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STANDARD TWO
GOVERNANCE, RESOURCES, & CAPACITY
Governance

2.A.1 The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission. (Eligibility Requirement 9, 21 & 22)

Response: The Utah Board of Higher Education, UBHE, which was named the Utah Board of Regents until July 2020, was established by the Utah State Constitution, Article X, Education, and is responsible for management of the Utah System of Higher Education (USHE), comprised of eight independent institutions of higher learning. The governor appoints 15 of the 19 board members with consent of the State Senate under State Code 53B-1-101(2) and 53B-1-103 on Higher Education Governance. The USHE policies address system governance in Section 1 and defines Institutional governance in Section 2.

Furthermore, USHE, Regent Policy R220, Delegation of Responsibilities of the President and Board of Trustees confers responsibilities, communication, and consultation to an institutional Board of Trustees (BOT). This Board consists of eight persons appointed by the governor and approved by the Utah State Senate and two ex officio members: the president of the DSU Alumni Association and the president of the DSU Student Association. None of the trustees have a contractual or employment relationship or personal financial interest with the institution. The BOT advises the university president and approves, disapproves, or makes recommendations concerning initiatives brought by the president relating to matters of institutional planning, policy, research and training contracts, grants, budgetary programs, institutional audits, and academic program reviews. As a result of recent legislation, the BOT approves institutional academic programs and degrees. Board of Trustees Bylaws; DSU Policy 102: Board of Trustees; DSU Policy Process, Policy 101: Sections 4.9 & 4.10 on Board policy review Board of Trustees Bylaws

2.A.2 The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness. (Eligibility Requirement 11)
Response: All members of executive leadership supervise or perform key functions in units, departments, or academic colleges. Those in leadership have credentials, training, and professional experience appropriate for their positions of employment and their roles as university leaders. DSU Organizational Chart & Administrators’ Vitae

The President chairs three councils of administrators:

**President’s Cabinet** meets twice monthly and advises the president regarding oversight of operational business, initiatives, and topics requiring collaboration among major units of the university;

**University Council** is the highest institutional governing/voting body, below the Board of Trustees, which meets monthly;

**Operations Team** meets once a month to plan and coordinate operations. There are many additional supporting committees which carry out management, assessment and response duties, and responsibilities (See 2019-20 DSU Committees for membership and purposes).

Administrators at all levels are held accountable through monthly meetings, annual reporting, and performance evaluations conducted by their supervisors. This system of accountability also applies to senior administrators in the President’s Cabinet. DSU conducts regular, systematic, institutional effectiveness and strategic planning evaluations of its functions, objectives and mission fulfillment. The reporting mechanisms are data-driven, annual reports for academic and non-academic departments and programs. These reports include learning outcome reports for each degree and for co-curricular programs. Detailed descriptions and evidence of strategic planning, core theme, annual departmental and academic program assessment is provided in Standard One of the Self-study. (See Standard 2.F.2 regarding performance evaluations) Student Affairs Annual Reports (2016-2019); Administrative Affairs Annual Reports (2017-2020); Academic Affairs Annual Reports; Governance Approval Pathways

Over the past few years, DSU has been working to more efficiently and effectively plan, coordinate, and manage institutional assessment, data collection, and analysis; and DSU seeks to better monitor and respond to effectiveness issues. Individual units and divisions have made considerable strides in accomplishing these goals. The Institutional Effectiveness Committee and the Institutional Strategic Assessment and Accreditation Committee (ISAAC) have focused on these initiatives for several years. To aid in these efforts, the institution has purchased software platforms including EAB’s Academic Performance Solutions (to improve course efficiency including completion rates and class fill rates), and EAB’s Navigate (to improve student success including advisor notes, retention rates, graduation rates, and early alert).

In 2019, a new oversight position, Executive Director of Institutional Effectiveness was established to better coordinate and integrate assessment and utilize data more comprehensively and effectively across the
institution to assure mission fulfillment and goal achievement (Job Description of Executive Director of Institutional Effectiveness).

2.A.3 The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s) but may not serve as its chair. (Eligibility Requirement 10)

Response: DSU employs a full-time, chief executive officer whose title is President. DSU’s 18th and current president is Dr. Richard B. Williams. President Williams is fully qualified and experienced to act as CEO of DSU (President’s vitae). During the President’s tenure, since 2014, DSU has continued its notable forward momentum of university growth. Community engagement, participative strategic planning and follow-through are strengths of Dr. Williams. 2015-2020 Strategic Plan

2.A.4 The institution’s decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest. (Eligibility Requirement 8)

Response: DSU Policy 103: College President: Ethics and Responsibilities, section 4.6.1.5 establishes that the President will “seek and respect the advice of faculty, staff, and administers in matters pertaining to University life and governance.”

The shared governance system at Dixie State University (DSU) is clearly defined. It is inclusive of students, faculty, and staff in matters which affect them. The decision-making structure and the processes by which constituents are heard is formalized in policy. DSU’s president and administration are fully supportive and encouraging of shared governance. Faculty, students and staff are generally aware of their rights and responsibilities to participate in governance and take full advantage of the opportunities to do so.

Shared governance is defined for DSU in Policy 633: Faculty Rights and Responsibilities, Section 3.5:

Shared governance is meaningful participation in institutional governance. It is a collaborative process founded on the cornerstone principles of partnership, equity, accountability, and ownership that forms a culturally sensitive and empowering framework at the university. Shared governance functions best when based on the principles of transparency, open communication and discussion, and mutual respect, all of which help establish a healthy and open environment at the university.

Faculty views and interests are represented largely through the Faculty Senate, whose president sits on the University Council, Academic Council, and the Deans’ Advisory Council. Faculty issues are heard in Trustee meetings whose agenda includes a standing line item for faculty representation (DSU Policy 640a: Faculty Senate Role Statement). Department chairs represent their faculties on Curriculum Committee and other key university committees; deans, associate deans, or department chairs represent faculty on Academic Council. DSU Policy 661: Academic Structure defines the duties and responsibilities of chairs and deans.

The faculty is represented on all major academic councils and committees and on most student committees. (See 2019-20 DSU Committees for membership). Within their departments, faculty are the major decision-makers for program and curriculum development, implementation, and assessment. DSU Policy 633: Faculty Rights and...
Responsibilities, Sections 4.1.10 - 4.1.18. Faculty also take the main responsibility for hiring, retention, tenure and promotion of faculty. DSU Policy 641: Faculty Retention, Tenure, and Promotion

DSU has comprehensive policies that outline formal processes for shared governance, which the Faculty Senate had a significant role in establishing. At times, however, faculty would like a stronger voice in matters that concern them. Faculty Senate leadership has been working on a document that further defines the process of shared governance from their perspective, including related recommendations. Faculty Senate Shared Governance Working Document

DSU students are very engaged in university affairs, primarily through the Dixie State University Student Association (DSUSA). DSU Policy 541: Student Government, Section 1.3 states, “It becomes the charge of the DSUSA to plan student activities and join with faculty and staff in serving on committees and councils to provide student input into the decision-making process of Dixie State University.” Students are, therefore, represented on the institutional Board of Trustees, University Council, Academic Council, and nearly every other major academic and administrative committee. Student senators are assigned to function as liaisons to academic colleges and divisions. See 2019-20 DSU Committees for membership)

The DSU Staff Association (SA) represents all Dixie State University staff. The SA endeavors to improve the working conditions, benefits, salaries, and professional status of its members. The association strives for excellence through service to the university community and is committed to assisting DSU in achieving its mission and goals. (See Staff Association website).

DSU Policy 111: Staff Association, Section 1.1 states, “The purpose of the Staff Association (SA) is to represent the staff and to collaborate with administration, Faculty Senate and all members of the Dixie State University (DSU) community.” The SA president or a staff representative sits on the University Council and staff are represented in Trustee meetings with a standing line item on each agenda. Staff representatives sit on major academic committees as appropriate and on student committees.

Academic Freedom

2.B.1 Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment. (Eligibility Requirement 16)

2.B.2 Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same. (Eligibility Requirement 16)

Response: DSU administration, faculty and staff define Academic Freedom in and support its fulfillment through practicing DSU Policy 633: Faculty Rights & Responsibilities.
Academic Freedom is also addressed in DSU Policy 110: Free Speech and Assembly. Both policies are in accordance with USHE Policy R481: Academic Freedom, Professional Responsibility, Tenure, Termination and Post-Tenure Review.

First of all, Policy 633: Faculty Rights & Responsibilities, Section 1.1 assures faculty members “all the legal rights and responsibilities of citizens; however, because of their position as seekers and promulgators of knowledge and because that position can often come under social, religious, political, or economic pressures, they must, for the common good of society at large, be guaranteed certain rights.”

DSU Policy 633, Section 3.1 defines academic freedom as “the right to teach, study, discuss, investigate, discover, create, and publish freely as related to academic responsibilities. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. The faculty member is entitled to freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility.” Section 4.1.1 further defines conditions of academic freedom endorsed by DSU.

Also, DSU Policy 110: Free Speech and Assembly, Section 1.2 defines academic freedom as “the free flow of ideas, the right to speak, and the right to hear must be protected not only from censorship, but also from those committed to interference with a speaker’s presentation through acts of disruption. It is the responsibility of all members of the academic community to refrain from such conduct and the University shall apply appropriate sanctions under proper procedural safeguards to those who violate this obligation.”

Furthermore, DSU Policy 110, Section 1.1 states that Free Speech and Assembly at DSU is interpreted in accordance with the free speech and assembly rights guaranteed by the United States Constitution and the Utah Constitution, and in accordance with generally accepted concepts of academic freedom as followed nationally and at Dixie State University. It is the purpose of these regulations to protect and enhance the free exchange of ideas in the University and on the University campus. The primary function of a university is to discover and disseminate knowledge by means of research and teaching. To fulfill these functions a free interchange of ideas is necessary. It follows that this University must insure within it the fullest degree of intellectual freedom and protect the opportunity of all members of the University community and their guests to exercise their intellectual freedom and protect their right to communicate with others in the University community.

DSU Policy 110, Section 4.7.4 confirms that “faculty members are entitled to support and assistance from the University in maintaining a climate suitable for the exercise of rights of academic freedom, scholarship, research, and effective teaching and learning. A faculty member is entitled to a classroom free from violence or systematic disruption. The University shall strive to assist the faculty member in improving his or her skills and developing his or her talents as teacher and scholar.”

Finally, DSU Policy 110, Section 4.2 states that Academic freedom in the pursuit and dissemination of knowledge through all media shall be maintained at Dixie State University. Academic freedom shall be recognized as a right of all members of the faculty, whether with or without
tenure or continuing appointment, of all administrative officers, and of all students. Dixie State University endorses and hereby incorporates in these regulations the following statements of the American Association of University Professors related to defining academic freedom: “The 1940 Statement of Principles on Academic Freedom and Tenure and the “1970 Interpretive Comments” thereon; the “1970 Statement on Professors and Political Activity”; the “1970 Statement of the Association’s Council: Freedom and Responsibility”; and, the “1967 Joint Statement on Rights and Freedoms of Students”.

Faculty Senate has been significantly involved in defining Academic Freedom at DSU and thus concur with DSU policies on the matter. However, as the university has diversified over the years, it is even more important that administration sponsor an open perspective in supporting Academic Freedom. Academic Freedom - Faculty Senate Leadership Working Document

Policies and Procedures

The institution develops and widely publishes, including on its website, policies and procedures that are clearly stated, easily understandable, readily accessible, and administered in a fair, equitable, and timely manner.

Response: DSU does develop, systematically review, update, and widely publish policies and procedures that are clearly stated, easily understandable, readily accessible, and administered in a fair, equitable, and timely manner. All DSU institutional policies are maintained on a publicly open, searchable, DSU Policy Library website.

DSU supports an active, 12-person Policy Steering Committee (PSC) with comprehensive campus representation. According DSU Policy 101: Policy Process, Section 3.2, the role of the PSC is to “steer policy writing, development, process and revision, and assist policy owners in prioritization of policies.” DSU Policy 101 defines the very open and participative policy process. The Compliance Office/Policy Steering Committee coordinates regular and ongoing review of University policies. Each policy should be reviewed five years after the effective date, and every five years thereafter (DSU Policy 101, Section 491). Policy 101: Policy Process.

DSU Policy 101 defines and supports an active policy and procedure process at the university in the following ways:

• Policy 101, Section 1.1 commits DSU “to create, approve, issue, revise, and maintain all university wide policies to provide continuity, accessibility, clarity, and transparency to the university community.”

• Policy 101, Section 1.2 guides the University in maintaining an impressive set of policies that are “comprehensive, timely, consistent, and relevant that cover key aspects of university life, maintain university core values, and protect, as well as support students, staff, faculty, and university resources. Policies are designed to bring the university into compliance with state and federal law and best practices in higher education.”

• Policy 101, Section 2.2 commits DSU to adhere to the “principle that the perspectives of faculty, staff, and students should be appropriately considered in the development of university policies. Representative bodies shall be consulted in the process of creating, revising, and retiring policies.”
2.C.1 The institution’s transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals. (Eligibility Requirement 18)

Response: DSU accepts transfer credits from other regionally accredited institutions of higher education. Transfer credits are evaluated on an individual basis; courses with no equivalent at DSU will be accepted as electives only. Associate of Arts or Associate of Science degrees earned at USHE institutions, as well as a General Education (GE) “letters of completion” submitted by Registrars at USHE institutions, will be accepted by DSU in meeting its GE requirements. Articulation agreements exist between all USHE institutions for transfer of GE credit. USHE Policy R470, General Education. Associate of Arts or Associate of Science degrees earned at non-USHE institutions may be accepted by DSU in meeting general education requirements; however, students must meet DSU and USHE requirements in math, composition and American institutions. DSU Policy 526, Section 4.1: Academic Transfer Credit details all aspects of the conditions governing transfer of credit. The USHE system also makes a concerted effort to streamline transferability of courses beyond GE. The Regents organize regular state meetings of faculty, with the intent of discussing numbering designations, requirements and transfer of courses required in various major and minor degrees.

Transfer students are encouraged to meet with the Articulation Coordinator and program advisors to clarify course transferability. DSU provides an online Transfer Guide of institutional courses already approved for transfer. Courses equivalent to a DSU course will be entered on the DSU transcript with the DSU course title and number. For students transferring from a non-regionally accredited institution, including technical institutions, coursework will be individually evaluated for transfer by appropriate faculty and department chairs. DSU Policy 526, Section VI: Academic Transfer.

Additionally, DSU is a member of the Interstate Passport Network, which provides a framework for block transfer of lower-division general education. The transfer is based on learning outcomes in nine areas:

- **Foundational Skills**: oral communication, written communication, quantitative literacy
- **Knowledge of Concepts**: natural sciences, human cultures, creative expression, human society and the individual
- **Crosscutting Skills**: critical thinking and teamwork/value systems.

Each Network member institution has its own Passport Block—a menu of lower-division general education courses and learning experiences by which a student can earn the Passport. Students who complete our institution’s Passport Block with a minimum grade of “C” or its equivalent in each course or learning experience will be awarded the Passport by our institution. Those students who transfer with a Passport to another Network-member institution will have their learning recognized; they will not have to repeat or take additional courses to satisfy lower-division general education
requirements in the Passport’s nine areas. Interstate Transfer Passport @ DSU (See www.wiche.edu/passport)

2.C.2 The institution’s policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities. (Eligibility Requirement 18)

Response: DSU takes the rights and responsibilities of its students seriously. DSU Policy 552: Student Rights and Responsibilities delineates the standards and responsibilities of students regarding academic honesty and conduct to which students will be held accountable (Section 4.2, Standards of Conduct). The processes for the institution’s response to student non-compliance with this policy and student appeals are clearly defined in Appeals Sections 4.2 – 4.10. DSU Policy 552, Section 4.11, in connection with constitutional and state laws affords students the right to file a complaint against a faculty or staff member for violating student rights.

Students rights and responsibilities are readily available to students not only in the DSU Policy Library under DSU Policy 552, but also in the university catalog under the Code of Student Rights and Responsibilities.

DSU fully complies with the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). Students with disabilities are encouraged to formally request accommodation which requires modifications to standard policy, procedure, practice, or schedule, enabling a student to engage in an academic activity as part of a university course or program. DSU Policy 533: Student Accommodations, Section 6.3, defines the conditions and procedure for students to request accommodation for a disability.

2.C.3 The institution’s academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution’s expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy. Students are able to track their progress through the admissions process using and CRM called Slate, which provides a real-time checklist of which requirements are completed? (Eligibility Requirement 17 & 18)

Response: The Admissions department’s mission is to educate and inform its community of prospective students and their influencers about the opportunities for higher education offered at Dixie State University (DSU). The Admissions department also seeks to provide inclusive admissions processes and procedures for an eligible and diverse student population, regionally and nationally. Student recruitment and admission initiatives are carefully planned with strategic enrollment goals and the University’s Strategic Plan as guides.

Within the Admission Department, the operations team works seamlessly with the recruitment team to receive and process admission applications and supporting documents. Utilizing enhanced technology, students are provided with a superior admissions experience through real-time updates and electronic notifications.

Admission requirements and processes are clearly defined in DSU Policy 501: Undergraduate Admissions to the Institution, communicated individually to students by recruiter and advisors and made readily available in the catalog under Campus
Resources, the Admissions section. Students are able to track their progress through the admissions process using CRM called Slate, which provides a real-time checklist of which requirements are completed.

DSU is an open enrollment institution. So, to foster student success, the university does require placement test scores or successful (C or higher), pre-requisite course completion in English, Reading and Mathematics in order to register for some courses. The University accepts the ACT, SAT, Accuplacer, and ALEKS college placement tests. ESL courses may have different placement exams, such as the TOEFL. Course placement conditions are defined in DSU Policy 521: Student Placement Exams. The Course Placement Policy is also made readily available to students in the catalog.

The new Student Onboarding Process addresses the needs of newly admitted students. Those students who further commit to enrollment will be placed into an “Introduction to DSU” Canvas course run by the Academic Advisors and Peer Coaches. Incoming students will then be part of an onboarding process, ensuring that all items on a “Next Steps” checklist have been taken care of and questions/concerns have been addressed, including, but not limited to, financial aid, housing, registration, required placement courses, and New Student Orientation.

With the intention of improving student success through increased intervention for at-risk students, DSU has established a Student Success Program, which identifies, upon admission, at-risk students, ie. those with low index scores, below 45 (GPA x 10 + admission test score). For over 30 years, before this program was opened, the TRIO Student Support Services programs provided support before (in middle and high school), upon and during DSU enrollment for disadvantaged students, those who are first generation, low income, minority or with disabilities.

A new Academic Standing Policy 525 has been developed regarding continuation in and termination from educational programs, including the appeals and re-admission processes. Policy 552: Student Rights and Responsibilities, Sections 4.7 and 4.8, also speak of Academic Appeals and section 4.13 speaks to Reinstatement. This information is available in the catalog under Code of Student Rights and Responsibilities, Section 3B and 4A and in the Academic Policies and Procedures Sections.

2.C.4 The institution’s policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records. (Eligibility Requirements 15 & 18)

Response: DSU has adopted and adheres to policies and procedures to securely retain student records with a reliable backup system. Policies include DSU Policy 522: Student Records, which mandates the privacy and confidentiality of all student records according to relevant federal and local laws; and DSU Policy 551: Confidentiality of Records, which outlines DSU’s compliance with the Family Educational Rights and Privacy Act (FERPA).

Student records are retained on the University’s Banner system, which is backed-up daily; DSU maintains backup records on campus and an emergency backup at a state system site in Richfield, Utah. There are six employees dedicated to running and securing Banner on campus. Only authorized persons who need access to student records have access to Banner, and access must be granted through the data steward. All employees who request Banner access must take training and pass the FERPA quiz before receiving clearance to log onto student records. DSU’s imaging system, a product called WebXtender, is linked to Banner, and both systems are only accessible on campus.
The Registrar’s office scans documents like add/drop/audit cards, college and high school transcripts, Exception to Policy forms, test scores for admissions (ACT, SAT, Accuplacer), credit by exam scores (AP, CLEP, FLAT, etc.), grade change cards, complete withdrawal forms, incomplete contracts, and any form that would support a change in a record or any document the state requires the institution to keep. Records, which outlines DSU’s compliance with the Family Educational Rights and Privacy Act (FERPA).

Institutional Integrity

2.D.1 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services. (Eligibility Requirement 8)

Response: The University Marketing & Communication (UMAC) department creates or verifies all marketing materials published on behalf of Dixie State University and meets the standards for institutional integrity. Such materials include, but are not limited to the Academic Report Viewbook, University Magazine, President’s Report, brochures, and press releases. Publications are available online on the UMAC Website. All recruitment materials and publications are either developed or reviewed by UMAC. UMAC gathers content for each publication, fact checks all of the information, and works to provide clear and accurate information regarding the institution. Policy 148, Section 4.1: Branded Publications Policy 131, Student Publications Policy 146, Social Media Policy 147, Media

The publication of the annual digital university catalog complies with this standard. All academic degrees are listed in the catalog, which outlines an overview of the program and a suggested graduation plan with courses listed semester by semester for timely completion. The catalog is annually updated with new information and reviewed by the various area managers. Each year the catalog is reviewed for currency and accuracy. The Associate Provost for Academic Planning and Budget and the Registrar share responsibility for accuracy of catalog content. In terms of alignment with our institutional mission, all degree program proposals must stipulate intentional alignment with DSU’s mission and institutional learning outcomes prior to approval. DSU Catalog

2.D.2 The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner. (Eligibility Requirement 8)

Response: DSU establishes ethical standards for its board of trustees, president, administrators, faculty, staff and students; codes of ethical behavior are formalized
in policies and procedures within service and academic areas. In all operations and relationships, the university strives to adhere to its established ethical standards. DSU ethics policies include the following:

- **DSU Policy 102**: Board of Trustees: Ethics & Responsibilities
- **DSU Policy 103**: College President: Ethics & Responsibilities (rewrite)
- **DSU Policy 157**: Personal Conduct/Conflict of Interest
- **DSU Policy 552 (Section 4.2)**: Student Rights and Responsibilities
- **DSU Policy 633 (Section 4.2.2)**: Faculty Rights & Responsibilities
- **DSU Policy 601**: Professional Standards of Teaching

The University maintains a third-party hotline for both internal/external complaints, including charges of ethical misconduct, through the Office of Internal Audit, Office of Ombuds.

DSU abides by the following policies for internal and external complaints and grievances:

- **DSU Policy 640, Addendum 2**: Faculty Senate Standing Committees. Faculty grievances are received and managed by the Faculty Senate, Faculty Hearing Board. The charge for the Board in section 3.5.1 is to 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.
- **DSU Policy 151**: Staff Grievances
- **DSU Policy 552**: Student Rights and Responsibilities, Section 6.6 on Student Grievances; Code of Student Rights and Responsibilities, Section 4B Student Complaints (in the catalog)
- **DSU Policy 154**: Title IX, Harassment and Nondiscrimination
- **DSU Policy 251**: Competition with Private Enterprise and Unfair Competition Grievance

2.D.3 The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. (Eligibility Requirement 8)

**Response**: DSU adheres to **DSU Policy 157: Personal Conduct/Conflict of Interest** which was established to “promote the public interest and strengthen public confidence in the integrity of the University by establishing standards and procedures for employees to follow when there are actual or potential conflicts of interest between their duties/responsibilities to the University and their private interests.”

In Policy 157, DSU defines Conflict of Interest when:

- a university employee owes a professional obligation to the University, which is or can be compromised by the pursuit of outside interests.
- personal or professional activities external to the University position or appointment exceed reasonable time limits and adversely impact the employee’s professional responsibilities.
- a conflict of time/commitment exists, whether or not an employee receives financial gain or remuneration for external or non-assigned activities.
- an employee’s loyalty and devotion
is divided between outside personal or professional obligations or activities and responsibilities to the University such that the appearance or potential for bias compromise an individual employee’s objectivity, professional judgment or integrity, and/or ability to perform his/her responsibilities to the University is created.

- an employee or a member of his/her family has received, receives, or will receive compensation or other payment for services, equity interests, or intellectual property rights that do or may conflict with the interests of the University; its students, faculty, or staff; or the State of Utah.

- an employee is in a position to influence a University direction or decision or to use University resources in such a way that may lead to the personal financial gain of the individual or of his/her family friend/acquaintance, or designee, a financial conflict of interest exists.

Employees are expected to avoid any situation where they use their university position to influence transactions to their personal benefit, or to conduct any business in which they have an interest, or to benefit family, friend/acquaintance, or designee.

In order that potential conflicts of interest can be evaluated, employees are expected to make full disclosure to their supervisor, in writing, of any involvement in situations where conflict of interest might exist. (Procedure 6.1 & the Utah Public Officers’ and Employees’ Ethics Act (Utah Code Title 67 Chapter 16 §1 – 15).

As noted above in Standard 2.D.2, the DSU President and Board of Trustees also have ethical standards policies with which they comply:

- **DSU Policy 103**: College President: Ethics and Responsibilities,

- **DSU Policy 102**: Board of Trustees: Ethics & Responsibilities

- **Board of Trustees Bylaws: Section 2.2**

### Financial Resources

2.E.1 The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission. (Eligibility Requirement 19)

**Response:** DSU ensures timely and accurate financial reporting through an integrated software system produced by Ellucian, called Banner. The Banner finance system follows generally accepted accounting principles and the Governmental Accounting Standards Board (GASB) guidelines. The Banner product coordinates financial management, student enrollment management, campus development, human resources, and payroll. The system has internal controls, but is also flexible enough to be customized to meet state requirements.

Essential budget procedures at DSU are outlined in DSU **Policy 204: Budget Process** and **Policy 221: University Procurement**. DSU’s budgetary practices are fully compliant with system-level policies established by the Utah State Board of Regents. The university’s financial practices are overseen by a sub-committee of the Board of Trustees and financial reports are presented and approved by the full Board of Trustees.

The annual budget process typically begins with the Utah System of Higher Education (USHE) budget request in early fall and continues until state appropriations and tuition increases are finalized in the spring. In consultation with deans, department chairs, staff, and other campus stakeholders, members
of the President’s Cabinet evaluate the needs of their respective areas and formulate budget requests accordingly. After funding amounts from tuition and appropriations have been established, requests are prioritized by the President and Cabinet and then integrated into the base budget. A compilation of the annual budget, known as the A-1 Budget report, is submitted to USHE each year. Established budgets are subject to the built-in controls of the Banner financial system, as well as manual monitoring by the Budget Office, and unit-level business managers throughout the fiscal year.

The December 2018 Independent State Auditors Report states:

In our opinion, based on our audit and the report of other auditors, the financial statements referred to above present fairly, in all material respects, the respective financial position of the University and its foundation, as of June 30, 2018, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Web published, annual audits:

- Financial Statements
- Policy 140: Internal Audit
- Audit Guidelines & Procedures

2.E.2 Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability. (Eligibility Requirement 20)

Response: The budget process at Dixie State University is participatory and inclusive. The institution’s transparent approach to budget building was affirmed in a recent update to DSU Policy 204: Budget Process, which passed through the institution’s 30-day public comment review process and was unanimously ratified by the Board of Trustees in February, 2019.

During the annual budget allocation process and when institutional funds are available for allocation, members of the President’s Cabinet consult with all levels of their respective areas of oversight to formulate optimal budget requests. Academic program annual reports include a section that provides for budget requests in response to program assessment data. The President works closely with Cabinet members and the Budget Office to prioritize requests, communicate funding decisions, and efficiently operationalize budget allocations.

To ensure meaningful opportunities exist for campus stakeholders to participate in financial planning, budget reports are presented.
regularly to Board of Trustees, President’s Cabinet, University Council, DSUSA (student government), faculty/staff forums, and strategic plan reporting events. During the presentations, administrators, faculty, staff, and students provide stakeholder input, comments, questions, and/or feedback on the budget process, availability of resources, and future financial planning.

DSU continues to show enrollment growth as a result of campus-wide efforts driven by the institutional strategic plan. DSU also continues to gain financial strength each year. The addition of programs and facilities contributes to the growth of the student population. Additional tuition and fee revenues, grants, and donations have all helped to improve DSU’s financial position.

DSU revenue budgeting is subject to meticulous analysis and oversight. The State Budget Office monitors tuition collections and provides frequent status updates to the administration. Changes to base or differential tuition rates must be ratified by the DSU Board of Trustees and Utah State Board of Regents, as outlined in USHE Policy R510 - Tuition & Fees. Non-tuition revenues are planned and implemented by operational units and reviewed by the Budget Office for accuracy and consistency.

DSU generally takes a conservative approach to revenue planning. For instance, increased tuition revenue from enrollment growth is not incorporated into the base budget until the year after the enrollment growth. Also, any increase to gift, grant, or other budgets supported by non-tuition revenues must be supported by specific operational changes or documentation.

Resource planning at DSU considers both the immediate budgetary environment and longer-term demographic trends. The university anticipates consistent enrollment growth in the next decade, in conjunction with continued institutional development, as well as regional population growth.

2.E.3 Financial resources are managed transparently and in accordance with policies approved by the institution’s governing board(s) in accordance with its governance structure and state and federal and applicable state laws. (Eligibility Requirements 18 & 19)

Response: DSU is very transparent about its financial status as indicated by its web published, annual audited Financial Statements. The university’s budgetary practices are fully compliant with system-level policies established by the Utah State Board of Regents and the State of Utah laws (USHE R561: Accounting and Financial Controls). The university’s financial practices are overseen by a sub-committee of the Board of Trustees and financial reports are presented and approved by the full Board of Trustees.

All institutional fundraising activities are conducted ethically and comply with government regulations and university policy. (Policy 261: Fund Raising Authority, Responsibility, & Coordination) DSU identifies University Advancement as the sole university entity with authority to procure charitable gifts to the university. University Advancement undergoes an annual state audit to ensure
compliance with government regulations. The university has a relationship with the Dixie State University Foundation that is clearly defined by a written agreement (See Policy 261).

DSU is fully compliant with its own DSU Policy 140: Internal Audit and its Audit Guidelines & Procedures, as well as its other General Financial policies:

- **Policy 201**: Cash Handling and Income Recognition
- **Policy 202**: Investment of University Funds
- **Policy 203**: University Business Practices
- **Policy 204**: Budget Process
- **Policy 206**: Trademarks and Collegiate Licensing
- **Policy 207**: Independent Contractors
- **Policy 221**: University Procurement

**Human Resources**

**2.F.1** Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination. (Eligibility Requirement 12 & 23)

**Response:** DSU has policies and procedures in place that outline working conditions, rights and responsibilities, retention, promotion, and termination. All have been reviewed within the last five years. Faculty fully participate in the development of their policies and trainings are provided to inform them of the conditions of their employment and processes for advancement.

Additionally, there are academic policies that govern faculty rights and responsibilities, faculty evaluations, faculty retention, promotion, and termination. Those policies are available online at the DSU Policy Library and include:

- Policies 323-329 regarding Conditions of Employment
- Policies 341-370 regarding Compensation and Benefits
- Policies 371-380 regarding Disciplinary Action and Termination
- Policies 631-660 regarding Faculty specific matters
- **DSU Policy 327**: Staff Performance Evaluations
- **DSU Policy 633**: Faculty Rights & Responsibilities
- **DSU Policy 641**: Faculty Retention, Promotion and Tenure
- **DSU Policy 641 Addendum 7.1**: Faculty Performance Standards
- **DSU Policy 642**: Post-Tenure Review
- **DSU Policy 371**: Faculty Termination
- **DSU Policy 373**: Termination and Reduction of Workforce
- **Policy 640**: Faculty Senate
- **Policy 111**: Staff Association

Upon signing an employment offer letter, new full-time DSU faculty and staff are set up on an Onboarding platform and portal managed by Human Resources. The platform provides information about employment at the university, including a link to the DSU Policy Library, benefit enrollment forms, and various tasks associated with employment (background check, emergency contact information, campus ID card, key requests, faculty/staff mentoring, etc.). Each new hire attends a face-to-face new hire orientation with Human Resources on their first day of full-time work, where HR goes over the Onboarding platform in detail, policies and
2.F.2 The institution provides faculty and staff with appropriate opportunities and support for professional growth and development. (Eligibility Requirements 12 & 23)

Response: Professional Development is an important value at DSU, and has, therefore, been identified as a key indicator of one of its three core themes, Engagement, Objective 2, Indicator 2.C: DSU promotes student, faculty and staff professional/career development. Data regarding this core theme objective will be provided in the Standard One section of the self-study.

Another indicator that professional development is valued at DSU is that it was identified as one of the five strategic goals of the 2015-2010 strategic plan: Goal 3 - Invest in faculty and staff recruitment, retention, and professional development. Because of this attention, funds and effort have been focused on increasing and improving faculty and staff development.

Professional development needs for staff and faculty are assessed individually by employees and by their supervisors through formal annual performance evaluations (See responses to Standard 2.F.4). Then annual plans are set to meet the development needs of employees.

DSU Policy 634: Faculty Professional Development was established to encourage and support faculty professional development endeavors to promote academic excellence and rigor and to enhance individual teaching performance. The associate provost for academic affairs is responsible for coordinating faculty development activities.

The Professional Development Committee, under the purview of Faculty Senate and composed of faculty members across disciplines, is tasked with evaluating faculty development requests for funding to participate in trainings, conferences, workshops, and other professional activities. In general, faculty may receive up to $6,000 for development activities over a three-year period, with a guideline of about $2,000 in a given year. There currently is sufficient budget for funding requests that meet the awarding guidelines. With increases in the number of faculty, there will be a corresponding need for increases in development funding.

The DSU Center for Teaching and Learning (CTL) was established to “promote and support both excellence and innovation in teaching and learning”. The CTL provides many services, training, and events to support faculty professional development, enhancing their success in promoting effective, efficient, and active learning in the classroom.

A new develop initiative is a partnership with the Association of Colleges and Universities Educators (ACUE) in offering an intensive course titled, “Effective Teaching Practices”. The course provides the instructional strategies to enable faculty to use evidenced-based teaching methods to promote effective, active, student learning. The first cohort of 30 faculty is very positive about the programs.
impact and are leading Utah and the West in terms of participation.

DSU Policy 358: Staff Professional Development incorporates best practices from peer schools and aligns with DSU’s Staff Professional Development Funding Model. The Staff Association receives funds annually to provide staff professional, development events on campus. A great success has been the Dixie Development Days, held twice a year for staff to take time during their work days to attend seminars, trainings and professional presentations. Other development events are also well attended and appreciated by staff and administrators. Individual staff trainings are supported, as needed, by department funds.

2.E.3 Consistent with its mission, programs, services, and characteristics, the institution employs sufficient appropriately qualified faculty, staff, and administrators to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs. (Eligibility Requirements 12 & 23)

Response: Unlike many of its peer institutions today, DSU is growing in enrollment and in new programs. The institution also grew before and during the recent recession. In the Utah System of Higher Education, funding is tied to enrollment growth, but this funding always lags by at least a year after growth is experienced. During the recession, funding lagged further behind.

As can be seen in Figure 2, the percentage increase in the number of staff and administrators reflect the percentage increase in enrollment growth. These increases are in response to the need to nurture student success and develop administration to support faculty and university status and stature. However, the increase in the number of faculty has lagged relative to enrollment growth.

The issues related to determining faculty sufficiency have been under review for some time at many institutions. Confounding referential indicators of faculty sufficiency beyond simply considering the number of faculty, include faculty to student ratios, student credit hour productivity, classroom utilization efficiency, and initiation of new programs. DSU has experienced significant

Figure 2. DSU Staffing Chart for 2015 to 2019

<table>
<thead>
<tr>
<th>Year (July)</th>
<th>Enrollment FTE -3rdWeek</th>
<th>Total Employees</th>
<th>Faculty</th>
<th>Staff</th>
<th>Administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>8,133 +621</td>
<td>608 +54</td>
<td>222 +14</td>
<td>276 +40</td>
<td>110 0</td>
</tr>
<tr>
<td>2018</td>
<td>7,512 +130</td>
<td>554 +14</td>
<td>208 +4</td>
<td>236 +8</td>
<td>110 +2</td>
</tr>
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<td>7,382 +530</td>
<td>540 +26</td>
<td>204 +1</td>
<td>228 +14</td>
<td>108 +11</td>
</tr>
<tr>
<td>2016</td>
<td>6,852 +471</td>
<td>514 +26</td>
<td>203 +4</td>
<td>214 +10</td>
<td>97 +12</td>
</tr>
<tr>
<td>2015</td>
<td>6,381 -24</td>
<td>488 +21</td>
<td>199 +11</td>
<td>204 +6</td>
<td>85 +4</td>
</tr>
<tr>
<td>5-year change</td>
<td>+1728 = +27%</td>
<td>+141 = +30%</td>
<td>+34 = +18%</td>
<td>+78 = +39%</td>
<td>+29 = +36%</td>
</tr>
</tbody>
</table>

*Administrators are defined as President, VPs, Assoc. Provosts, Associate/Assistant VPs, Deans, Executive Directors, Directors, Associate Directors, and Assistant Directors (this includes the 4 Faculty Directors on extended contracts).
new program growth over the past five years. As programs are developed, student credit hour efficiency typically decreases because, initially, new programs must provide courses with lower student enrollments, especially at the upper division level.

In taking on this challenge, DSU has hired an Executive Director of Institutional Effectiveness charged with establishing improved processes to determine efficiency and effectiveness of institutional programs. Additionally, DSU has invested in the EAB analytics platform to assist in gathering and appropriately using essential university data to inform administrative practices and actions. Determining right sizing of its workforce, particularly faculty, is a top priority because it directly impacts the university’s ability to provide a quality education and to support student success.

DSU maintains a five-year Academic Affairs Staffing Plan in response to personnel requested through new program proposals, annual reports, and budget requests from deans and the provost. The university makes every effort to fund the needed positions in the year that they are requested; however, not all positions are able to be filled. All unfunded requests are moved to the next fiscal year’s budget requests until the positions are funded or rescinded. In an effort to mitigate the lag between enrollment growth and staffing until long-term funding can be secured, the vice-president of academic affairs is hiring two-year, contracted faculty.

The 2020-2025 Strategic Plan, which is currently under development, will be studying and addressing faculty and staff capacity and sufficiency with two of its goals: ‘Institutional Capacity and Performance’ and ‘Faculty and Staff Life’.

With growth of its baccalaureate and master’s level programs, DSU has focused on hiring faculty with terminal degrees. Hiring practices are rigorous and standardized. Faculty are first vetted by a committee of internal and external department faculty and staff, one of which is a diversity advocate. DSU Policy 305: Hiring. DSU Policy 306: Equal Employment Opportunities, Affirmative Action & Veterans’ Preference

In the past, DSU faced the challenges of not offering competitive salaries to new faculty or for existing faculty. This made hiring very difficult for high demand, high paying positions; and for attracting top-quality candidates and sought-after faculty from under-represented populations. The university took on this challenge as a goal in its 2015-2020 Strategic Plan. In the past five years, DSU has made significant progress in moving both staff and faculty salaries toward parity with peer institutions. $2.2 million was projected in the strategic plan to bring employees to the targeted salary and benefit equity, this goal was accomplished.

A consequence of enrollment growth and lagging, state salary funding is the need to hire part-time instructors. In Fall 2019, 38% of DSU’s credit hours instruction was taught by part-time faculty (Part-time Faculty Teaching Load). This was a decrease from 41% the previous year, but an overall increase in the past five years from 35%. Though part-time instructors are required to have the same credentials as full-time faculty, there is always the challenge of orienting and training them in DSU instructional policies and practices and in following up with evaluations. The support of the Center for Teaching and Learning is offered to part-time faculty, but training is currently not compulsory and is dependent on the initiative of department chairs, mentors and course supervisors. As noted above, in line with the new strategic plan, initiatives to better support faculty, including part-time faculty, work and life are under development. In 2019, an associate provost position to support faculty affairs was established.

Figure 2 shows that in the past five years, in
response to the strategic plan, staff numbers, particularly in the student affairs area have increased significantly, by 39%. The hiring of additional staff has been focused on providing more and better student success support programs.

As seen in the curricula vitae attached to Standard 2.A.2, DSU’s administrators are appropriately and highly qualified for their positions and duties. The standard also speaks to the sufficiency of administrators. As noted in the above staffing chart, the number of administrators has increased by 36% in the past five years. The majority of these administrative hires are focused on providing faculty and staff support.

2.F.4 Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement. (Eligibility Requirements 7, 12 & 23)

Response: DSU staff, administration, and faculty participate in thorough, systematic, and rigorous annual performance review processes that include feedback for development and improvement. Staff are evaluated according to DSU Policy 327: Staff Performance Evaluations. Sections 3.4 and 3.5 of Policy 327 define the evaluation processes for senior administrators (vice-presidents and deans) and the president. The President conducts Management by Objective Style assessment of the vice-presidents and others of his cabinet.

Faculty are involved in multi-perspective performance evaluations by themselves, peers, students and supervisors. Faculty evaluation at DSU is composed of multiple indices and involve all faculty, both full-time and part-time, on a defined schedule of evaluation activities. The following assessment instruments are used:

- Student Opinion of Instruction Surveys, conducted on all classes;
- Annual self-evaluations;
- Supervisor evaluations, conducted once per year on probationary faculty and then once every three years on tenured faculty;
- Teaching portfolios with on-going updates;
- Peer exchanges, conducted once per year on probationary faculty and then once every three years on tenured faculty;
- Post-tenure review, conducted six years after receiving tenure.

Faculty evaluation ensures that the standards of teaching performance are met, as outlined in DSU Policy 633: Faculty Rights & Responsibilities and DSU Policy 601: Professional Standards in Teaching. Faculty evaluations also aid in determining appointment status (see DSU Policy 371: Faculty Termination) and to aid in decisions
concerning academic rank and tenure (see Policy 641: Faculty Retention, Tenure, and Promotion); DSU Policy 641, Addendum 7.1: Faculty Performance Standards and DSU Policy 642: Post-Tenure Review.

Working together, the dean, chair, and faculty members use the evaluation information to make improvements to performance that are specific to the faculty member’s roles and needs. Annual self-evaluations involve faculty members’, chairs’ and deans’ input in the development of a plan to address identified areas of concern and areas of desired or needed improvement and growth.

In 2019, faculty role statements were transformed into the more intentional, mission-serving, Annual Faculty Activity Plan (AFAP), Section 3.1. Now in the fall, faculty must establish their individual AFAPs, a document developed by faculty, in conjunction with academic leadership, to describe the planned activities for the subsequent year in the areas of student learning and success, scholarly and creative activities, and service and to establish a plan for professional growth. These activities align with DSU Policy 641, Addendum 7.1: Faculty Performance Standards and advance professional growth and learning. The AFAP should also include any unique responsibilities or expectations that were described in the published position announcement.

Student Support Resources

2.G.1 Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success. (Eligibility Requirements 13, 14 & 15)

Response: DSU offers a full range of effective and efficient student support programs and services to meet all students’ needs in the key areas of academic support and advisement, health and wellness, safety and security, financial aid, housing, and social life. In the past five years, there has been a significant expansion in student affairs’ staff, programs and services offered to support student learning and success. Additional attention is also being paid to identify and close equity gaps, especially for freshmen, at-risk and underrepresented populations.

The Jeffrey R. Holland Centennial Commons (HCC) was built with the intention to provide students with one-stop services. Designed to be the academic service center of the campus, the HCC contains most student services, including admissions, registration, financial aid, academic advisement, school relations, and career services. It is also the home of the Library and the English department, the Academic Performance Center (tutoring), the Writing Center and provides a number of flexible, well-equipped classrooms, multiple information technology helpdesks, and a central data center for campus information technology. The HCC is designed to offer students numerous venues for solitary or group studies.

A range of student services are available for all students. Aside from new-student orientation, academic advisement, financial
aid, a library which offers various means of information access, and co-curricular activities (addressed in separate sections of this report), the following list illustrates crucial student services, often in collaboration with faculty, in support of student learning and success:

- **Academic Advisement** created a new model for all undergraduate students by establishing a more collaborative and connected university advisement center which assists all first-year students who are undeclared or have been identified as needing additional advisement support throughout their first year of college. Each college has a coordinator for their advisement team that works to enable all students to succeed, persist, register and graduate from DSU. This model helps focus on freshmen who need college readiness assistance and on students who need engagement, research and career readiness opportunities.

- **Trailblazer Connections**, SSC 1010. During the Fall 2018 semester, DSU launched its new first year experience course, Trailblazer Connections, which provides a rich academic curriculum combined with student support services to reinforce students’ transition to college. In this course, students learn the value of a college education, what it means to be an intentional student and educated person, and they develop a sense of belonging by building a learning community. Some DSU colleges are also offering First Year Experience (FYE) courses, modeled after the Trailblazer Connections course, but with the additional intent of and early connection to faculty, students, academic programs and careers specific to their majors.

- **Peer Coaching** is a student mentoring program designed to improve the student experience at DSU. Peer Coaches seek to develop relationships and identify areas of potential struggle in DSU students, specifically new freshman. Peer Coaches work to ensure new students adjust to the culture and rigor of university life. These mentors are assigned to all sections of the Trailblazer Connections course and are tasked with discovering student challenges and providing the assistance and coaching needed to overcome any barrier. Peer Coaches administer intake forms to new students prior to the start of the fall semester and develop individual goals and lesson plans according to each student’s needs. Every peer coach interaction is tracked and recorded to identify trends and document efforts throughout the semester. Peer coaches also play an active role in responding to behavioral and attendance flags raised via the institution’s early alert initiatives.

- **The Student Success Center** provides a structured enrollment program, a well-defined, first year pathway, called the Student Success Program for students with an index score <45. Students move through an onboarding process that includes supportive communication, a Success Session during New Student Orientation, a Program Agreement and a New Student Intake process. Each student takes a first semester course: SSC 1020 - Study Skills and Student Success; and students take a second semester course: SSC 1060 - Career & Life Skills. Additionally, students can enroll in SSC1025R - Active Learning Lab. Each student is matched with a Success Coach who meets with them throughout the semester to provide support, referrals, encouragement and accountability for their success. Students also have access to the Student Success Center, a place where they can study, access resources, and build community on campus.

- **Meta-Major Scheduling.** During the fall term, approximately 75-80% of the incoming freshmen will have three or four connected courses with other freshmen in their meta-major. The goal of these cohorts is to create a sense of belonging, connection to their peers, and study groups. Using a proactive/intrusive academic advising model, advisors can reach out to the cohort-shared instructors, informing them that they have the same students and
encouraging them to identify students that may be struggling across their courses.

• The Early Alert System is a communication tool within EAB Navigate, that includes two reports completed by faculty/instructors in the first 6 weeks of classes. The first report indicates whether students are attending classes. The second is to identify to advisors and the Student Success Center’s Care Unit those students who are struggling in one of the following areas reported by faculty: attendance concern, poor grades, assignment concern, and/or social or engagement concern. The goal of the program is to help students early in their fall and spring semesters, proactively reaching out to those who are struggling, following through with every case and closing-the-loop by offering relevant services to students and communicating resulting student connection to faculty.

• The Academic Performance Center’s (APC) mission is to facilitate an active learning environment wherein all students can engage in peer-to-peer instruction and excel in their coursework. The APC and the Writing Center are College Reading & Learning Association (CRLA) certified. The focus is on high-enrollment, high DWF rate lower-division courses. The learning services center aims to create a community of academic collaboration, offering a variety of tutoring and supplemental instruction services, such as study hall support, peer-to-peer instruction, face-to-face and online tutoring sessions, for a multitude of academic areas. The APC prides itself on providing personalized, targeted, one-on-one instruction at no cost.

• A revised Academic Standing Policy 525 provides early intervention points for students who are struggling academically. The new policy defines levels of academic standing flags for advisors and identifies interventions students must follow.

• DSU provides excellent Math support resources for students through the Math Tutoring Center and eLab. The eLab (Enhanced Learning of Algebra Basics) is an online program to support the development of Algebra skills. The Center provides an open, interactive, and collaborative space encouraging students to work with professors, tutors, and their peers. Math remediation support is provided through Math 1020R, a one-credit Math bridge course, newly implemented Fall 2020. The course involves math placement, preparation and learning in using ALEKS PPL, providing training in techniques and practices for succeeding in a GE math course. The students’ final project in the course is to combine what they have learned into a comprehensive plan for success in their GE math course.

• The Writing Center is staffed by peer tutors for face-to-face or online assistance with written English. From the Writing Center webpage, students may use a number of links to valuable writing resources or find information about writing programs at DSU.

• The Testing Services accommodates coursework testing for DSU students. The Testing Center can be utilized outside of scheduled class times to make coursework testing more convenient for students and allow professors more time for in-class instruction. Testing Services also maintains a professional testing operation to accommodate various professional licensure examinations, national standardized tests, placement exams, credit by examination tests, and proctored exams.

• The Trio Student Support Services (SSS) program at DSU supports 200+ students per year from disadvantaged backgrounds in meeting the challenges of higher education by strengthening and developing their academic and self-management skills. The SSS program’s focus is to ensure that participants persist in college, graduate from DSU with an associate degree, and advance to a baccalaureate program. To accomplish these objectives SSS provides services to enhance students’ academic
success, personal skills, and social skills.

- **Disability Resource Center** services are directed at students with documented disabilities who request reasonable accommodation; the Center provides resources, support and advocacy to students so they may participate as fully as possible in all programs and activities on campus and in the larger community. Services available include interpreter services, exam accommodations, memory aides, note-taking, priority registration, classroom access, in-class aides, readers, and scribes, as well as equipment and materials in alternative formats.

- The **Multicultural and Inclusion Center (MIC)** is established to increase diversity at the university through intentional recruitment and retention of students from diverse backgrounds and the enrichment of campus life through cultural and awareness activities. The MIC accomplishes this goal through scholarship opportunities, community outreach, academic advisement, and diversity club participation. The MIC operates under the principle that every person’s unique life experiences enrich campus life and adds a profound element to a true education.

- The **Booth Wellness Center** provides confidential counseling and medical services for students, faculty, and staff. Medical staff includes a family practice doctor (MD), advanced practice registered nurses (NP), and a Registered Nurse (RN) to address acute-care issues and minor health problems. A number of licensed mental health professionals are available onsite to offer brief mental health counseling for students, staff and faculty. The Center also provides limited laboratory testing and performs other prevention and outreach services to promote wellness and education around medical and mental health. Students pay no visit fees for medical or mental health services. Employees pay a co-pay of $35.00 as part of their health benefits.

- The **Graduation Office** helps prospective graduates know and understand the graduation requirements and the process of application. Students who think they are approaching completion of their degree requirements are advised to complete an online graduation application and to schedule an appointment with their program advisor well prior to their anticipated graduation date. The student and advisor perform a degree audit, identify missing requirements, if any, and discuss the student’s academic progress and responsibilities for graduation.

- The **Booth Honors Program** was established to serve students who sometimes get overlooked at open enrollment institutions, students who want to excel. The program challenges students to do their best academically, creatively, and personally. It offers opportunities for students to stand out and maximize their potential by being a part of and contributing to an active learning community of students and faculty that address innovative topics in creative and unique ways. Students in the program are eligible for Honors Program research and travel grants to fund summer internships, study abroad trips, and other valuable, experiential learning opportunities.

- The two-year old, **Parent & Family Resources** Department serves as the center for communication and support for student families (both parents/families of DSU students and student parents with spouses and/or children). This dual mission intends
to 1) increase retention by strengthening the student support network, providing information and activities that allow families of students to better support their students and helping families of students to feel connected to the University; and 2) increase enrollment and retention of student parents by providing information and support specific to their needs as “non-traditional” students and helping them to connect to DSU services.

- DSU’s Career Services provides current students, new graduates, and alumni with a bridge from the academy to the workplace. Resources include a Career Opportunities Database where students may view jobs listings and prospective employers, upload résumés, cover letters, letters or recommendation, and portfolios to apply for jobs or request interviews with employers. There is an Employer Services Database, Handshake, for listing new jobs, reviewing résumés and portfolios, and setting up interviews. Services also include on-campus recruiting opportunities for students and employers. The Career Center’ website has links to a number of useful career services.

2.G.2 The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar. (Eligibility Requirement 18)

**Response:** DSU publishes an annual, digital Catalog. Information in the catalog complies with the required content of this standard. The catalog includes, but is not limited to:

- **About Dixie** includes the institutional mission statement and core themes
- **Admission requirements by program**
- **The DSU grading standards** and Academic Standing Policy
- **A list of and links to degrees and certificates and PLOs**, which include program descriptions, learning outcomes, complete tables of degree/graduation requirements and course sequencing and recommended timelines. The catalog’s course descriptions indicate the frequency of offerings.
- **A faculty credentials** section with the names, titles, and degrees held of all full-time faculty and administrators
- **The DSU Student Code** of Student Rights and Responsibilities
- **Tuition and fees** for resident, non-resident, online, graduate and undergraduate students
- The procedures and refund policies for dropping classes and complete withdrawal from the college, under the catalog heading of Registration
- **Financial aid** opportunities and requirements
- **Current academic calendar**
- **Academic related policies and procedures**
2.G.3 Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials. (Eligibility Requirement 18)

Response: The Associate Provost for Academic and Budget Planning is responsible for catalog content and accuracy as well as DSU’s compliance with this standard. All applicable programs which provide training or education that lead to careers or professions that have national or state requirements for licensure comply with this standard. The following template is provided to all chairs and deans of programs which pertain to Standard 2.G.3. On applicable program webpages, the following information is available:

1. All requirements to achieve state or national licensure or specific entry to employment.
2. Description of unique requirements for employment if different than the licensure requirements.
3. Advancement requirements in the profession.

Programs that Prepare for Licensure and examples:

- Dental Hygiene Careers & Licensure Information (Bottom of webpage)
- MAcc Program Information, including Career, CPA & CMA links
- Music Education Teaching Licensure (All teaching licensure for various majors refer to same page)
- Surgical Technology Certification
- Nursing Licensure Process
- ASL Interpretation Certification

2.G.4 The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students. (Eligibility Requirements 18 & 23)

Response: DSU students depend on an effective and accountable financial aid program. Consistent with the institutional mission, core themes and values, the university strives to provide financial assistance to all eligible students. Information and guidance regarding financial aid can be found on the Financial Aid Website and in the Student Financial Aid Handbook where students can learn about processes and requirements while exploring the various grants and scholarships, work-study opportunities, and student loan options available to them.

In 2018/19, the DSU financial aid office succeeded in gaining authorization from the U.S. Department of Education to award graduate level student loans with the addition of DSU’s first master’s program. The financial aid office also accomplished full program, graduate level tracking, awarding, disbursement, and academic progress with the Banner software system.

2.G.5 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution's loan default rate and publicizes these on its website. (Eligibility Requirements 18 & 23)

Response: DSU students are informed of their student loan repayment obligations
when they complete their Federal Direct Loan Entrance Counseling and their Master Promissory Note on studentloans.gov. The university also includes the aggregate amount of student loans borrowed and approximate monthly payment amount with each disbursement notice. The Financial Aid and Business Offices reconcile student loan awarding and disbursement at the end of each month.

DSU began contracting with RepayCentibly in 2012 to handle student loan default management. Over the past five years, RepayCentibly has effectively helped reduce DSU students’ loan cohort default rate from 17.8% to 12.2%, a 31% overall decrease.

DSU Policy 505: Financial Aid, Scholarships and Waivers outlines the various scholarship and waiver programs available to students of Dixie State University, outside of those available to DSU faculty, staff, and their dependents, as defined in DSU Policy 344: Tuition Waivers for Employees, Retirees, and Dependents. DSU’s 2019 Website Published Default Rate

2.G.6 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students. (Eligibility Requirements 18 & 23)

Response: Upon admission to DSU, students come into personal contact with faculty, staff, and advisors involved in orientation, on-boarding, and the First-year Experience (FYE) program. Academic Advisement has created a new model for all undergraduate students by establishing a more collaborative and connected university advisement center which assists all first-year students who are undeclared or have been identified as needing additional advisement support throughout their first year of college. Each college has a coordinator for their advisement team that works to enable all students to succeed, persist, register and graduate from DSU. This model helps focus on freshmen who need college readiness assistance and on students who need engagement, research and career readiness opportunities.

All students are granted access to Degree Works, a software program that clearly articulates a record of academic requirements for each student’s academic program. Degree Works provides real-time information pertaining to required courses, completed courses, in-progress courses, GPA, and catalog rights. Students are trained on using Degree Works during orientation. Advisors work collaboratively with students to ensure they know how to access Degree Works, understand the functionality of Degree Works, and establish a future plan leading to completion.

Throughout their time at DSU, students will have regular contact with their advisors for the following services: degree planning and audits, routine success check-ups, arranging classes, adding/dropping classes, financial aid audits, internship planning, graduation audits, and graduate school preparation.

All helpful student information regarding advisement, including policies, are clearly outlined in the DSU Catalog, Advisement section, on the Advisement Website & in Policy 663: Academic Advisement. Additionally, once students have identified career or meta-major interests or intentions, program specific advisement by specialized advisors and faculty
2.G.7 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process. (Eligibility Requirements 15 & 18)

**Response:** Included in the desired outcomes for the 2020 strategic plan, goal 2, is the increase of online, blended and hybrid course sections by 15%. With the expansion of online/distance course offerings at DSU, the online programs have become much more intentional in development, support and resources for its students and faculty. DSU participates in the Utah Higher Education System, USHE Policy R431: State Authorization Reciprocity Agreement (SARA), which regulates standards for distance education. The university has adopted a nationally-recognized set of quality standards (Quality Matters) for online and blended (mix of online and campus) courses.

To further develop online education at DSU, a Digital and Extended Learning Department has been established (Online Education). As noted in DSU Policy 633: Faculty Rights & Responsibilities, Section 4.2.2.4, DSU faculty are expected to complete an online teaching certificate program to be eligible to teach online. The DSU Online Teaching Certification program has been designed in collaboration with faculty and in response to student evaluations to help improve the teaching and learning experience in the online classroom.

In order to verify the identities and protect the privacy of students enrolled in distance education courses DSU currently practices the following procedures:

- Requires a secure login and pass code to the LMS to access course materials and activities. When accessed through MyDixie, individuals are required to have a duo-login for increased security identification. This access is controlled and maintained by our central IT office and requires pass code changes at least annually. Policy 633: Faculty Rights and Responsibilities includes several references to the use of a university supported learning management system (LMS, Canvas).
• Recommends that faculty utilize the Testing Center (for individuals located within the local area) or remote proctoring services (Proctorio, outside the local area) in proctoring exams. Proctorio is currently supported through the online delivery fee and online tuition (online only programs) and is referenced in the DSU Catalog and MyDixie in the registration portal.

• The Digital and Extended Learning Department is currently working with the Registrar, IT, and Enrollment Services to incorporate a request from students at registration to verify/update their current location. This is required as part of our SARA agreement.

Realizing that the current verification procedures are not sufficiently rigorous, the following proposed policy statements have recently been submitted to the Faculty Senate Policy Evaluation Committee and shared with the policy owner, Provost Lacourse.

All online credit-bearing courses and programs must verify that the students who register for the course are the same students who participate in and complete the course and receive academic credit.

Two or more of the following methods must be used:

• A secure login and pass code;
• A proctored examination(s) – in-person or remote; and/or
• New or emerging technologies and practices that are effective in verifying student Identification, including, but not limited to: live remote proctoring, face recognition systems, biometric applications, keystroke patterns, etc.

All methods of verifying student identity must protect the privacy of student information.

If any fees associated with the verification of student identity will be charged to students, they must be notified of these charges in writing at the time of registration or enrollment.

Personal, identifiable information collected by the university may be used, at the discretion of the institution, as the basis for identity verification. For instance, a student requesting that their learning system password be reset may be asked to provide two or more pieces of information for comparison with data on file, or to come to the DSU IT Helpdesk in person with a photo ID or verification.

Library and Information Resources

2.H.1 Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution’s mission, programs, and services. (Eligibility Requirement 14)

Response: A Collection Development Guidelines and Procedures outlines the selection criteria and standards used in the acquisition and maintenance of library collections. The guidelines apply both to materials physically owned by the library and to the electronic resources the library provides for off-campus service. The library provides support and instruction in using collections, on and off campus, through in-person consultations, online research guides, and chat reference services. Details on current collections, including item counts and materials budgets, are included in the Library Annual Reports. The DSU library is also a member of the Utah Academic Library Consortium (UALC), which allows for expanded access to resources. A collection development committee within UALC specifically recommends, reviews,
conducts evaluations, and gathers data on resources. Policy 613: Library defines library functions and procedures.

A library Strategic Plan guides forecasting for resources and services and establishes priorities for funding. The Library & Learning Services department accomplishes internal planning through all employee meetings, staff only meetings, and faculty meetings. Direct user feedback is accomplished through surveys (such as the MISO survey) and through evaluation and comment forms online. A faculty Library & Learning Services Committee also assists with the development and improvement of library and learning services resources.

The Library supports instruction in four main ways: 1. Providing needed information resources for students, faculty and staff, 2. Guiding individual patrons in the efficient, effective and valid use of information, 3. Providing research support, in particular through LLS 110, a focused research course, specifically targeting capstone students, and 4. Assisting in the development of information literacy in students, through GE instruction.

DSU general education learning outcome 4 identifies information literacy as one of the critical student competencies. A librarian serves on the general education (GE) committee, and provides professional expertise in specifying the objectives for a course, providing a GE information literacy instruction plan. General education learning outcomes are assessed by the GE Assessment Committee in conjunction with the office of assessment using an AAC&U rubric. Currently, English and Biology are the courses where information literacy is assessed. (See the Core Theme Assessment document for assessment results.)

The DSU Library has six fully qualified full-time Tenured or Tenure-track Academic Librarians with Masters in Library Science (M.L.S.). The dean of the library also has an M.L.S. degree (Library Dean’s vitae). The Library Dean sits on three major university committees: University Council, Academic Council, Deans Council and the Academic Management Committee.

The University complies with DSU Policy 631: Faculty Categories, Section 3.1, in the hiring of qualified Academic Librarians: “Full-time faculty appointed to the Academic Librarian track shall be those individuals holding a terminal degree of a Master of Library Science (M.L.S.) or equivalent from an American Library Association (ALA) accredited program and who were selected from a national search to perform duties of librarianship, conduct scholarship and research along with creative and innovative work, and perform university, professional, or community service.” The Library Employees (2019) document provides the duties and qualifications of current library employees.

In addition to partnering with faculty in GE courses designated as information literacy intensive, subject liaison librarians work with all classroom faculty to provide area specific information and research instruction integrated throughout the curriculum. They also create specialized research guides, tutorials, and other learning objects to enhance student learning.

**Physical and Technology Infrastructure**

2.I.1 Consistent with its mission, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution’s mission, academic programs, and services. (Eligibility Requirement 15)
Response: DSU is proud of its beautiful and well-maintained campus. The University has sufficient staff and current expense funding to properly maintain campus facilities and equipment according to Association of Physical Plant Administrators (APPA) standard levels. Campus Facilities Management maintains its equipment and facilities at the highest level. The State of Utah Building Board randomly inspects and reports on facility maintenance and DSU has scored the highest in the Utah Higher Education System over the past four years of reviews Utah Building Board Preventative Maintenance Audit Dixie FY19.

Sufficiency and quality of space is a manageable task for DSU. As the University grows, so does its efforts to utilize space more efficiently. According to classroom space evaluations done by the Utah State Board of Regents, DSU averages 11 square feet per student FTE, the average is in line with the eight Utah higher education institutions whose average is 11.13 sq. ft. Utah legislature is quite supportive in funding higher education. In addition to buildings being awarded by the State, DSU also benefits from a highly engaged and generous community and alumni which provide additional funds for development, including buildings.

In 2016, DSU contracted with VCBO Architecture to create a new Facilities Master Plan. This professional plan reviewed all current and future needs and included an extensive space study of the campus. The plan was approved by the State of Utah Board of Regents.

DSU’s Health and Safety Officer oversees the health and safety of the facilities on campus. DSU Policy 401: Environmental, Occupational Health, and Safety provides guidance for compliance with hazardous materials requirements of the Occupational Safety and Health Administration (OSHA), the Environmental Protections Act (EPA), the Department of Transportation (DOT), and the Code of Federal Regulations (CFR) 29, 40, and 49. The university also has an Emergency Alert System.

DSU is proud of its Police Department (DSUPD) as it was recognized third in the nation for 2020 by Safe Campus. The award was given for showing dedication to improving the safety of students, employees and visitors. Frequent training sessions are provided to students, staff, and faculty on key issues such as how to respond to active gunman threats, what constitutes a person in crisis, how and when to call police dispatch, and how to harden targets from crimes of opportunity. SafeColleges training is required of all faculty and staff. (Policy132: Campus Safety & Security) The Department has also initiated and hosted the Start by Believing Campaign on campus, and the See Something - Say Something campaign.

The campus police work closely with the Title IV Office and are in full compliance with the Cleary Act and with the FBI National Incidence Reporting System and with Utah Bureau of Criminal Information (BCI) reporting requirements (Cleary Act Reports & Crime Logs & Annual Security & Fire Safety Reports). Currently, DSU has six full-time, state-certified,
police officers with goals to create a reserve officer program and increase fulltime positions by roughly 1-2 officers per year over the next five years. The campus is patrolled Monday through Friday 8:00am-5:00pm and Sunday through Saturday 7:00am-2:00am. The St. George Police Department (SGPD) will respond to any call for emergency service if a DSU officer is not on duty. The planned reserve officer program will allow the DSUPD to provide campus coverage 24/7, year-round.

**Information Technology Services** builds pathways to provide the IT resources and services needed to help students, faculty and staff to be successfully engaged in the opportunities provided for them at Dixie State University. IT Security, Project Management and Procurement services are also provided as critical institutional functions.

Administrative and Academic Software Systems and services provided by IT include the Ellucian Banner ERP, Degree Works degree audit system, Slate admissions system, EAB Navigate, Instructure Canvas learning management system, and many others providing required services to all students, faculty, staff, and approved affiliates.

The network infrastructure supplies a robust wired and wireless network throughout the campus. A fiber optic ring provides redundant fiber paths to each campus building. Remote locations are also connected to the campus network. The Network core consists of two Cisco 6880 Switch/Routers. Network bandwidth to most edge devices is from 100Megabits to 1 Gigabit per second. Redundant 10Gig connections are in place through Utah Education and Telehealth Network providing Internet Access.

The IT division has a 2018-2021 **IT Strategic Plan** that clearly outlines its goals, strategic initiatives and equipment development and replacement plans. **Policy 461: Steward of University IT** outlines stewardship, governance, and support of University institutional Information Technology resources. **Policy 463: IT Security** defines the responsibilities and actions needed to maintain secure University information technology infrastructure, protect information held in trust by the University, and ensure that risk-based decisions regarding the use of information and technology infrastructure are made at the appropriate levels of University administration.

The USHE system provides planning and resources assistance to keep its public institutions of higher education technologically current and sufficient. The Vice President of Administrative Affairs works closely with the IT department to acquire funding for replacement of critical infrastructure equipment. The storage and server environment is replaced on about a five year cycle.

**Support Documents**

- [DSU IT Equipment & Software Purchase & Replacement Plan](#)
- [Utah Education and Telehealth Network Procurement Process](#)
- [USHE 2019-20 IT Operating Plan](#)
<table>
<thead>
<tr>
<th>SPECIFIC ASSOCIATED STANDARD</th>
<th>REQUIRE D ITEM (If present, note in check box.)</th>
<th>LINKS OR NOTES, PAGES, COMMENTS, OR CONCERNS</th>
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<tbody>
<tr>
<td>2.A.1 Board</td>
<td>✓ Institutional governance policies &amp; procedures</td>
<td>-DSU Policy Library website: Policies 102-103 Governance &amp; Organization</td>
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</table>
|                               | ✓ System governance policies/ procedures (if applicable) | DSU Policy Review & Approval Process  
-State Code 53B-1-101(2) & 53B-1-103 on Higher Education Governance  
-USHE Regent policies on Governance, R100-R199:  
-USHE, Regent Policy R220, Delegation of Responsibilities of the President & Board of Trustees |
|                               | ✓ Multiple board governing policies/ procedures (if applicable) | -DSU Policy 102: Board of Trustees |
|                               | ✓ Board’s calendar for reviewing institutional and board policies/ procedures | -DSU Policy Process, Policy 101: Sections 4.9 & 4.10 on Board policy review |
|                               | ✓ By-laws and Articles of Incorporation referencing governance structure | -Article X, Education  
-Board of Trustees Bylaws |
| 2.A.2 Leadership              | ✓ Leadership organizational chart | -DSU Organizational Chart |
|                               | ✓ Curriculum vitae of executive leadership | -Administrators’ Vitae |
| 2.A.3 CEO /President          | ✓ Curriculum vitae of President/CEO | -President’s Vitae  
-2019-20 DSU Committees |
| 2.A.4 Decision-making         | ✓ Institutional governance policies & procedures (see 2.A.1) | -DSU Policy 102: Board of Trustees  
-DSU Policy 103: College President: Ethics & Responsibilities  
-USHE, Regent Policy R220, Delegation of Responsibilities of the President & Board of Trustees  
Shared Governance:  
-DSU Policy 541: Student Government, Section 1.3  
-Faculty Senate Shared Governance Working Document |
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<tr>
<th>Section</th>
<th>Description</th>
<th>References</th>
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<tbody>
<tr>
<td>2.C.1 Transfer of credit</td>
<td>Transfer of credit policies / procedures</td>
<td>-DSU Policy 526: Academic Transfer -Transfer Guide -Interstate Transfer Passport -www.wiche.edu/passport</td>
</tr>
<tr>
<td>2.C.2 Students’ rights, responsibilities</td>
<td>Documentation of students’ rights and responsibilities policies and procedures, which include: - Academic honesty - Appeals, grievances - Accommodations for persons with disabilities</td>
<td>-Academic honesty: Policy 552: Student Rights &amp; Responsibilities, Section 4.2 -Student appeals/grievances: Policy 552: Sections 4.2-4.10 -ADA accommodations: DSU Policy 533: Student Accommodations, Section 6.3</td>
</tr>
<tr>
<td>2.C.3 Admissions; placement; academic standing</td>
<td>Policies and procedures for recruiting, admitting, and placing students</td>
<td>DSU is an open enrollment institution -Course Placement Policy -Policy 521: Student Placement Exams</td>
</tr>
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<td></td>
<td>Policies/procedures related to continuation and termination from educational programs including appeal process and readmission policies/procedures</td>
<td>-Student Success Program -Academic Standing Policy 525 -Appeals/readmission: Policy 552: Student Rights and Responsibilities, Sections 4.7 and 4.8 re. appeals &amp; section 4.13 re. reinstatement -Catalog’s’ Code of Students Rights &amp; Responsibilities, Section 3B &amp; 4A</td>
</tr>
</tbody>
</table>
| 2.C.4 | Student records | ✔ Policies/procedures regarding secure retention of student records, i.e., back-up, confidentiality, release, protection from cybersecurity issues or other emergencies | -Policy 522: Student Records  
-Policy 551: Confidentiality of Records |

### Institutional Integrity

| 2.D.1 | Truthful representation | ✔ Policies/procedures for reviewing published materials (print or websites) that assures institutional integrity | -UMAC Website  
-Policy 148, Section 4.1: Branded Publications |

| 2.D.2 | Ethics and complaints | ✔ Policies/procedures for reviewing internal and external complaints and grievances | -Office of Ombuds  
-Policy 640, Addendum 2: Faculty Senate Standing Committees., Section 3.5.1 – Faculty Hearing Board  
-Policy 151: Staff Grievances  
-Policy 552: Student Rights & Responsibilities, Section 6.6 on Student Grievances;  
-Code of Student Rights & Responsibilities, Section 4B Student Complaints (in the catalog)  
-DSU Policy 154: Title IX, Harassment & Nondiscrimination  
-Policy 251: Competition with Private Enterprise & Unfair Competition Grievance |

| 2.D.3 | Conflicts of interest | ✔ Policies/procedures prohibiting conflict of interests among employees and board members | -Policy 157: Personal Conduct/Conflict of Interest  
-Policy 103: College President: Ethics & Responsibilities  
-DSU Policy 102: Board of Trustees: Ethics & Responsibilities  
-Board of Trustees Bylaws, Section 2.2 |

### Financial Resources

| 2.E.1 | Audits, oversight | ✔ Policies/procedures that articulate the oversight and management of financial resources | -Policy 201: Cash Handling & Income Recognition  
-Policy 202: Investment of University Funds  
-Policy 203: University Business Practices  
-Policy 204: Budget Process  
-Policy 206: Trademarks & Collegiate Licensing  
-Policy 207: Independent Contractors  
-Policy 221: University Procurement  
-Policy 261: Fund Raising Authority, Responsibility, & Coordination |
| ✓ Latest external financial audit including management letter | Web published, annual audits:  
- Financial Statements  
- Policy 140: Internal Audit  
- Audit Guidelines & Procedures |
| ✓ Cash flow balance sheets | Figure 1: Provided within report & in annual Financial Statements |

### 2.E.2 Planning

| ✓ Policies/procedures for planning and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, transfers and borrowing between funds | - USHE Policy R510 - Tuition & Fees  
- Policy 204: Budget Process  
- Policy 261: Fund Raising Authority, Responsibility, & Coordination  
- Policy 202: Investment of University Funds  
- Policy 201: Cash Handling & Income Recognition |

### 2.E.3 Management

| ✓ Description of internal financial controls | - DSU Policy 203: University Business Practices  
- Policy 221: University Procurement |
| ✓ Board approved financial policies, state financial policies, or system financial policies | - DSU Policy Process, Policy 101: Sections 4.9 & 4.10 on Board policy review  
- Policy 201: Cash Handling & Income Recognition  
- USHE R561: Accounting and Financial Controls  
- USHE, Regent Policy R220, Sections 4.5.2.5 & 4.5.2.7, Delegation of Responsibilities of the President & Board of Trustees |

### Human Resources

### 2.F.1 Employee information

| ✓ Human resource policies / procedures | - Policy Library (Policies 323-329 cover Conditions of Employment)  
(Policies 631-660 cover Faculty related HR matters)  
- Policy 327: Staff Performance Evaluations  
- Policy 641: Faculty Retention, Promotion & Tenure  
- Policy 641 Addendum 7.1: Faculty Performance Standards  
- Policy 642: Post-Tenure Review  
- Policy 371: Faculty Termination  
- Policy 373: Termination & Reduction of Workforce |

| ✓ Policies/procedures related to teaching, scholarship, service, and artistic creation | - Policy Library (Faculty policies 631-660)  
- Policy 601: Professional Standards in Teaching |
<table>
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<tr>
<th>2.F.2 Professional development</th>
<th>Policies/procedures for apprising employees of working conditions, rights and responsibilities, evaluation, retention, promotion, and termination</th>
</tr>
</thead>
</table>
| ✓ Employee professional development policies/procedures | - Policy 327: Staff Performance Evaluations  
- Policy 641: Faculty Retention, Promotion & Tenure  
- Policy 641 Addendum 7.1: Faculty Performance Standards  
- Policy 642: Post-Tenure Review  
- Policy 371: Faculty Termination  
- Policy 373: Termination & Reduction of Workforce  
- Policy 640: Faculty Senate  
- Policy 111: Staff Association |

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<tr>
<th>2.F.3 Sufficiency</th>
<th>Documentation about engagement and responsibilities specified for faculty and staff, as appropriate</th>
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</table>
| ✓ Personnel hiring policy/procedures | - Policy 305: Hiring  
- DSU Policy 306: Equal Employment Opportunities, Affirmative Action & Veterans' Preference  
- Part-time Faculty Teaching Load  
- Academic Affairs Staffing Plan |

| ✓ Academic organizational chart | - DSU Senior Administration Organizational Chart  
- DSU Academic Organizational Charts |

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<tr>
<th>2.F.4 Evaluation</th>
<th>Administrator/staff/faculty evaluation policies/procedures</th>
</tr>
</thead>
</table>
| ✓ | - Policy 327: Staff Performance Evaluations  
- Policy 327: Senior Administrators Performance Evaluations, Section 3.4 & 3.5  
- Policy 641: Faculty Retention, Promotion & Tenure  
- Policy 641 Addendum 7.1: Faculty Performance Standards  
- Policy 642: Post-Tenure Review  
- Annual Faculty Activity Plan (AFAP), Section 3.1  
- Policy 552, Section 4.1.2.9: Student Rights & Responsibilities |
| 2.G.1 | Effective learning and student support environment | ✔ Listing of programs and services supporting student learning needs | Long list with explanation is provided within the report (pp. 20-24)  
- Academic Advisement  
- Trailblazer Connections  
- Peer Coaching  
- Student Success Center  
- TRIO Student Support Services programs  
- Early Alert System  
- Academic Performance Center  
- Academic Standing Policy 525  
- Math Tutoring Center & eLab  
- Math 1020R  
- Writing Center  
- Testing Services  
- Trio Student Support Services  
- Disability Resource Center  
- Multicultural & Inclusion Center  
- Booth Wellness Center  
- Graduation  
- Honors Program  
- Parent & Family Resources  
- Career Services |
| 2.G.2 | Publication of information | Catalog (and/or other publications) that provides information regarding:  
✔ Institutional mission  
✔ Admission requirements and procedures  
✔ Grading policy  
✔ Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion  
✔ Names, titles, degrees held, and conferring institutions for administrators and full-time faculty  
✔ Rules and regulations for conduct, rights, and responsibilities;  
✔ Tuition, fees, and other program costs  
✔ Refund policies and procedures for students who withdraw from enrollment  
✔ Opportunities and requirements for financial aid  
✔ The academic calendar | - Mission & Core Themes  
- Admission requirements by program  
- Grading standards  
- Degrees & certificates & PLOs  
- Course descriptions  
- Faculty credentials  
- Student Code of Student Rights & Responsibilities  
- Tuition, fees & other costs  
- Registration (dropping classes, withdrawal, refunds)  
- Financial aid  
- Academic calendar  
- Academic related policies & procedures |
| 2.G.3 Licensure; employment requirements | Samples of publications and other written materials that describe:  
- Accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered.  
- Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials. | - The appropriate department webpages comply with this standard.  
- Many programs use the Department of Labor’s [CareerOneStop website](#) or professional association websites  
Examples:  
- Programs that Provide Licensure  
- Dental Hygiene Careers & Licensure Information (Bottom of webpage)  
- MAcc Program Information, including Career, CPA & CMA links  
- Music Education Teaching Licensure  
- Surgical Technology Certification  
- Nursing Licensure Process  
- ASL Interpretation Certification |
| 2.G.4 and 2.G.5 Financial Aid | ✓ Published financial aid policies/procedures including information about categories of financial assistance | - [Financial Aid Website](#)  
- [Student Financial Aid Handbook](#)  
- [Policy 505: Financial Aid, Scholarships & Waivers](#)  
✓ Information to students regarding repayment obligations | - [Student Financial Aid Handbook](#)  
- [Studentloans.gov](#)  
- [RepayCentsibly](#)  
✓ Policies/procedures for monitoring student loan programs | - [Studentloans.gov](#)  
- [RepayCentsibly](#) |
| 2.G.6 Advising | ✓ Description of advising program, staffing, and advising publications  
✓ Systematic evaluation of advising  
✓ Professional development policies/procedures for advisors | - [Academic Advisement](#)  
- [Trailblazer Connections, SSC 1010](#)  
- [Peer Coaching](#)  
- [Degree Works](#)  
- [EAB's Academic Performance Solutions and Navigate products assist with evaluation of advising](#)  
- [Advisor Training](#)  
- [Policy 358: Staff Professional Development](#)  
- [EAB](#) |
| 2.G.7 Identity verification (distance ed.) | Policies/procedures for ensuring identity verification for students enrolling in distance education courses | Incomplete – Have verification procedures in place, but policy is under construction which will ensure procedures are in compliance with SARA  
## Library and Information Resources

| 2.H.1 Library and information resources | ✓ Procedures for assessing adequacy of library collections | -Collection Development Guidelines & Procedures  
-Library Strategic Plan  
-MISO survey  
-Utah Academic Library Consortium  
-Policy 613: Library  
-Library Strategic Plan - stakeholder input through the Library & Learning Services Committee  
-GELO (4) – Information Literacy  
-GE information literacy instruction plan  
-Library Dean's Vitae  
-Library Employees (2019/2020)  
-Policy 613: Faculty Categories  
-Subject Liaison Librarians |
| ✓ Library planning committee and procedures for planning and collection development |  |
| ✓ Library instruction plan; policies/procedures related to the use of library and information resources | -GELO (4) – Information Literacy  
-GE information literacy instruction plan  
-Library Dean's Vitae  
-Library Employees (2019/2020)  
-Policy 613: Faculty Categories  
-Subject Liaison Librarians |
| ✓ Library staffing information; policies/procedures that explains faculty/library partnership for assuring library and information resources are integrated into the learning process | -DSU Policy 401: Environmental, Occupational Health, & Safety  
-IT Strategic Plan  
-DSU IT Equipment & Software Purchase & Replacement Plan  
-Policy 461: Steward of University IT  
-Policy 463: IT Security  
-Utah Education & Telehealth Network Procurement Process  
-USHE 2019-20 IT Operating Plan |

## Physical and Technology Infrastructure

| 2.I.1 Physical and technology infrastructure | Facilities master plan, including ✓ Equipment replacement policies/procedures ✓ Procedures for assessing sufficiency of physical facilities | -Utah Building Board Preventative Maintenance Audit Dixie FY19  
-Facilities Master Plan  
-Policy132: Campus Safety & Security  
-SafeColleges  
-Clearly Act Reports & Crime Logs  
-2019 Annual Security & Fire Safety Reports  
-Emergency Alert System |
| ✓ Policies/procedures for ensuring accessible, safe, and secure facilities | -DSU Policy 401: Environmental, Occupational Health, & Safety |
| ✓ Policies/procedures for the use, storage, and disposal of hazardous waste |  |
| ✓ Technology master plan and planning processes | -IT Strategic Plan  
-DSU IT Equipment & Software Purchase & Replacement Plan  
-Policy 461: Steward of University IT  
-Policy 463: IT Security |
| ✓ Technology/equipment update and replacement plan | -Utah Education & Telehealth Network Procurement Process  
-USHE 2019-20 IT Operating Plan |