

# College of Humanities & Social Sciences



## Handbook of Policies and Procedures

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## **College of Humanities and Social Sciences**

### **Mission, Vision, Values of the College of Humanities and Social Sciences**

During the fall 2018 College of Humanities and Social Science (HSS) retreat, members of our college discussed ideas for the collective mission, vision and values statements of HSS. The end result of this process was the voted upon mission, vision and values statement below:

#### **Mission**

Southern Utah University's College of Humanities and Social Sciences equips students to understand their responsibilities to a global and changing world and provides opportunities for developing the knowledge, skills, habits, character, values and commitment needed to empower our students to be part of an engaged citizenry capable of individual creativity and social responsibility. The College prepares students for life in a democratic society, for success in their careers of choice, and for roles as productive leaders wherever they serve. The Faculty within the College of Humanities and Social Sciences prepare our students for meaningful and successful careers and to be able to make contributions in their communities and beyond. This is accomplished through superior teaching, providing experiential opportunities, and affording educational activities that promote and encourage critical and creative thinking. Because of these opportunities, Humanities and Social Sciences students can become productive, responsible citizens. Because it is essential to the educational process, the College maintains a community of learners wherein collaboration, diversity, respect for all people, civility, and shared governance are cultivated. HSS provides the individual freedom for students to find and follow the passion that will allow them to excel in their careers, their community, and their families.

#### **Vision**

The College of Humanities and Social Sciences will receive national recognition because it contributes to the intellectual growth of students and transforms lives. We will cultivate an awareness and an appreciation of diverse cultural values and aspirations by emphasizing a broad base of knowledge that is essential for professional expertise. Our living curriculum promotes critical and interdisciplinary thinking, effective communication skills through writing and oral presentation, creativity, and an interest in thoughtful civic engagement.

#### **Values**

The College of Humanities and Social Sciences will fulfill its mission by:

- Creating innovative programs that address global trends and issues, accommodate traditional and non-traditional students, and carve a world class niche for the College.
- Continually integrating contemporary technology into the academic and administrative routines of the College.

- Maintaining accreditation in those disciplines which have achieved such status and acquiring accreditation in those programs whose academic standards merit such recognition.
- Developing and supporting innovative and effective teaching practices and pedagogical approaches.
- Providing effective academic support, professional development, and co-curricular programs that create opportunities for students to: benefit from the guidance of caring, competent, and visionary professionals; graduate in a timely fashion; secure leadership positions or graduate school opportunities in their chosen professions; and learn to communicate effectively with persons from diverse backgrounds.
- Securing external funds to operate world class programs through a variety of research, grants, and fund-development activities.
- Recruiting traditional and non-traditional students whose academic, co-curricular, and other experiences suggest that they are desirous of completing College of Humanities and Social Sciences programs.
- Developing strategic alliances with school systems, community colleges, other four-year institutions, corporate affiliates, local businesses, civic and social organizations, alumni groups, and a variety of other constituencies.
- Identifying community resources through an awareness of the expertise/skills available from our faculty, staff and administrators
- Providing professional development opportunities for faculty, staff and administrators.
- Utilizing contemporary communicative strategies and vehicles to market the College's programs on a world-wide basis.
- Employing a participatory style of governance that invites input from faculty, staff, administrators, students in general, and student leadership groups, advisory boards, alumni, parents, community partners, and other constituencies.

## Shared College Governance

The College of Humanities and Social Sciences is led by Dean Jean Boreen and Associate Dean Grant Corser who, in coordination with HSS department chairs, faculty, and staff, work to support the mission of the college, focus its vision and uphold its values. The deans are committed to supporting the college through thoughtful and strategic avenues to promote success among our faculty, staff, and students.

Leadership in the college are committed to adhering to [SUU Policy 6.2](#) (responsibilities of academic officers), and shared governance as described in [SUU Policy 6.1](#).

Individual faculty leadership is welcomed and essential. Faculty, as leaders, are committed to their role in shared, college governance to support the mission, vision, and values our College. In addition to classroom leadership, our faculty often assume *ad hoc* roles of leadership as committee chairpersons and committee representative on college and university committees.

Our department chairs have an elevated and accountable role to their department, faculty, and students to support the mission, vision and values our college. As described in [SUU Policy 6.2](#), department chairs “provide “leadership for all professional matters, particularly in developing academic programing, coordinating assessment, and maintaining high quality performance in teaching, scholarship, and service” (section III, G 2). Their specific scope of leadership is described in [SUU Policy 6.2](#).

## **Selection of College Leadership**

**The College of Humanities and Social Sciences adheres to [SUU Policy 6.2](#) for the selection of all leadership positions in the College and to established policies for the selection of college committee membership and college representation on University committees.**

### **Selection of the Department Chair.**

**Per [SUU Policy 6.2](#), The HSS Dean recommends “department chairs are chosen with input from the faculty and the approval of the Provost, President, and Board of Trustees. It is preferred that the department chair be selected from the list of tenured faculty in the department. Where tenured faculty are unavailable, are unwilling to serve, or do not garner the support of the faculty and administration, other faculty in the College/School or university could be considered on an interim basis” (Sect. III, G, 1, a).**

### ***Preferred Department Chair Rotation***

The Dean of the College of Humanities and Social Sciences recommends a departmental Chair to serve a three-year term. If the Department Chair chooses to pursue a second three-year term, and if the Chair receives a majority of votes within the department, s/he may serve a second, three-year term. Any one faculty member may only serve as Chair for six consecutive years. Following a break of at least one three-year term, a former chair may be considered for the chair position again.

### ***Department Chair Removal***

If full-time Department faculty members deem the Chair is not executing his or her duties sufficiently, they may elect, by a two-thirds majority, to remove the Chair from his or her position in consultation with the Dean.

### **Department Chair Election Procedure**

By the end of January of the third year of a Chair’s three-year term, each Department should designate a member of its P & T committee to set up a meeting with the faculty to conduct a conversation regarding the current chair and whether the department is in favor of the chair moving forward into a second three-year term (if desired by the incumbent chair). The designee will act as an impartial facilitator during the meeting. At the end of the meeting with the faculty, the facilitator will reach out to the chair to see if s/he is interested in a second three-year term, to let the chair know that the department has concerns about a second three-year term, or to let the chair know that someone else in the department would like to run for chair.

If the Chair is interested in a second term and if there is no one else in the department interested in serving as chair, the facilitator should let the Dean’s Office know and the Dean’s Office will set up an anonymous vote that will be open to faculty in the department for 72 hours. If the majority of votes affirm the current chair, the Dean’s Office will let the Chair know.

If there is a challenge to the current Chair or if the current chair is serving out the end of a second three-year term, the names of those interested in running for chair will be sent to the Dean's Office. The Dean's Office will then ask each candidate for a 1-2 page vision statement for the department that will be shared from the Dean's Office; the statement should come to the Dean's Office within two weeks of candidates being nominated or self-nominating for the position. The Dean's Office also recommends that time be devoted in a meeting faculty are invited to that allows each candidate to have 20-30 minutes to respond to questions from the faculty. Voting will take place a week after the candidates have responded to any questions or concerns and will originate from the Dean's Office; voting will remain open for 72 hours.

Voting members of the department are determined by the department but should include all full-time faculty.

**Feedback and Performance Review:** As outlined in [SUU Policy 6.2](#), all those serving in academic leadership positions receive annual feedback conducted through the Provost's Office. Annual feedback is conducted each Spring semester and is seen solely as an opportunity to provide feedback to the Department Chair and Deans.

The third-year review is the formal evaluation of the Chair; that review is also conducted through the Provost's Office.

## Promotion & Tenure

VALUE STATEMENT: Southern Utah University recruits, rewards, and retains faculty who are committed to helping students become educated, engaged, and productive members of society. Faculty contributions include engagement with students inside and outside of the classroom through a wide array of evidence-based pedagogical practices, teaching effectiveness, scholarship, and service. Faculty at SUU participate in scholarship, shared governance, leadership, and other activities that support SUU's mission and vision. Faculty advance SUU's mission in many notable and relevant ways that can defy simple classification within the traditional categories of evaluation. Departmental evaluation criteria clearly outline contributions appropriate to their disciplines and to SUU's mission ([SUU Policy 6.1](#)).

All faculty should be familiar with the general Promotion and Tenure policy and process; each department has its own process based on the processes outlined in [6.1.1](#) through [6.1.5](#) so it is important that faculty are clear about the processes in their home department. Further, all those evaluating colleagues during the P & T process should be familiar with the departmental P&T policy of the person whom s/he is evaluating.

### P&T Mentorship Guidelines for HSS

Lecturer and non-tenure tract (NTT) assistant faculty members will be mentored by at least one mentor who is a non-tenure tract (NTT) associate or a tenured faculty member. Tenure-track assistant or associate without tenure faculty members will be guided by a mentor team that includes two faculty who are tenured faculty members. Mentors are expected to provide advice and guidance to help their mentee develop as engaged, contributory members of the Department, College, and University in ways that align with SUU's student-centered mission. Additional responsibilities of the Promotion and Tenure Mentors are outlined in [SUU Policy 6.1](#) and the group meets no less than once a semester.

The Department Chair is responsible for selecting the mentors for each mentee. This process is guided by faculty interests and workloads. Typically, the mentee's assignments continue until the mentee achieves tenure/promotion.

However, at the request of a mentor or mentee, mentors may be re-assigned if they have the support of the Department Chair. Mentors are selected from among the Department's NTT associate and/or tenured faculty. In the event that there is a shortage of Department mentors, no more than one mentor on a team may be selected from another department on campus whose mission and P & T policies reasonably align with the impacted department. The Department Chair may not serve as a mentor to another member of the Department.

The time commitment of a mentor to a mentee will vary dependent upon the needs of the mentee; for that reason, it is recommended that no mentor be assigned more than three-four mentees a year unless a larger number is approved in consultation with the Department Chair and the Dean of HSS.



In departments where there are fewer tenured professors and NTT associates, the Department Chair can reach out to colleagues in other departments to see if there is a tenured professor or NTT associate willing to serve as a mentor. However, preference is given to one's own department before accepting the mentorship of a colleague outside the department. Further, faculty should not accept mentoring assignments without the approval of the Chair of the Department and the Dean of HSS.

### **Committee Service for Tenure Track Faculty**

The College of Humanities and Social Sciences Dean's office recognizes the many challenges associated with earning tenure, especially in relation to available time. We also recognize that every mentorship-approved contribution to one's Promotion and Tenure (P&T) plan (FEC-P) is valuable to our faculty's professional development and progress towards tenure. To this end, the College of Humanities and Social Sciences believes that service should be part of a balanced academic life and that it should not supersede teaching and scholarly/creative work. All tenure-track or/and tenured members of HSS departments are expected to serve on appropriate departmental, college, university or professional committees; junior faculty/assistant professors should work with their chairs as well as their mentor teams to make sure that they are finding the appropriate balance of service in light of teaching and scholarly expectations.

While this policy does not set specific numerical expectations for the correct number of committees assigned to junior faculty, it does offer suggestions that align with the current SUU Policy regarding promotion and tenure.

Except under exceptional circumstances, tenure-track faculty should not be placed on college and university committees until their mid-point review. Departmental committees are most appropriate as they develop a greater understanding of working within academia and as they develop a research/scholarly/creative agenda to move them towards a successful promotion to associate professor.

College, university, or professional committees could/should be added starting in year four as long as the chair and the mentoring team feel that the candidate is making good progress toward tenure through teaching and research/scholarly/creative work. However, no more than one of these committees should be added to the assistant professor workload unless the chair and the Dean's Office feel that there is no other alternative.

Certain committees—specifically the college or university curriculum committees as well as the faculty Senate—should be reserved for more senior faculty as these often have a time commitment that exceeds reasonable expectations for assistant professors on the tenure-track.

## COLLEGE LEVEL COMMITTEES

[Committees](#) are seen as important to maintain shared governance in the College. There are two standing committees with the College and multiple *ad hoc* committees. The *ad hoc* committees are convened only as needed throughout the academic year and are not listed below. The two standing committees are the College Curriculum Committee and the College LRT Committee (to be renamed “College P&T Committee after the 2019-2020 academic year). Under the direction of the Dean, some *ad hoc* college committees are comprised of the Department Chairs from the College.

### **College Curriculum Committee:**

Each department should elect one representative from their department curriculum committee to serve on the HSS Undergraduate Curriculum Committee. Procedures that govern this committee and its processes are outlined in [SUU Policies 6.8, 6.8.1, 6.8.2](#) and [6.8.3](#). [Policy 6.8.1](#) directs that the Dean of the College is the chair; however, in our College, the Dean has assigned the Associate Dean to chair this committee as her proxy.

### **College LRT Committee (College P&T Committee, after the 2019-20 academic year)**

Consistent with [SUU Policy 6.1](#), the College P&T committee shall be comprised of 5 voting members who are tenured and who have been elected by tenured and tenure-track faculty members within the college. Criteria for the current College LRT Committee (discontinued after the 2019-20 academic year) are the same as for the College P&T Committee.

## **HSS College Policies**

The College adheres to all the policies and procedures that govern the University. The College, however, does have some unique College level policies intended to facilitate a higher quality of teaching and learning.

### **COURSE CAPS AND POLICY—as discussed and voted on during Fall, 2018**

#### College of Humanities and Social Sciences Policies Regarding Caps for Face to Face Courses

Consistent with the mission statement and strategic plan of Southern Utah University, the College of Humanities and Social Sciences is committed to supporting our faculty who engage students in High Impact Teaching Practices (HIPs).

The following guidelines are suggested as course caps for classes in HSS that will allow faculty to facilitate effective implementation of HIPs. This policy will be reviewed every two years by the HSS Dean's Office in consultation with department chairs; any major revisions will be returned to the HSS faculty for a vote.

English 1010 and 2010 (University composition courses)—23. The professional organizations related to the teaching of English/Composition recommend class sizes of no more than 20 students. SUU has had a cap of 25 students for a number of years. Twenty-three students per section seems like a good compromise and will actually allow the ENG 1010 and 2010 courses to be in slightly smaller classrooms. This will allow larger rooms across campus that are currently being used inefficiently for ENG 1010 and ENG 2010 courses to be opened up for larger courses that need more seat space.

Writing Intensive Courses. (See HSS WI course policy.)

For writing intensive courses at the 2000 level, with the exception of English 2010, we recommend a cap of 25 students; for writing intensive courses at the 3000 level, we recommend a cap of between 20-23 students, and for writing intensive courses at the 4000 level, we find a cap of 15-20 appropriate.

Communication 1010—25. Due to the nature of the course and the amount of time spent creating and giving presentations, a cap of 25 will allow more effective teaching because the course instructors can provide detailed feedback to the smaller number of students. Similarly, for any communications (or other) course considered to be speech heavy, a cap of 25 students is recommended.

Methods courses throughout the college—25. Methods course which assign projects that engage students in, or mimic, the HIP of Undergraduate Research will be capped at 25 students because faculty teaching with this pedagogy need to spend significant time mentoring students through their assignments.

For courses designated as “multi-experiment,” a cap of 15 students will be applied.

Multi-project courses are courses that involve the design and carrying-out of more than one project. To qualify as a multi-project course, it is necessary to demonstrate that a significant amount of time is dedicated by the instructor to revisions or mentoring of each project.

Language courses 1000-2000 level—25. Language courses require pedagogies that involve working individually with students or in small number student groups. This cap ensures the probability of this occurring.

Statistics (PSY)—25 Courses teaching statistical methods and quantitative reasoning will be capped at 25 students because they require abundant amounts of individualized feedback.

Group and Psychotherapy—15. The techniques required to effectively teach group therapy methodology limit the group size in the course to 15 students.

Labs— Lab courses will be capped within a range of 15-25 students. The cap size of a lab course will be determined departmentally based on the nature and time commitment associated with feedback and revision of the lab assignments provided by the instructor. Cap size, within the range, can also be determined the physical space limitations of the room where the lab is to be taught.

All non-large section 1000 level intro courses—25-40 cap dependent upon whether the course has a large number of writing assignments versus assessments where a Scantron or TA support in grading can be expected.

All large sections courses at 1000 and 2000 levels—80-90. These courses will count as double prep (6 credits) unless the faculty chooses TA support. The recommended TA to student ratio will be 1 to 40. TAs can be expected to answer basic questions from lecture and grade multiple choice or short answer quizzes with answers provided by faculty. TAs should not grade essays.

Student teaching supervision for English, History, and Language Education. Three student teachers equal one-2 credit course. Extensive time goes into the supervision of student teachers. Supervisors routinely watch two class periods followed by a lesson debrief with the student teacher. There is also extensive planning oversight and feedback. Further, many supervisors have to drive to observe their student teachers.

Graduate courses—cap 25.

Fieldwork—10-15 dependent upon site and nature of project. Fieldwork often involves living and working in primitive and remote conditions. In order to maintain the safety of students, as well as the preservation of the field site, a manageable number of students under the direct supervision of an instructor is required.

## **WRITING INTENSIVE COURSES--POLICY AND COURSE CAPS—as discussed and vote on in Fall 2018**

### College of Humanities and Social Sciences Policy Regarding Effective Teaching of Writing Intensive Courses

#### Preamble:

Effective communication is key to almost every aspect of our lives; writing is one of the most important skills connected to this statement. Effective writing takes a great deal of time and practice to master, and in the College of Humanities and Social Sciences at Southern Utah University, we believe that students need consistent opportunities to draft and revise their writing under the tutelage of qualified educators. To that end, we have developed a set of guidelines for courses that are “Writing Intensive” to show how we can best support our students in their pursuit of writing excellence.

#### Differences between a Writing Intensive Course and a Writing Instruction Course (Guidelines defined by the Writing Program at The College of New Jersey)

A writing intensive course recognizes the importance of writing as a way of thinking, and therefore incorporates writing at multiple stages of the teaching and learning process. Unlike a writing instruction course in which class time is devoted to learning the tools of the writing process, a writing intensive course uses various kinds of writing assignments to deepen thinking about course content. The writing intensive course helps develop students’ identities as good writers by linking their writing proficiency with their desire to know more about the field of study, to engage in questions in the discipline, and become a participant in academic discourse.

#### Requirements of a Writing Intensive Course:

Requirement 1: Writing is an integral, on-going part of the course and writing assignments must be understood as a significant aspect of the final grade. Assignments must be structured in a manner that supports the student’s development as a disciplinary writer. Instructors pay attention to assigning writing as both a way to better understand content as well as how to write effectively in and for the discipline. Students will also understand how the quality of their writing impacts their final grade for the course.

Requirement 2: Writing is a significant part of the coursework. Students must write at least [3000 (14-15 pages), 4000 (15-18 pages), 5000 (20 pages) words] or the equivalent of “finished” writing (expository, analytical writing), including at least three discrete pieces of writing. Note that when the writing is in a foreign language, a lower number of pages may be appropriate. Note also for research style papers, page and word counts may be lower, with more time devoted to proper citation work than page count.

Requirement 3: At least one piece of writing must involve a graded revision assignment of the first draft and graded revisions of at least one subsequent draft. Revision, far more than drafting, is the key to writers taking control of their writing. Students need to have

significant opportunities to revise important pieces for their coursework so that they can hone their ability to communicate their ideas/stances in the most effective manner possible.

Requirement 4: Instructors must provide quality models of writing in the discipline to support student work; further, instructors will provide feedback on students' writing in a manner that supports students' understanding of what they are doing well as what should be improved through revision.

The following are suggestions for what a writing intensive course might look like at the following levels.

Writing Intensive courses at the 1000-2000 level should extend the learning outcomes of the foundational composition courses and provide additional opportunities for students to further practice what they learned in those courses. Through the course (syllabus, writing assignments), students will understand that writing is an important aspect of the course and provides a strong conduit for them to convey their knowledge and understanding of course content. They will also continue their development of the use of writing conventions to make clear their purpose in responding to their assignments.

Writing Intensive courses at the 3000 and 4000 levels should extend the learning developed in the previous courses and should provide additional opportunities to extend student understanding of the content and discipline. With an expectation that much of the writing is more focused on analysis and research, students will be able to practice using primary and secondary course materials from both print and electronic courses. They should also refine and enhance their understanding of writing conventions even as they showcase their ability to analyze, synthesize and evaluate course content.

In the case of methods courses related to teacher education, writing intensive would be applied for the writing and revision of lesson/unit planning and development of teaching portfolios as long as the revision element was evidenced.

Due to the pedagogical commitment, courses that are departmentally designated as writing intensive will be capped at 25 for 1000-2000 level courses and at 21-23 at the 3000 level. Writing intensive courses at the 4000 level will be capped at 20. Deviations from these numbers must be discussed with the chair of the department and the dean of HSS

## **FLOATING COURSE LOADS**

### **Application to apply for departmental course release**

All departments in the College of Humanities and Social Sciences have been awarded one floating course release to be awarded during fall and spring semesters starting in the 2019-20 academic year. Those faculty who are interested in applying for the floating release will apply for it by the first Monday in November of the academic year prior to the course release. This is a competitive process so please be detailed as to why you should be considered for a release during a specific semester. All applications will be turned into the chair of the department and a final determination of the award will be made by the third Monday in November by your chair in conjunction with the Dean's Office.

The floating course release is granted in order to provide faculty members with time to undertake important service or other activities for the College such as:

- Work supported by an institutional grant;
- Preparation of a manuscript/project for publication;
- Development of online courses;
- Development of new courses to meet needs of new degrees or to update to meet current needs of established major;
- Development of new degree plan with related paperwork;
- Documented, major revisions of courses; or
- Other projects not listed above.

When you receive a floating course release, you will need to wait at least two years before you can apply for another one. Additionally, if you receive a floating course release, you will have to wait until all other members of your department who want to pursue a floating course release have had opportunity to receive one before a second, third, and so on, release can be awarded to you. There is an expectation that every member of the department who wants to pursue one will receive a course release before those who have already received one will be awarded another release.

We also ask that you give a brief statement in your annual review statement regarding what you were able to accomplish with the course release (See Appendix A for the Application form)

## **Grants**

For help with writing grants or for places to search for grants contact the [SPARC Office](#).

### **SUMMER RESEARCH AWARDS AND NEH SUMMER RESEARCH AWARDS**

#### ***College of Humanities and Social Sciences Summer Research Awards***

These are awards for summer work to foster and promote research in support of faculty scholarly goals and promotion to Associate or Full Professor.

Applicants will submit the following application file:

1. A research proposal (maximum 500 words) that explains the nature and significance of the project and the likely publication/production outcome;
2. Current CV
3. Rank at the time of submission

Please submit your proposal, with all three of the above elements, either in Microsoft Word or PDF format. Email your proposal to the Dean with a CC to your chair by 3 pm on the first Monday in February.

The award amount will be \$2500 (there is a total of \$10,000 available for Summer).

Successful awardees must prepare a one-page overview of what was accomplished during the month of research work and send to Dean Boreen by the second Monday in August of summer in which the award was used.

#### ***NEH Summer Research Awards—nomination must come from HSS Dean***

### **College of Humanities and Social Sciences Proposal Guidelines for NEH Summer Research Awards**

Summer NEH awards foster and promote research by supporting faculty scholarly goals as well as promotion to Associate or Full Professor. These particular grants are awarded through the National Endowment for the Humanities (and follow a separate process from the HSS Summer Awards). The process for applying through the Dean's Office will be as follows:

#### **Applicants will submit the following documents:**

1. A research proposal that mirrors the NEH proposal. For the college review, applicants should have a narrative—not to exceed two pages—that includes a project title—not to exceed 125 characters—and an intellectual justification for the project conveying the ideas, objectives, methods, and work plan.
2. A current CV.

Applicants should submit documents in Microsoft Word or PDF format. Please email your proposal to the Dean with a CC to your chair by 3 pm on the first Monday in August. The scholars who are successful in obtaining the Dean's Office support will be notified by the second Friday in August in order to provide an additional five weeks to complete the application.

The award amount is \$6000 for two months of work.



## **Explanation of NEH Summer Stipend**

[NEH Summer Stipends](#) support individuals pursuing advanced research that is of value to humanities scholars, general audiences, or both. Eligible projects usually result in articles, monographs, books, digital materials and publications, archaeological site reports, translations, or editions. Projects must incorporate analysis and not result solely in the collection of data.

Summer Stipends support continuous full-time work on a humanities project for a period of two consecutive months. Summer Stipends support projects at any stage of development. NEH funds may support recipients' compensation, travel, and other costs related to the proposed scholarly research.

Summer Stipends are awarded to individual scholars. Organizations are not eligible to apply.

**Faculty nomination.** *Faculty members with tenured or tenure-track positions who teach full-time at institutions of higher education must be nominated by their institutions to apply for a Summer Stipend.* Each institution of higher education in the United States and its jurisdictions may nominate two faculty members. Any faculty member is eligible for nomination. NEH is not responsible for the nomination procedures established by any educational institution. Each institution must designate a nominating official, usually an academic vice president or dean. NEH expects nominating officials to announce the selection procedures to all prospective applicants and to conduct fair and open competitions to select their institutions' nominees. Prospective applicants should become familiar with their institutions' nomination procedures before the September 26 application deadline. Once nominated by their institutions, faculty members must submit their applications via Grants.gov. Applicants must include the name and e-mail address of the nominating official for their institutions. If you are nominated and subsequently apply, your nominating official will receive an e-mail message seven to ten days after the application deadline, asking for confirmation of your status as one of your institution's nominees.

See the NEH website (include link) for specific application dates and deadlines

## GENERAL INFORMATION

### ADMINISTRATIVE ASSISTANTS

Staff support is available for the production of class-related materials. Duplicating in support of University and community service activities may be provided as resources allow. Work submitted by individuals is always prioritized **behind** departmental business. Please observe lead times when submitting syllabi, exams, handouts, etc.

Generally, the Department cannot provide clerical support for individual faculty research. See the Department Chair if you have special needs. Further, consistent with SUU Policy 8.3.7, administrative assistant do not provide services for any professional consulting pursuits of full-time SUU employees.

### INFORMAL ADVISING/MENTORING

SUU's Division of Student Affairs provides [academic and career advising](#) for all SUU students. However, faculty are relied upon to provide informal advising and mentoring of our students (see Policy 6.27). Most of this can be accomplished through the practice of maintaining a minimum of five, reasonable, publicly-posted office hours per week per [Policy 6.27, III C](#). Students who contact faculty with complaints or problems with grades, graduation requirements, etc., should follow procedures generally described in [SUU Policies 11.4, 11.2, and 6.64](#).

### BUDGET

There are many budgets; however, they are broken down into the State Appropriated or E & G, which is mandated by the Utah State Legislature. There are non-appropriated budgets, which are revenue accounts. The most common on the non-appropriated accounts are program fees. Program fees are used for specific purposes relating to the students. For example: They may not be used to purchase furniture for a faculty member's office, but they may be used to purchase furniture for a student lab such as the writing center. They may not be used to send faculty to a conference, but they can be used to send students and faculty to a conference where they are presenting. For further help in working with budgets, please contact Jacqueline Russell in the Dean's Office.

### CLASSES (scheduling)

Changes to the schedule of classes must be requested by the department chair. As per [Policy 6.46](#), course enrollment caps must be set at room capacity unless there is special approval by the Dean (see course cap policy).

## CLUBS

- **Phi Kappa Phi** - is the National Honor Society. Top 10% of students at this university are eligible. It is currently housed under the department of Psychology with Lynn White as the advisor.
- **Alpha Kappa Delta** (Sociology)
- **Alpha Phi Sigma** (Criminal Justice)
- **Lambda Pi Eta** (Communication)
- **Pi Sigma Alpha** (Political Science)
- **Psi Chi** (Psychology)
- **Phi Alpha Theta** (History)
- **Sigma Delta Pi** (Spanish)
- **Sigma Tau Delta** (English)
- **Kappa Delta Pi** (English)
- **Society of Professional Journalists/Sigma Delta Chi**
- **PI Alpha Alpha** (MPA)

## CURRICULUM PROCESSES

The deadline schedule for changes to next year's catalog are found on the Provost's web pages. Changes MUST go through a Curriculum Committee so be aware of those dates: [Curriculum Meeting Schedule](#). Please contact Associate Dean Grant Corser with questions.

The following is useful information when creating or modifying courses:

### **COURSE CODES SUU uses the following course numbering system:**

0001-0999	Development courses, no graduation credit
1000-1999	Lower Division, intended for freshmen
2000-2999	Lower Division, intended for sophomores
3000-3999	Upper Division, intended for juniors
4000-4999	Upper Division, intended for seniors
5000-5999	Advanced Upper Division, Graduate Courses/Cont. Educ
6000-6999	Advanced Graduate Courses
7000-7999	Advanced Graduate Courses

### **University-Wide Course Numbers – these courses may or may NOT be found in the catalog**

Readings & Conference	2830, 4830, 6830
Workshops	2920, 4920, 5920, 6920
Coop Education	2840, 4840, 6840
Internship	4890, 5890, 6890
Convocation	2010
Service Learning	2120
Undergraduate Research	2850, 2990

## **Highlighted SUU Policies Related to Instruction**

**The following links and information are listed to provide easy access to some information and SUU Policies related to instruction:**

### **[Individualized Study Contracts](#)**

#### **Waitlist:**

Course waitlists may be performed through Banner. This will allow students to add their name to the waitlist via the web. However, academic advisors must prioritize the waitlist and register the students as necessary. Please work closely with the academic advisor if your course has a waitlist.

### **[FINAL EXAMS](#)**

Classes must meet during Final Exam time. Papers and presentations or a regular class meeting may be substituted for a Final Exam but the class time may not be skipped.

## **GRADING (Due Dates, Change of Grades, Incomplete Grades, etc.)**

<https://www.suu.edu/registrar/grading.html>

<https://help.suu.edu/uploads/attachments/PP613GradingF19.pdf>

<https://catalog.suu.edu/content.php?catoid=21&navoid=3397>

### **[Grade Appeal](#)**

### **[Syllabus Information](#)**

## **PUBLIC SAFETY**

[Safety and Risk](#)

[Campus Police](#)

[Safety Concern](#)

### **[SUU TITLE IX OFFICE](#)**

### **[STRATEGIC PLAN](#)**

### **[TRAVEL FORMS](#)**

- The per diem rates can be found [here](#).
- Motor Pool vehicle rental calculator is found [here](#).

**APPENDIX A**

**Application for Course Release**

Name \_\_\_\_\_

Department \_\_\_\_\_

Semester Requested Fall, 2019 \_\_\_\_\_ Spring, 2020 \_\_\_\_\_

How many undergraduate courses does the faculty member normally teach per year? \_\_\_\_\_

How many graduate courses does the faculty member normally teach per year? \_\_\_\_\_

From which course is the faculty member requesting release? \_\_\_\_\_

**Statement of the purpose of the course release and the anticipated outcome:**