form evaluating capstone project report</p>	<p>Evaluated: on completion of CJ4780 Instruments: exit interview</p>
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Appendix C
Dixie State University Criminal Justice Senior Survey

1. What is your graduation date?

2. When did you begin taking classes in DSU's Criminal Justice Program (year and semester)?

3. What are your post-graduation plans and do you feel prepared to accomplish them? Why?

4. In your opinion, what were the CJ Program's biggest weaknesses and how could they be addressed?

5. In your opinion, what were the CJ Program's biggest strengths?

6. Are you able to employ correct criminological theory to address criminal behavior, crime trends, or Criminal Justice policy/practice? How have you demonstrated this? What could help refine this ability for future students?

7. Can you apply appropriate research methods to analyze varying criminal behaviors or functions within the Criminal Justice system? How have you demonstrated this? What could help refine this ability for future students?

8. Any additional comments or suggestions?

Appendix D
Alignment of the criminal justice curriculum with program learning goals and outcomes

		Criminal Justice Core Program Goal #1			
Course #	Course Name	A	B	C	D
CJ 1010	Introduction to Criminal Justice	X	X	X	X
CJ 1300	Introduction to Corrections	X	X	X	
CJ 1330	Criminal Law	X	X	X	X
CJ 1340	Criminal Investigation	X	X	X	X
CJ 1390	Police Field Operations		X	X	
CJ 2020	Criminal Justice Supervision		X	X	
CJ 2330	Juvenile Justice	X	X	X	X
CJ 2350	Laws of Evidence		X		X
CJ 2360	Juvenile Law & Procedure			X	X
CJ 3100	Profiling Deviant Behavior				
CJ 3200	Policing in U.S. Society	X	X	X	X
CJ 3270	Criminology				X
CJ 3300	Research Methods in Criminal Justice				
CJ 3320	Criminal Procedure	X			X
CJ 3350	American Jails and Prisons	X	X	X	X
CJ 3400	Drugs and Crime			X	
CJ 3500	White Collar Crime				
CJ 3710	Crimes Against Humanity				
CJ 4020	Urban Crime				
CJ 4100	Social Control				
CJ 4200	Ethical Issues in Criminal Justice	X	X	X	X
CJ 4260	The Criminology and Policy of Terrorism				
CJ 4500	Special Topics				
CJ 4790	Capstone Research in Criminal Justice				
CJ 4890R	Criminal Justice Internship	X		X	

		Criminal Justice Core Program Goal #2				
Course #	Course Name	A	B	C	D	E
CJ 1010	Introduction to Criminal Justice	X				
CJ 1300	Introduction to Corrections					
CJ 1330	Criminal Law					
CJ 1340	Criminal Investigation					
CJ 1390	Police Field Operations					
CJ 2020	Criminal Justice Supervision					
CJ 2330	Juvenile Justice					
CJ 2350	Laws of Evidence					
CJ 2360	Juvenile Law & Procedure					
CJ 3100	Profiling Deviant Behavior	X	X	X		X
CJ 3200	Policing in U.S. Society					X
CJ 3270	Criminology	X	X	X		X
CJ 3300	Research Methods in Criminal Justice				X	X
CJ 3320	Criminal Procedure					
CJ 3350	American Jails and Prisons					
CJ 3400	Drugs and Crime			X	X	
CJ 3500	White Collar Crime					
CJ 3710	Crimes Against Humanity					
CJ 4020	Urban Crime					
CJ 4100	Social Control					
CJ 4200	Ethical Issues in Criminal Justice					
CJ 4260	The Criminology and Policy of Terrorism					
CJ 4500	Special Topics					
CJ 4790	Capstone Research in Criminal Justice					
CJ 4890R	Criminal Justice Internship					

		Criminology Emphasis Goal #1			
Course #	Course Name				
CJ 1010	Introduction to Criminal Justice				
CJ 1300	Introduction to Corrections				
CJ 1330	Criminal Law				
CJ 1340	Criminal Investigation				
CJ 1390	Police Field Operations				
CJ 2020	Criminal Justice Supervision				
CJ 2330	Juvenile Justice				
CJ 2350	Laws of Evidence				
CJ 2360	Juvenile Law & Procedure				
CJ 3100	Profiling Deviant Behavior	X			
CJ 3200	Policing in U.S. Society				
CJ 3270	Criminology		X		X
CJ 3300	Research Methods in Criminal Justice			X	
CJ 3320	Criminal Procedure				X
CJ 3350	American Jails and Prisons	X			X
CJ 3400	Drugs and Crime	X	X	X	X
CJ 3500	White Collar Crime	X	X	X	X
CJ 3710	Crimes Against Humanity	X	X	X	X
CJ 4020	Urban Crime	X	X	X	X
CJ 4100	Social Control	X	X	X	X
CJ 4200	Ethical Issues in Criminal Justice	X			X
CJ 4260	The Criminology and Policy of Terrorism	X	X	X	X
CJ 4500	Special Topics	X	X	X	X
CJ 4790	Capstone Research in Criminal Justice		X	X	X
CJ 4890R	Criminal Justice Internship				

		Criminology Emphasis Goal #2			
Course #	Course Name				
CJ 1010	Introduction to Criminal Justice				
CJ 1300	Introduction to Corrections				
CJ 1330	Criminal Law				
CJ 1340	Criminal Investigation				
CJ 1390	Police Field Operations				
CJ 2020	Criminal Justice Supervision				
CJ 2330	Juvenile Justice				
CJ 2350	Laws of Evidence				
CJ 2360	Juvenile Law & Procedure				
CJ 3100	Profiling Deviant Behavior	X			
CJ 3200	Policing in U.S. Society				
CJ 3270	Criminology	X			
CJ 3300	Research Methods in Criminal Justice		X		
CJ 3320	Criminal Procedure				
CJ 3350	American Jails and Prisons	X	X	X	
CJ 3400	Drugs and Crime		X	X	
CJ 3500	White Collar Crime	X	X	X	X
CJ 3710	Crimes Against Humanity	X	X	X	X
CJ 4020	Urban Crime	X	X	X	X
CJ 4100	Social Control	X	X	X	X
CJ 4200	Ethical Issues in Criminal Justice		X		X
CJ 4260	The Criminology and Policy of Terrorism	X	X	X	X
CJ 4500	Special Topics	X	X	X	X
CJ 4790	Capstone Research in Criminal Justice	X	X	X	X
CJ 4890R	Criminal Justice Internship				

Appendix F Course Descriptions

CJ 1001. FYE: Criminal Justice. 1 Hour.

First Year Experience course designed to help freshmen interested in criminal justice become acquainted with the discipline, this course will also help students adapt to university life and become integrated into Dixie State University. Students will refine academic skills; create and foster social networks; learn about university resources; and explore degree options, current job opportunities, and various career paths. Multiple listed with all other sections of First Year Experience (all 1001 courses, ENGR 1000). Students may only take one FYE course for credit. FA, SP.

CJ 1010. Introduction to Criminal Justice. 3 Hours.

For students interested in careers in law enforcement, adult or juvenile corrections, law, private or industrial security, counseling, or criminology, and persons interested in the functioning of the U. S. criminal justice system. Examines the criminal justice system, police, courts, corrections, and related government functions and agencies. Identifies and explores problems, issues and trends in criminal justice. Uses a variety of teaching methods, including lecture, videos, guest lecturers and assigned text study. This course is required for the associate's degree in Criminal Justice and prepares students for bachelor's degree work. FA, SP.

CJ 1070. Special Function Officer Training (POST I). 6 Hours.

Restricted to students enrolled in Module I of the law enforcement academy program leading to State certification as a Special Function Officer. Counts as elective credit toward an AS or BS in criminal justice for completion of Module I of the Peace Officer Standards and Training (POST) certification. Course work includes physical training, administration, certification, career orientation, criminal and traffic laws, and the proper means of enforcing them. Ethics and professionalism as well as police community relations are emphasized. Course fee required. Prerequisite: Instructor permission. Offered in rotation; consult class schedule.

CJ 1080. Law Enforcement Training (POST II), Part I. 6 Hours.

Restricted to students enrolled in Module II of the law enforcement academy program leading to State Certification as a Law Enforcement Officer Training. Counts as elective credit towards an AS or BS in criminal justice for completion of Module II of the Peace Officer Standards and Training (POST) certification. Course includes physical training, completes the first portion of the law enforcement training required by the state of Utah to become law enforcement officer certified. Emphasizes firearms, emergency vehicle operation, and arrest, control techniques. Course fee required. Prerequisite(s): CJ 1070 and instructor permission. SP.

CJ 1090. Law Enforcement Training (POST II), Part II. 7 Hours.

Restricted to students enrolled in Module II of the law enforcement academy program leading to State Certification as a Law Enforcement Officer Training. Counts as elective credit towards an AS or BS in criminal justice for completion of Module II of the Peace Officer Standards and Training (POST) certification. Course includes physical training, completes the second portion of the law enforcement training required by the state of Utah to become law enforcement officer certified. Emphasizes firearms, emergency vehicle operation, and arrest, control techniques. Course fee required. Prerequisite(s): CJ 1080 and instructor permission. SU.

CJ 1300. Intro to Corrections. 3 Hours.

For students interested in careers in law enforcement, adult or juvenile corrections, private or industrial security, law, or criminology. Examines corrections philosophy, history, punishment of offenders, and rehabilitation. Also identifies problems, issues and trends in the corrections system. Uses lectures, videos, guest lecturers and assigned text study. Develops a foundation for a career in corrections or law enforcement. Prerequisites: ENGL 1010 (can be concurrently enrolled) or ENGL 1010A (can be concurrently enrolled) or ENGL 1010D (can be concurrently enrolled); and CJ 1010. FA.

CJ 1330. Criminal Law. 3 Hours.

For students interested in careers in law enforcement; adult or juvenile corrections; law, private or industrial security; or criminology, as well as those who may desire to learn about criminal law in society. Provides a foundational understanding of criminal law, including crimes and defenses, as well as the historical foundation, limits, purposes, and functions of criminal law, using lectures, videos, guest lecturers, and assigned text study. Prerequisite: ENGL 1010, or ENGL 1010A, or ENGL 1010D (all Grade C or higher). FA, SP.

CJ 1340. Criminal Investigation. 3 Hours.

For students interested in careers in law enforcement, adult or juvenile corrections, private or industrial security, or law. Includes interviewing witnesses and suspects; techniques in the collection and preservation of evidence; crime scene processing, including some post-crime scene processing of evidence; follow-up investigation and recent techniques of enhancing the criminal investigation function. Also provides an opportunity for in depth examination of the investigation needs of certain crimes using lectures, videos, guest lecturers and assigned text study. Prerequisite: ENGL 1010, or ENGL 1010A, or ENGL 1010D (all Grade C or higher.) FA, SP.

CJ 1390. Police Field Operations. 3 Hours.

Provides students with the knowledge needed by patrol and field officers, including an understanding of report writing as well as officer field note taking. Covers interviewing witnesses, search, seizure, arrest, and custody. Course covers Tennessee v. Gardner and the use of force doctrine and how it applies in field operations. Prerequisites: ENGL 1010 (can be concurrently enrolled), or ENGL 1010A (can be concurrently enrolled), or ENGL 1010D (can be concurrently enrolled), and CJ 1010. Offered based on sufficient student need.

CJ 1900. Introduction to Computer Related Crime. 3 Hours.

Skills-based course introducing computer crime through an overview of the criminal acts that can be committed using a computer or the Internet, and how those acts can be successfully investigated. Also includes the legal aspects of search and seizure, proper procedures for handling digital evidence in relation to the rules of evidence, and the use of basic imaging equipment. Requires 6 hours in the lab each week. FA, SP.

CJ 2020. Criminal Justice Supervision. 3 Hours.

For students interested in careers in law enforcement, adult or juvenile corrections, private or industrial security, or law. Covers principles of supervision, including motivation, discipline, evaluation, scheduling, work assignments, stress management and functioning of line and staff, using lectures, videos, guest lecturers, practical problem solving, and text study. Prerequisites: ENGL 1010 (Grade C or higher), or ENGL 1010A (Grade C or higher), or ENGL 1010D (Grade C or higher), AND CJ 1010. SP.

CJ 2330. Juvenile Justice. 3 Hours.

For students interested in careers in law enforcement, adult or juvenile corrections, private or industrial security, law, criminology, school counseling, or teaching. Examines the origin, philosophy and development of the juvenile justice system, juvenile court, relationship of various segments of the juvenile justice system and also examines theories of juvenile criminality and trends in treatment. Uses lectures, videos, guest lecturers and assigned text study. Provides a foundation for work with juveniles. Prerequisites: ENGL 1010 (Grade C or higher) or ENGL 1010A (Grade C or higher) or ENGL 1010D (Grade C or higher), and CJ 1010. SP.

CJ 2350. Laws of Evidence. 3 Hours.

For students interested in careers in law enforcement, adult or juvenile corrections, private or industrial security, law, or criminology. Deals with the principles and rules of law emphasizing evidentiary problems related to criminal cases. Uses lectures, videos, guest lecturers and assigned text study. Provides a foundation for work in the criminal justice field or for students intending to attend the law enforcement or corrections academy. Prerequisites: ENGL 1010 (Grade C or higher) or ENGL 1010A (Grade C or higher) or ENGL 1010D (Grade C or higher), and CJ 1010. FA, SP.

CJ 2360. Juvenile Law & Procedure. 3 Hours.

Covers the causes and treatments of juvenile delinquency, including both conventional and non-conventional theoretical perspectives and solutions to the juvenile crime problem. Specific topics include: the nature of delinquency, theories in delinquency, female delinquency, gang behavior, and institutional care. Prerequisites: ENGL 1010 (Grade C or higher) or ENGL 1010A (Grade C or higher) or ENGL 1010D (Grade C or higher), AND CJ 1010. FA.

CJ 2500. A+ Computer Hardware/Windows OS. 3 Hours.

Skills-based course introducing basic hardware and software using lecture and hands-on, practical application. Successful completion of the course prepares students to pass the A+ certification exam, the standard in foundational, vendor-neutral computer certification. Requires 6 hours in the lab each week. Dual listed with IT 1200 (students may take only one course for credit). Prerequisite: CJ 1010. SP.

CJ 2700. Introduction to Digital Forensics. 3 Hours.

Skills-based course introducing the digital forensics process, including evidence processing, preservation, analysis, and presentation. Also includes digital evidence basics, data recovery, and some cyber law issues. Requires 6 hours in the lab each week. FA, SP.

CJ 2990. Seminar in Criminal Justice. 0.5-3 Hours.

For students wishing instruction that is not available through other regularly scheduled courses in this discipline. Occasionally, either students request some type of non-traditional instruction, or an unanticipated opportunity for instruction presents itself. This seminar course provides a variable credit context for these purposes. As requirements, this seminar course must first be pre-approved by the department chair; second, it must provide at least nine contact hours of lab or lecture for each credit offered; and third, it must include some academic project or paper (i.e., credit is not given for attendance alone). This course may include standard lectures, travel and field trips, guest speakers, laboratory exercises, or other nontraditional instruction methods. Note that this course is an elective and does not fulfill general education or program requirements. Fees may be required for some seminar courses and instructor permission will be optional at the request of the instructor.

CJ 2991. Seminar in Criminal Justice. 0.5-3 Hours.

For students wishing instruction that is not available through other regularly scheduled courses in this discipline. Occasionally, either students request some type of non-traditional instruction, or an unanticipated opportunity for instruction presents itself. This seminar course provides a variable credit context for these purposes. As requirements, this seminar course must first be pre-approved by the department chair; second, it must provide at least nine contact hours of lab or lecture for each credit offered; and third, it must include some academic project or paper (i.e., credit is not given for attendance alone). This course may include standard lectures, travel and field trips, guest speakers, laboratory exercises, or other nontraditional instruction methods. Note that this course is an elective and does not fulfill general education or program requirements. Fees may be required for some seminar courses and instructor permission will be optional at the request of the instructor.

CJ 3100. Profiling Deviant Behavior. 3 Hours.

An historical and theoretical exploration of deviant behavior specifically analyzing particular forms of deviant behavior such as murder and rape, among other crimes. These topics will be discussed using the criminal thinking approach, sociopathic and psychopathic behavior analysis, and life course perspectives. Prerequisites: ENGL 1010, or ENGL 1010A, or ENGL 1010D (all Grade C or higher); AND CJ 1010 or PSY 1010 or PSY 1010A (all Grade C or higher). FA, SP.

CJ 3200. Policing in U.S. Society. 3 Hours.

Explores law enforcement at the local, state, and federal levels, introducing the nature of policing, a history of policing in the United States, different types of law enforcement agencies, different roles of police in our society, how police respond to crime, problems in policing, and experiences of police officers. Prerequisites: CJ 1010 AND ENGL 1010 (Grade C or higher). SP.

CJ 3270. Criminology. 3 Hours.

Focuses on theories and research of crime causation, using a variety of criminological theories to analyze biological, psychological, and social factors that have been shown to contribute to criminal behavior. Prerequisite: ENGL 2010 or ENGL 2010A (Grade C or higher). FA, SP.

CJ 3300. Research Methods in Criminology and Criminal Justice. 3 Hours.

Emphasizes the practical application of basic research practices to tests of criminological theory as well as law enforcement and corrections problems. Students gain the knowledge necessary to interpret pertinent research in their area of interest. Prerequisites: CJ 1010 AND ENGL 1010 (Grade C or higher) or ENGL 1010A (Grade C or higher) or ENGL 1010D (Grade C or higher), AND MATH 1040 or MATH 1040A (Grade C or higher). FA.

CJ 3320. Criminal Procedure. 3 Hours.

Examines procedural requirements for judicial processing of criminal offenders, including the rights of the accused, general court procedures, trial preparation, and principal constitutional law as applicable to criminal justice practitioners. Prerequisite: CJ 3270 (can be concurrently enrolled). Offered based on sufficient student need.

CJ 3350. American Jails and Prisons. 3 Hours.

Examines the American penal system with particular emphasis on history, management, operations, focusing on the contemporary, adult prison with a particular emphasis upon contemporary problems, issues, and dilemmas. Diversity topics such as integration of the prison work force by women and minorities as well as the problems of elderly, women, and minority inmates will be examined. Prerequisite: CJ 3270 (can be concurrently enrolled). FA.

CJ 3400. Drugs and Crime. 3 Hours.

Explains the international aspect of the growth, production and distribution of controlled dangerous substances, including the manufacture, cultivation, and distribution of controlled dangerous substances in the United States as well as strategies that have been used to combat the problem. Prerequisite: CJ 3270 (can be concurrently enrolled). SP.

CJ 3500. White Collar Crime. 3 Hours.

Examines white collar crime, specifically exploring the definitions of white collar crime and how it is prosecuted. Describes the theories used to best understand participation in this type of criminal behavior. Addresses the punitive measures implemented in white collar cases and ethical issues surrounding these measures. Prerequisite: CJ 3270 (can be concurrently enrolled). Offered based on sufficient student need.

CJ 3710. Crimes Against Humanity. 3 Hours.

A multi-disciplinary examination of the emergence and impact of modern conceptions of human rights. Examines institutions such as International War Tribunals and Peace and Reconciliation Commissions. Particular attention paid to the theories and causes of genocide. Prerequisite: CJ 3270 (can be concurrently enrolled). SP.

CJ 3810. Advanced Digital Forensics. 3 Hours.

Skills-based course exploring advanced issues in digital forensics. Topics will be determined by student interest, but may include lab assignment involving current issues such as steganography, encrypted file systems, advanced data recovery, and digital triage. Requires 6 hours in the lab each week. Prerequisite: CJ 2700. FA.

CJ 3900. Digital Forensics Tools. 3 Hours.

Skills-based course designed to familiarize students with tools available to the digital forensic examiner. Topics include examination of email messages, deleted files, free space, file slack, and password recovery. In addition, students will learn to search for and export graphic files, gain access to encrypted files, and prepare forensic examination reports. Requires 6 hours in the lab each week. Prerequisite: CJ 1900 or CJ 2700. SP.

CJ 3950. Windows Forensics. 3 Hours.

Skills-based course focusing on advance search and filtering of Windows artifacts, including the recycle bin, file metadata and OLE items, print spools and remnants, unallocated data carving, Windows logs, and link files. In addition, Windows registry items, live registry capture, and carving registry key information from dumped memory files will be covered. Upon successful completion, student will be prepared to take the AccessData Certified Examiner (ACE) test. Requires 6 hours in the lab each week. Prerequisite: CJ 3900. SP.

CJ 4020. Urban Crime. 3 Hours.

Focuses on crime in the inner-city, the most crime-riddled areas in our country; examines urban crime typologies and their possible causes. Specifically, this course covers gang violence, the illegitimate economy of the inner-city, the policies designed to help combat the high crime rates of urban areas, and more. Prerequisites: CJ 3270 (can be concurrently enrolled) AND CJ 3300 (can be concurrently enrolled). FA.

CJ 4100. Social Control. 3 Hours.

Closely examines the mechanisms of social control, including formal means through the criminal justice system and informal means through familial and communal institutions. Covers punitive measures used in the criminal justice system, the behavioral influence of social control mechanisms, the ethics of policies of social control, and more. Prerequisites: CJ 3270 (can be concurrently enrolled) AND CJ 3300 (can be concurrently enrolled). FA.

CJ 4200. Ethical Issues in Criminal Justice. 3 Hours.

For students interested in careers in law enforcement, adult or juvenile corrections, law, or criminology. Examines criminal justice system, police, courts, corrections, and related government functions and agencies, identifying and exploring ethical problems, issues, and trends. Prerequisite: CJ 3270 and CJ 3300. SP.

CJ 4250. MAC Forensics. 3 Hours.

Skills-based course covering digital forensic investigations on Apple computers, including Macintosh architecture, HFS-based file systems, alternate methods of data acquisition, chat archives, Internet artifacts in Safari and Firefox, and iPod and iPhone analysis. Requires 6 hours in the lab each week. Prerequisite: CJ 2700. Offered based on sufficient student need.

CJ 4260. The Criminology & Policy of Terrorism. 3 Hours.

Traces the history, causes and manifestations of terrorism, and reflects on the changes the 'War on Terrorism' has brought about for national and human security and for human rights. Also includes assessments of the responses to terrorism by domestic and international organizations, intelligence services and courts and through diplomacy, criminal investigations, military action, etc. Prerequisites: CJ 3270 (can be concurrently enrolled) AND CJ 3300 (can be concurrently enrolled). Offered based on sufficient student need.

CJ 4500. Special Topics. 3 Hours.

In-depth study of theoretical issues in criminal justice. Students will engage in research and presentations on a topic selected by the instructor. Repeatable as topic varies up to 9 credits. Prerequisites: CJ 3270 (can be concurrently enrolled) and CJ 3300 (can be concurrently enrolled). Consult course schedule for rotation.

CJ 4700. File System Analysis. 3 Hours.

Skills-based course the analysis for digital media at the file system level, including NTFS, FAT, and less popular file systems. Requires 6 hours in the lab each week. Prerequisites: CJ 2700. SP.

CJ 4750. Small Device Forensics. 3 Hours.

Skills-based course exploring the digital forensic examination of various small scale digital devices such as personal digital assistants, cell phones, GPS devices, and MP3 players. Focuses on specific search and seizure issues with these devices, how forensic challenges differ from those present with personal computers, and the technical issues commonly encountered during examination. Requires 6 hours in the lab each week. Prerequisites: CJ 2700. SP.

CJ 4780. Digital Forensics Capstone. 3 Hours.

Capstone course for students seeking the digital forensics emphasis in the bachelor's degree in Criminal Justice with an emphasis in Digital Forensics or the Certificate of Completion in Computer Forensics. Involves a semester-long project overseen by a member of the faculty. Prerequisite: Instructor Permission. SP.

CJ 4790. Capstone Research in Criminal Justice. 3 Hours.

Fulfills Criminal Justice capstone requirement. Requires consolidation of information, skills, and knowledge learned throughout students' undergraduate studies, particularly in the core and research areas, to conduct independent research to further develop their understanding of criminology as a science, contemporary issues and techniques in digital forensics, and/or other criminal justice topics. Prerequisite: CJ 3300, Criminal Justice major, and Senior status. FA, SP.

CJ 4875. Criminal Justice Sr Practicum. 1 Hour.

Designed to help seniors graduating in criminal justice become acquainted with career opportunities and to prepare resumes for employment or graduate school. Students will refine interview skills; create and foster social networks with local employers; learn about graduate school resources; and explore post-graduate options. Prerequisites: CJ Major and Senior standing. SP.

CJ 4890R. Criminal Justice Internship. 1-3 Hours.

Internship in Criminal Justice emphasizing service-learning and community involvement. Provides actual work experience on a paid or volunteer basis in a criminal justice profession or related approved work situation. Credit hours are dependent on hours worked and other agreed-upon student outcomes. Repeatable up to 3 credits subject to graduation restrictions. Prerequisite: Instructor permission. FA, SP.

Cover/Signature Page – New Programs Follow-up Report Template

Institution Submitting Request: *Dixie State University*
Program Title: *Mathematics and Mathematics Education*
School or Division or Location: *225 South 700 East, St. George, Utah 84770*
Department(s) or Area(s) Location: *225 South 700 East, St. George, Utah 84770*
Recommended Classification of Instructional Programs (CIP) Code¹: *27.0306*
Board of Regents' Approval Date: *01/21/2011*

Proposal Type (check all that apply):

Regents' General Consent Calendar Items	
<i>R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar</i>	
SECTION NO.	ITEM
5.6.1 <input checked="" type="checkbox"/>	Three-Year Follow-Up Report of Recently Approved Programs
5.6.2	Two-Year Follow-Up Report of Fast Tracked Certificate

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.



Signature

Date: *09/04/2014*

Printed Name: *Clare C. Banks, Chair of Mathematics Department*

¹ CIP codes must be recommended by the submitting institution. For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

Report – Third-Year Report Template
Dixie State University
Baccalaureate Degree, Mathematics and Mathematics
09/04/2014

Program Description

The DSU mathematics department started work on applying for Mathematics and Mathematics Education degrees in Fall 2009. The Utah State Board of Regents approved DSU to offer Mathematics and Mathematics Education degrees in January of 2011. In January 2011, the DSU Mathematics department began admitting students to our Mathematics and Mathematics Education programs. Our first student to graduate with a Mathematics Education degree was in May 2011. As of the end of the third year, we have had a total of seven students graduate with a degree in Mathematics Education and eight students with a degree in Mathematics.

DSU Mathematics Department Mission and Alignment with the Mission of Dixie State University

The Dixie State University Mathematics Department helps students to achieve their academic, career, and life goals, including those related to basic computational skills, mathematical processes, and knowledge that develops real-life applications, modeling and problem solving. The Department's comprehensive and integrated offerings help students master mathematical competencies for their future career and educational endeavors. This aligns with DSU's mission to promote a campus-wide culture of learning. (DSU Mission Statement, April 2013)

Dixie State has as a mission to offer baccalaureate programs "in core or foundational areas consistent with four-year colleges". As one of the disciplines most profoundly instrumental to the development of skills in quantitative reasoning, logic, analysis, and critical thinking, widely recognized skills at the heart of education, degrees in mathematics are consistent with this mission. Our robust mathematics program is also essential in preparing students in programs such as nursing and allied health careers, business, accounting and finance, and computer science and information technology. The Math Department strives for excellence in training students in these areas so vitally important to the economic health of the community. Providing this positive community impact is consistent with a key element of DSU's mission, to "...to foster economic growth and a continuum of educational, cultural and recreational enrichment." (DSU Mission Statement, 2013)

History

Since we started the program, we have hired two new PhDs to help teach higher level mathematics classes and are now offering Intro to Analysis II. We also share a full time EdD in Mathematics Education with the Education Department. In addition, our Secondary Methods course is now being taught every year rather than every other year. Our department has moved from the North Instructional Building to the Snow Building giving us a better, newer facility for instruction and more study areas for our students.

Goals

Dixie State University's Department of Mathematics offers two baccalaureate degrees – a Bachelor of Science/Art Degree in Mathematics and a Bachelor of Science/Art Degree in Mathematics Education. In addition to supporting Dixie State University's larger mission to offer baccalaureate degrees in all core content areas, these programs prepare students, both for successful careers in industry/academia and for graduate-level educational experiences.

In general terms, the goals of the department's instructional programs are similar to those of other four-year-universities-to convey to its students (and thereby to the general population as a whole) the beauty and utility of mathematics and to illustrate its applications in modern society, all the while fostering the development of critical thinking and problem-solving skills.

Program Learning Outcomes

For Our Program

Dixie State University's Department of Mathematics has established, in close alignment with the recommendations of the Mathematical Association of America (MAA), five specific program learning outcomes:

1. Develop its students' mathematical thinking and communication skills.
2. Communicate to its students the breadth and interconnectedness of the mathematical sciences.
3. Impart to its students the ability to use technology, both to support problem-solving and to promote understanding at every level of the curriculum.
4. Provide its students with a broad (and even philosophical) view of the mathematical sciences.
5. Encourage and nurture mathematical science majors.

For Our Students

All mathematics courses at Dixie State University support the general education goals of the university, and will require students to:

1. Employ mathematical techniques in solving computational problems.
2. Interpret mathematical models.
3. Construct quantitative and logical arguments.
4. Apply mathematical knowledge to solve real-world problems.
5. Communicate in the mathematical language through the proper use of notation and terminology.
6. Explore and analyze mathematical concepts, using technology to the appropriate extent.

As stated above, the department of Mathematics' specific program learning outcomes were developed directly from the recommendations of the Mathematical Association of America (MAA).

Curriculum

Mathematics Program Contribution to General Education

As a service department, the Department of Mathematics is heavily involved in helping the university attain its general education goals. In particular, the department focuses on imparting, to all of the university's students, the competencies listed in program learning outcomes under "For Our Students". Inasmuch as the department is charged with fostering the development of both critical thinking and problem-solving skills, and as the development of such skills is pre-requisite to the attainment of all other general education competencies, the work of the Department of Mathematics is singularly important to the execution of the university's general education mission. Indeed, in carrying out its charge, the department supports the general education mandates of all other university units, and the health and well-being of the Department of Mathematics is a key indicator for the health and well-being of Dixie State University's general education mission.

Distinguishing Features of the Mathematics/Mathematics Education Programs

The department has recently added a Minor in Mathematics and a Minor in Mathematics Education. These minors represent a new distinguishing feature of the overall program. They are designed to attract more students, to encourage students to take part in interdisciplinary study, and to provide a measure of foundational support and rigor to students engaged in the study of other disciplines.

Course Changes/Deletions

Math 920, Math 990, and Math 1010 have recently been deleted. Math 900 and Math 1000 have replaced these courses. The new Math 900 and Math 1000 courses are taught using the Emporium model (Replacing lectures with a learning resource center model featuring interactive software and on-demand personalized assistance). These changes were made at the recommendation of Complete College of America, a nonprofit whose mission is to increase the number of college students who successfully earn a degree. The Emporium Model is designed to reduce costs while simultaneously providing greater levels of support to remedial students.

Extended Learning Experience

DSU Mathematics Department hosts the MathCounts competition every year. This event brings area middle school students to our campus to engage in exciting mathematics "bee-style" contests alongside other bright motivated students. Mathematics Education students have the opportunity to be MathCounts graders, providing an opportunity to make a connection with the students that they may be teaching in the future.

Students also have the opportunity to work as tutors in the Department's eLAB. As students help others to learn Mathematics, it enhances their Mathematical ability at the same time.

Standard Curriculum Policies and Practices

A variety of policies and procedures are in place to ensure the uniformity of course content, grading standards, and learning outcomes across the program curriculum. Such measures include (but are not limited to) the use of common textbooks, the use of common examinations or common examination questions, mandated faculty discussions, and a formal process of peer review. Different measures are implemented at different levels of the

curriculum in order to allow faculty members a sufficient level of academic freedom in covering the content of their individual courses.

DSU Mathematics Department also participates in Majors Meetings every fall semester to ensure lower division and GE courses are universal and transferrable from institution to institution.

Core Courses and Course Rotations

Mathematics courses numbered 1210 and below are currently being offered every semester, including the summer sessions. Math 2200 and Math 2210 are currently taught in both the fall and the spring. Other 2000-level Mathematics courses are offered at least once during each academic year. Higher-level course sequences (e.g., Math 3200/3210 Introduction to Analysis I/II, Math 4000/4010 Foundations of Algebra/Abstract Algebra) are offered consecutively in alternate years. Math 4900, the Senior Capstone Seminar for Mathematics majors, is taught each spring. The frequency of course offering is more than adequate to enable all of the department's majors to make timely progress toward meeting their graduation requirements, especially given the department's commitment to run both core and elective courses in low-enrollment scenarios where necessary. The department currently employs an academic advisor whose function is to monitor both the frequency of course offerings and the progress of students in the department's majors.

Enrollment and Revenue Data

Use department or unit numbers as reported in the approved R401 proposal for "Prior to Program Implementation" and "Estimated" columns.

		Prior to Program Implementation		Year 1		Year 2		Year 3	
		Est.	Actual	Est.	Actual	Est.	Actual		
Departmental/Unit Enrollment and Staffing Data									
Total Department Student FTE (Based on Fall Third Week Data)			866.5		822.5		785.5		
Total Department Faculty FTE (A-1/S-11/Cost Study Definition)			22.92		24.52		20.86		
Student FTE per Faculty FTE (from Faculty FTE and Student FTE above)									
Program Level Data									
Total Number of Declared Majors in Program	X		47		57		46		
Total Number of Program Graduates	X				5		1		
Departmental Revenue									
Total Revenue to Department			1,003,383		1,081,575		1,029,644		

(Total of Funding Categories from R401 Budget Projection Table)							
Departmental Instructional Cost per Student Credit Hour (per Institutional Cost Study Definition)		X	851.75	X	973.64	X	958.54

Institutional Analysis of Program to Date

The enrollment, staffing and funding have been fairly steady for the past 3 years. What we would like to see is an increase in the number of students in our programs. In order to achieve this we would like to receive funding for scholarships to help attract students that might be considering majoring in Mathematics or Mathematics Education. A faculty member designated to seek out grants for the department would also be a good idea.

ENROLLMENT-RELATED INFORMATION:

Students: Mathematics/Mathematics Education Majors Profile

In the past 3 years, we have averaged 50 students each year declared as Math/Math Education majors. Among these students, 60% are male and 40% are female. The average age is 24. The average ACT score is also 24. 80% of the students are white, 20% are nonwhite/minorities.

Of our graduates, (we have had a total of 14 up until Spring 2014), 50% have gone on to graduate school and 50% work in a related field. The average time for our graduates to receive their degree is about 5 years.

We expect our enrollment will remain steady for the next few years with about 40-60 declared Math/Math Education majors each year.

Assessment of Student Learning

Curriculum Mapping:

Please see Curriculum Mapping form B in Appendix A.

Measure of Students Learning

General Education courses taught by the Mathematics Department are handled in the same way. Each course has a coordinator in charge of creating the syllabus and the common exams. The coordinator holds a meeting with the committee (comprised of all teachers who will be teaching the course) to collect each teacher's opinions as well as to ensure that State guidelines are being followed in creating the course. Afterwards the course is created and the learning outcomes are established. All instructors follows the coordinator's guide in teaching their classes and use the tests the coordinators create. At the end of the semester, the committee meets again to reevaluate and make changes to the course as needed.

For higher level courses text books are selected by the department with instructor input. The Instructor area of specialty is considered when assigning courses with instructors teaching the courses in the field they are most prepared to teach. The DSU Mathematics Department evaluates higher level student performance by opening the students' final project to the public and having the students take the National major's field test.

Dr. Ionita is the Mathematics Department representative for the Institutional Strategic Assessment & Accreditation Committee. He is in charge of reviewing and updating the curriculum map. Dr. Albrecht is on the institution's General Education Committee. He is in charge of collecting artifacts that can be assessed against the associated learning outcomes.

Evidence of Students Learning

Dr. Ionita and Dr. Albrecht work on assessment policies for the DSU Mathematics Department. Form C in Appendix A shows recent results of current assessments. This is an ongoing process. Each year we see improvement and progress. With the new design of our GE classes (online homework and a shared comprehensive online final exam) Dr. Ionita is able to collect data easier than ever before. He analyzes the data and shares the results with the course coordinator so that informed changes and improvements can be made.

For program assessment, students receiving a Bachelor's degree in Mathematics are required to take a major field test. Out of a possible 200 points, our five graduates scored 190, 172, 161, 169, and 158.

Students receiving a Bachelor's degree in Mathematics Education are required to take the PRAXIS II Math content exam. Out of a possible 200 points our graduates scored 198 & 148.

With only 14 graduates to date and with some test results yet to be received we have insufficient data to perform a meaningful analysis of our program.

Program learning outcomes and GE learning outcomes are specified in all syllabi, are communicated to students at the beginning of the semester, and reiterated throughout the course.

STAFFING-RELATED INFORMATION

In Fall 2013, the Math department merged with the Developmental Math Department. The following tables show the number of faculty before and after the merge. Math and Math Ed share the same group of faculty. The 1/2 Tenure track is Dr. Murray who has an EdD in Education. He serves his other 1/2 time in the Education Department. His focus in our department is with Education students only.

Faculty Demographics (Before merging with Developmental Math Department)

Faculty Credential	Tenured and Tenure-track/Full Time Instructor	Contract	Adjunct
Doctoral or other Terminal Degrees	4		2
Masters Degree	5	3	9
Bachelor Degree			
Other			

Faculty Demographics (After merging with Developmental Math Department – taken from Fall 2013)

Faculty Credential	Tenured and Tenure-track/Full Time Instructor	Contract	Adjunct
Doctoral or other Terminal Degrees	4	1	1
Masters Degree	10	5	9
Bachelor Degree		1	1
Other			

DSU Full-Time Mathematics Faculty

Banks, Clare Chair	PhD Major: Mathematics Education Minor: Statistics, University of Northern Colorado
15 years teaching in higher education	MA: Brigham Young University BS: Southern Utah University
Professional Experience	Chair of Mathematics Dept, DSU Chair of Utah Mathematical Association of Two-Year Colleges Secretary of Utah Association of Mathematics Teacher Educators Members of NCTM, RCML, UAMTE, UMATYC, MAA, CCTM
Publication/Presentation	Service Learning in Math Classroom. AMATYC Teaching Preservice Elementary Teachers with Geogebra, AMATYC The Abacus as a Foundation for Mental Mathematics, NCTM Using Culturally Responsive Teaching to Spark Student's Imagination and Greater Learning Through Technology. SITE Themes which emerged from open-ended questions about preservice teacher's epistemological beliefs. RCML A Comparison of Mathematics Teacher's Preparation Requirements in the U.S. and some Countries in Europe and Asia. MAA Teachers' Personal Epistemological Beliefs and Their Relationship to the NCTM Standards. RCML
DSU Committees	Curriculum Committee Professional Educator Coordinator Committee Accreditation Committee

Albreht, Brent	PhD in Mathematics from the University of California, Santa Barbara
6 years teaching in higher education	Master of Arts in Math from the University of California, Santa Barbara Bachelor of Science in Math from Weber State University
Professional Experience	Advisor: Chess and Math Club Member of AMS, SCGAS, MAA, IAS
DSU Committees	Assessment of General Education Committee

Bornholdt, Bryan	PhD in Mathematics from University of Wyoming
17 years teaching in higher education	MS in Mathematics from Colorado State University BS in Math Education from Emporia State University
Professional Experience	Coordinator: TA training (USU) Implementing math placement exam for precalculus courses (USU) Member of MAA
DSU Committees	Undergraduate Research Committee

Decker, Ross	MS in Mathematics Education from BYU
20 years teaching in higher education	BS in Mathematics from Arizona State University
Professional Experience	Judge: Sterling Scholars Competition for 8 years Members of NCTM, AMATYC, MAA

DSU Committees	Faculty Senate, Commencement, Academic Appeal, First Year Experience, General Education, Library, Institutional Improvement and Efficiency, Spirit, Promotion and Tenure, Honors and Awards, Student Conduct
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Hansen, Janet	MS in Mathematics from Murray State University
34 years teaching in higher education	BS in Mathematics from Murray State University
Professional Experience	Sterling Scholar Judge for 15 years Lead Teacher: Developmental Mathematics Program Formulated the Academic Probation Intervention Policies
Publication/Presentation	Developmental Mathematics Curriculum Design with a Follow up Outcomes Assessment, NADE
DSU Committees	Academic Appeals (chair), Final Aid Appeals, Student Affairs, Institutional Effectiveness, Executive Faculty Senate, New Faculty Experience (chair)

Hunt, Lynn	MS in Mathematics Education from Oregon State University
25 years teaching in higher education	BS in Mathematics from Utah State University
Professional Experience	Program Coordinator for Math 1010, 1050 Member of AMATYC, UMATYC (Also presenter)
DSU Committees	Athlete Council, Work Load, GE, New Faculty Experience, Student Conduct

Ionita, Costel	BS in Mathematics from University of Bucharest
19 years teaching in higher education	MS in Mathematics from Louisiana State University
	PhD in Mathematics from Louisiana State University
Publication/Presentation	Teaching Preservice Elementary Teachers with Geogebra, AMATYC (with Clare Banks)
DSU Committees	Workload, International Students, ESL, Undergraduate Research, Institutional Strategic Assessment & Accreditation

Jolley, Gordon	BS in Physical Education from University of Utah
32 years teaching in higher education	
Professional Experience	Chair, Developmental Education Chair, Physical Education
DSU Committees	Athlete Council, ESDL, Curriculum

Liu, Jie	PhD in Mathematics from University of Texas, Arlington
13 years teaching in higher education	MS in Mathematics from University of Texas, Arlington
	BS in Physics from JiangXi Normal University
Professional Experience	Members of AMATYC, MAA, NCTM
DSU Committees	Faculty Staffing, International Marketing, Academic Integrity, Faculty Senate, Campus Community

Mora-Bornholdt, Claudia	MS in Applied Math from University of Houston
20 years teaching in higher education	BS in Mathematics from Loyola University of New Orleans

Professional Experience	2002 Greater New Orleans Science and Engineering Fair Senior Math Judge 1999-2000 SIAM 1992-2000 American Mathematical Society 1992-1993 Association for Women in Mathematics 1992-1993 Mathematical Association of America 1992 Departmental Award Committee (Math & CS, Loyola University) 1991-1993 Association for Computing Machinery (ACM) 1993 ACM Loyola Chapter Secretary 1991-1993 Dean's Student Advisory Council (Loyola University) 1990-Present Alpha Sigma Nu 1990-Present Phi Eta Sigma
Publication/Presentation	B. L. Keyfitz and C. A. Mora, Prototypes for Nonstrict Hyperbolicity in Conservation Laws, Proceedings of the Conference on Nonlinear PDE's, Dynamics and Continuum Physics (J. Bona, R. Saxton, and K. Saxton, eds.), Contemporary Mathematics 225 (2000) 125-137.
DSU Committee	Strategic Enrollment Management Council

Mortensen, Scott	M.Ed. from Utah State University
26 years teaching in higher education	BS in Mathematics Education from Utah State University
Professional Experience	President, UMATYC Chair, DSU Math Dept.
State Wide Committees	Tuning committee, TICE committee, Math Majors Committee, Complete College Academy Committee
DSU Committees	Curriculum, General Education

Murray, Greg	PhD. In Education emphasis in Mathematics from Utah State University
4 years teaching in higher education	M.Ed. Secondary Education, Utah State University BA Secondary Education, University of Montana
Professional Experience	Member of NCTM (1991~current)
Publication/Presentation	Journal of Education: <i>Relationship between Classroom Schedule Types and Performance on the Algebra I Criterion-Referenced Test</i> (tentatively 2014) NCTM National Conference Presenter (1999, 2000, 2002, 2006) Teacher-in-Residence (1997). Institute of Advanced Studies, Princeton, New Jersey. Teacher-in-Residence (1996). Institute of Advanced Studies, Park City, Utah
DSU Committees	PECC (Professional Educators Coordination Committee) 2011-2014 Hiring Committees 2013 and 2014 Education Department Accreditation (TEAC) committee DSU STEM committee 2011
Volunteering	Mathcounts National test writing committee (2005-2008) Mathcounts regional competition DSU (2014)

Poast, Michele	MS in Mathematics Education from Fayetteville State University
15 years teaching in Higher Education	BS in Mathematics from Hawaii Pacific University
DSU committees	ESL, Awards, Student Conduct

Russell, Gordon	MEd in Mathematics Education from USU
32 years teaching in higher education	BS in Mathematics from USU
Professional Experience	Utah Meritorious H.S. Teaching Award Most Influential Teacher Award for encouraging HS students to attend college Presidential Teaching Award for USA Teacher of the Year Award from WCSD, WSU, DSU
DSU Committees	Advisor to Returning Adults ADA committee, Teaching and Learning Committee, D-Week committee

Staffing Related Information

Last year the workload requirement for full time faculty members went from 30 credit hours/year to 24 credit hours/year. The current workload is much better as it provides time for our faculty to serve on various committees and to prep for their teaching duties. The disproportion of PhD and Instructors without a PhD is due to our recent merge with the Developmental Mathematics Department. All faculty members are assigned to proper classes and are capable of delivering a high quality curriculum.

Many of our GE classes are taught by adjuncts, therefore, many homework assignments are more or less check-marked without detailed grading. A recent improvement we have made is to move homework online. Assignments are graded by computers allowing teachers to focus entirely on communicating content. Less administrative work for instructors.

Advising

The DSU mathematics department has a .50 contracted advisor, Kathie Ott. She has worked for the department for 17 years. Prior to the beginning of the school year, Ott attends all new student registration events that occur during the summer. After she identifies which new students have declared themselves as Mathematics majors, she contacts the students and makes an appointment with them to discuss their plans.

Her office hours average 10~12 each week. Students can also make an appointment to see her outside her regular office hours.

At the end of each semester, Ott visits all the College Algebra and above classes to advertise and recruit students to be Math/Math Ed majors.

Ott is also an advisor for the Math Club, allowing her the opportunity to interact with students informally.

There is no formal evaluation in place for the advising process. Informal evaluation is done by the chair of the department as the interaction between students and Ott is observed. The students rank her as very helpful, knowledgeable and approachable.

Putting in to place a formal evaluation of the advising process is an item that we need to work on.

Research

Research is one of the weaker areas in our department. This is likely due to Dixie's mission and focus on serving the community with excellent teaching, and our rather recent transition from a college to University in 2013. Current research being done includes:

Dr. Greg Murray, our Mathematics Education professor, publishes regularly in recognized Mathematics Education Journals.

Dr. Brent Albrecht is currently working on a paper related to assessment.

Dr. Bryan Bornholdt has recently been appointed to be on the DSU research committee. His job is to promote research in our department. Following his leadership we expect to see more and improved research activity in our department.

Service

All faculty members serve on multiple DSU committees. The major areas of contribution to DSU are in Accreditation, Assessment, Faculty Senate, and the General Education Committees. The major contributions to the community are service to the statewide steering committee, TICE committee and Complete College Academy Committee.

Future Hiring and Recruitment

Our department would like to see Actuarial Science offered in the future so hiring a PhD with a Statistics degree will be needed.

Staff

The Math Department's administrative support staff consists of a full time secretary, a part time advisor, and a part-time work-study student.

The Math Department has plans to request that our Secretarial position be changed to a Department Support Specialist position. This position will allow for additional secretarial support as well as developmental studies support. With the implementation of our developmental Emporium learning model we have realized the need for this additional fiscal and generalized support.

DSU offers professional development opportunities through the staff association, of which our secretary is heavily involved. Our Dean of Science & Technology has extended support to staff for involvement in several different organizations throughout the state, such as UHESA (Utah Higher Education Staff Association), and UWHEN (Utah Women of Higher Education Network). Training is offered periodically on campus for Banner, safety, institution policies, health & wellness, and multiple service opportunities, as well as a myriad of other helpful topics.

Funding Related Information

Technology

The DSC Mathematics Department moved to a newly renovated building (SNOW) where each classroom is a smart classroom providing adequate technology for instruction.

The basement of SNOW building has 120 computers dedicated for use by developmental students. We manage with the facilities given to us and have plans to convert one of the classrooms on the main level into a computer lab. We will then have one classroom full of computers so instructors can instruct fully using technology.

Distance Learning

The purpose is to reach students who live out of the area, have scheduling conflicts, or prefer alternative delivery

methods. We offer Math 1000, Math 1040 and Math 1050 online. These are all GE classes or prerequisites.

Four faculty members are currently involved in teaching online courses.

Library

The holdings of the DSU library have been useful for Math Ed. students. A large collection of typical classroom textbooks and supplements is available for use by professors and Math Ed. students. The library staff has been very helpful in making resources available and locating needed materials.

The strengths are the wide assortment of K-12 materials contained in the library's holdings. In addition, when requested, the library staff has brought in outside materials.

Facilities

Classroom facilities for upper division classrooms are adequate. A lab space and a tutor for upper division is desired. The computer lab for developmental students is a good improvement. We hope the result will be more and better qualified students coming into the math department.

We could use an overhead projector installed in the computer lab for instructors to use.

All the computers in the adjunct office are ancient (7 years old). We anticipate inheriting newer computers from the computer science department.

Conclusion

Department Strengths:

- Quality faculty members: Many of our faculty members have been recognized for their excellence in teaching. All have excellent student evaluations.
- Excellent curriculum: faculty members constantly change and refine the department curriculum. This is an ongoing process; when a problem is recognized, we address it promptly and work constantly to further strengthen the curriculum.
- Excellent support staff: Secretary Sylvia Bradshaw awarded Classified Staff of the year.
- Faculty retention: faculty members have a good retention rate.
- New computers for faculty members: last year all full-time faculty members received new computers to replace our 7 year old computers. Faculty members adept with current technology.

Department challenges:

- Need more staff support: When the Math and Developmental Math departments combined, the Math department received the students and faculty but not their operating budget. The Department Chair and secretary serve a great deal with no added salary or the funds to make it work.
- With the new method for teaching lower level courses, our adjuncts need more training. This is also a funding issue.
- There is no Math Lab for higher level students. We once had a lab in NIB 202 and the funding to hire tutors to staff the lab. Our higher level students would benefit greatly if we had a lab currently.
- Support from outside the math department is limited. The Science department took away Math department adjunct space, making tight quarters even tighter for the Math department.
- Due to open enrollment at the school, the retention rate is low.

Future plans and Needs:

- Add an Actuarial Science emphasis to provide students with an additional career option.
- Ongoing improvement to the Academic program and courses.
- Recruit high quality faculty.
- Support and encourage student & faculty research activities and professional development.
- Assign faculty member to work with the Alumni Association in locating funding for scholarships to help in recruiting high quality students.
- Salary increase for our secretary.
- Funding for adjunct training
- Funding for adjunct space and newer computers.
- Support from other departments and the Administration.

Employment Information

Name	Date	Degree	Work
Janett Stratton	Sp 2011	Math Ed	Dixie Middle School
Brett Pruitt	Fall 2011	Math	Business co-owner
Chelsey Baldwin	Sp 2012	Math	Behavior Facilitator at Washington County School District
Hannah Lewis	Sp 2012	Math	Utah State (Graduate School)
Andrew Goll	Sp 2012	Math	Big Pine Academy (Florida)
John Call	Sp 2012	Math	Financial Representative at Northwestern Mutual (SLC)
Sara Scholes	Sp 2012	Math Ed	Mountain Heights Academy (online public charter school)
Matthew McCleve	Fall 2012	Math	Sales and Operations Analyst for Allconnect
April Subashe	Sp 2013	Math/Art	
Brianna Larmore	Sp 2014	Math Ed	Jordan School District (Salt Lake)
Aubrey Ence	Sp 2014	Math Ed	Desert Hills High School (St. George)
Nathan McArthur	Sp 2014	Math Ed	Buckeye School District (Phoenix)
Travis Read	Sp 2014	Math Ed	McCormick Jr. High (Wyoming)
Rebecca Stevens	Sp 2014	Math Ed	Kane County School District
Brigitte Spinks	Sp 2014	Math	

Mathematics/Mathematics Education							
2013-2014							
Mathematics Science Dixie State University							
PLO <i>Identify the PLO(s) assessed in the current AY (1-2)</i>	Measure(s) <i>1. Direct or indirect 2. Description of measure (upload instrument & sample artifacts) 3. Scoring strategy (upload rubric) 4. Score scale (e.g., 4=exemplary, ... 1=unacceptable)</i>	Baseline / Threshold / Benchmark/ Target	Data Collection Method <i>1. Course(s) number 2. Semester collected 3. Sample size</i>	Results <i>For each PLO, consider all the data and summarize the three important findings</i> <i>Highlight whether the targets were met, partially met, or not met</i> <i>Include summary reliability indices</i>			Action Taken (closing the loop) <i>State action(s) taken to improve student learning</i>
PLO1: Employ mathematical techniques in computational problems.	Direct Measure: Common question on the Final Exam. Rubric based grading.	>70% met or partially met.	MATH 1210 Fall 2013 73 students	Met 46	Partially Met 14	Not Met 13	There are 60 students that have met or partially met the PLO. That is 82% of the students that have taken the exam. Emphasize more the concept of integration by parts and the importance of setting the parts properly.
	Indirect Measure(s):						

DIXIE STATE UNIVERSITY POLICIES AND PROCEDURES	Section: NEW
	Policy No:
	Approved: Revised:
Policy: Interim & Acting Appointments	

I. Definitions

- A. **Acting Appointment:** If an employee is on leave for a period of time but has not indicated an intention to terminate employment or vacate the position, the appointment of an existing full-time employee to perform those duties may be required. Not all position vacancies due to leave require an acting appointment. Other temporary solutions include the position's supervisor absorbing duties or reassigning duties to other employee(s). Acting appointments can last the length of the incumbent's leave.
- B. **Appointing Authority:** The appointing authority is the individual who will be selecting an existing full-time employee to fill the acting or interim appointment. The appointing authority can be the supervisor of the position or a higher level employee as designated by the relevant Vice-President¹, who may retain the authority him/herself. The supervisor will delegate the workload when necessary in an equitable manner to an employee or employees who are able to perform tasks in a competent manner. An employee or employees taking on an additional workload will be provided fair compensation or release from current obligations to complete this additional workload to be negotiated with the employee or employee's supervisor.
- C. **Interim Appointment:** An interim appointment is the appointment of an existing full-time employee to temporarily perform the duties of a vacant position during the period when a search is conducted to select a permanent successor. Not all position vacancies require an interim appointment. Other temporary solutions include the position's supervisor absorbing duties or reassigning duties to other employee(s). Prompt recruitment can help avoid the need for an interim appointment. However, when a search is unsuccessful or unfeasible an interim appointment may be needed. Interim appointments rarely last longer than one (1) year. If special circumstances exist, the approval of the appropriate Vice-President and Human Resources is required to extend the interim appointment for a period longer than one (1) year.
- D. **Temporary Appointment:** If unit functions make it necessary to have an immediate temporary interim or acting appointment during the brief period of making an interim or acting

¹ If the vacancy is a Vice-President or other position that reports directly to the President, the President or his/her designee assumes the role of Vice-President throughout the process outlined in this policy.

appointment, a temporary appointment can be made by the immediate supervisor or the appointing authority with the approval of the relevant Vice-President. Typically, the suddenness of the incumbent's leave or departure will determine whether this is necessary.

II. Process

- A. **Announcement:** With the approval of the relevant Vice-President and Human Resources, the appointing authority announces the vacancy, which includes disseminating the position description with duties and minimum qualifications, the expected duration of the interim or acting appointment, the amount of additional compensation per pay period, and the date by which interested full-time employees should submit résumés directly to the appointing authority. If an approximate term of appointment is known, that is included.
- i. The deadline for submitting résumés must be at least five (5) working days after the announcement.
 - ii. The announcement must indicate that the position will be opened for recruitment in the future or that reorganization is being considered and the position may not exist in the future.
 - iii. Disseminating the announcement typically occurs using a divisional or institutional email distribution list.
- B. **Review:** Existing full-time employees who submit résumés and meet the minimum qualifications will be considered for the interim or acting appointment. Interviewing qualified candidates is strongly encouraged.
- i. The appointing authority and usually at least one other employee will interview the qualified candidates.
 - ii. In consultation with the relevant Vice-President and Human Resources, a selection will be made.
- C. **Appointment:** The appointing authority makes the appointment, informs other candidates, and then issues a campus-wide announcement of the interim or acting appointment.
- i. The Appointing Authority submits the Interim / Acting Appointment form to Human resources. The form includes the amount of compensation per pay period and the appropriate budget. Human Resources will submit contracted services payment request(s) as needed.
 - ii. The appointed employee has the right to return to his/her prior position unless his/her employment ends during the period of appointment.

- iii. Interim and acting appointees use that term in conjunction with the position title.
- iv. Nothing precludes the employee appointed on an interim or acting basis from applying for the position once a search is opened or reopened or from serving on the search committee as appropriate.
- v. An interim or acting appointment lasts the period of the vacancy unless the individual removes him/herself or the supervisor and relevant Vice-President terminates the appointment. In such a case, if the need for an interim or acting appointment still exists, the appointing authority, the relevant Vice-President, and Human Resources will decide whether the new appointment will be made from the candidates who submitted résumés for the previous search or from the results of a new search of interested and qualified existing employees.

DRAFT

DSU - Proposed Changes to Policy - Registration 5.3, Sections VII, VIII, XII:

VII. Administrative Drops

- A. All administrative drops must be completed before the end of the 3rd week of the semester.
- B. Shorter terms necessitate briefer periods to be determined by the Registrar.
- C. Instructors may drop a student from a class without notification for the following reasons:
 - i. Failing to attend class on the first day of class, without receiving permission from the instructor.
 - ii. Failing to contact the instructor or complete assignments in an online class during the first week of the term.
 - iii. Failing to attend a required orientation for a class.
- D. University administrators may drop students from classes without notification for the following reasons:
 - i. Registering for courses for which they have not completed the prerequisites, including placement, or not registered in a co-requisite. Students may enroll in classes with prerequisites while they are enrolled in those prerequisite courses. Students must successfully complete required prerequisites before the first day of the semester in which they will actually take the class.
 - ~~ii. Neglecting to pay tuition and fees for any given semester by the end of the third week of the semester. This is also referred to as a "purge".~~
 - iii. Registering in violation of an academic, financial, or disciplinary hold. (See Student Code Policy 5-33)

VIII. Reinstatement After Administrative Withdrawal

- A. All students who wish to attend class after they have been administratively dropped from those classes must re-register in compliance with registration policy and deadlines.
 - i. Depending on the time elapsed, some students may need to petition the Policy Exceptions Committee for re-admittance.

- B. Students who wish to be reinstated **may be required** to ~~will~~ pay a reinstatement fee, a late registration fee, and all outstanding tuition and fees.
- ~~C. Students must re-register for all classes in which they were enrolled at the time of the purge.~~
- D. The University does not guarantee that a student who has been administratively dropped will receive the same classes as prior to being dropped.

XII. Tuition, Fees, and Refunds

- A. All tuition and fees assessed at the time of registration are due and payable to the DSU Cashiers Office. This policy applies to early registration, new student registration, open registration, and late registration
- B. Early registration not paid for or covered by Financial Aid by the published payment deadline date shall be purged.
- C. Students who default on all or any portion of their tuition and fees shall be suspended from further registration and records activity at the University until their accounts are paid in full.
- D. The registration and records activity suspension shall be carried forward in perpetuity until all past-due tuition and fees are paid in full.
- E. The “early registration” purge is the only purge of the semester. Following each semester’s early registration period, a purge is run to clear the class schedules of students with outstanding balances exceeding a designated amount for that semester. This purge opens spots in classes for DSU students who are registering.
- F. Students who do not plan to attend classes (owing less than the designated amount) must officially drop their classes. Students shall be liable for the debt they owe to the University. Suspension from further registration and records activity shall be enforced even if the student does not attend the classes in question. This procedure includes block classes.
- G. The tuition refund policy is established by the Utah Board of Regents and amended by each University or university to fit its programs. Dixie State University refunds for students who withdraw from class(es) or drop classes are calculated as follows:
 - i. Day 1 through Day 14: 100% refund or removal of tuition and some fees.
 - ii. Day 15 through day 22: 50% refund of tuition and fees.
 - a. Course and lab fees are non-refundable after the first day of the semester
- H. Students who register after the 7th calendar day of the semester or have a balance due on their tuition and fees after the 7th calendar day of the semester are assessed a non-refundable late fee.

- I. Shorter terms necessitate different deadlines to be determined by the Registrar.
- J. Holds may be placed on the academic records and registration of students whose accounts are not current.
- K. Students receiving federal student aid who withdraw, drop out, or are expelled from DSC DSU within the first 60% of the semester may owe a refund to the appropriate federal student aid programs, according to relevant federal regulations and DSC Financial Aid policies.
- ~~L. Students who are delinquent in paying tuition and fees on the 21st day of the semester may be administratively dropped (“purged”) from all classes. Students wishing to be reinstated should follow procedures listed in the Administrative Drops section of this policy.~~

DIXIE STATE UNIVERSITY POLICIES AND PROCEDURES	Section: 3-Faculty
	Policy No: [NEW]
	Approved:
Policy: Constitution of the Faculty Senate of Dixie State University	

I. Title

- A. There is hereby created the Dixie State University Faculty Senate, which is the representative, deliberative, and legislative agency of the institution's faculty and hereinafter will be referred to as the Faculty Senate.

II. Purpose

- A. The purpose of the Faculty Senate is to serve Dixie State University and further the fulfillment of its mission by providing an authoritative voice for faculty; working to improve the general welfare of faculty; fostering professionalism among the faculty; supporting the Academic Freedom¹ rights of faculty, students, and the institution itself; promoting communication among the faculty, administrators, staff, students, and community members; and encouraging good fellowship among the faculty.

III. Scope and Authority

- A. Subject to the authority of and any required approvals from the University President, the Board of Trustees, and the State of Utah Board of Regents, the Faculty Senate serves the following roles:
- i. An advisory body to the University President.
 - ii. The representative body for the faculty of the institution in matters relating to shared governance in the academic administration and operation of the University. Shared governance includes meaningful participation in the following areas:
 1. Curriculum, subject matter, methods of instruction, and aspects of student life that directly relate to the educational process, including requirements for degrees offered, determining when requirements have been fulfilled, and recommending when degrees are conferred.

¹ As defined in 3-4 Faculty Rights & Responsibilities

2. Decisions regarding the general academic operations of the University, including budget allocations and the appointment of administrators.
3. The formulation and revision of University policies and to make recommendations regarding the approval or disapproval of those policies.
4. Faculty status and related matters such as appointments, reappointments, nonrenewal of appointments, terminations, and the granting of post-probationary status.²

IV. Voting Rights of the General Faculty

- A. The General Faculty is composed of persons with appointments as full-time Regular and Professional faculty (as defined in the Faculty Categories Policy 3.3). Each individual General Faculty member has voting rights to elect representative(s) and Officers to the Faculty Senate as outlined in the Bylaws.
- B. The General Faculty also has review and recall authority of the Faculty Senate, its Officers, and its decisions as outlined in the Bylaws.

V. Composition of the Faculty Senate

- A. The Faculty Senate consists of members of the General Faculty elected as representatives according to the Bylaws, who are referred to as Senators, as well as Officers, Administrative Members, and an Associate Member.
- B. Faculty Senators serve staggered two-year terms and are responsible for:
 - i. Communicating information from their constituents to the Faculty Senate and its Officers.
 - ii. Communicating information from Faculty Senate and its Officers to their constituents.
 - iii. Attending meetings of the Faculty Senate and appropriate Faculty Senate committees, or arranging for proxy representation if they cannot attend.
 - iv. Supporting and being involved in fulfilling the University mission.
- C. The Faculty Senate Officers are President, President-Elect, Past-President, and Secretary-Treasurer.
 - i. Each year, a Faculty Senate President-Elect is elected by the General Faculty according to the procedures outlined in the Bylaws.

² Such determinations are first a faculty action through established University procedures which are reviewed by and submitted for any required approvals from appropriate administrators and governing boards.

- ii. An individual so elected will serve a term of three (3) one year terms in these consecutive positions, charged with representing the entire faculty by fulfilling the duties listed:
1. **President-Elect:** The first year of service commences at the meeting of the General Faculty following the announcement of the election result, meaning the term typically begins in April. The President-Elect is responsible for assisting the President in the performance of his/her duties, overseeing new faculty orientation, preparing to serve as President, presiding in the absence of the President, and serving on councils and committees as described in the Bylaws.
 2. **President:** The second year of service commences at the meeting of the General Faculty following the result of the election for the next President-Elect is announced. The President is the administrative officer of the Faculty Senate, and is responsible for implementing the Bylaws, scheduling and presiding over all meetings of the Faculty Senate and the Executive Committee³ as well as meetings of the General Faculty called by Faculty Senate, serving on councils and committees as described in the Bylaws, representing the faculty as a group, and coordinating required faculty elections and appointments to University committees.
 3. **Past-President:** The final year of service commences at the meeting of the General Faculty when a new President is installed. The Past-President assists and advises the new President and the Executive Committee as requested, and is responsible for serving on councils and committees as described in the Bylaws.
- iii. Each incoming Faculty Senate President nominates a member of the General Faculty to serve as Secretary-Treasurer during his/her presidency according to the procedures in the Bylaws.
1. The Secretary-Treasurer is responsible for attending all meetings of the Faculty Senate and the Executive Committee in order to keep a permanent record of all proceedings; posts notices, agendas, and minutes as required; conducts general administrative assistant duties for the President; and maintains budget information and records for the Faculty Senate, including preparing and presenting an annual fiscal report.

^{3 3} The membership and functions of the Faculty Senate Executive Committee are defined in the bylaws.

D. Administrative Members

- i. The Administrative membership of the Faculty Senate is comprised of the University President, the Vice-President of Academic Services, the Academic Deans, and other administrators approved on an annual basis by the Faculty Senate Executive Committee.
- ii. One or more Administrative Members may be invited, at the discretion of the voting members of Faculty Senate, to attend and participate in any meeting of the Faculty Senate. When invited to participate in Faculty Senate meetings, Administrative Members have the right to add agenda items, make motions, second motions, and participate in discussions.
- iii. Administrative Members do not have voting rights and may not be elected or appointed to serve as Senators or Officers.

E. Associate Member

- i. One member of the Auxiliary Faculty (as defined in the Faculty Categories Policy 3.3) employed as an adjunct faculty member, will be appointed as described in the Bylaws.
- ii. The Associate Member has the same rights as Senators to add agenda items, make motions, second motions, and participate in discussions, and vote.

VI. Affiliations

- A. The Faculty Senate will affiliate with other professional organization(s) upon the recommendation of the voting members of the Faculty Senate and a two-thirds (2/3) majority vote of the General Faculty.

VII. Constitutional Approval, Ratification, and Amendment

- A. The Constitution will be approved by the Faculty Senate, posted for at least a 30-day General Faculty review and comment period, and ratified by a two-thirds (2/3) majority vote of the General Faculty before being sent through the appropriate academic and institutional governance process for required approvals. All full-time members of the General Faculty as defined by this constitution are eligible to vote. Once that process is complete, the Constitution will be enacted at the beginning of the next academic year.
- B. Any member of Faculty Senate may propose an amendment to this Constitution. A revision or amendment follows the same approval process and ratification process as the original Constitution outlined in herein, and any revision or amendment is enacted at the beginning of the next academic year.

DIXIE STATE UNIVERSITY POLICIES AND PROCEDURES	Section: 3-Faculty
	Policy No: [NEW]
	Approved:
Policy: Bylaws of the Faculty Senate of Dixie State University	

I. Faculty Senators

- A. Each chaired department and the University library will be represented by an elected Senator.
 - i. Chaired departments are departments with an appointed department chair. Programs without department chairs will be combined with chaired departments for the purposes of electing a representative Senator.
 - ii. [Smaller departments and or programs without chairs may voluntarily join together to elect a single shared representative with the approval of faculty from those departments and programs as indicated by a majority vote.](#)
- B. The terms of Senators will be staggered so approximately half the Senators are elected in any given year.
- C. When the term of a Faculty Senator is expiring, the Faculty Senate President will inform the department chair by February 1 of the need to hold an election prior to March 1 to select one member of the department or associated program to represent the department in Faculty Senate.
 - i. The department chair will inform all members of the department of the departmental nomination process and seek eligible candidates. Department chairs are ineligible to serve as Senators.
 - ii. General Faculty members appointed to full-time positions in the department are eligible to vote. Eligible voters will be duly informed of the date of election with at least one week's notice. If an eligible voter is unable to vote in the chosen manner (electronically, paper ballot, etc.) because of distance, disability, or other reason, an alternative method must be provided for the faculty member to cast his/her vote.
 - iii. The department chair (or other faculty member in charge of the election) will inform the department of the results within two (2) working days after the deadline for casting ballots.
- D. Full-time members of the General Faculty are eligible to be elected.

- i. An individual may serve up to two consecutive terms of two (2) years each (total four (4) years) and cannot be elected or appointed to the Faculty Senate for at least two years after that.
- E. All members of the General Faculty are eligible to vote in the election of their representative Senators, including those on sabbatical or educational leave.
- F. Each year prior to the elections, the Committee on Constitutional Review and Organization will review the academic structure of the University to determine if representational adjustments need to occur.
- G. Vacancies: Should a Senator vacate his/her office, a replacement to fill the remainder of the departed Senator's term will be appointed by the respective department in the manner of the department's choice.
- H. A Senator can be recalled by his/her department. Upon receipt of a petition requesting a recall election signed by at least 20% of eligible voters in department with a minimum of two votes, the Faculty Senate President will direct the Department Chair to hold a recall election. A Senator is recalled upon the vote of a majority of the faculty members eligible to vote in that department.
 - i. In such cases, a special election is held to elect a replacement Senator who will serve the remained of the recalled Senator's term.
- I. The Associate Member of Faculty Senate representing auxiliary faculty will be appointed each year by the incoming President of the Faculty Senate and the Vice-President of Academic Services.
 - i. The Associate Member can serve for two consecutive years before another auxiliary faculty member is appointed and the first associate member must wait at least two years before serving again in that capacity.
 - ii. The Associate Member has the right to make and second motions, participate in discussion, and serve on committees but does not have voting rights.

II. Officers

- A. President-Elect: Each year, after the start of Spring semester and prior to the February meeting of the General Faculty, the President of the Faculty Senate will ask the General Faculty to nominate faculty members who meet the eligibility requirements and want to serve to stand for election to the office of President-Elect.
- B. Candidates for the office of President-Elect of the Faculty Senate must meet these minimum qualifications:
 - i. Have been awarded tenure at DSU and be employed as a full-time member of the General Faculty.
 - ii. Be appointed in a department that has not had a Faculty Senate president in the prior five years.

- iii. Be appointed in a school that has not had a Faculty Senate president in the prior three years.
 - iv. Be in good standing with the University.
- C. The eligibility of nominees for President-Elect will be verified by the Constitutional Review & Organization Committee.
- D. The President will announce the candidates at the February meeting of the General Faculty and via electronic communication within three days after that meeting.
- i. Each candidate will be invited to share his/her vision and experience with the General Faculty prior to the election.
- E. Between the February and March General Faculty meetings, the general election will be held.
- i. All members of the General faculty employed in full-time faculty appointments are eligible to vote.
 - ii. Voting will be conducted by secret ballot with each voter ranking candidates in order from first to last choice. The candidate receiving a majority of the votes will be designated the incoming Faculty Senate President-Elect for the following year.
 - 1. If no candidate receives a majority vote, then the candidate with the fewest first choice votes will be dropped. If two candidates are tied for the fewest first choice votes, they will both be dropped. When names are dropped for the second round, each ballot will be adjusted to promote the highest remaining candidate to first choice. The vote count will then be recalculated and the candidate receiving a majority of the recounted votes will be designated the incoming Faculty Senate President-Elect for the following year.
 - 2. The results of the election will be announced at the March meeting of the General Faculty, with the leadership transition being completed before April 1.
- F. The President-Elect automatically serves a one-year term as President after one year. After that year, the President serves as the Past-President for a one-year term.
- G. Secretary-Treasurer: Each incoming Faculty Senate President appoints a member of the General Faculty to serve as Secretary-Treasurer.
- i. The voting members of the Faculty Senate must vote to ratify that appointment each year, with a majority vote required.
- H. The President-Elect, President, Past-President, and Secretary-Treasurer are members of the Faculty Senate with full rights and privileges, including the right to make and second motions and vote.

- I. Vacancies: A vacancy can occur for a number of reasons that prohibit an incumbent from completing his/her term. A replacement will be selected according to the position, and all duties and responsibilities will be transferred to the new incumbent.
- i. If the office of President-Elect becomes vacant, a Special Election will be held, wherein the General Faculty will elect a new President-Elect according to the same protocol outlined for a regular election to that office. The individual so elected will serve the remainder of the term as President-Elect, and progress through the terms of President and Past-President.
 - ii. If the office of President becomes vacant, a new President will be appointed based on the nomination and vote of the voting members of the Faculty Senate. That individual will serve the remainder of the term as President and progress to the office of Past-President the following year.
 - iii. If the office of Past-President becomes vacant, a new Past-President will be appointed based on a vote of the voting members of the Faculty Senate to serve the remainder of the term as Past-President.
 - iv. If the office of Secretary-Treasurer becomes vacant, a new Secretary-Treasurer will be nominated by the President and ratified by the voting members of the Faculty Senate to serve the remainder of that year's appointment.
- J. A Faculty Senate Officer can be recalled. If the President, or the Past-President if the petition involves the President, receives a petition requesting a recall election signed by at least 20% of the General Faculty, the President (or Past-President if applicable) will direct that a recall election will take place. An officer is recalled upon the vote of a majority of the faculty members eligible to vote of the general Faculty eligible to vote in an annual election for President-Elect. The regular procedures for filling a vacancy in that position will be used for fill a vacancy created by a recall election.

III. Meetings of the General Faculty

- A. The Faculty Senate Executive Committee⁴ will schedule at least one meeting of the General Faculty per month during the months of September, October, November, January, February, March, and April.
- i. The dates of these meetings will be scheduled no later than the beginning of each semester, and insofar as is reasonable the meetings will be held as scheduled.
 - ii. If a meeting is cancelled for any reason, a substitute meeting will be scheduled as soon as possible.
- B. Notice will be given at least two (2) days prior to the meeting and will include the agenda for the meeting.
- i. Typically, matters which must be decided by the General Faculty will be voted on using electronic means affording equal access to all eligible voters. However, if notice is given as described above, a vote of the General Faculty may be taken at

⁴ As defined below.

any properly scheduled and announced General Faculty meeting. In such cases, votes from members of the General Faculty who did not attend the meeting must be accepted until 48 hours after the meeting and the results of the vote will be considered advisory and not binding.

- ii. All matters requiring an official vote of the General Faculty must be conducted in the manner equivalent to the election of the Faculty Senate President-Elect, including the provision that each eligible voter is given a fair and equal opportunity to participate in the vote.
- C. Attendance at meetings of the General Faculty is limited to members of the General Faculty except when other individuals are specifically invited by:
- i. The Faculty Senate Executive Committee.
 - ii. The voting members of the Faculty Senate based on a majority vote.
- D. Additional meetings of the General Faculty may be scheduled as follows:
- i. A majority vote of the voting members of the Faculty Senate will require the Executive Committee to hold a meeting. The agenda of that meeting will include the motion or issue justifying the meeting.
 - ii. The Executive Committee will be required to hold a meeting if 10% of the General Faculty petition the Faculty Senate to hold a meeting. The agenda of that meeting will include the motion or issue requested by those members of the faculty.
 - iii. The University President may, at any time, request the Executive Committee to schedule a special meeting on any topic of his/her choosing.
- E. The minutes of each General Faculty meeting will be posted online after being approved by the Executive Committee.

IV. Faculty Senate Meetings

- A. Regular meetings of the Faculty Senate will be held at least once per month during the months of September, October, November, January, February, March, and April as scheduled by the Executive Committee. Additional or special meetings can be scheduled using the following methods:
- i. Request of the Faculty Senate President.
 - ii. Majority vote of the Executive Committee.
 - iii. Majority vote of the voting members of the Faculty Senate at any regular or special meeting.
 - iv. At the request of the University President.
- B. The Executive Committee is responsible for setting the agenda for meetings of the Faculty Senate. Notice of meetings will be given to Senators at least two (2) days prior to the meeting, including the date, time, place, and agenda.

- C. Attendance at Faculty Senate meetings is restricted to elected Senators, the Faculty Senate Executive Committee, and the Associate Member, and to Administrative Members and guests as invited.
- D. The minutes of each Faculty Senate meeting will be posted online within a reasonable period of time after a meeting. Prior to posting, the minutes require the approval of a majority of the voting members of Faculty Senate.
- E. Each Faculty Senator and Officer has full participatory rights and privileges per the adopted parliamentary procedures, including the right to introduce and second motions and to vote on any issue.
 - i. Administrative members, when invited to attend meetings of the Faculty Senate, have the right to introduce and second motions, participate in discussion, but not to vote.
 - ii. Invited guests have the right to participate in discussion at the presiding officer's discretion.
- F. If the Executive Committee declines to include an item on the agenda that was requested by a member of Faculty Senate, any member of the Faculty Senate can make a motion to amend the agenda at the beginning of any meeting. Subject to a second and an approval vote by the voting members of the Faculty Senate, the matter will be added to the agenda becoming the first order of business unless otherwise agreed to in the motion to amend.
- G. Absences of Voting Members
 - i. If a voting member of Faculty Senate must be absent from any regular or special meeting of the Senate, s/he is encouraged to designate a proxy to attend any meeting, represent the views of the department, and exercise voting privileges.
 - 1. The Senator must submit the name of the proxy to the designated member of the Executive Committee prior to the meeting. A proxy may be designated for more than one meeting.
 - 2. A proxy is designated to attend a meeting and act in the Senator's stead. The proxy's participation may not be limited to specific topic(s) or issue(s).
 - 3. The proxy's attendance will be considered as official for any vote requiring a quorum.

V. Communication and Coordination with University Administrators

- A. University administrators have a variety of methods of communicating with members of the General Faculty:
 - i. Through schools and departments: Deans are expected to hold a meeting of all faculty in a school at least once each year. Department chairs are expected to hold regular department meetings.
 - ii. Through Faculty Senate: The University President and the Vice-President of Academic Services will meet with the Faculty Senate Executive Committee at least once each month.

1. Faculty Senate will be used as the method of communicating with the General Faculty in all official matters relating to faculty employment and University strategy.
- iii. Through faculty participation on administrative councils and committees. It is expected that, in their service as participants on University councils and committees and in University-assigned participation on extra-institutional councils and committees, members of the faculty act as representatives of not only themselves, their programs, and their departments, but also the body of the faculty.
 1. **Addendum 1** of these Bylaws details specific faculty representation on University councils and committees, which each year will be reviewed by the Constitutional Review & Organization Committee revised as required, and approved by the voting members of the Faculty Senate.

VI. Fiscal Authority

- A. The Secretary-Treasurer, under the direction of the Faculty Senate President, is responsible for maintaining appropriate records of all Faculty Senate fiscal matters.
 - i. The Secretary-Treasurer will provide finance information as requested at each regular meeting of the Faculty Senate.
 - ii. The Secretary-Treasurer will prepare an annual report of the expenditures of the Faculty Senate. The report will be made available to the General Faculty.
- B. Expenditures of less than \$250 require the approval of the Executive Committee.
- C. Expenditures of \$250 or greater require the approval of the voting members of the Executive Committee.

VII. Review Authority of the General Faculty

- A. The General Faculty has several avenues of reviewing Faculty Senate actions, including review and recall.
 - i. A petition signed by 10% of the General Faculty submitted to the President can serve as a motion and a second in Faculty Senate. Such a petition can compel further discussion, re-voting, and/or sending the matter to the General Faculty for a vote.
 - ii. Procedures for recalling Senators and Officers are included in these Bylaws.

VIII. Faculty Senate Committees

- A. The Faculty Senate has the right to form standing and ad hoc committees as it deems prudent and necessary. All Faculty Senate Committees are required to submit an annual written report of its actions to the Faculty Senate, which will make those reports available to the General Faculty.
 - i. Additional reports may be requested by the Senate and/or may be submitted on the initiative of the Committee.

- B. All Faculty Senate committees are considered advisory to the Senate and its Officers, although some committees may specifically be delegated with conducting business subject to approval of its annual report to remove the need for another level of approval for operational issues like Faculty Professional Development Grants.
- i. Such delegation must be made after a vote of the Faculty Senate.
 - ii. Decisions regarding Educational Leave, Educational Stipend, and Sabbatical Leave may not be delegated and must be forwarded to the Faculty Senate for approval.
- C. The Faculty Senate will take official action regarding the annual report of each Faculty Senate committee. Such actions may include:
- i. Approving the committee's recommendation or action, including reporting it to the General Faculty, University administrators, or others as appropriate.
 - ii. Referring any committee's recommendation or action back to the committee for further study or action.
 - iii. Referring the matter to another committee.
 - iv. Disapproving the committee's recommendation or action.
- D. Other than the Faculty Senate Executive Committee, a list of approved Faculty Senate committees, as well as the composition of and charge to each committee, is included in **Addendum 2** of these Bylaws. The Addendum can be revised as needed subject to a majority vote of the Faculty Senate.
- E. The Faculty Senate Executive Committee is comprised of the President, President-Elect, Past-President, and two other members of the Faculty Senate chosen by the new President and ratified by a majority vote of the Senators on an annual basis.
- i. The Executive Committee, under the direction of the Faculty Senate President, will meet at least once per month during the months of September, October, November, January, February, March, and April, and may meet at additional times as needed or at the request of the Faculty Senate President.
 - ii. The Executive Committee serves as the steering committee for Faculty Senate. As such, it can give attention to any matter within the scope of the Faculty Senate. The Executive Committee manages the Faculty Senate, including ensuring that all proceedings abide by the Constitution & Bylaws.
 - iii. The Executive Committee is responsible for establishing a schedule of Faculty Senate and General Faculty meetings and sets the agendas for those meetings. On its own initiative, at the request of a another member of the faculty or administration, or at the direction of Faculty Senate, items can be added to the agenda for a Faculty Senate or General Faculty meeting.
 - iv. The Executive Committee serves as an advisory group to University administrators, including regular meetings with the President and Vice President of Academic Services as described in these Bylaws.

- v. The Executive Committee schedules the date, time, and place of Executive Committee meetings as well as the agenda for those meetings, which must be made available to the members of Faculty Senate at least two (2) days prior to any meeting.
 - 1. Unless the Executive Committee votes to hold a closed session following the procedure outlined in these Bylaws, other members of Faculty Senate are invited to attend but not participate in meetings of the Executive Committee.
- vi. Minutes of all Executive Committee meetings will be made available to members of Faculty Senate, and, when prudent, to the General Faculty as soon as possible after all meetings.
- vii. The Executive Committee is responsible for designating assignments for University and Faculty Senate committees other than committees for which members must be elected. The Faculty Senate is responsible for conducting elections to constitute the faculty membership of committees as required.
- viii. No other vote of the Executive Committee other than establishing the agenda for meetings of the General Faculty and Faculty Senate will be considered binding until and unless it is ratified by the Faculty Senate with the exception of negotiating and implementing policies and policy revision approved in substance by the Faculty Senate and/or the General Faculty.

IX. Parliamentary Procedures

- A. Meetings of the Faculty Senate and all its committees, sub-committees and other temporary groups established, as well as meetings of the General Faculty initiated by Faculty Senate, will be governed by Robert's Rules of Order.
- B. Unless otherwise stated in the Faculty Senate Constitution or these bylaws, a quorum is defined as 50% of the eligible voters, rounded to the next whole person as needed. Majority rule is defined as at least 51% of the votes received.
- C. A General Faculty meeting initiated by the Faculty Senate and any meeting of the Faculty Senate or its committees has the right to go into a closed session for discussion at any time. A closed session requires that only full-time faculty members, the Associate Member, and any specifically invited guests are present.
 - i. A motion to close a meeting must state the specific topic to be discussed and requires the approval of two-thirds of the voting members present.
 - ii. A motion for closed session takes precedence over any other business on the floor.
 - iii. Closed sessions are conducted under the same Parliamentary rules and authority as other Faculty Senate meetings.
 - iv. A closed session can only be used for discussion. All voting must take place in regular session, including voting on motions.

- v. Administrative members and guests not included in the closed session will be invited to return to the regular session at the end of discussion on the approved topic.
- D. The Bylaws will be approved by the Faculty Senate, posted for at least a 30-day General Faculty review and comment period, and ratified by a two-thirds (2/3) majority vote of the General Faculty before being sent to through the appropriate academic and institutional governance process. All full-time members of the General Faculty are eligible to vote. Once that process is complete, the Bylaws will be enacted at the beginning of the next academic year.
- E. Any member of Faculty Senate may propose an amendment to these Bylaws. A revision or amendment follows the same approval process and ratification process as the original Bylaws outlined herein, and any revision or amendment is enacted at the beginning of the next academic year.

X. Addenda

- A. Faculty Representation on University Councils & Committees.
- B. Faculty Senate Committees.

Addendum 1 – Faculty Senate Constitution & Bylaws

Faculty Representation on University Committees

These University Committees are mandated to include members of the regular faculty as voting members unless otherwise specified. To fulfill the required number of faculty members on a committee, the faculty committee members must be full-time faculty members chosen jointly by the Vice-President of Academics and the Faculty Senate Executive Committee, unless otherwise specified.

Committee	Minimum Number of Faculty Members Required
University Council	2 (Faculty Senate President and President-Elect)
Academic Council	2 (Faculty Senate President and President-Elect)
University Curriculum Committee	2 (Faculty Senate President and President-Elect)
Employee Benefits Committee	2 (Faculty Senate President and President-Elect)
Deans Council	The Faculty Senate President and President-Elect serve as <i>ex officio</i> members
Academic Assessment Committee	Chair + 5
Academic Appeals Committee	Chair + 6
Administrative Computing Committee	1
Administrative Services Committee	1
American with Disability Act (ADA) Committee	2
Campus Parking & Permit Committee	1
Campus Planning Committee	2
Campus Web Committee	1
Commencement Committee	1
Development Committee	1
Diversity Committee	1
Dixie Awards Committee	1
Dixie Forum Committee	Chair + majority of members
ESL Committee	Chair + 3
Fee Allocation Committee	1
Financial Aid Appeals Committee	1
General Education Assessment Committee	Chair + majority of members
Global Engagement Committee	4
Honors & Awards Committee	2
Institutional Intercollegiate Athletic Council	FAR Chair + 5
Institutional Review Board (IRB)	5
Institutional Strategic Assessment & Accreditation Committee	8
International Marketing Committee	2
Library Committee	8

Marketing Committee	2
Policy Exceptions Committee	Chair + 3
Professional Educator Committee	Chair + faculty from departments
Pricing, Scholarship, & Financial Aid Committee	3
Residency Committee	Chair + 2
Risk Management / Safety Committee	4
Service Learning Committee	Chair + 3
Strategic Enrollment Committee	1
Student Academic Support Committee	1
Student Conduct Committee	Chair + 3
Sustainability Committee	5
Teaching & Learning Committee	Chair + majority of members
Student Academic Support Committee	1
University Policy Steering Committee	2 members of Faculty Senate
Women's Resource Center Committee	Majority of members

Addendum 2 – Faculty Senate Constitution & Bylaws

Faculty Senate Standing Committees

I. The committees listed herein are faculty committees, concerned with faculty and academic matters. The chairs of these committees will be selected and the committees populated by the joint agreement of Faculty Senate and the Vice-President of Academic Services. These committees are required to report annually to Faculty Senate and are populated ~~and administered by Faculty Senate~~ populated through election by the General Faculty or a subset thereof and/or in consultation with the Vice-President of Academic Services as specified below. These committees report to the Faculty Senate although some may also make recommendations to other individuals and/or deliberative bodies. Along with the Faculty Senate itself, these committees are included in the regular roster of University committees and service on these committees is considered equal to such activity on any University committee in terms of fulfilling of contract or service obligations. These committees cannot be disbanded without the approval of the Faculty Senate through a majority vote of Faculty Senators. There are two categories of Faculty Senate Standing Committees: Faculty Senate Administrative Committees and Faculty Committees concerned with faculty or academic matters.

II. **Faculty Senate Administrative Committees:** The following committees deal with the functions of Faculty Senate and are constituted by the faculty of DSU through election of representatives and officers to Faculty Senate and specific processes outlined for each committee:

A. Faculty Senate Executive Committee

i. Charge:

1. Serve as the steering committee for Faculty Senate, can give attention to any matter within the scope of the Faculty Senate.
2. Manage the Faculty Senate, including ensuring that proceedings are conducted according to Constitution & Bylaws.
3. Serve as an advisory group to University administrators, including meeting with the University President and the Vice-President of Academic Services at least once each month for an exchange on matters affecting the faculty.
4. Schedule meetings and set agendas for those meetings of the General Faculty, the Faculty Senate, and the Executive Committee. Each group will meet at least once in each of these months: September, October, November, January, February, March, and April. Other meetings can be scheduled according to guidelines established in the Bylaws.
5. Approve expenditures of Faculty Senate funds up to \$250.00.

- ii. Chair: Faculty Senate President.
- iii. Members: Faculty Senate President-Elect, Faculty Senate Secretary/Treasurer, two (2) members of Faculty Senate selected annually by the new President and ratified by the Faculty Senate.
- iv. Relevant Policy: Faculty Senate Constitution & Bylaws.

B. Faculty Senate Constitutional Review & Organizing Committee

- i. Charge: Review, update, and preserve the integrity of the Constitution & Bylaws of the Faculty Senate of Dixie State University, including:
 - 1. Annual review of Faculty Senate representation demographics.
 - 2. Recommend procedures for electing officers and members.
 - 3. Recommend new University policies and revisions to existing University policies to Faculty Senate.
- ii. Chair: Faculty Senator, appointed annually by Executive Committee
- iii. Members: Five (5) Faculty Senators not serving on Executive Committee, elected by Faculty Senate.
- iv. Relevant Policy: Faculty Senate Constitution & Bylaws

C. University Workload Equity Committee

- i. Charge: Review annual workload audit documents for designations and workload reassignments made by departments, schools, and other bodies for equity and fairness; make recommendations to Deans Council about adjustments; provide reports to Faculty Senate about these issues.
- ii. Chair: Faculty Senator, appointed annually by Executive Committee.
- iii. Members: Five (5) Faculty Senators not serving on Executive Committee, elected by Faculty Senate.
- iv. Relevant Policy: 3-10 Faculty Workload Policy.

III. **Faculty Committees:** The following committees are concerned with academic matters and faculty employment at DSU. All Faculty Committees must be chaired by a member of the faculty. When elections are required, Faculty Senate will conduct elections according to the relevant policy. "Selected jointly" refers to an appointment made collaboratively by the Faculty Senate Executive Committee and the Vice-President of Academic Services.

A. Academic Appeals Committee

~~i. — Charge: Adjudicate appeals from students for academic actions and from faculty members for a dean's overrule of a faculty member's academic action; rule on appeals of General Education and other graduation requirements.~~

~~iii.i. — Chair: Non-voting, full-time, tenured faculty member¹, selected jointly, to serve a 3-year term.~~

~~iv.ii. — Members: Five (5) representative faculty members¹, selected jointly; two (2) students².~~

~~v.iii. — Relevant Policy: 5-33 Student Code; a variety of academic policies including 5-20 Graduation and 5-47 Academic Transfer, University catalog.~~

B. Academic Integrity Committee

~~i. — Charge: Adjudicate appeals from students regarding an academic sanction based on substantiated academic misconduct and imposed by a faculty member and upheld by the dean; rule on sanctions greater than failing the course requested by a faculty member, department chair, or dean.~~

~~iii.i. — Chair: Non-voting, full-time tenured faculty member¹, selected jointly, to serve a 3-year term.~~

~~iv.ii. — Members: Five (5) representative faculty members, selected jointly¹; two (2) students.~~

~~v.iii. — Relevant Policy: 5-33 Student Code.~~

C. Faculty Excellence Committee

~~i. — Charge: Promote academic standards; Develop recommendations for improving academic excellence and professionalism at DSU; make recommendations to Faculty Senate about 3-8 Faculty Evaluation and associated procedures. As well as syllabus requirements and portfolio development.~~

¹ Cannot serve as department chair during term on committee.

² Student members on committees are selected by DSUSA.

~~iii.i.~~ Chair: Full-time faculty member, selected jointly, to serve a 3-year term.

~~iv.ii.~~ Members: At least one regular faculty member from each academic school.

~~v.iii.~~ Relevant Policy: 3-8 Faculty Evaluation.

D. Faculty Hearing Board³

~~i.~~ Charge: Provide a unified hearing board representing all faculty to hear appeals and grievances related to faculty, including issues regarding academic freedom, faculty rights, faculty termination, and faculty grievance and appeals of faculty promotion and non-probationary status decisions; and to issue votes on such matters to inform the President of the University of the faculty's decision on the matter.

~~iii.i.~~ Chair: A pool of three (3), full-time, tenured faculty members¹ with terminal rank, selected jointly; 3-year term, with voting rights, one will be randomly selected to chair each committee; can vote when selected as chair; cannot concurrently serve as chair of any review committee or as a member of the University Faculty Review Committee or the Faculty Post-Probation Review Committee. A potential chair may recuse him/herself for any potential conflict of interest or potential bias.

~~iv.ii.~~ Members: Ten (10) full-time, non-probationary faculty members¹ are elected by the faculty to serve rotating 3-year terms as part of a Hearing Board Pool; cannot concurrently serve as department chair, associate dean, chair of any faculty review committee, or as a member of either the Faculty Post-Probation Review Committee or the University Faculty Review Committee. Four members will be randomly selected to serve on a specific board from the member pool and the chairs not selected to serve as chair, with each member having the right of recusal for any potential conflict of interest or potential bias and with appellants, grievants, and other respondents given the right to request removal of up to two members of the committee without the need to state a reason. In case of removal, new members will be randomly selected from the pool of available members and chairs.

~~v.iii.~~ Relevant Policy: 3-4 Faculty Rights & Responsibilities; 3-5 Faculty Termination; 3-7 Faculty Reviews; 3-31 Faculty Grievance, and others as required.

E. Faculty Post-Probation Review Committee

³ A unified hearing board for faculty matters formerly referred to as Faculty Appeals Committee in a since revised policy; Faculty Review & Appeals Board in 3-4 (draft), Faculty Review Board in 3-5; Faculty Hearing Board in 3-7, and Grievance Committee in 3-31. Existing policies will be revised to reflect the name Faculty Hearing Board.

- ~~i. Charge: Review and vote regarding portfolios of post-probationary faculty as required in 3-7 Faculty Reviews and make recommendations to the Vice President of Academic Services about those reviews.~~
- ii. Chair: Non-voting, full-time, terminal rank, tenured faculty member¹, selected jointly, voting rights, 3-year term; cannot serve as chair of any other review committee or as a member of the University Faculty Review Committee.
- iii. Members: At least five (5) full-time, tenured, terminally ranked faculty members¹, elected by the faculty, 3-year rotating terms (chair and members cannot be scheduled to undergo review during the period of their incumbency); cannot serve as chair of any other review committee or as a member of the University Faculty Review committee.
- iv. Relevant Policy: 3-7 Faculty Reviews.

F. Faculty Professional Development Committee

- ~~i. Charge: Process requests and make recommendations to the Vice President of Academic Services about professional development grants, educational leave, educational stipends, and sabbaticals; make recommendations to Faculty Senate about Faculty Professional Development policy (3-9) and associated procedures.~~
- ~~iii.i. Chair: Non-voting (except in instances of another member's recusal) full-time faculty member¹, selected jointly for a 3-year term.~~
- ~~iv-ii. Members: Five full-time, representative, regular faculty members¹, jointly selected; Human resources representative *ex officio*.~~
- ~~v-iii. Relevant Policy: 3-9 Faculty Professional Development.~~

G. Faculty Staffing Committee

- ~~i. Charge: Submit annual report to Faculty Senate recommending future faculty staffing, including supporting data; identify types of data to be gathered to supporting faculty staffing recommendations; work with departments and Institutional Research to aggregate and analyze data.~~

1. This committee does not make decisions or recommendations related to current personal or applicants for positions.

- ~~ii.i. Chair: Full-time tenured faculty member, selected jointly, to serve a 3-year term.~~

~~iii.ii.~~ Members: Minimum five (5) full-time, tenured, representative faculty members, selected by Faculty Senate or elected by constituencies; Institutional Research liaison *ex officio*.

~~iv.iii.~~ Relevant Policy: 3-4 Faculty Rights & Responsibilities.

H. General Education Committee

~~i.~~ Charge: Review General Education program and outcomes as an intentional and integrated portion of DSU degrees; recommend changes to General Education program; evaluate, review, coordinate, and recommend DSU courses for General Education.

~~1.~~ Recommendations are submitted to University Curriculum Committee according to that committee's schedule.

~~2.~~ This committee works with General Education assessment committee but they are independent bodies.

~~vii.i.~~ Chair: Full-time faculty member, selected jointly, to serve a 3-year term.

~~viii.ii.~~ Members: Representative Faculty Members selected jointly (all voting members must be faculty).

~~ix.iii.~~ Relevant Policy: 3-41 Curriculum Approval & revision; University catalog.

I. Honors Program Committee

~~—~~ Charge: Review, promote, evaluate, and coordinate the DSU Honors Program.

~~ii.i.~~ Chair: Full-time faculty member, selected jointly, to serve a 3-year term The director of the Honors Program.

~~iii.ii.~~ Members: Representative full-time faculty members, selected jointly with the approval of the director of the Honors Program.

~~iv.iii.~~ Relevant Policy: None.

J. New Faculty Experience Committee

~~i.~~ Charge: Assist first-year members of the faculty in orienting to the culture of DSU to assist them in being successful; offer assistance to second-year faculty as they prepare or undergo the faculty review process.

~~iii.i.~~ Chair: Full-time faculty member, selected jointly, to serve a 3-year term.

~~iv.ii.~~ Members: Minimum of five (5) full-time faculty members, selected jointly, Human Resources representative *ex officio*.

~~v.iii.~~ Relevant Policy: Relevant University policies; Faculty Handbook, 3-7 Faculty Reviews.

K. School Faculty Review Committee (*School Chairs are listed on Committees List, not members*)

~~i.~~ Charge: Review and vote regarding portfolios of faculty within or assigned to the school for intermediate, final probationary, and promotion reviews per Policy 3-7 Faculty Reviews and make recommendations to the University Faculty Review Committee about those reviews.

~~iii.i.~~ Chair: Full-time tenured faculty member¹, elected by school faculty, to serve a 3-year term.

~~iv.ii.~~ Members: Faculty members within the school as assigned voting rights by policy 3-7 Faculty Reviews.

~~v.iii.~~ Relevant Policy: 3-7 Faculty Reviews.

L. Undergraduate Research Committee

~~i.~~ Charge: Promote, coordinate, and celebrate undergraduate student research achievements across campus, including at the annual DSU Student Research Day; select student submissions to represent the University at the annual conference on undergraduate research; make recommendations to Deans Council and the Vice-President of Academic Services regarding funding undergraduate research expenses.

~~iii.i.~~ Chair: Full-time faculty member, selected jointly, to serve a 3-year term.

~~iv.ii.~~ Members: Representative full-time faculty members, selected jointly.

~~v.iii.~~ Relevant Policy: None.

M. University Curriculum Committee

~~i.~~ Charge: Review and issue recommendations based on a vote for all course changes and new courses impacting areas beyond the originating school, including General Education status; review and issue recommendations based on a vote for all substantive program changes and new programs; send recommendations to Academic Council for their review and vote.

~~iii.i.~~ Chair: Faculty Senate Past-President (one-year term), with staff support provided by the Director of Academic Programs & Curriculum.

~~iv.ii.~~ Members: Faculty Senate President, Faculty Senate President-Elect, representative faculty members from each academic department with a chair (representative may be department chair), selected jointly, *ex officio members* (all voting members must be faculty).

~~v.iii.~~ Relevant Policy: 3-41 Curriculum Review and Approval.

N. University Faculty Review Committee

~~i.~~ Charge: Review and vote regarding portfolios of faculty for intermediate, final probationary, and promotion reviews per Policy 3-7 Faculty Reviews and make recommendations to the Vice President of Academic Services about those reviews.

~~iii.i.~~ Chair: Non-voting, full-time, terminal Rank, tenured faculty member, selected jointly¹, 3-year term; cannot serve as chair of any other review committee or as a member of the Post-Probation Review committee.

~~iv.ii.~~ Members: Minimum nine (9) representative, full-time, tenured faculty members¹ elected by constituencies for rotating 3-year terms (members cannot be scheduled to undergo review during the period of their incumbency, if they submit a review, they are removed from the committee and a replacement is found); cannot serve as chair of any other review committee or as a member of the Post-Probation Review committee.

~~v.iii.~~ Relevant Policy: 3-7 Faculty Reviews.

O. University Transparency Committee

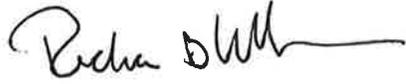
~~ii.~~ Charge: Review workload designations and workload reassignments made by departments, schools, and other bodies for equity and fairness; make recommendations to Deans Council about adjustments; provide reports to Faculty Senate about these issues.

~~iv.~~ Chair: Full time tenured faculty member, selected jointly, to serve a 3-year term.

~~vi.~~ Members: Minimum five (5) representative, full time, tenured faculty members, selected by Faculty Senate or elected by constituencies.

~~viii.v.~~ Relevant Policy: 3-10 Faculty Workload Policy.

TO: Dixie State University Board of Trustees

FROM: President Richard B. Williams 

DATE: April 17, 2015

SUBJECT: **Recommendation of Approval for Continuing Status/Post-Tenure Review Applicants**

The following Dixie State University faculty members have applied for Continuing Status/Post-Tenure Review:

- **Ms. Diane Albertini** – Associate Professor of English
- **Dr. Brad Barry** – Professor of English
- **Dr. Karen Bauer** – Professor of Biological Sciences
- **Mr. Gary Caldwell** – Associate Professor of Music
- **Dr. David Feller** – Professor of Chemistry
- **Mr. Joe Green** – Associate Professor of History & Political Science
- **Mr. George Jantzen** – Associate Professor of English
- **Ms. Demaree Johnson** – Associate Professor of Family & Consumer Science
- **Dr. Ace Pilkington** – Professor of English
- **Mr. Kelly Smith** – Instructor of Physical Education, Health and Recreation
- **Dr. Matt Smith-Lahrman** – Professor of Sociology

Dr. Bill Christensen, Executive Vice President and Chief Academic Officer, has informed me that the above individuals have each received a favorable review of their post-tenure application and portfolio from the Post-Probation Faculty Review Committee, and Dr. Christensen endorses that recommendation.

I wish to add my final approval to Dr. Christensen's endorsement and recommendation. According to DSU Policy 3-48: Continuing Status/Post-Tenure Review, this award of a favorable review carries with it a 2% base salary increase, independent of any general faculty pay increase, and is effective July 1, 2015.

May I express my gratitude and congratulations to these individuals for their successful post-tenure reviews, and for their great contributions to Dixie State University and its students.

DONATION REPORT			May 1, 2015
MONTH	Cash Donations	Gifts-In-Kind	TOTAL
July	\$178,788.20	\$4,890.00	\$183,678.20
August	\$46,273.18	\$200.00	\$46,473.18
September	\$49,481.33	\$10,345.00	\$59,826.33
October	\$63,899.53	\$11,250.00	\$75,149.53
November	\$1,021,882.33	\$9,078.00	\$1,030,960.33
December	\$618,843.06	\$12,730.00	\$631,573.06
January	\$72,107.11	\$4,843.00	\$76,950.11
February	\$26,882.83	\$27,650.00	\$54,532.83
March	\$561,202.42	\$2,366.00	\$563,568.42
FY15 TO DATE	\$2,639,359.99	\$83,352.00	\$2,722,711.99

Campus Sexual Violence Prevention Training



TOPICS COVERED:

Title IX and Sexual Misconduct

The Campus Sexual Violence Elimination (SaVE) Act

- Bystander Intervention Training
- Risk Reduction Strategies Training

Healthy Relationships

**Every 3rd Monday from 1 PM – 3 PM
Beginning Monday, May 18th
South Administration Conference Room**

Employees and Students are invited to attend • Sign-in at the Door

For more information, contact:
Cynthia Kimball Davis
Title IX Clery Act Compliance Director
ckdavis@dixie.edu
435.652.7731

