A UNIQUE ENVIRONMENT FOR LEARNING
This handbook guide is split into two parts: Part One contains information linked to the college’s website, Part Two contains information that cannot be linked to the website. Any information Westminster College faculty need to know can be found on the website as well as in the Faculty Manual (full-time faculty), and in the college’s online catalog. Should the website be unclear and you are still left with questions, you can contact your program chair, dean, or the coordinator of adjunct faculty for help.

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Part One

Each bold title is hyperlinked to a page on the college’s website and when clicked, it will open a new tab in your Internet browser.

Mission, Vision & Values

Strategic Goals

Eportfolios

College Wide Learning Goals (CWLG’s)

Liberal Education Requirements

2015-2016 Academic Calendar

Services for Students

Vehicle Use Policy

School of Arts and Sciences

Bill and Vieve Gore School of Business

School of Education

School of Nursing and Health Sciences
Part Two

Managing Your Class

Campus Email

All campus correspondence should occur using the campus email account provided. Our campus email is maintained via a secure channel. Off-campus addresses are considered to be non-secure. Students who prefer not to use on-campus addresses can have their campus email auto-forward to their off-site addresses. Westminster College owns your email address; and as such, only appropriate information should be communicated through Westminster email.

Class Rosters

You can view your current class roster by logging into Canvas on the college website with a link from the main page. (To view your class roster, you will first need to get your college computer account.) Canvas is updated daily to show who is currently registered for your class, including adds and drops. Photo rosters are an excellent way of learning who your students are, and for taking attendance. You may also view your class roster in WebAdvisor.

Please check your roster(s) carefully and send any student who is attending but is not listed on the roster to the Registrar's Office (Bamberger Hall Room 215). If you allow students to add your class, please sign the student's add/drop form. These forms are available in each school's office, the START Center, and in the Registrar's Office.

After the terms' add/drop date, check your roster carefully for students who are attending but not registered and for students who are registered but not attending. It is against college policy to allow anyone who is not registered to sit in on a class.

Waitlists

Westminster prides itself on its small class sizes. As a result, enrollment is limited and some students, especially those who register late, cannot be added. Waitlisted students are listed in chronological order in your class roster in WebAdvisor. Wait-listed students are established in WebAdvisor in a first come-first served system, where the student at the top of the list is automatically added to your course if a student drops your class.

Waitlisted students may contact you and it is your option to allow them to enroll. It is preferred that you allow waitlisted students in your class first and then consider students with late adds. Please do not allow more students to enroll than your classroom, pedagogy, and book orders can accommodate. Classroom space is limited; changing to a larger room is generally not an option.

To allow a waitlisted student to enroll, sign the student's add/drop form and ask the student to return the form to the Registrar’s Office or the START Center by the posted deadline in the academic calendar. If a student is on the roster but is not attending, you can email the student, but we are unable to drop the student from the class—only students themselves may drop the class.
Checking Prerequisites

A number of courses taught at Westminster have prerequisites that are listed in the college catalog and also in the course schedule on WebAdvisor. Prerequisites are checked when students register; however, students are frequently enrolled in a prerequisite course at the time of registration. Westminster will allow students to pre-register in this instance. Only final grades of C- or better are considered to satisfy prerequisite requirements. Students are responsible for making sure they have met prerequisites and grade standards prior to the beginning of each semester.

Deadlines for Adding, Dropping, and Withdrawing From a Course

Deadlines for adding, dropping, or withdrawing from a course are strictly enforced. Deadlines are listed in the Academic Calendar.

Students Who Fail to Attend

Students who are unable to attend the term’s first class or two should contact that instructor, informing them they do plan to be in the class. To drop, students need to complete an Add/Drop Form and submit it to the Registrar’s Office. Students and faculty should not assume that failure to attend will result in a withdrawal by the Registrar's Office, and removing a student from Canvas will not withdraw the student from the course.

If you have a student on your roster who fails to attend the first few classes, you can contact the student to find out if they plan to attend. If the student does not reply, please contact the START Center at ext. 2280 or the Registrar’s Office at ext. 2180.

Students who miss an excessive number of consecutive classes during the semester without explanation or prior arrangements should be reported to the START Center. Records of attendance can help identify students exhibiting academic concerns. Attendance records are also helpful in situations where students appeal grades or ask for other considerations.

If a student does not drop the course, you will assign a grade of “F” and write “never attended” or “last attended on (date)” in the comments section in WebAdvisor in the grade roster. If you have any questions, please stop by or call the Registrar’s Office ext. 2180 or the START Center ext. 2280. It is imperative you note the last date attended by students who do not drop the course but stop attending class because there are financial aid/tuition implications associated with this information.

Course Syllabus

Each course you teach must have a current course syllabus. The syllabus is the official document for a course. It is shared with students and is a permanent part of the instructional archives of the college. In the event of litigation, it may become a legal document. The syllabus must be provided to students no later than the second class meeting. The syllabus does not need to give a day-to-day schedule of topics and assignments, but it must contain the following:
Your name and information about how students can reach you for help (office phone number, office hours, e-mail address, etc.) Please note the following:
  - If you use email to correspond with a student about academic performance, you must use only campus email (consult the “Giving Feedback” and “Release of Information: The Buckley Amendment” sections of this manual).
  - You may list your home phone number on your class syllabus if you wish, but the school will not give that information to your students.

- The complete name and number (including section number, if applicable) of the course
- Times, days, and location of regular class meetings
- The current semester and year
- The name(s) of the required textbook(s)
- A description or list of the learning goals for the course and the College Wide Learning Goals met by the course
- A detailed description or list of your expectations and the course requirements (papers, quizzes, class participation, homework assignments, etc.)
- Attendance policy, if you have one (you do not need to require attendance unless you feel it is desirable for pedagogical reasons)
- Grading criteria and how final grades are determined
- A listing of related resources, outside readings, web sites, field trips, local agencies/organizations, etc.
- The statement, “This syllabus is subject to change.”

The statement, “Westminster College is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact the Office of Disability Services, specifically Ginny DeWitt, Disability Services Coordinator, in the START Center (801-832-2280). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the Disability Services Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Office of the General Counsel at 801-832-2565.”

- The statement, “Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination and harassment in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. Westminster College’s policy against sexual harassment extends not only to employees of the college but also to students. If you encounter unlawful sexual harassment or gender-based discrimination (including discrimination or harassment based on sexual orientation), you can speak with your professor or one of the Deputy Coordinators: Mark Ferne, 801-832-2233 or Shelley Jarrard, 801-832-2340. You may also wish to contact the Office of the General Counsel at 801-832-2565.”

- The statement, “Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race, color or national origin in any program or activity receiving federal financial assistance. The Department of Education has interpreted Title VI as prohibiting racial harassment, and such harassment is prohibited in all facets of campus life at Westminster College. If you encounter this type of discrimination/harassment, you can contact the Office of the General Counsel at 801-832-2565.”
• The statement, “Please refer to the Academic Catalogue or the Student Handbook for the College’s statement on academic honesty.”

A copy of your syllabus will be maintained by your school’s office. If you feel that it is necessary to make changes to your syllabus during the semester, discuss the rationale of those changes with your students first, then make certain each student is aware of the changes. Posting the current syllabus in Canvas is recommended. Major changes, especially ones that affect the grading procedures for the class, should be discussed first with your program chair or dean.

Ask your program chair or school office staff for syllabi from your same class if it would help you to see syllabi from other instructors before you develop your own.

Office Hours and Availability

Faculty shall make themselves available to students for at least five hours per week outside of class for questions, consultation, and academic support using appropriate contact methods, such as office hours, scheduled appointments, prompt email correspondence, and the College’s learning management system. Each faculty member’s mix of contact methods should correspond to the instructional environments where they conduct their classes and other learning activities. For instance, faculty teaching in traditional classrooms should hold at least two hours of on-campus office hours per week. On the other hand, faculty who teach mainly online should be available via online chat or other applications for at least two hours a week.

Adjunct Faculty are required to hold office hours; this lets your students know you are available to them. Adjunct faculty may hold office hours in person, through Canvas, or other digital means. In person, the adjunct can meet with students either before or after class, in the Giovale Library or the Shaw Student Center, or in a designated Adjunct Faculty office.

Changing Class Meeting Times or Rooms

It is very difficult to change a class meeting time after students have already registered for the class. We would discourage you from making any changes to room schedules. During the academic year, it may not be possible to switch classrooms: space at Westminster is tight, especially in the mornings and early evenings. Before making any room or schedule changes, you should discuss the change with your program chair or dean and you must also for room availability.

Canceling Class

Instructors are expected to meet every class during the term for the full time scheduled. However, if you are ill or have an emergency and cannot meet your scheduled class, please try to call both your dean or program chair and your school’s office as soon as possible. They will make arrangements to cancel your class and will discuss with you ways in which you can make up the missed class time.

If you know in advance that you must miss a class or let class out significantly early, let your program chair know ahead of time. They can discuss options with you for covering the class time so that students are not deprived of instruction. Some possible options are finding a substitute
instructor or guest speaker, assigning a project or assignment that students can do in groups in class by themselves or can do alone at home, or assigning a test to be taken while you are gone.

Advising

As new faculty, you may have questions on advising students. If your students have advising questions, please refer them to your program chair or to the START Center. Adjunct faculty do not advise students.

Giving Feedback

Providing timely and meaningful feedback to your students is an important aspect of teaching. Communicating feedback can take the form of any (or all) of the following:

- Giving written comments on students’ work that let them know what they did well and what needs improvement. Handing back work with nothing but a grade does not help students improve.

- Returning all graded work promptly. Papers and homework should be returned to students while there is still time for them to learn from it and improve their performance.

- Having conferences with students - both formal, scheduled conferences, and informal chats before or after class to let them know how they are doing.

- Requiring various types of kinds of graded work such as regular quizzes, homework assignments, presentations, and journals. Requiring only a midterm and final examination or final paper does not usually give students the type of feedback they need to learn.

- Asking students to write “one-minute notes” to you at the end of the class period in which they tell you what questions they still have or what is unclear to them.

- Using Internet resources: e-mail, discussion groups, or a web page. Contact the Faculty Technology Center office if you require assistance or training on electronic media.

Returning Student Papers

Please try to return students’ papers in class when possible. If you are not able to return the papers in class, you should find some other way to give students’ papers to them that will safeguard their privacy, such as grading through Canvas. It is a violation of the privacy act to leave papers out for students to thumb through; see details under “Release of Information: The Buckley Amendment” (in the “Grading” section of this manual).

Early Warning for Students with Academic Problems

If a student in your class is in danger of failing or is doing poorly in the course, you should let them know and see what you can do to help (see “Services for Students” section of this document). If the student is an undergraduate, you should also fill out the online form in WebAdvisor “Early Alert
Referral Program” on the faculty page. This form is sent directly to the START Center and other student services staff, who will follow-up with the student. You may also contact the START Center at ext. 2280 if you see early warning signs of a student in trouble. You will also be asked to provide information on undergraduate students who are performing poorly in your class via an online ‘Midterm Academic Performance’ link found in WebAdvisor. The START Center will follow-up with these students. Student Services can provide students with counseling and tutoring services (see the sections on counseling and tutoring).

Students with Disabilities

Westminster College complies with Section 504 of the Rehabilitation Act of 1972 and the Disabilities Act and Amendments of 2009 (ADAAA) and does not discriminate against persons with disabilities. The college provides equal access in higher education to academically qualified students with physical, learning, and psychiatric disabilities. The Disability Services Program works with departments throughout the college to ensure that programs and facilities are accessible to all members of the college community. The college must provide reasonable accommodations to students who, by nature of the disability, are limited in accessing academic opportunities. In order to be eligible to receive services through the program, students need to complete the following steps:

- Disclose the nature of the disability to the program coordinator in the START Center.
- Provide current documentation from a qualified source verifying the impact of the disability. Appropriate documentation is necessary to verify eligibility and support requests for accommodations, academic modifications and/or other aids. Information is kept confidential according to federal guidelines.
- Once eligibility is established, students meet with the program coordinator to determine individualized accommodations. Students must provide reasonable notice to allow time for arrangement of accommodations.

If a student discloses a disability to you and/or requests special accommodations, please refer them to the program coordinator: Ginny DeWitt, START Center, at ext. 2281. Ginny is available to discuss student or accommodation concerns with you and explain program policies and procedures. You, the student, and Ginny work as a team throughout the semester.

Faculty members have the responsibility to cooperate with the program coordinator to provide authorized accommodations in a reasonable and timely manner. If the student is eligible to receive accommodations, you will receive a written “Request for Accommodations” notice for any accommodation that you will need to provide. Accommodations are worked out on an individual basis, and common ones include special testing in the START Center, classmate note takers, and taping of lectures. Service dogs, interpreters, and computer assisted real-time captionists (CART) for the deaf must be allowed in the classroom.

The purpose of making accommodations for students with disabilities is to maintain equal access and opportunity, not to make alterations in academic programs/course expectations. Academic requirements and course objectives should be the same for all students. Modifications may need to be made in the way a student demonstrates knowledge in your course, but the academic proficiency standards remain the same.
You may wish to consult the following Westminster College website for more information on how to work with students with disabilities in the classroom:
www.westminstercollege.edu/disabilityservices

Academic Honesty

The college’s policy statement about academic honesty appears in the Student Handbook and in the catalog each year and is included below. If you suspect a student of cheating or plagiarizing, you should discuss your concerns with the student in a confidential setting. This allows the student to explain the situation and lets the student know that you are aware of the behavior and that it goes against school policies. Regardless of your decision on what to do about the situation, if you confirm a student’s academic dishonesty, it must be reported to your dean AND to the Dean of Students (in the Shaw Center). If you are in doubt about how to handle a case of suspected cheating, talk with your dean, program chair, or the Dean of Students.

Westminster College operates on the assumption that all academic work is the honest product of each student’s own endeavors. The faculty and staff at Westminster expect such integrity from the students, and violations are cause for disciplinary action, including suspension, probation, loss of credit, or expulsion from the college. Academic dishonesty includes, but is not limited to, cheating, plagiarism, and furnishing false or misleading information to any faculty or staff member.

Cheating on examinations includes, but is not restricted to, copying from another student’s exam paper, using unauthorized notes during an examination, arranging for a substitute to take an examination, or giving or receiving unauthorized information prior to the exam.

Cheating on written assignments includes plagiarism, collaboration with others, or submitting the same material for more than one class without the permission of the instructors.

Plagiarism includes borrowing information or ideas, whether directly quoted or paraphrased, from any source beyond one’s firsthand experience and not acknowledging the source. The student must give credit for the material by identifying the source and using accepted citation methods.

Initially, sanctions are the responsibility of the class instructor. The instructor may simply reprimand the student, or demand the work be repeated, or give a failing grade for the assignment or exam in question, or give a failing grade for the entire course. In each case, a short report of the incident will be filed with the appropriate academic dean.

In the case of repeated or more serious violations, the faculty member may recommend to the dean of that school that the student be suspended or expelled from the college. The dean’s recommendation will then be sent to the Dean of Students.

More information on the college’s policy can be found on the college’s website.

Review of Tuition Charges and Medical Withdrawals
While we do not require faculty to take class attendance in a specific manner, it is important you are able to identify when each student has attended your classes, due to the possibility of a review of tuition charges and/or medical withdrawals.

Students sometimes face circumstances or situations that prevent them from finishing a course or semester. A Review Committee meets monthly to examine petitions made by students regarding full or partial charges of tuition and fees. A student’s petition, which includes a detailed letter and appropriate documentation, can be submitted to any member of the Review Committee from the following offices: Student Account Services, Registrar’s Office, Financial Aid, and the Dean of Students.

If the petition is based on serious health problems where a student is unable to complete the semester and is not eligible for the grade of incomplete, the Review Committee requires a written verification from a physician or licensed mental health professional. The Dean of Students serves as a resource for such requests. Nearly all medical withdrawals require withdrawal from all courses for the semester, as it is difficult to be medically unfit for one course but medically fit for others. If granted, changes will be made retroactive only to the last date of attendance, tuition charges will be adjusted accordingly, and reevaluation by the student’s physician or counselor will be required prior to re-registration.

All petitions (review of tuition charges and medical withdrawals) must be submitted within six weeks after the end of the semester in question. Absent serious extenuating circumstances, requests submitted beyond six weeks after the end of the semester will not be considered. All petitions, if granted, will have changes that are made retroactive only to the last date of attendance, and tuition charges will be adjusted accordingly. This is based upon Westminster College’s posted refund schedule found on the Student Account Services webpage.

Following these guidelines, the Review Committee will either approve or deny all petitions. A student that thinks there has been unfair bias or encountered a procedural error made by this committee may then appeal it in writing within ten calendar days to an Appeals Committee chaired by the Vice President for Finance and Administration. The decision reached by this committee will be considered final.

NOTE: Changes in registered hours may change any financial aid disbursed to an account. For example, if a student receiving merit-based aid should withdraw from the college, the student’s financial aid award is canceled and all unpaid tuition resulting from the cancellation of the merit-based aid for that semester is due and must be paid immediately.

Course Evaluations

Towards the end of the semester, an email is sent to faculty informing them that course evaluations will be posted soon to students. Westminster has a standard set of questions that are asked of all students and faculty have the option to add their own questions before the evaluation period begins. The instructions on how to add questions are embedded within that email. The email will also include the dates of the evaluation period. A second email will be sent to both faculty and students when the evaluation period begins. The students will receive instructions on how to complete the evaluations in this email. Students will receive reminder emails every few days until the evaluation
period closes though it is very helpful if they are reminded about course evaluations during class. During the evaluation period, you may allot class time for students to complete the evaluations, or allow students to complete them on their own time. At the end of the evaluation period, which usually coincides with the day grades are due, evaluation results can be accessed through Canvas by selecting "Instructor Course Evaluations" from the navigation menu on the left-hand side of the front page of any Canvas course. The use of course evaluations in course review, contract review and promotions for full time faculty is defined within the Faculty Manual.

Grading

Grading Criteria

In general, Westminster faculty may set their own grading criteria, though they are expected to outline them on the course syllabus. Grades awarded are: A, A-, B+, B, B-, C+, C, C-, D+, D, D- and F. (Please note that Westminster does not use grades of A+ or E.) While students receive hour credit for courses in which they receive a grade of D+ or below, these courses will not fulfill major, minor, or liberal education requirements.

As of Fall 2014, we are required to collect data regarding students receiving grades of “F” to determine if the student was a “no show” or was an “earned F” per federal financial aid guidelines. When entering a grade of “F,” you will be asked to mark the “never attended” box OR enter a last day of attendance.

Instructors may not assign a grade of “W” for a withdrawal, when they think a student has withdrawn from the class. A student who has not properly withdrawn should be graded with an “F.”

“T” grades are intended to be a short-term, temporary grade to clear the registration for a given term and should only be used for senior projects, graduate or undergraduate thesis work, flight training courses, continuing registration coursework, and internships that require a very short extension only. “T” grades should be resolved and replaced with regular grades within one week of the end of the term except in the case of flight training courses. “T” grades are not intended to take the place of an incomplete grade when the student meets the criteria for an incomplete (see below) and should not be used for regular coursework when the student has failed to take a final examination or turn in final coursework that would otherwise result in a lowered grade.

In addition, if certain criteria are met (see below) students may be awarded a grade of I, Incomplete.

Incompletes

In order to be eligible for a grade of Incomplete, a student must meet the following criteria:

1. Produce evidence of extenuating circumstances, outside the student’s control, which make it impossible to complete the class.
2. Have completed more than three-fourths of the work of the class with a passing grade.
The student should initiate the request for an Incomplete. If one of your students asks for an Incomplete, and you feel the grade is justified, instruct the student to get an incomplete form from the Registrar’s Office and fill out the student portion before bringing it to you. If the student is incapacitated, you can fill out the form for them. Before you sign the form, fill out the instructor’s portion and check with your program chair or dean. Be sure to include information about how and what work will be made up and indicate what grade the student will receive if the work is not completed by the deadline for making up incompletes, which is six weeks into the following semester (not including summer term for undergraduate students).

If the student does not complete the required work by the deadline in the following semester, the grade automatically reverts to whatever grade you listed on the Request for Incomplete form. In rare instances, deadlines can be extended by notifying the Registrar’s Office, but should only be extended in cases where there are obvious extenuating circumstances still impairing the student’s ability to complete the work. A student who receives an incomplete in a class is not allowed to attend that class the following semester.

**Credit/No-Credit Option**

Students may elect to take a maximum of two courses that would normally require letter grades on a credit/no credit basis. Courses taken in this way may not be applied to majors or minors. Students who declare a major or minor in a given subject after having taken a course in that subject on a credit/no credit basis may be required by their major or minor department to retake the course for a letter grade.

There are no limits on Westminster courses that are offered exclusively on a credit/no credit basis, and, when they occur in majors or minors, they may be used in those majors or minors. Students who take courses credit/no credit must perform work at the level of C- or higher to receive credit. Grades of credit/no credit are not included in GPA calculations.

As the instructor, you will not be notified whether students have elected this option. At the end of the term, you should give a letter grade to every student in the class. The Registrar’s Office will assign Credit/No Credit grades to those students who have elected the option. Only a few courses are offered only on a credit/no credit basis (e.g., EDUC 360).

**Midterm Academic Performance**

After week seven of the term, you will be asked to provide information about how undergraduate students are doing in your class. You can report undergraduate student Academic Performance online by accessing WebAdvisor and completing the ‘Midterm Academic Performance’ report found under Faculty Information. This is separate from Semester final grades.

**Final Grades**

The grading link on WebAdvisor is opened on the first day of the last week of classes during regardless of term. The Registrar will notify you by email when the link is open for grading. Final grades must be submitted by the deadline given at noon and are due 72 hours past the last day of finals. In fact, if there are missing grades, the entire process of posting students’ grades can be
delayed, probation and suspension status cannot be determined, graduation applications cannot be processed, and students who are on employer reimbursement plans cannot be reimbursed for tuition in a timely manner. Contact the Registrar’s Office at ext. 2180 if you have any questions.

Keeping Final Examinations and Papers

Westminster policy requires all final examinations and papers be kept for one year after the completion of the course. Adjunct faculty may turn in final exam papers to the appropriate program chair or dean to have them put on file.

Release of Information: FERPA (The Buckley Amendment)

The Family Educational Rights and Privacy Act of 1974 (FERPA, sometimes referred to as the Buckley Amendment), is a federal law regarding the privacy of student records which identifies the obligations of educational institutions, primarily in the areas of release of and access to these records. In short, FERPA ensures confidentiality and protects students’ right to privacy. (Refer to www.westminstercollege.edu/registrar for all aspects of FERPA.) FERPA prohibits you from giving out information about students (such as addresses, phone numbers, or grades) to third parties, including parents and other students. Anyone requesting such information from faculty or adjunct faculty should be directed to the General Counsel’s Office at 801-832-2565. Please do not post grades or leave graded papers out for other students to go through.

Grades are not given out over the phone; in addition, school offices will not hand out student papers or grades. If your students want to know their grades before they are available on the Web and you are willing to accommodate them, you can ask them to give you a self-addressed, stamped envelope for you to send them the grade, or ask them to email you with the request.

If you choose to correspond with students via email, please remember that only the campus email should be used when discussing academic performance issues or any other official college business: our campus email is a secure channel that we control. Off-campus addresses are considered to be non-secure. Students who prefer not to use on-campus addresses can have their campus email auto-forward to their off-site addresses.

Teaching Resources

Book Orders and Office Supplies

For many new faculty members and adjunct faculty members, textbook choices have been made by your program chair. Textbook choices for future semesters are handled differently in the various schools and programs, but in general, you order a text by logging onto www.efollett.com. Consult with your program chair about this and about getting desk copies of textbooks. Only in rare emergencies should it be necessary for a faculty member to get a text at the bookstore; in such cases, do not write in the text and return it to the bookstore as soon as your desk copy arrives.
Since the college bookstore has early deadlines for ordering books, the texts for your course should be available in the bookstore before classes begin. If enrollment in a course exceeds the anticipated number of texts, they can be rush-ordered for students who need them.

Office supplies are available through the school offices. Special or large quantity supply requests may be placed through the school’s administrative assistants.

**Audio-Visual Equipment**

Campus classrooms are equipped with PC’s, overhead projectors, computer presentation capability, and video (VHS) and DVD equipment. In addition, there are three larger media viewing classrooms on campus: in Converse Hall, Malouf Hall, and Gore. These must be reserved ahead of time and can be reserved by calling Joe Ferrari at ext. 2520. Please speak with your department chair for any additional room requirements.

Please return classrooms to their original configuration and condition when you are finished with class.

If you have trouble with audio-visual equipment during class, dial the Information Services Help Desk at ext. 2023.

**Please return classrooms to their original configuration and condition when you are finished with class.**

**Library Resources**

*Help and Instruction*

The Giovale Library offers a variety of services designed to foster both basic and advanced information literacy and research skills. Librarians are available to collaborate with teaching faculty to develop and enhance research assignments, electronic study guides, discipline-specific library sessions, or instruction on using library resources and tools. Library instruction sessions are tailored to meet the needs of each class or assignment. Librarians are also available for one-on-one consultations with faculty for personal research assistance. To schedule a consultation or instruction session, call ext. 2252 or 2257 or fill out an online request.

*Access to Resources*

With more than 124,000 books, an additional 58,000 electronic books, more than 6000 videos and DVDs, subscriptions to over 27,000 print and electronic journals and 75+ databases providing access to articles and papers in journals, magazines, newspapers and more, the Giovale Library collections foster student learning and support the College curriculum.

Librarians encourage faculty participation in developing collections. Contact the librarian purchasing materials in your discipline or use our online material request form.

The Library’s Interlibrary Loan Department can locate and order materials from libraries across the country. Place requests for interlibrary loans online.
Faculty may check out books from the Giovale Library main collection for 90 days. Videos, DVDs, media equipment, our popular reading collection and curriculum materials typically have shorter lending periods, but extensions for classroom use can be easily accommodated. Journals, reference materials and archives do not generally circulate; however, arrangements can be made for faculty use outside of the library if needed. Stop by the circulation desk or call ext. 2250 with questions.

Additionally, Westminster faculty, staff, and students may also check books out from any academic library in Utah by showing a current Westminster College ID.

Other Library Services
Faculty can share limited or supplementary resources with students via Course Reserves, which can be housed in the library or online. To place materials on reserve, simply fill out the form available on the library's webpage. For library-owned materials, provide the call number or URL, and library staff will pull and place materials on reserve. For personal copy materials, bring items to the library with the completed form. At the end of the academic year, we will return the material to the location of your choice. For more information, please visit the library webpage or call the circulation desk at ext. 2250.

Each year the Library calls for submissions to the Giovale Undergraduate Research Awards competition, recognizing outstanding student work that demonstrates information literacy and the effective use of library resources. Please consider encouraging students to submit their work.

Computer Resources

Computer Accounts
As soon as you have been hired and the paperwork has been processed, a Westminster online account will be created for you. Your username will be your first initial and your last name, with no spaces or punctuation. Your initial password will be your faculty ID number. You will be required to change your password the first time you login. **Your new password should be at least 7 characters long and must include at least one number or symbol.**

The Westminster Computer Network
Our computer network is designed for ease of use, stability, safe data backup, and security. We want our users to have all the tools they need on any computer they use. Most college-owned equipment will have access to the internet as well as be running the College’s image on it. The image will contain the Office Suite and other basic applications. For your storage needs, we provide users with a large amount of personal storage space on our network. Please save your work to your network account (commonly referred to as MyFiles, H:\ or your "H Drive") and not to the C:\ or "Hard Drive." The network account (H Drive) is continually backed up. The files that are saved to your personal storage place will automatically follow you to each computer you use on campus, freeing you from having to use any one particular computer. If any College equipment is a state of failure the IS department reserves the right to “re-image” or replace the equipment at any time.

Learning Management System
Westminster uses the Canvas Learning Management system to provide web-based, online teaching resources to faculty and students. Instructors can use Canvas to post their syllabus on the web, maintain a course calendar, post articles and other electronic files, electronic drop-boxes, and
manage grades. Every course is created in Canvas automatically at the beginning of the term. If you would like assistance in using Canvas, please go to the Faculty Technology Center on the lower level of the library or call ext. 2015.

Computer Orientation Sessions
There is a brief introduction to technology resources on campus for all new adjunct faculty before the beginning of each term. Throughout the year, workshops are conducted on various topics, usually in the Faculty Technology Center, located in the lower level of the Giovale Library.

Faculty Technology Center
The Faculty Technology Center provides support and technology resources to Westminster faculty. The FTC is staffed full time by a member of the Information Services Department. Feel free to drop by and take advantage of the great resources:

- Technical help books
- Multi-media Workstations
- Color LaserJet Printer (Located in the General Computer Lab)
- Digital Cameras
- Digital Video Cameras
- Scanner

If you have further questions about the Faculty Technology Center, or would like to schedule an appointment, please drop by or call the FTC staff at ext. 2015.

Laptop Checkout: The General Computer Lab has 5 laptop computers available for checkout to faculty, whether full-time or adjunct. These computers are available at the General Computer Lab in the lower level of the library to be checked out for academic purposes for 5 days at a time.

Computer Classrooms and Presentation Classrooms
We have Computer Classrooms and Presentation Classrooms available for use. Computer Classrooms have an instructor's console and PC, an LCD projector, a projection screen and sound system, VHS, DVD, and computers for all students. Presentation Classrooms have an identical setup but do not have computers for student use. The first time you use a presentation classroom, you may ask to have a staff member from Information Services attend to offer support. They can also meet with you before the class to assist you in learning the classroom hardware. Please call Randy James at ext. 2037 at least one week in advance to request an IS staff member to assist you. Instructors may use computer classrooms to teach an entire course, or you may schedule a computer classroom for special sessions. The classrooms are booked well in advance of the term and are usually filled most of the time. For occasional or one-time use, instructors should request the days and times when they wish to use a computer classroom by contacting the Registrar’s Office at ext. 2180 prior to the term or Conference & Event Services at ext. 2520 during the term.

With the mobile computing initiative, faculty members also have the option to require students to bring a laptop to class with which they can access all the software available in our computer labs on Westminster Anywhere. This effectively turns any classroom into a computer classroom creating greater flexibility in how faculty can deploy technology in their classroom. To facilitate this, faculty
members have 2 support options: Faculty can require their students to take their laptop to the General Computer Lab located in the basement Giovale Library to be “certified” on the wireless network and Westminster Anywhere prior to class so they are ready to go. The second option is to schedule an Information Services employee to be at your first session using laptops to help students get connected. It is recommended that faculty take advantage of the first option as it reduces the time taken during class. Any in-class support must be scheduled through the Computer Support Line at ext. 2023 at least one week prior to the date of the session.

Adjunct Faculty Resource Group
Adjunct faculty with an active Westminster College account should access the Adjunct Faculty Resource site, a repository of information and resources in Canvas. The site includes information covered in Orientation I and Orientation II, documents specific to each School (including sample syllabi), and online resources on higher education. There is also the opportunity to post questions and develop discussions specific to teaching as adjunct faculty at Westminster College.

Services for Faculty

Copying and Printing

Since each school or program has its own requirements, please consult the school office for details. Except in unusual circumstances, administrative staff does not do typing for faculty; consult your school office for their policies.

Mail and Phone Messages

You will be given a mailbox in your school where you can receive messages and where students can leave papers for you. However, our primary way of communicating is through Westminster College e-mail. You should check both your mailbox and e-mail regularly.

Westminster College I.D.

To use the computer lab, the Giovale Library and college libraries in Utah, the campus gym, and UTA access, you will need a Westminster I.D. card. To get your card, go to the reception desk at the Health, Wellness and Athletic Center. Your card can be updated each year by attaching a sticker available at this same desk.

Professional Development

There are a number of professional development opportunities available to both full-time and adjunct faculty members: in-service courses, writing workshops, information technology and resource training, and others. Full-time faculty receive a booklet “Faculty Professional Development Grants and Awards” in early Fall Term with information about numerous opportunities.
Coordinator of Adjunct Faculty

The Coordinator's responsibilities are to ensure adjunct faculty receive the resources they require to do an excellent job at Westminster College. An annual schedule of orientations and development opportunities is available to adjunct faculty. Individual questions and comments are welcome and can be directed to the Coordinator of Adjunct Faculty at ext. 2309.

Parking

Detailed information about parking options, permits, costs, and locations is found online. Please visit the Westminster College Parking Services website.

Parking on the campus can be tight - especially from 9:00 am to 12:00 noon and 4:00 pm to 7:30 pm. Faculty may not park in spots reserved for visitors, and parking in surrounding neighborhoods is restricted. Whenever possible, please use mass transit (Trax/bus pass is included with each ID card) or alternative transportation to campus.

Transportation Pass

Westminster offers annual bus passes free of charge, good for all UTA buses (except ski and para-transit buses). The pass is built into the Westminster ID Card and uses "tap on/ tap off" technology. Adjunct faculty receive this free pass, only during the term of teaching. For more information, see the Westminster College UTA Transit Pass website.

Health, Wellness, and Athletic Center (HWAC)

Students, full-time faculty, adjunct faculty, staff, and alumni are eligible to join the Dolores Doré Eccles Health, Wellness, and Athletic Center (fee-based). The center is equipped with a four-lane lap pool, track, comprehensive weight room, cardio equipment, group exercise studio, a 46-foot climbing wall, multipurpose gymnasium, racquetball court, and locker rooms. The Fitness, Wellness and Recreation Department offers group exercise fitness classes, personal training (for an additional fee) and a variety of outdoor recreation opportunities. Contact Human Resources for current pricing.

Campus Patrol

The Westminster campus is relatively safe; nevertheless, the college maintains round-the-clock patrol on the campus. If you teach late and feel uneasy about walking alone to your car, a campus patrol officer will be happy to escort you. Campus Patrol can also open your classroom if you arrive to find it locked.

To call Campus Patrol from a campus phone, dial ext. 2525 (off campus: 801-832-2525). Phones are available in any office that is open, and in other campus locations.
Contract and Paychecks

Contracts

Contracts are issued via DocuSign directly to your Westminster College email. Deans will discuss the contract renewal process with full-time faculty during the interviewing process; details are outlined in the Faculty Manual. For adjunct faculty, contracts are sent each semester listing the dates of the term and the name, number, time, and the payment for teaching. Read contracts carefully and discuss any issues with your dean. Sign the electronic contract and submit it ASAP so it can be processed. Paychecks cannot be issued until your signed contract has been processed and you have completed your Federal and College new hire forms.

College Transcripts

A copy of your official college transcript from the institution where you obtained your highest degree is required. If there is a delay in receiving this document before you begin teaching, please notify your program chair or dean.

Proof of Eligibility to Work in the U.S. Requirement

Westminster College is required by law to verify all employees are eligible to work in the United States before they begin working. As a result, faculty (full-time and adjunct) must provide campus staff with current employment eligibility documentation.

Paychecks and Pay Periods

Paychecks are issued on the last working day of the month. All college employees are required to have checks direct deposited into their bank or credit union account.

To arrange for direct deposit, you need to fill out the appropriate paperwork. The bank needs two weeks notice to institute electronic deposit, so if your form is received after the fifteenth of the month your check cannot be deposited electronically until the next pay period, and you will have to pick up that check from the cashier at the end of the month.

Please check with your bank after the first electronic deposit to assure your payment was processed and notify your school’s office if it was not processed.
Important Policies

Academic Grievance Procedure – Appealing a Grade

Students have the right to appeal or petition an academic decision. For the appeals procedure to be followed after suspension, see Appeals Procedure for Readmission (described below). The other appeals reside within each school. The student must make the appeal or petition, in writing, in accordance with the applicable school or program procedure. Please see the appropriate dean or program director for a copy of the procedure. Written appeals must be submitted within four weeks after the grade was issued and must include documentary evidence that the student feels has a bearing upon the request.

A faculty committee from the school involved reviews the appeal. The student may be present at the hearing. The decision of the faculty appeals committee will be reported to the student within five school days of the date of the hearing.

If the decision of the faculty committee within the school is not acceptable to the student, the student may file a written appeal to the provost within five school days following notification of the faculty committee. The provost will assemble a committee, consisting of the dean of students and deans of the schools not involved, to consider the appeal. All materials included in the faculty’s deliberations, including the student’s written appeal and the proceedings of the faculty hearing, are made available to this provost committee and become part of the proceedings. The hearing before the provost committee will be held within fifteen school days of receipt of the written appeal. The student may be present at the provost committee hearing. The student and faculty representatives may call members of the college as supporting witnesses. The decision of the provost committee is reported to the student within five school days of the date of the hearing. Decisions made by the provost committee are final.

Note: The academic grievance process begins at the individual school and may conclude without involving the provost committee, depending on the outcome of the individual schools’ processes. (It should not be seen as two separate processes, as both require the same process be followed prior to appealing a decision to the provost’s office.)

Students have the right to continue their enrollment and program participation until final decisions are reached. Failure of students to file appeals within specified time limits is considered acknowledgment of the action without intent to appeal.

Sexual Harassment Policy

Westminster College reaffirms the principle that its students, faculty, and staff have a right to be free from sex discrimination in the form of sexual harassment by any member of the academic community. Sexual harassment is a form of employee or student misconduct which undermines employment and instructional or peer relationships, debilitates morale, and interferes with the productivity and well-being of its victims.
Sexual harassment is banned by Title VII of the 1964 Civil Rights Act (concerning employees) and Title IX of the Education Amendments of 1972. It is also prohibited by the Utah Anti-discrimination Act. In addition, various other statutes, constitutional provisions and common law causes of action prohibit sexual harassing conduct. It is the policy of the college to enforce these laws among its employees and students.

Sexual harassment is a form of sex discrimination. It is defined as an attempt to coerce an unwilling person into a sexual relationship, to subject a person to unwanted sexual attention, to punish a refusal to comply, or to create a sexually intimidating, hostile or offensive working or educational environment. Sexual harassment is understood to include a wide range of behaviors, from the actual coercing of sexual relations to unequal, demeaning treatment of students or employees based on gender. Some examples that may constitute sexual harassment are below (this list is not intended to be all-inclusive):

- subtle pressure for sexual activity
- demands for sexual favors accompanied by threats
- requests for sexual favors accompanied by promises
- unnecessary brushes or touches against a person’s body
- offensive sexual graffiti
- disparaging remarks about one’s gender or characteristics of gender
- physical aggression, such as pinching and patting
- sexual innuendos or jokes
- verbal sexual abuse disguised as humor
- whistling
- obscene gestures
- leering at or ogling of a person’s body
- questions about a person’s personal sexual activity
- sexual remarks about a person’s body or clothing
- spreading stories about a person’s sexual conduct
- sexual stereotyping

Sexual harassment in any situation is reprehensible; it is particularly damaging when it exploits the educational dependence and trust between students and faculty. When the authority and power inherent in faculty relationships to students, whether overtly, implicitly, or through misinterpretation, is abused in this way, there is potentially great damage to individual students, to the person complained of, and to the educational climate of the institution. While a particular interaction must be offensive and nonconsensual in order to be defined as harassment, faculty and other individuals in positions of authority should be sensitive to questions about mutuality of consent and to conflicts of interest that are inherent in personal relationships where professional and educational relationships are also involved.

Individuals who believe that they have been sexually harassed may obtain redress through the established informal and formal procedures of the college. They should report the matter to either the General Counsel or to the appropriate academic dean or program director. Complaints about sexual harassment will be responded to promptly and equitably. The right to confidentiality of all members of the academic community will be respected in both informal and formal procedures, insofar as possible. This policy explicitly prohibits retaliation against individuals for bringing complaints of sexual harassment/discrimination or participating in investigations of alleged sexual
harassment/discrimination. Under Title IX, investigations into complaints of sexual harassment are legally required, even if a student refuses to sign a formal complaint. An individual found to be guilty of sexual harassment is subject to disciplinary action for violations of this policy, up to and including termination from employment.

**Consensual Sexual/Romantic Relationships Policy between Faculty and Students**

The mission of Westminster College is promoted by professionalism in student-faculty relationships. Professionalism is fostered by an atmosphere of mutual trust and respect. Taking note of the respect and trust accorded a faculty member by a student, faculty recognize that they are presumed to make decisions regarding their relationships with students which will not endanger this atmosphere of mutual trust and respect. Faculty should be aware of the possibility that an apparent consensual sexual/romantic relationship with a student may be interpreted (either now or at a later date) as nonconsensual and, therefore, sexual harassment. It is for this reason that such relationships are unadvisable.

The power differential inherent in faculty/student relationships may compromise the nature of the relationship. The potential exists for the student to perceive a coercive element in suggestions regarding activities outside those appropriate to professional relationships. Moreover, faculty, particularly in relationships with students in their classes and under their supervision, such as work study students, student employees, or student interns, need to be aware of potential conflicts of interest and the possible compromise of their evaluative capacity. They also need to be aware that a relationship may give rise to a perception on the part of others that the evaluative capacity of the faculty member has been compromised.

**It is a violation of this policy for a faculty member to undertake a sexual/romantic relationship or permit one to develop with a student who is enrolled in the person’s class or is subject to that person’s supervision or evaluation, even when both parties appear to have consented to the relationship.**

Sexual/romantic relationships between faculty and students outside the instructional and supervisory context are also discouraged and, when they occur, should be reported to the faculty member's Dean.

The College does recognize sexual/romantic relationships may exist prior to the time a student is assigned to a faculty member as a member of that person's class or is placed in a situation where the faculty member must supervise or evaluate the student. Such a relationship is considered a recent sexual/romantic relationship if it is ongoing or has been in existence at any time within the six months immediately preceding the assignment of the student to the faculty member. Persons who are married, or were married, are included within the definition of those persons having, or who have had, a consensual sexual/romantic relationship.

Where the faculty member is having a current, or has had a recent sexual/romantic relationship with a student, the following procedures shall be followed:

If at all possible, the student should be advised in their course selections to avoid course sections taught by the instructor with whom the student is having or has had a recent consensual
sexual/romantic relationship. Where a student is working or interning under the supervision of a faculty member with whom the student is having or has had a recent consensual sexual/romantic relationship, efforts should likewise be made to place that student under the supervision of a different faculty member.

In the event it is not possible for the student to avoid the class taught by the faculty member or the supervision of the faculty member, the faculty member shall advise their Dean of the present or recent consensual sexual/romantic relationship and the following steps shall be taken.

The Dean shall appoint another instructor to evaluate the student’s written work, such as essays, research papers, essay tests, care plans, etc.

The Dean shall appoint another instructor to evaluate student’s non-written work or performance such as artistic performances, teaching practice, internships or clinical practice. When an appropriate instructor is not available to evaluate the student’s work, the Dean will provide the evaluation. Where the student is also an employee of the college, a student worker, or a work-study student, the faculty member will remove himself or herself from the consideration of the student for promotion, recognition, hiring or determination of salary. A student should not be assigned to a faculty advisor with whom that student has or has had a recent sexual/romantic relationship. The faculty advisor should request that the student be reassigned. Again, because these relationships may lead to complaints of sexual harassment or discrimination, it is important to follow the procedure set out in this document.

If a faculty member violates this college policy on consensual sexual/romantic relationships between faculty and students, in whole or in part, the faculty member may be subject to disciplinary action. Such action includes, but is not limited to, a verbal warning, a letter of discipline, suspension without pay, and/or immediate dismissal from employment with the college.

**Alcohol and Drug Policy**

Please note that specific Alcohol and Drug Policies are handled through the Human Resources Office, the Dean of Students office, and/or through immediate supervisors or the college administration. Please also refer to the Faculty Manual, the Staff Manual, and/or the Student Handbook for more specific details.

Westminster College is committed to developing and maintaining an institute of higher learning free from drug and alcohol abuse. Westminster is dedicated to creating an atmosphere conducive to the well-being and personal development of each of its students, faculty, administration, and employees. The college believes that an environment free of substance and alcohol abuse is healthier, safer, and more productive and is a condition desired by most students, faculty, administration, and employees. Those responsible for the operation of Westminster College recognize and affirm the value of personal responsibility and accountability and seek to provide an atmosphere in which the health and well-being of everyone associated with Westminster is fostered. Faculty members may not allow alcohol to be consumed or served in or during their classes. For instance, when alcohol is served at a school-sponsored event, students are not permitted to bring alcohol into classrooms.
The College will use educational and information resources available to help individuals connected with the College to gain an insight into this complex subject and to minimize the need for disciplinary action. The College encourages individuals with problems or questions pertaining to drug use to seek professional help through the Counseling Center or the Dean of Students office. It should be emphasized that all matters discussed in this regard will be kept in confidence.

**Policy Statement of Westminster College**

Westminster College prohibits the unlawful use, possession, manufacture, transportation, promotion, or distribution (by either sale or gift) of illegal drugs or otherwise legal but illicitly used substances, including prescribed or over-the-counter drugs not being used for their intended or authorized purposes on the campus of Westminster College or as part of any of its activities.

Possession of paraphernalia associated with the use, possession, or manufacture of a controlled or illegal substance is prohibited on the campus of Westminster College or as part of any of its activities. Except in those instances when prior approval has been obtained from the Westminster College administration, the use, possession, manufacture, transportation, promotion, or distribution (by sale or gift) of alcoholic beverages is prohibited on the campus of Westminster College or as part of any of its activities.

**Disciplinary Sanctions for Violation of the Substance and Alcohol Policy**

Disciplinary sanctions will be imposed on individuals for violating Westminster College’s substance and alcohol abuse policy. In addition to any of the sanctions that are set forth in the complete policy, Westminster College reserves the right to refer all matters in violation of its substance and alcohol abuse policy to the appropriate law enforcement agencies.

Any violation of Westminster College’s substance and alcohol abuse policy will subject the offender to sanctions. An individual’s failure to comply with imposed sanctions may result in further disciplinary action by college administration. An individual’s decision to seek prior assistance with an alcohol or substance abuse problem may be considered a mitigating factor in connection with any Westminster College disciplinary sanctions. Depending upon the nature and severity of the violation, Westminster College reserves the right to impose stricter sanctions than are listed in the complete substance and alcohol abuse policy.

**Smoking Policy**

Westminster College is committed to working toward a cleaner and more sustainable environment by reducing air pollution on campus. We abide by the Utah Clean Air Act.

Smoking (including electronic cigarettes) is prohibited in all facilities, buildings, offices, residence halls, apartments, and any other enclosed spaces on campus. Although people may smoke outside on campus, they are not permitted to smoke within 25 feet of any building entrance, exit or window.

Because smoking negatively impacts the health of others, smokers must refrain from smoking in areas through which non-smokers must pass; they must extinguish their cigarettes or move away when asked to do so by any visitor, employee, or student.
Individuals who violate this policy are subject to state-mandated fines, college fines, and other disciplinary action. Employees and students are encouraged to hold each other accountable and may report any violations to the Dean of Students Office.

**Snow-Closure Policy**

Westminster College may be closed during normal working hours due to hazardous weather conditions, emergencies, or other special circumstances. Closure is expected to be infrequent, and consideration must always be given to maintaining appropriate service levels in departments that provide critical services to the college community. Ordinarily the college will be closed for short periods of time. Campus conditions will be periodically reevaluated and the closure may extend if conditions warrant.

If you have questions about whether the college is closed during regular operating hours, you should contact your school’s office for information. You should also listen to your local radio or television stations (see list below).

If weather/road conditions develop which could result in safety hazards to employees and students, Westminster will notify the news media no later than 6:00 a.m. for day classes and 3:00 p.m. for evening classes.

If extreme weather conditions develop during the day, personnel not on campus should listen to the following radio and television stations: FOX-13, KSL-5, KTVX-4, KUTV-2; radio stations include KALL, KBCK, KBEE, KENZ, KBER, KBZN, KISN, KKAT, KKDS, KODJ, KCPW, KRSP, KSFI, KSL, KSOP, KUBL, KUER, KUMT, KUTQ, KKRK, KZHT; and Skywolf Traffic.

If emergencies or special situations (other than weather conditions) arise overnight or during the workday, personnel not on campus should listen to the radio and television stations listed above.

**Field Trip Policy**

Westminster College promotes active learning. In some cases this includes taking students on field trips as part of the class. We purposely make our class sizes small so that teachers and students are able to take advantage of community resources. However, we want to ensure the safety of our students and instructors.

**Formal Field Trips**

Formal field trips are off-campus events that are held during the regularly scheduled class time or a pre-arranged time as part of the course curriculum. Most of the students are expected to attend and will receive attendance credit for the activity. The trip should be listed in the syllabus and must be approved by the program chair or dean.

Procedures for formal field trips:
The trip must be described in the syllabus and include location, time transportation, date, any special instructions (i.e., equipment, cost, dress) and list of activities. The department chair or dean must be notified 48 hours in advance of the field trip.

**Informal Field Trips**

Informal field trips are off-campus events that are suggested to the students as an enrichment activity. Informal field trips are not necessarily part of the course content. If the field trip counts for extra credit, the students must have an opportunity to choose another option if they cannot participate in the field trip. It must be clearly stated to the students that the trip is completely at their own initiative, expense, time and risk.

Procedures for informal field trips:
The trip is suggested for the students’ own interest but is not required for the course.
If the trip is for extra credit, there is an option between other activities from which students may choose.

The students are on their own for transportation, expense, time and risk.

Policy for classes held in homes, private studios, or other locations off campus:
When classes are held in homes, private studios, schools or any other area off campus, liability insurance may not be covered by Westminster College’s policies. This applies to both credit and non-credit functions. If you do not know whether you have adequate coverage, consult with your insurance company, program chair or school dean.

**Laboratory Policy**

Westminster College encourages instructors to provide students with as many hands-on labs as possible. We want to promote the safest conditions. If you are assigned a lab course, you must review the following procedures.

**Before your first lab session:**

i. Contact the lab safety officer to make an appointment for a lab safety tour and safety training. That appointment can be made through the Office of Environmental Health and Safety.
ii. Read the campus Chemical Hygiene Safety Plan and appropriate Standard Operating Procedures for the labs being used. These are available from the Office of Environmental Health and Safety.
iii. The lab safety officer will give the students an orientation on lab safety rules as requested by the professor.
iv. Check to make sure that all reagents or organisms you will be using have Safety Data Sheets (SDS) and you are familiar with emergency procedures.

During the course:
i. An accident report form must be completed for all accidents. A copy must be submitted to the department chair or dean and the Office of Environmental Health and Safety.

ii. Report any students who pose a danger to themselves or other students to the safety officer, department chair or dean.

iii. Students, faculty, staff and visitors to the class must adhere to safety policies at all times. If you have a question regarding these policies, please contact the Office of Environmental Health and Safety.

iv. If you observe safety violations or hazards immediately discuss them with the lab safety officer or the department chair.

v. Inform students of potential dangers and precautions. The students have a right to know of any reagents or organisms that may be hazardous.

**Laboratory experiences off campus**

If you are conducting laboratory experiences or any other class that may contain hazardous reagents, organisms or equipment (i.e., science methods, field experience or lab tour) off campus:

- Coordinate with your department chair or dean about holding a class off campus.
- Check with the off-campus facility to assure they have proper liability insurance.

Adhere to all lab safety rules consistent with our campus policies.
**Important Phone Numbers**

To make a call from a campus phone, dial the last four digits.

**Academic Offices**
- Provost 801-832-2581
- School of Arts & Sciences 801-832-2300
- Bill and Vieve Gore School of Business 801-832-2600
- School of Nursing and Health Sciences 801-832-2150
- School of Education 801-832-2470
- Coordinator of Adjunct Faculty 801-832-2309

**Service Offices**
- Registrar 801-832-2180
- Dean of Students 801-832-2230
- VCR, Projector Reservation 801-832-2520
- Computer Lab/Classroom/Help 801-832-2023
- Giovale Library 801-832-2250
- START Center 801-832-2280
- Career Resources Center 801-832-2590
- Payroll 801-832-2130
- Cashier’s Window 801-832-2135
- General Counsel 801-832-2565

**Campus Patrol**
- Director of Safety 801-832-2527
- Director of Patrol 801-832-2573
- From Off Campus 801-832-2525
  - From Campus Phones ext. 2525
- Disability Services 801-832-2281
Teaching Tips

These websites include good summaries of ideas and best practices from many schools on many topics:

http://tlcvc.org/teachingtips.htm

101 Things You Can Do the First Three Weeks of Class

By Joyce T. Povlacs
Teaching and Learning Center, University of Nebraska-Lincoln

Introduction

Beginnings are important. Whether the class is a large introductory course for freshmen or an advanced course in the major field, it makes good sense to start the semester off well. Students will decide very early - some say the first day of class - whether they will like the course, its contents, the teacher, and their fellow students.

The following list of “101 Things You Can Do…” is offered in the spirit of starting off right. It is a catalog of suggestions for college teachers who are looking for a fresh way of creating the best possible environment for learning. Not just the first day, but the first three weeks of a course are especially important, studies say, in retaining capable students. Even if the syllabus is printed and lecture notes are ready to go in August, most college teachers can usually make adjustments in teaching methods as the course unfolds and the characteristics of their students become known.

These suggestions have been gathered from UNL professors and from college teachers elsewhere. The rationale for these methods is based on the following needs: 1) to help students make the transition from high school and summer or holiday activities to learning in college; 2) to direct students’ attention to the immediate situation for learning - the hour in the classroom: 3) to spark intellectual curiosity - to challenge students; 4) to support beginners and neophytes in the process of learning in the discipline; 5) to encourage the students’ active involvement in learning; and 6) to build a sense of community in the classroom.

Ideas for the First Three Weeks

Here, then, are some ideas for college teachers for use in their courses as they begin a new semester.

Helping Students Make Transitions

1. Hit the ground running on the first day of class with substantial content.
2. Take attendance: roll call, clipboard, sign in, seating chart.
3. Introduce teaching assistants by slide, short presentation, or self-introduction.
4. Hand out an informative, artistic, and user-friendly syllabus.
5. Give an assignment on the first day to be collected at the next meeting.
6. Start laboratory experiments and other exercises the first time lab meets.
7. Call attention (written and oral) to what makes good lab practice: completing work to be done, procedures, equipment, clean up, maintenance, safety, conservation of supplies, full use of lab time.
8. Administer a learning style inventory to help students find out about themselves.
9. Direct students to the Learning Skills Center for help on basic skills.
10. Tell students how much time they will need to study for this course.
11. Hand out supplemental study aids: library use, study tips, supplemental readings and exercises.
12. Explain how to study for kind of tests you give.
13. Put in writing a limited number of ground rules regarding: absence, late work, testing procedures, grading, and general decorum, and maintain these.
14. Announce office hours frequently and hold them without fail.
15. Show students how to handle learning in large classes and impersonal situations.
17. Give sample test question answers.
18. Explain the difference between legitimate collaboration and academic dishonesty; be clear when collaboration is wanted and when it is forbidden.
19. Seek out a different student each day and get to know something about them.
20. Ask students to write about what important things are currently going on in their lives.
21. Find out about students’ jobs; if they are working, how many hours a week, and what kinds of jobs they hold.

**Directing Students’ Attention**
22. Greet students at the door when they enter the classroom.
23. Start the class on time.
24. Make a grand stage entrance to hush a large class and gain attention.
25. Give a pre-test on the day’s topic.
26. Start the lecture with a puzzle, question, paradox, picture, or cartoon on slide or transparency to focus on the day’s topic.
27. Elicit student questions and concerns at the beginning of the class and list these on the chalkboard to be answered during the hour.
28. Have students write down what they think the important issues or key points of the day’s lecture will be.
29. Ask the person who is reading the student newspaper what is in the news today.

**Challenging Students**
30. Have students write out their expectations for the course and their own goals for learning.
31. Use variety in methods of presentation every class meeting.
32. Stage a figurative “coffee break” about twenty minutes into the hour; tell an anecdote, invite students to put down pens and pencils, refer to a current event, shift media.
33. Incorporate community resources: plays, concerts, the State Fair, government agencies, businesses, the outdoors.
34. Show a film in a novel way: stop it for discussion, show a few frames only, anticipate ending, hand out a viewing or critique sheet, play and replay parts.
35. Share your philosophy of teaching with your students.
36. Form a student panel to present alternative views of the same concept.
37. Stage a change-your-mind debate with students by moving to different parts of the classroom to signal change in opinion during the discussion.
38. Conduct a “living” demographic survey by having students move to different parts of the classroom: size of high school, rural vs. urban, consumer preferences...
39. Tell about your current research interests and how you got there from your own beginnings in the discipline.
40. Conduct a role-play to make a point or to lay out issues.
41. Let your students assume the role of a professional in the discipline: philosopher, literary critic, biologist, agronomist, political scientist, engineer.
42. Conduct idea-generating or brainstorming sessions to expand horizons.
43. Give students two passages of material containing alternative views to compare and contrast.
44. Distribute a list of the unsolved problems, dilemmas, or great questions in your discipline and invite students to claim one as their own to investigate.
45. Ask students what books they’ve read recently.
46. Ask what is going on in the state legislature on this subject which may affect their future.
47. Let your students see the enthusiasm you have for your subject and your love of learning.
48. Take students with you to hear guest speakers or special programs on campus.
49. Plan “scholar-gypsy” lesson or unit which shows students the excitement of discovery in your discipline.

Providing Support
50. Collect students’ current telephone numbers and addresses and let them know that you may need to reach them.
51. Check out absentees. Call or write a personal note.
52. Diagnose the students’ prerequisites learning by questionnaire or pre-test and give them the feedback as soon as possible.
53. Hand out study questions or study guides.
54. Be redundant. Students should hear, read, or see key material at least three times.
55. Allow students to demonstrate progress in learning: summary quiz over the day’s work, a written reaction to the day’s material.
56. Use non-graded feedback to let students know how they are doing: post answers to ungraded quizzes and problem sets, exercises in class, oral feedback.
57. Reward behavior you want: praise, stars, honor roll, personal note.
58. Use a light touch: smile, tell a good joke, break test anxiety with a sympathetic comment.
59. Organize. Give visible structure by posting the day’s “menu” on chalk-board or overhead.
60. Use multiple media: overhead, slides, film, videotape, audio tape, models, sample material.
61. Use multiple examples, in multiple media to illustrate key points and important concepts.
62. Make appointments with all students (individually or in small groups).
63. Hand out wallet-sized telephone cards with all important telephone numbers listed: office department, resource centers, teaching assistant, lab.
64. Print all important course dates on a card that can be handed out and taped to a mirror.
65. Eavesdrop on students before or after class and join their conversation about course topics.
66. Maintain an open lab gradebook with grades kept current during lab time so that students can check their progress.
67. Check to see if any students are having problems with any academic or campus matters and direct those who are to appropriate offices or resources.
68. Tell students what they need to do to receive an “A” in your course.
69. Stop the work to find out what your students are thinking, feeling, and doing in their everyday lives.

Encouraging Active Learning
70. Have students write something.
71. Have students keep three-week-three-times-a-week journals in which they comment, ask questions and answer questions about course topics.
72. Invite students to critique each other's essays or short answers on tests for readability or content.
73. Invite students to ask questions and wait for the response.
74. Probe student responses to questions and wait for the response.
75. Put students into pairs or “learning cells” to quiz each other over material for the day.
76. Give students an opportunity to voice opinions about the subject matter.
77. Have students apply subject matter to solve real problems.
78. Give students red, yellow, and green cards (poster board) and periodically call for a vote on an issue by asking for a simultaneous show of cards.
79. Roam the aisles of a large classroom and carry on running conversations with students as they work on course problems (a portable microphone helps).
80. Ask a question directed to one student and wait for an answer.
81. Place a suggestion box in the rear of the room and encourage students to make written comments every time the class meets.
82. Do oral show-of-hands multiple choice tests for summary review and instant feedback.
83. Use task groups to accomplish specific objectives.
84. Grade quizzes and exercises in class as a learning tool.
85. Give students plenty of opportunity for practice before a major test.
86. Give a test early in the semester and return it graded in the next class meeting.
87. Have students write questions on index cards to be collected and answered the next class period.
88. Make collaborative assignments for several students to work on together.
89. Assign written paraphrases and summaries of difficult reading.
90. Give students a take-home problem relating to the days lecture.
91. Encourage students to bring current news items to class which relate to the subject matter and post these on a bulletin board nearby.

Building Community
92. Learn names. Everyone makes an effort to learn at least a few names.
93. Set up a buddy system so students can contact each other about assignments and coursework.
94. Find out about your students via questions on an index card.
95. Take pictures of students (snapshots in small groups, mug shots) and post in classroom, office, or lab.
96. Arrange helping trios of students to assist each other in learning and growing.
97. Form small groups for getting acquainted; mix and form new groups several times.
98. Assign a team project early in the semester and provide time to assemble the team.
99. Help students form study groups to operate outside the classroom.
100. Solicit suggestions from students for outside resources and guest speakers on course topics.

Feedback on Teaching
101. Gather student feedback in the first three weeks of the semester to improve teaching and learning.
From Teaching to Learning: Moving from the “Sage on the Stage” to the “Guide on the Side”

By Michael Bassis, Westminster College President 2002-2012

There is a transformation taking place in American higher education. It’s a transformation that is subtle, still in its early stages and largely unnoticed by most people, including many in the academy. But it has the potential to change the educational practices of thousands of colleges and universities and alter, in fundamental ways, the skill sets of millions of college graduates.

Westminster is part of the leading wave of institutions that are deliberately moving from one way of organizing the educational process to another. This essay is an effort to explain this alternative paradigm and to share Westminster’s progress in making the change from one to the other.

The Teaching Paradigm

The paradigm that frames the educational process in most colleges and universities has been in use since the Middle Ages. While the Greeks and Romans sought knowledge from individual teachers, no one received a degree from Socrates or a diploma from Aristotle. Those symbols of knowledge were developed in the twelfth and thirteenth centuries when the “machinery of instruction represented by faculties and colleges and courses of study, examinations and commencements and academic degrees” were developed at universities in Paris and Bologna. In these institutions, Scholasticism ruled as both a method of instruction and a religious philosophy designed to prevent heresy. As an instructional method, it generally involved a teacher reading a text, expounding on certain words and ideas, without students being allowed to even ask questions: instructors explained, and students listened in silence. When students were allowed to ask questions, in a formalized process called disputatio, they simply served as a springboard for the teacher to advance a response and cite authoritative texts to provide additional proof for his position. (See The Rise of Universities, Charles Homer Haskins; Henry Holt and Co, New York; 1923.)

With some modifications, we have used that educational model ever since. The basic building block in the paradigm is “the class,” where a teacher lectures about a given subject to a group of students (sometimes a huge group) who take notes in preparation for some scheduled examination. Teachers are thought of as “subject matter experts.” They are responsible for selecting the material to be presented to students; presenting that material, usually in the form of a lecture; specifying what students should read; assigning papers and developing exams to test students on the material; and, finally, giving each student a grade. Students are responsible for attending class, paying attention to the material the teacher presents and assigns, retaining as much of it as possible, and then writing papers and answering questions on examinations. If a student doesn’t perform well on the paper or the exam, the presumption is that they lacked sufficient talent or motivation to succeed.

In many ways, this model assumes an almost mechanistic transfer of knowledge from teacher to student. By selecting the material, presenting it, and assessing students’ retention of that material, the teacher maintains total control of the classroom. Correspondingly, students expect the teacher to give them information and to tell them how to think about it—in other words, to teach them. Exactly what students are expected to learn in the class is rarely specified.

Learning can take place in such a system. After all, many of us went through it and survived quite well. Our teachers gave us a lot of information, and we absorbed much of it. But for most students,
me included, when our schooling was finished and our diplomas hung on the wall, we encountered a hard reality. The more time passed, the more difficult it became to remember what we learned or even what courses we took. Some things stuck, but the vast majority was lost.

The Learning Paradigm
There is another way to approach what happens in school that not only avoids this pitfall, but also generates some distinct advantages. It is based on a paradigm that minimizes the emphasis on teaching and shifts attention to what and how a student learns. Here, the teacher is not the expert provider of knowledge, but rather a guide who helps students discover knowledge and build skills. The teacher becomes a supporter, a collaborator, and a coach for students as they learn to evaluate and gather information, test ideas, and explore their application to different issues and problems. They begin to learn how to develop and pose their own questions and to explore alternative ways of finding and framing answers. So instead of working only to master the subject matter of a course, students are developing the skills to learn on their own. They no longer wait to be taught—they come to realize that, if they are to succeed, they must take a good deal of responsibility for their own learning.

The learning paradigm, like so many things that appear to be new and innovative, has been with us for a very long time. While today it can be quite elaborate in its execution, the basic notion, captured in an ancient Chinese proverb we have all heard before, is actually quite simple: tell me, and I will forget; show me, and I may remember; involve me, and I will understand.

This proverb is supported by a good deal of contemporary research. There is ample evidence: when students are actively engaged in learning—when they are encouraged to wrestle with ideas and develop and test their own theories—they learn more, retain information longer, understand concepts more completely, and can more readily apply what they have learned. The net result is learning that is deeper, richer, and more useful. (See How College Affects Students, Vol. 2: A Third Decade of Research (2005)

Three Essential Practices
Using the learning paradigm requires three essential practices. First, establishing clear goals is critical. The teacher must begin each course by specifying, in some detail, exactly what students are expected to learn. The learning goals they identify will vary from one course and program to another. In some, they will include only lower level skills requiring simple recall or identification. In others, more complex skills requiring analytical, integrative, or critical thinking will be what students are expected to develop. In most cases, however, learning goals appropriate to a given course or program include a combination of knowledge, skills, and orientations seen as important in a particular discipline or area of study. And in almost every case, the learning goals require more of students than is the case in the old teaching paradigm. Faculty can set higher expectations for student learning for they know that when students are more engaged, they welcome the challenges that accompany high standards.

Second, with goals clearly articulated, faculty then design, or in some cases simply identify, learning activities or experiences to help students learn those things relevant to the learning goal. When this model is used to its fullest, faculty will put together a variety of learning experiences tailored to the different learning styles, and levels of preparation of their students. These can include projects, presentations, simulations, debates, field work, and service-learning, as well as more traditional
activities such as participating in discussions, writing papers, and completing reading assignments. Faculty then coach students on how to get the most out of each activity. Lecturing is not prohibited—it simply is one of a wide variety of activities that teachers can use to help students to learn.

The third essential ingredient is assessing student learning. Certainly, faculty still evaluate each student’s level of learning, whether for assigning grades or for designating students as proficient. But assessment is important as well if faculty are to learn how to improve the effectiveness of their courses. If a number of students are struggling to meet a particular learning goal, the teacher may need to rethink how best to help students meet that goal, rather than assuming that the deficiency lies with the students.

Assessing lower level skills and knowledge acquisition is fairly straightforward. The challenge presents itself when it comes to evaluating higher-order learning in ways that are both valid and reliable. And the challenge is considerable. It takes great proficiency in methods of assessing learning to evaluate students on their ability to do such things as think analytically or critically. Yet there is general agreement that development of such higher-order skills is precisely the kind of learning goal we should set for students.

What is described in this essay is a version of the learning paradigm that conforms to the universal standard that courses begin and end on prescribed dates. There is, however, a more far-reaching version of the learning paradigm where there is no set period of time by which students are expected to achieve the learning goals prescribed for a given course of study. Students who differ with respect to talent, motivation, prior levels of knowledge and skills, and amount of time they can devote to learning can be expected to achieve the learning goals more or less quickly. In contrast to the standard system where time is held constant and learning varies; here, time varies and learning is held constant.

An Illustration
The principles of a chemistry course at Westminster serves as a good illustration of the course-based learning paradigm in action. The professor who teaches this course acknowledges in her syllabus that her focus “requires a dramatic change in roles for the instructor and the students.” She goes on to explain that she believes her role is to “guide students in the process of learning” and that she serves as “a supporter, collaborator, and coach for students as they learn to gather and evaluate information.” That leads to a radically different educational experience for students. In the old teacher-centered paradigm, she might, for example, deliver a brilliant lecture explaining the essential properties of compounds and their ability to take the form of a liquid, a solid, or a gas. She might send students to a chemistry lab where they are asked to carry out a prescribed set of steps leading to a predetermined result. But using the learning-centered model, she covers the same material in a totally different way. For example, she runs a computer simulation illustrating what a chemical like chlorine looks like as a gas, a solid, and a liquid and then asks the students to examine the models and determine, for themselves, what characteristics define each of the three states and how they differ from one another. The students are suddenly thrown into a process of looking at data, critically analyzing the properties of a chemical in separate states, and drawing comparisons between those properties. They are creating and testing theories. They are developing knowledge rather than just absorbing it.
Change is Never Easy
Some students resist the change from one model to the other, at least initially. They fill out teacher evaluation forms and complain that “the professor expected me to figure it out for myself rather than just giving me the correct answer.” But most undergo a transformation during the course of a semester. For most, learning becomes an adventure. One student noted that “I was resistant to a course that made me discover things; I wanted someone to do the thinking for me. But in the end I learned a lot about chemistry and about my own strengths and weaknesses. I also found that learning chemistry could be great fun.”

Obviously this learning-centered approach takes more work than the traditional teacher-centered paradigm where some professors have been known to use the same lecture notes for years. And I have to confess that some members of the faculty resist the change to a learning paradigm as vehemently as some students do. They point out, quite rightly, that learning can take place in the old teacher-centered model. After all, they argue, good teachers have always given students a lot of information and, at the same time, have inspired them to work hard to absorb it and learn from it.

A Learning-Centered Campus
But in today’s world, that is no longer enough. The learning paradigm is a more appropriate response to the demands that the world makes on educated citizens and on higher education. Westminster feels so strongly about this that we have reached beyond the learning-centered classroom and are hard at work building a learning-centered campus. Almost every activity at Westminster is designed to promote engaged learning. We deliberately and intentionally encourage learning beyond as well within the curriculum, which is active, experiential, collaborative, and cross-disciplinary. So we put our first-year students into learning communities where they work together to apply concepts from at least two different disciplines to a particular topic of interest. We encourage students to engage in undergraduate research where, sometimes in groups and sometimes by themselves, they engage in original research under the guidance of a faculty member. We have created institutes and centers that encourage students from different disciplines to work together to develop initiatives that address real-world problems or opportunities related to issues like diversity, the environment, civic engagement, and entrepreneurship. And because we acknowledge that some of the most powerful learning can take place beyond the campus, we encourage community-based learning as well as internships, travel, and study abroad.

Let me explain why Westminster chose to move in this direction. We did so for two principle reasons.

The Need for Accountability
First, many people argue that higher education needs to be more accountable for what and for how much its graduates have learned. We agree. The world that today’s graduates will occupy is far more complex and volatile than the one that most of us encountered when we received our college degrees. And the challenges they will face seem to grow more daunting with each passing year. Is American higher education preparing today’s graduates to deal with these challenges? Are we preparing them to take advantage of the opportunities that do present themselves? Many say the answer is no.

For quite some time, employers have said that the grades a student earns tell them little or nothing about whether that student has the skills necessary to be successful in the workplace. They point out
that regardless of their grades or field of study, too many college graduates cannot write well, speak cogently, or think critically and creatively. Also, state legislators continue to ask if the dollars they are investing in their state’s higher education system are producing the kinds of returns they expect. In addition, as the cost of higher education continues to rise, parents want to know whether one college or another will do a better job of educating their children and preparing them for successful careers. Some even go so far as to question whether the time and cost of earning a college degree is a good investment in their children’s future. And now, as never before, accreditation bodies are being pushed hard by the federal government to ensure that colleges and universities are producing graduates who are well prepared to contribute to the new economy. In short, American higher education is being held to a new standard of accountability. Colleges and universities are being asked to assess the degree to which students are learning what the institution claims they are learning and to make this information available to anyone who asks.

Westminster has accepted the accountability challenge in ways that simply would not have been possible had we not adopted the learning paradigm and its three basic practices. First, faculty in each academic program on our campus are asked to identify the learning goals that are specific to their program—in other words, to specify exactly what the students enrolled in that program are expected to learn.

Second, they are asked to identify exactly where each of these goals are addressed in the different courses they offer. And finally, they are asked to assess the degree to which their students are achieving the learning goals they set. If a number of students are failing to achieve one or more of these program specific goals, the program faculty are expected to figure out why, and if appropriate, to adjust the curriculum accordingly.

Skills for Success in a Rapidly Changing World
But Westminster has taken an additional step in its effort to be accountable for the quality of its graduates. We have set out to ensure that the learning goals we have identified for our students focus on those skills that are most critical to their ability to be successful, regardless of the life’s work they decide to undertake, the careers they choose, or the avocations that capture their interest.

What are those skills? More than a decade ago, the Business-Higher Education Forum, (an organization of Fortune 500 CEOs, prominent college and university presidents, and foundation leaders working to advance innovative solutions to our nation’s education challenges) identified a set of cross-functional skills and attributes graduates need if they are to be important contributors in almost any occupation. Additionally, Westminster conducted its own research: we asked business, civic, and professional leaders in our community what attributes they thought a college graduate ought to possess.

Using that information and our own judgment as educators, we adopted, in 2004, a list of college-wide learning goals—skills and attributes that Westminster believes are critical to one’s ability to be successful in our rapidly changing world. These goals are as follows:

- Critical, analytical, and integrative thinking
- Creative and reflective capacities
- Leadership, collaboration, and teamwork
- Writing and other communication skills
Global consciousness, social responsibility, and ethical awareness

More recently, the Association of American Colleges and Universities, the leading organization in the US devoted to strengthening liberal education, identified “a set of educational outcomes that all students need from higher learning, outcomes that are closely calibrated with the challenges of a complex and volatile world.” (College Learning for the New Global Century, 2007) Grounded in what they describe as an emerging consensus among educators and employers, as well as in well-accepted tenants of liberal education, these outcomes show a remarkable degree of congruence with Westminster’s college-wide learning goals listed above.

Helping students develop these kinds of “higher-order” skills is not easy, but it can be done if the task is approached seriously and systematically. We have developed a “mapping” system, which identifies how our college-wide learning goals are addressed in each class; indeed, we can identify the relationship between specific assignments and specific learning goals. Now we are developing methods of assessing the degree to which students have met these learning goals. Our goal is to focus these assessments not only at the program and institutional level, but also at the individual level: we want to track and document the learning of each Westminster student. As we gain more experience with and more confidence in our measurement methods, we intend to make achievement of the college-wide learning goals a requirement for graduation.

Developing Life-Long Learners

There is a second reason why Westminster set out to make the transformation from the teaching to the learning paradigm. In a world where the pace of change continues to accelerate, it is abundantly clear that, no matter what school they attend and no matter how talented or motivated they might be, what a student knows and can do upon graduation will not take them very far.

New developments in science and technology, as well as in global economics and politics, have become so rapid and pervasive that it is estimated that most young people will change their careers—not just their jobs, but their careers—five times during their working life and that many of the jobs they will hold have not yet been invented. As a consequence, it is imperative that students learn not just during college, but that they develop the skills and motivation to be proficient learners throughout their lives.

For some time, members of many professions have accepted the fact that they need to be lifelong learners. Physicians, for example, are expected to stay abreast of new diagnostic tools and treatment protocols. Indeed, to maintain their license to practice medicine, they are required, periodically, to document that they have kept up with new developments in their field. Similarly, when a software company releases a new version of a widely used program, as they do with great regularity, information technology specialists pour over manuals and experiment with new protocols, all in an effort to remain current with the rapid pace of change in their industry.

The need to continue to learn beyond school is important in other areas. How does a worker who gets promoted to a management position learn how to be an effective manager? How does an engineer who is asked to head up a project in another country learn enough about the culture of that country to run the project successfully? In such cases, a person certainly might seek advice from a book or even find a helpful course to take. But in almost every case, that will not be enough. They are going to be left to their own devices to seek out relevant information, to make sense of it despite
its ambiguities and contradictions, and to explore how to use the information they acquire in ways that are most effective.

Students who go through school in a learning-centered environment have a huge head start over those who spent most of the time sitting in lecture halls, taking notes, and then trying to remember it all on a test. When students are actively engaged in the learning process, they are developing the skills to learn on their own by practicing them on a regular basis. For these students, learning how to learn has been an integral part of their educational experience. For example, our Environmental Center is spearheading the college’s efforts to achieve carbon neutrality on our campus. They have enlisted environmental studies majors and other students with an interest in the issue to work with faculty and staff to develop practical strategies that the college can use to reach this goal. Here, they are learning not only about ways to reduce an institution’s carbon footprint but, at the same time, how to introduce ideas that may be controversial, how to develop effective community education programs, and how to overcome both apathy and resistance. Similarly, through our Center for Civic Engagement, a group of students have created a program to help parents in low income communities learn how to work with school administrators to address their concerns. In the process of undertaking this effort, they are learning valuable lessons about how to recognize and encourage grass-roots leadership, mobilize resources, and communicate across social and cultural divides.

Through activities such as these, students come to see that, in most cases, achieving success in some real-world venture requires them to know more than they could learn from a textbook or a lecture. They see that they need to learn continually—about issues, about how to manage people, about which tactics fail and which succeed, and about how to abandon the failed approaches and invest in the ones that show the most promise. As students get practice learning on their own, under the mentorship of faculty, they develop learning skills they can rely on forever.

We recognize that there is more work we need to do before we can say that we have made the complete transition from teaching to learning. We need better ways to assess student achievement of our program-specific as well as our college-wide learning goals. We need more members of the faculty—and more students—to embrace this new paradigm. We need to explore ways in which “the guide on the side” can enrich educational quality while reducing costs, thus promoting greater access to higher education.

The list of what we need to do is long. But the list of things we have already accomplished is impressive. Certainly, we have succeeded in developing a more deliberate and intentional focus, across all of our academic and co-curricular programs, on what and how students should learn. Following this path will undoubtedly be a long and arduous journey, one with hazards along the way. But I believe it’s a trip worth taking.
School of Arts and Sciences

Dr. Lance Newman, Interim Dean
Dr. Scott Gust, Associate Dean
Ashley Seitz Kramer, Assistant Dean

Faculty Information/Guidelines

Arts and Sciences Office Staff
Main Office: 801-832-2300
Lindsey Larsen: 801-832-2303
Amy Fairchild: 801-832-2304
Debby Scharffs: 801-832-2305
Racquel Cornali: 801-832-2458

Arts and Sciences Main Office – Foster Hall 218. Open Monday through Thursday 7:30 a.m. – 6:30 p.m. and Fridays 7:30 a.m. – 5:00 p.m. during fall and spring semesters; during May Term and summer semesters, it is open Monday through Friday 7:30 a.m. – 5:00 p.m.

Adjunct Offices – Foster Hall 118 (for Arts, Humanities, Math, Computer Science). The key is located in the lockbox in the hallway outside the room. See office staff for the access number. On-campus telephone numbers for Foster Hall 118 are ext. 2314 and ext. 2315 (off campus 801-832-2314 and 801-832-2315). Science adjuncts use Meldrum 217, which also has a lockbox (see office staff for code). The on-campus phone number for Meldrum 217 is ext. 2316 (off campus 801-832-2316).

Canceling/Missing Classes – For regular semester classes, if you know in advance that you will need to miss a class, please inform your program chair. They can discuss options with you for covering the class. Also call the Arts and Sciences office (801-832-2300) or you may leave a detailed voicemail message if the office is closed. With sufficient notice the staff will call your students and post a note outside your classroom.

Computers – There are two computers in the Foster Hall adjunct office and three in the Meldrum adjunct office. Your account may be accessed on all campus computers. Your login name is your first initial plus your whole last name (no spaces). Your initial password is good for only one use; after your first login, you will be prompted to change your password. If you have any questions please call 801-832-2023 (on campus, ext. 2023) for assistance.

Contracts – If you have questions about your contract, please email Ashley Kramer (akramer@westminstercollege.edu). We confirm enrollment approximately two weeks before a term begins. Once enrollment is confirmed for your course, your contract will be emailed to your Westminster account from the Provost’s Office via DocuSign.

Courses – Any questions about your courses (their meeting times/days, whether or not they’re running, how many you’ll teach, questions or issues with students) should be directed to your program chair.
Faculty Workroom – Foster Hall 202 is the Faculty Workroom. This is where non-science adjunct mail folders are located as well as office supplies, copy machine, microwave, refrigerator, coffee, posted messages, etc. For science adjuncts, Meldrum has a workroom with mail folders.

Grades/Class Rosters – All final grades will be submitted online via your WebAdvisor account (not to be confused with CANVAS). Midway through the semester you will be requested to sign a mid-term grade sheet and return it to the Registrar’s office. NO FINAL GRADES SHOULD BE POSTED OR GIVEN OUT OVER THE PHONE OR TO AN OFF-CAMPUS EMAIL ADDRESS. If students request their grades early, have them give you a self-addressed, stamped envelope, or send you an email requesting their grades. Adjunct Faculty should not return final papers/tests to students, but instead give them to the A&S Office (they’ll be kept on file for one year in case there are any grade disputes). Full-time faculty keep their final tests/papers in their offices for one year.

ID Cards – Issued at Health and Wellness Center main desk.

Mail Folders – Adjunct Faculty - be sure to check your folder at least once a week. The mail folders are located in Foster Hall 202 for everyone but science adjuncts; science adjuncts can pick up their mail in Meldrum 217. Your folder is located in the box under your program name.

Office Supplies – Check in the Faculty Workroom or with the Arts and Sciences staff.

Parking Passes – Passes are obtained online via the college's Parking Services website. You will need your vehicle registration information to fill out the appropriate permit forms. A temporary pass will be issued to you immediately; the annual pass will be available to you within a few days. Ask for it in the A&S Office.

Paychecks – Paychecks are direct deposited into your account on the last banking day of the month. You will not receive postal notification; you may check your pay stub via your WebAdvisor account. Please contact Ashley Kramer if you have any problems with your paychecks.

Room Changes – If you want to request a specific classroom, please notify your program chair, who will note the request on the class schedule draft. If you want to request a classroom change, please email Ashley Kramer (akramer@westminstercollege.edu).

Student papers/messages – DO NOT direct your students to leave items in the Faculty Workroom; they are not permitted in the workroom. Instead, they may leave papers or messages for faculty in the Arts & Sciences offices (Foster 218 or Meldrum 213).

Syllabi – Please send an electronic copy of your class syllabus to Debby Scharffs (dscharffs@westminstercollege.edu). If time permits, your Program Chair should review your syllabus prior to printing copies for your class(es). Syllabi for all A&S courses are on record in the A&S Office. Adjunct faculty may use prior syllabi as reference when creating their own.

Tests – When we have tests printed for you, we will keep them in a file drawer in the Arts & Sciences office. Please pick them up during the office hours indicated above. Please note: the Copy Center requires 48 hours to process copy requests.
**Copying** – Print Job orders are used for anything over 25 copies (50 sheets total). Please complete the work order form and place it in the “incoming work” basket. Routine work will be returned to your mail folder (see above for tests). We request a minimum of 48 hours’ notice for copying. Print jobs can also take up to 48 hours to finish; for rush jobs, please check with the Arts & Sciences office staff.

**Video Equipment** – All regular classrooms have overhead projectors or are equipped as presentation rooms. Please see the office staff for access codes for the computer equipment in the room. If you need to reserve a VCR, slide projector, or 16 mm projector or to use one of our media rooms on campus call ext. 2520 (off campus 801-832-2520). **NOTE:** It is extremely important that equipment be returned or put back and locked up.

**Arts & Sciences Academic Programs**

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTHROPOLOGY</td>
<td>Gretchen Siegler</td>
</tr>
<tr>
<td>ARTS ADMINISTRATION</td>
<td>David Dynak</td>
</tr>
<tr>
<td>BIOLOGY</td>
<td>Bonnie Baxter</td>
</tr>
<tr>
<td>CHEMISTRY</td>
<td>William Deutschman</td>
</tr>
<tr>
<td>COMMUNICATION</td>
<td>Kim Zarkin</td>
</tr>
<tr>
<td>COMPUTER SCIENCE</td>
<td>Greg Gagne/Helen Hu</td>
</tr>
<tr>
<td>DANCE</td>
<td>Nina Vought</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>Christopher LeCluyse</td>
</tr>
<tr>
<td>ENVIRONMENTAL STUDIES</td>
<td>Christine Clay</td>
</tr>
<tr>
<td>FILM STUDIES</td>
<td>Sean Desilets</td>
</tr>
<tr>
<td>FINE ART AND BACHELOR OF FINE ARTS</td>
<td>Matthew Kruback</td>
</tr>
<tr>
<td>GENDER STUDIES</td>
<td>Kristjane Nordmeyer</td>
</tr>
<tr>
<td>GEOLOGY</td>
<td>David Goldsmith</td>
</tr>
<tr>
<td>HISTORY</td>
<td>Jeff Nichols</td>
</tr>
<tr>
<td>JUSTICE STUDIES</td>
<td>Giancarlo Panagia</td>
</tr>
<tr>
<td>LANGUAGES</td>
<td>Steve Haslam</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>Janine Wittwer, Liz Herrick</td>
</tr>
<tr>
<td>MUSIC</td>
<td>Brandon Derfler</td>
</tr>
<tr>
<td>NEUROSCIENCE</td>
<td>Lesa Ellis</td>
</tr>
<tr>
<td>PHILOSOPHY</td>
<td>Michael Popich</td>
</tr>
<tr>
<td>PHYSICS</td>
<td>Chris Cline</td>
</tr>
<tr>
<td>POLITICAL SCIENCE</td>
<td>Michael Zarkin</td>
</tr>
<tr>
<td>PSYCHOLOGY</td>
<td>Jennifer Simonds</td>
</tr>
<tr>
<td>SOCIAL SCIENCES</td>
<td>Gretchen Siegler</td>
</tr>
<tr>
<td>SOCIOLOGY</td>
<td>Mark Rubinfeld</td>
</tr>
<tr>
<td>THEATRE</td>
<td>Michael Vought</td>
</tr>
</tbody>
</table>

**Other Undergraduate Programs**

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>HONORS</td>
<td>Richard Badenhausen</td>
</tr>
<tr>
<td>PRE-LAW</td>
<td>Michael Zarkin</td>
</tr>
<tr>
<td>PRE-MED</td>
<td>Robyn Hyde, Betsy Kleba</td>
</tr>
</tbody>
</table>
**Graduate Programs**

<table>
<thead>
<tr>
<th>Master of Professional Communication</th>
<th>Helen Hodgson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Science in Mental Health Counseling</td>
<td>Colleen Sandor</td>
</tr>
<tr>
<td>Master of Strategic Communication</td>
<td>Christy Seifert</td>
</tr>
</tbody>
</table>

**Services Provided By the Arts & Sciences Office Staff**

### Typing

<table>
<thead>
<tr>
<th>Do...</th>
<th>Don’t...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type notices</td>
<td>Retype documents</td>
</tr>
<tr>
<td>Create flyers</td>
<td>Type correspondence</td>
</tr>
<tr>
<td>Create invitations</td>
<td>Type syllabi</td>
</tr>
</tbody>
</table>

### Photocopying, Scanning, Faxing

<table>
<thead>
<tr>
<th>Do...</th>
<th>Don’t...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articles (see copyright laws)</td>
<td>Copy or scan items that violate copyright laws</td>
</tr>
<tr>
<td>Miscellaneous copying tasks</td>
<td>Send international faxes from Mail Room</td>
</tr>
<tr>
<td>Machine maintenance (jams, toner)</td>
<td></td>
</tr>
<tr>
<td>Provide instruction on how to use copier as a scanner</td>
<td></td>
</tr>
<tr>
<td>Send faxes from A&amp;S Office</td>
<td></td>
</tr>
<tr>
<td>Scan special projects as time allows</td>
<td></td>
</tr>
</tbody>
</table>

### Book Orders

<table>
<thead>
<tr>
<th>Do...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect textbook orders for the bookstore</td>
</tr>
<tr>
<td>Order desk &amp; exam copies for faculty</td>
</tr>
</tbody>
</table>

### Exams and Canceling Classes

<table>
<thead>
<tr>
<th>Do...</th>
<th>Don’t...</th>
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</thead>
<tbody>
<tr>
<td>Call students as time allows</td>
<td>Proctor classes or exams (please check with faculty in your program)</td>
</tr>
<tr>
<td>Post notices on doors</td>
<td></td>
</tr>
<tr>
<td>In emergencies only, administer <strong>individual</strong> student exams</td>
<td></td>
</tr>
</tbody>
</table>

### Supplies

<table>
<thead>
<tr>
<th>Do...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Order office supplies</td>
</tr>
<tr>
<td>Stock paper (in FOST workroom)</td>
</tr>
<tr>
<td>Order and replace toner in FOST, JWT, and MELD</td>
</tr>
</tbody>
</table>
### COMPUTERS

<table>
<thead>
<tr>
<th>Do...</th>
<th>Don't...</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Liaison with I.S.</td>
<td>- Fix computers</td>
</tr>
<tr>
<td>- Provide some technical support, which includes printer and PC</td>
<td>- Install software</td>
</tr>
<tr>
<td>problems</td>
<td>- Provide hardware (e.g., USB drives)</td>
</tr>
<tr>
<td>- Update Arts &amp; Sciences calendar</td>
<td></td>
</tr>
<tr>
<td>- Add/revise content on academic web pages, including “featurettes”</td>
<td></td>
</tr>
<tr>
<td>- Develop and maintain Arts &amp; Sciences web pages</td>
<td></td>
</tr>
</tbody>
</table>

### CORRESPONDENCE AND MAIL

<table>
<thead>
<tr>
<th>Do...</th>
<th>Don't...</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Forward phone calls</td>
<td>- Give out personal information (e.g., home phone</td>
</tr>
<tr>
<td>- Provide students with faculty office location/hours</td>
<td>numbers)</td>
</tr>
<tr>
<td>- Schedule on campus meetings</td>
<td>- Schedule off-campus meetings</td>
</tr>
<tr>
<td>- Print recommendation letters</td>
<td></td>
</tr>
<tr>
<td>- Perform two mail runs a day</td>
<td></td>
</tr>
<tr>
<td>- Apply labels on various mail jobs</td>
<td></td>
</tr>
<tr>
<td>- Stuff envelopes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### ADVISING

<table>
<thead>
<tr>
<th>Do...</th>
<th>Don't...</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Print out degree audits for faculty and students</td>
<td>- Advise students</td>
</tr>
<tr>
<td>- Assign advisors to students</td>
<td></td>
</tr>
<tr>
<td>- Formal Major/Minor Declaration</td>
<td></td>
</tr>
</tbody>
</table>
# Bill and Vieve Gore School of Business

## 2015-16 Academic Year

### Bill and Vieve Gore School of Business Administrative Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Phone</th>
<th>Gore Office</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christy Whitman</td>
<td>Office Manager</td>
<td>801.832.2605 or <a href="mailto:cwhitman@westminstercollege.edu">cwhitman@westminstercollege.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jennifer Raineri</td>
<td>Senior Administrative Assistant</td>
<td>801.832.3554 or <a href="mailto:jraineri@westminstercollege.edu">jraineri@westminstercollege.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stephanie Moyle</td>
<td>Asst Dir, Accreditation and Assessment</td>
<td>801.832.2602 or <a href="mailto:smoyle@westminstercollege.edu">smoyle@westminstercollege.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gail Avendaño</td>
<td>Aviation Resource Manager</td>
<td>801.832.2671 or <a href="mailto:gavendano@westminstercollege.edu">gavendano@westminstercollege.edu</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Dean, Division Chairs and Program Directors

<table>
<thead>
<tr>
<th>Name</th>
<th>Program</th>
<th>Phone</th>
<th>Gore Office</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melissa Koerner</td>
<td>Interim Dean</td>
<td>832.2642</td>
<td>225</td>
<td><a href="mailto:mkoerner@westminstercollege.edu">mkoerner@westminstercollege.edu</a></td>
</tr>
<tr>
<td>John Schaefer</td>
<td>Aviation Management, Flight Operations</td>
<td>832.2666</td>
<td>B11</td>
<td><a href="mailto:jschaefler@westminstercollege.edu">jschaefler@westminstercollege.edu</a></td>
</tr>
<tr>
<td>Dara Hoffa</td>
<td>Accounting and Finance</td>
<td>832.2612</td>
<td>100</td>
<td><a href="mailto:dhoff@westminstercollege.edu">dhoff@westminstercollege.edu</a></td>
</tr>
<tr>
<td>Rick Henage</td>
<td>MAcc</td>
<td>832.2611</td>
<td>215</td>
<td><a href="mailto:rhenage@westminstercollege.edu">rhenage@westminstercollege.edu</a></td>
</tr>
<tr>
<td>Brian Jorgensen</td>
<td>Management, Marketing, International Business</td>
<td>832.2650</td>
<td>200</td>
<td><a href="mailto:bjorgensen@westminstercollege.edu">bjorgensen@westminstercollege.edu</a></td>
</tr>
<tr>
<td>Michael Mamo</td>
<td>Economics</td>
<td>832.2631</td>
<td>116</td>
<td><a href="mailto:mmamo@westminstercollege.edu">mmamo@westminstercollege.edu</a></td>
</tr>
<tr>
<td>Baptiste Prevot</td>
<td>MBA Director and Graduate Programs Operations</td>
<td>832.2603</td>
<td>223</td>
<td><a href="mailto:bprevot@westminstercollege.edu">bprevot@westminstercollege.edu</a></td>
</tr>
<tr>
<td>Jerry Van Os</td>
<td>Competency-Based Programs</td>
<td>832.2651</td>
<td>221</td>
<td><a href="mailto:jvanos@westminstercollege.edu">jvanos@westminstercollege.edu</a></td>
</tr>
</tbody>
</table>

### Bill and Vieve Gore School of Business Main Office

<table>
<thead>
<tr>
<th>Gore 222</th>
<th>801.832.2600</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall and Spring Semester Hours:</strong></td>
<td></td>
</tr>
<tr>
<td>Monday – Thursday: 7:30 AM – 6:30 PM</td>
<td>Saturday: 8:00 AM – 12:00 PM</td>
</tr>
<tr>
<td>Friday: 7:30 AM – 5:30 PM</td>
<td>Sunday: Closed</td>
</tr>
</tbody>
</table>
School of Education

Dr. Peter Ingle, Interim Dean
Faculty Information and Guidelines

School of Education Office Staff
Chirelle McCorley, Administrative Assistant for Programs : 801-832-2471
TBD, Administrative Assistant for the Main Office: 801-832-2473
Main Office (to reach all staff) : 801-832-2470

School of Education Main Office - Malouf Hall 111
Fall and Spring Hours: Monday through Thursday 8am to 5:30pm, Friday 8am to 5pm
May and Summer Hours: Monday through Thursday 8am to 5:30pm, Friday 8am to 5pm

Education Academic Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergraduate programs:</strong></td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td>Shamby Polychronis (ext. 2489)</td>
</tr>
<tr>
<td><strong>Graduate Programs:</strong></td>
<td></td>
</tr>
<tr>
<td>Master of Arts in Teaching - Elementary</td>
<td>Tim Carr (ext. 2486)</td>
</tr>
<tr>
<td>Master of Arts in Teaching - Secondary</td>
<td>Heather Batchelor (ext. 2484)</td>
</tr>
<tr>
<td>Master of Arts in Community Leadership</td>
<td>Peggy Cain (ext. 2479)</td>
</tr>
<tr>
<td>Master of Education</td>
<td>Peggy Cain (ext. 2479)</td>
</tr>
<tr>
<td>Institute for Montessori Innovation</td>
<td>Nancy Lindeman (ext. 2493)</td>
</tr>
</tbody>
</table>

Student Employees - Student employees help staff the main office and are available to assist with copy/scan requests, special projects, campus deliveries, and provide minor technical support for computers, printers or copiers.

Photocopy and Scan Requests - Please leave copy and scan requests in the “Faculty Copy and Scan Requests” basket in the main office with instructions for your request and when you need it by. Student employees or front office staff will take requests in order. During busy times, requests may take up to 24 hours.

Print Job orders are used for anything over 25 copies (50 sheets total). Please complete a “Copy Job Request Form” and leave it in the “Print Job” basket in the Main Office. Print requests will be taken to (and picked up from) the Copy Center at 10:00am and 3:00pm. Routine work will be returned in your mailbox. A minimum of 48 hours’ notice is requested for print requests.

Main Office and Workroom – All office supplies and faculty mailboxes are located in the Education main office. A mail and large print station can also be found in the main office. The work room is located directly across from the main office and this is where the copy machine and all paper supplies are located.

Adjunct Faculty Office – The Education adjunct faculty office is Malouf 205/206. The key is located in the lockbox in the hallway outside the room. See office staff for the access number.
Textbook Ordering - It is the professor’s responsibility to complete and turn in Bookstore Course Adoptions in a timely manner. Course Adoptions may be turned into Wendy Johanson. If you would like to receive a desk copy, please provide the book information.

Classes - If you know in advance that you will need to miss, cancel, or move a class, please inform the main office and your students. With sufficient notice of cancellation the staff will post a note outside your classroom.

Common Room – Malouf 128 is the department common room. This room is a large lounge area with a refrigerator, microwave and sink. This area is open to both faculty and students to have small meetings, eat, and study.

Computers - Your account may be accessed on the computer in the adjunct faculty office, on computers in the main office, or in the Giovale Library. WebAdvisor and Canvas can be accessed from any computer off-campus as well. Your login name will be your first initial plus your whole last name (no spaces). Once you log in for the first time you will be prompted to change your password. If you have any questions please call 801-832-2023 (on campus, ext. 2023) for assistance.

Contracts - If you have any questions about your contract, please contact the Provost's Office (Bamberger 211).

Room Changes – If you want to change your room, please call the Registrar’s office at ext. 2180. Adjunct faculty should discuss any room changes with their program chair.

Syllabi - Please send an electronic copy of your class syllabus to Chirelle McCorley. Syllabi for all Education courses are on file in the Education Office. Adjunct faculty may use prior syllabi as a reference when creating their own.
School of Nursing and Health Sciences

Dr. Sheryl Steadman, Dean

Faculty Information and Guidelines

School of Nursing and Health Sciences Office Staff
Brianna LeBreton : 801-832-2151
Meagan Rumph : 801-832-2159
Sharon Crawley : 801-832-2152

Nursing and Health Sciences Main Office- Health Wellness Athletic Center, Third Floor, Main Office
Department Main Phone Number: 801-832-2150, Fax: 801-832-3110
Office Hours: 8:00 a.m. – 5:00 p.m.

Nursing Academic Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate programs</td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td>Christina Sullivan</td>
</tr>
<tr>
<td>Public Health</td>
<td>Han Kim</td>
</tr>
<tr>
<td>RN-to-BS hybrid</td>
<td>Juanita Takeno</td>
</tr>
<tr>
<td>Graduate Programs</td>
<td></td>
</tr>
<tr>
<td>Master of Public Health</td>
<td>John Contreras</td>
</tr>
<tr>
<td>Master of Science in Nurse Anesthesia</td>
<td>James Stimpson</td>
</tr>
<tr>
<td>Master of Science in Nursing</td>
<td>Ronda Lucey</td>
</tr>
</tbody>
</table>

Division of Nursing

- Nursing Advisory Board
- MSNA Advisory Board
- MPH Advisory Board

Division of Health Sciences

- Skills Center Coordinator
- Simulation Coordinator
- BS in Nursing Director
- MSN Director
- RN-to-BS Director
- MSNA Director
- Human Performance and Wellness Director
- MPH Director
- BS in Public Health Director

Teaching Assistant(s) - Adjunct and Full-Time Faculty

06/25/2014