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| C:\Users\lschnell\Pictures\NWIC Logo.jpg | Faculty Handbook | Policy # HBK- 401  POL-  Revision #  0.0 |
| Prepared By: | Bernice Portervint, Dean of Academics & Distance Learning | Date Prepared:  10/11/2017 |
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| Effective Date:  mm/dd/yyyy | Board of Trustees President’s Signature | Date Approved:  mm/dd/yyyy |

**Purpose**

Purpose, Arrangement and Updating of this Handbook

This handbook is designed to be of use to faculty members at the main Lummi Campus of Northwest Indian College as well as those at each of the extended campus sites. Please note that in general, the information presented here applies to the college as a whole, but that some information specifically applies to either the main campus or the sites (e.g., personnel contact information). Time sensitive material in the Faculty Handbook, including the directory and calendar information, will be updated annually in September at the beginning of each academic year.

**Table of Contents**

Section 1: Welcome General Information

1.1 Welcome to Northwest Indian College

1.2 Purpose & Arrangement of this Handbook

1.3 Maps, Addresses, Parking and Lost & Found Information

1.4 NWIC Service Area Map

Lummi Campus Map

Extended Campus Instructional Site Maps

Addresses

Parking at the Main Lummi Campus

1.5 Lost & Found

Section 2: Overview of Northwest Indian College

2.1 About Northwest Indian College

2.2 Northwest Indian College Mission Statement

2.3 Cultural Considerations

2.4 Teaching and Learning Philosophy

2.5 Strategic Plan

Additional Goals of the College

2.6 Memberships

2.7 Accreditation

2.8 Line of Authority/Chain of Command

2.9 Benefits

Section 3: Programs of Study & Courses

3.1 Definitions of Courses & Credits

3.2 Curriculum Committee Considerations

3.3 Course Numbering System

3.4 Course Schedules

Changes in Course Schedules

3.5 Assessment at Northwest Indian College

3.6 Service Learning

Section 4: Activity Calendars

4.1 Academic Calendar & In Service Schedule

4.2 Holiday Schedule

Section 5: Faculty Information

5.1 Faculty Definitions & Membership

Faculty Orientation

Faculty Meetings

5.2 Faculty Contracts

Full-time & Pro-Rata Faculty

Core Faculty Job Description

Part-time Faculty

Section 6: Functions—Faculty Roles & Responsibilities

6.1 Faculty Workload

6.2 Academic Freedom & Responsibility   
6.3 Code of Ethics for Employees   
6.4 Faculty Evaluations   
 Performance Evaluations   
 Peer Review Teaching   
 Student Course Evaluations

6.5 Safety & Security Considerations

6.6 Ordering Textbooks

Course Syllabi

Ordering Instructional Supplies & Equipment

Grades & Records

Recording Attendance & Grades

Class Rosters

Grade Rosters

Confidentiality of Student Records

6.7 FERPA (Family Educational Rights and Privacy Act)

6.8 Running Start & Confidentiality

6.9 Class Meeting Considerations

Class Duration and Scheduling

Class Start Time & Late Arrivals

Disruptive Behavior in the Classroom

6.10 Cancellations & Closures

Class Meeting Cancellations

College Closures

6.11 Academic & Other Advising

Academic Advising

Advising—Student Clubs & Organizations

6.12 Other Meetings & Training

Committee Meetings

In Service Meetings

6.13 Commencement Activities

Section 7: Faculty Development

7.1 Conferences & Workshops

In-service Training

Other Training

Section 8: Instructional Modalities

8.1 Individualized Studies

Independent Learning Courses

Continuous Enrollment

Learning Contracts

Continuing Education

Distance Learning & Teaching Modalities

Section 9: Library Services

9.1 Library Hours

Lummi Library Mission Statement

Goals of the Library

Library Orientation

Policies for Library Materials

Section 10: Procedures & Paperwork

10.1 Purchase Requisitions & Purchase Orders

Photocopying

Facilities

10.2 Travel Procedures and Paperwork

Faculty Travel

Course-related Travel with Students

Extracurricular Travel with Students

10.3 Enrichment, Grants & Research

10.4 Process for Voluntary Resignation & Retirement

Section 11: Communications

11.1 Computers & Network

E-mail

Telephones

Faxes

FedEx

11.2 Corporate & Foundation Relations

11.3 Letters & Other Communications to Non-College Entities

*Squol Quol* Submissions

NWIC Letterhead

NWIC Website

11.4 Faculty Home Page

NWIC online (NWIC Canvas)

Section 12: Other College Handbooks & Manuals

Section 13: Resources

12.1 Faculty & Staff ID Cards

Native History Book List

Lummi Fitness Center

Western Washington University Resources

Section 14: Equipment Access, Use & Repairs

14.1 Photocopiers

Presentation Equipment

ITV Equipment & System

14.2 College Vehicles

14.3 College Boat

14.4 Repairs

Section 14: Academic Support for Students

Glossary

**Section 1: WELCOME**

Welcome to Northwest Indian College

You have been hired to teach a class or classes because what you can offer compliments the ideals around which the College is built. The fact that you are here indicates your willingness to incorporate Indian culture and perspectives into the courses you teach, and your commitment to the community development, which these courses of education represent.

Purpose, Arrangement and Updating of this Handbook

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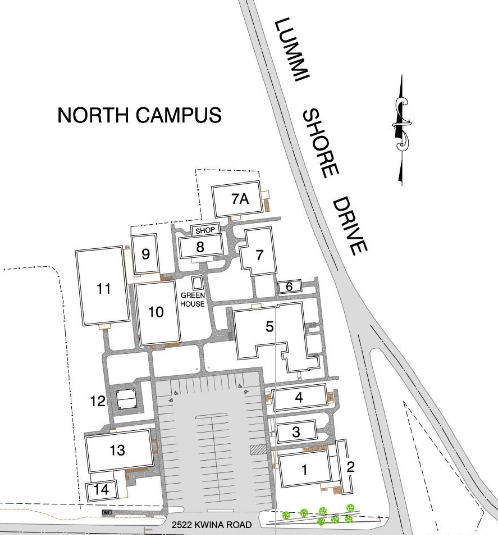
Maps, Addresses, Parking and Lost & Found Information

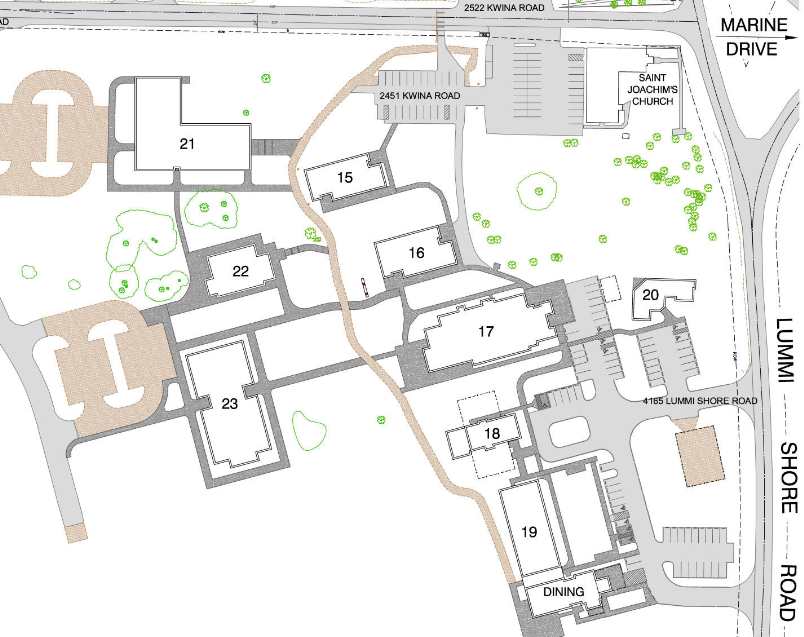
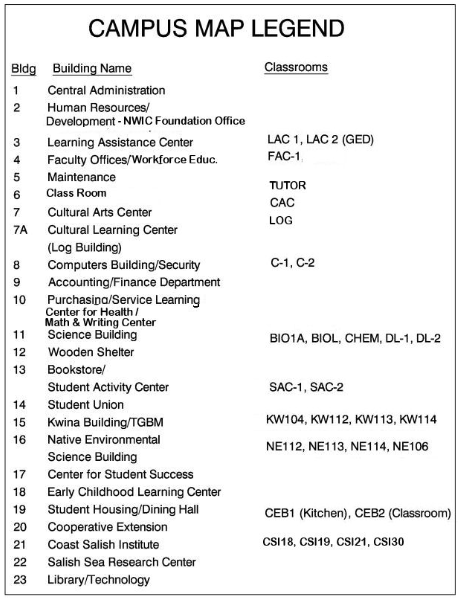
This section contains maps of the NWIC service area, the main Lummi campus of NWIC, parking information and useful addresses.

NWIC Service Area Map



Lummi Campus Map





Extended Campus Instructional Site Maps

Please utilize our web site for site manager, address and phone numbers for all the extended sites. Please check with the appropriate site manager for details regarding site maps and directions. (A NWIC Extended Campus Instructional Site Directory is available from the Extended Campus Site Coordinator) Please note- Nez Perce (Nez Perce has two instructional locations, one in Kamiah and another in Lapwai. The Kamiah location is in the Wa'a'yas Building [the tribal community center]. The Lapwai location is on the corner of A Street and Parade Avenue. Please contact the Nez Perce Site Manager for additional information.

Parking at the Main Lummi Campus

Free parking is provided at the entrance to the main (north) Lummi campus and across Kwina Road at the north end of the main (south) Lummi campus. Marked spaces are provided for the use of handicapped persons, elders, and college vehicles. Vehicles left overnight or over the weekend on college property may be subject to towing. NWIC assumes no liability for vehicles parked in the campus parking lot.

Extended Campus Instructional Sites: Contact the site managers for details.

Lost & Found

The main campus Lost & Found is located at the Front Desk (reception and switchboard) in Building 17 on the Lummi Campus. For extended campus instructional sites, contact the appropriate site manager.

**Section 2: Overview of Northwest Indian College**

About Northwest Indian College

Northwest Indian College is a tribally controlled college chartered by the Lummi Nation. Its primary goal is to serve the educational and training needs of the Pacific Northwest tribes and their people. NWIC’s slogan, XWLEMI ELH>TAL>NEXW SQUL (People's Education), is the basis for the college mission: Through education, Northwest Indian College promotes indigenous self-determination and knowledge. Its Main Campus is on the Lummi Reservation near Bellingham, Washington with sites and learning centers situated throughout the service area.

Northwest Indian College evolved from the Lummi Indian School of Aquaculture (LISA). Established in 1974, LISA provided fish and shellfish hatchery training for Native American technicians. Many graduates were placed successfully in tribal hatcheries throughout the United States and Canada. However, in the early 1980’s, the employment demand for hatchery technicians declined dramatically. Lummi tribal leaders embraced the challenge and developed an exciting new vision of meeting the wider educational needs of Native American in the Northwest Washington area. Plans moved quickly and on April 1,1983, the Lummi Indian Business Council approved the charter for Lummi Community College, is a public non-profit, comprehensive two-year institution. Classes began immediately. The service area slowly expanded to include other reservations and began offering workshops and conferences focusing on important Native issues.

Lummi Community College became Northwest Indian College (NWIC) in January of 1989. It began serving more Indian people, tribes, and organizations in the Washington, Oregon, Idaho, and southeast Alaska. In 1993, the college was granted full accreditation, and in 1994 was given Congressional approval as a Land grant college. NWIC is a 501 ©(3) non-profit educational institution.

In 2007, the college expanded again to begin offering a Bachelor of Science degree in Native Environmental Science and received candidacy status for accreditation as a Bachelor degree granting institution. NWIC continues to offer the Bachelor of Science, and now also offers two Bachelor of Arts degrees: one in Native Studies Leadership and the other in Tribal Governance and Business Management.

In August 2010, NWIC was granted full accreditation at the baccalaureate level and was reaffirmed accreditation at the associate degree level. Northwest Indian College is now the only regional tribal college in the United States and the only four-year accredited tribal college in Washington, Oregon and Idaho. A seven-member Board of Trustees governs NWIC. Currently, the board is comprised of trustees from the Lummi Nation. All board members apply to and are appointed by the Lummi Indian Business Council.

Today, NWIC is one of 34 tribal colleges and universities within the United States and 1 international Canada. The main Lummi campus has other notable historical aspects. The building that currently houses the Lummi Library was originally built in 1931 as the Lummi Day School to provide education to Lummi students who formerly were sent to boarding school at distant locations. This was the second such day school, built to replace the original Lummi Day School, which was built in 1910. Prior to becoming the Lummi Library, the school also served as the location for various other tribal offices.

Institutional Integrity

NWIC creates an environment that is respectful, supportive, and free of intimidation and harassment. NWIC’s Board of Trustees, administrators, faculty, staff, and students are held to high ethical standards. These standards may be found in the NWIC [Personnel Policy Manual](http://www.nwic.edu/wp-content/uploads/2015/05/personnel_policy_manual_-_01-2014master_0.pdf), [Board of Trustees Bylaws](http://nwicis.wpengine.com/wp-content/uploads/2015/04/NWIC-ByLaws-2009.pdf), [Faculty Handbook](http://blogs.nwic.edu/faculty/files/2017/01/Faculty-Handbook-Accepted-by-board-10-8-08-2.pdf), and the Student Code of Conduct found in the [college catalog](http://www.nwic.edu/wp-content/uploads/2017/01/Catalog-2015-2017-Addenda-1.3.17.pdf) and the [Student Handbook](http://www.nwic.edu/wp-content/uploads/2015/04/Student-Handbook-2016-2017.pdf)

Northwest Indian College Mission Statement

“Through education, Northwest Indian College promotes indigenous self-determination and knowledge.”

Teaching and Learning Philosophy

The overarching goal of the Teaching and Learning Initiative (TLI) is to increase student success by building faculty capacity in teaching and learning at Northwest Indian College. Much of the focus of the TLI is based upon a coherent model for the design, delivery and assessment of educational programs, courses, and course content. In this model, the vision of the ancestors and the vast body of knowledge accessed through language are the foundation for the development, delivery and assessment of the educational programs, courses, and course content at NWIC. The foundational principles of sovereignty and indigenousness inform and guide all aspects of the design, delivery and assessment processes. The following diagram presents the relationship between these levels and the design, delivery and assessment at each level.

The philosophy of teaching and learning at NWIC acknowledges that each tribal student has a distinct, place-based identity.  The role of the faculty and our support system for students is to create access to the political, social and cultural knowledge that strengthens each student’s identity.  In order to navigate the contemporary environment of governance and business, and to access services including health, education, and housing, our students must also acquire excellent, marketable professional and technical skills.

Cultural Considerations

From the beginning of time, education has been the means by which indigenous peoples socialize children into the way of life of the people.  In our recent history, however, education has been used as a tool of colonization and assimilation.  As one of many institutions created to overcome these experiences, NWIC is committed to using education for the cultural restoration and revitalization of the ways of living of tribal students and their communities.

In order to support the education of our students, the faculty actively participates in this effort by developing their own self-knowledge, modeling wellness, taking advantage of faculty development opportunities, and participating in action-based, learning-focused research and curriculum development. In support of our unique first generation student population, faculty use strategies that support students’ college readiness and academic preparedness early in their college experience.

Our teaching and learning philosophy is based on the understanding that NWIC provides education that is:

1. place-based within a learning environment that intentionally focuses on cultural context and integrated cultural experiences;
2. informed by the highest expectations that students be self-motivated, disciplined, and willing learners;
3. committed to the development of the skills of our students to address issues of social justice and support the vision of their communities;
4. intergenerational with a specific focus on the development of young leadership; and
5. holistic in support of students’ understanding of who they are and their sense of place.

The NWIC faculty supports students by providing experiential learning opportunities and by fostering access to expertise and opportunities to learn in areas of critical concern to tribal communities. The approaches and perspectives we use include community-based participatory research and scholarship, entrepreneurship, sustainability, Native Studies, restorative change practices, and indigenous service learning.  Our pedagogy of teaching and learning is intentional and conscientious and recognizes that our students and their families possess both content and contextual knowledge that contributes to their educational success.  The faculty encourages the gifts of our Native students by employing teaching and learning strategies that support multiple intelligences and learning styles.

Strategic Plan

In January of 2003, President Cheryl Crazy Bull established a college-wide strategic planning process overseen by a committee comprised of constituency representatives. The result of this work is presented in the *Northwest Indian College Strategic Plan 2010-2017*

Northwest Indian College is a 1994 land-grant institution designated by the U.S. Congress and as such is the recipient of special grant funds to support the land-grant mission and philosophy of education, extension and research.

Core Themes:

1. Engage Indigenous knowledge

2. Commitment to Student Success

3. Access to Higher Education Opportunities at All Levels for Tribal Communities

4. Advance Place-Based Community Education and Outreach

GOALS OF THE 2010-2017 STRATEGIC PLAN

1. NWIC Promotes student self-identity through the tribal college experience.

2. NWIC promotes Indigenous Knowledge as the foundation for all programs of study.

3. NWIC actively engages faculty and students in research and scholarship in support of the College’s mission and programs.

4. NWIC prepares students to be successful at the associate, baccalaureate and graduate levels.

5. NWIC promotes student success in college-level courses through the First-Year Experience program, especially for first-generation and low-income students.

6. NWIC offers career and workforce opportunities in response to community and individual needs.

7. NWIC provides access to and opportunities for engagement in the tribal college experience at all entry points.

8. NWIC increases access to program of study courses through distance education modalities and site-based services.

9. NWIC promotes healthy living and nutrition, tribal leadership, and financial security through place-based community education.

10. NWIC promotes Land Grant programming that builds institutional and community capacity in themarine sciences, aquaculture and natural resources.

Memberships

Northwest Indian College is a member of the American Indian Higher Education Consortium (AIHEC), the American Association of Community Colleges, the National Association of State Universities and Land Grant Colleges, Washington Campus Compact and the American Council on Education.

Accreditation

The Northwest Commission on Colleges and Universities grants accreditation to Northwest Indian College at associate and baccalaureate levels. The Northwest Commission on Colleges and Universities (8060 165th Avenue NE, Suite 100, Redmond, WA 98052, www.nwccu.org) is an institutional accrediting body recognized by the Council for Higher Education Accreditation and the US Department of Education.

Northwest Indian College offers degree and certificate programs approved by the Washington State Higher Education Coordinating Board for enrollment of eligible students under Veteran’s Administration (VA) Education Benefit programs. The Washington State Higher Education Coordinating Board has determined that Northwest Indian College is exempt from the Washington State Degree Authorization Act.

Northwest Indian College was granted accreditation at the four-year degree level effective September 2010. NWIC is the only regional Tribal college in the United States and the only Tribal college accredited to offer two-year and four-year degrees in the state of Washington, Oregon, and Idaho. The college's accreditation was reaffirmed in a full-scale evaluation in 2010. The accreditation of Northwest Indian College has been reaffirmed on the basis of the Spring 2017 Year Seven *Mission Fulfillment and Sustainability.*

**Section 3: Organization**

Line of Authority/Chain of Command

The NWIC Line of Authority is contained in the *Northwest Indian College Personnel Policy Manual*. For faculty, this may relate to chain of command issues regarding a range of topics including the following:

* Emergencies
* Unusual Incident/Injury Reports
* Mid-Quarter Attendance & Satisfactory Progress Verification
* Communication & Requests
* Reporting Issues Related to:
* Facilities (e.g., custodial and maintenance issues)
* Equipment (problems and other requests) regarding:
* Computers & Network
* ITV (Interactive TV equipment and system)
* Photocopiers
* Presentation equipment (VCR and DVD players)
* Telephones
* Vehicles

For faculty, the next person in the line of authority would be their immediate supervisor. This may be a Department Chair

Benefits

Please see *Northwest Indian College Personnel Policy Manual* contains details regarding employee benefits.

**Section 4: Programs of Study & Courses**

All courses and programs of study of Northwest Indian College are described in the current catalog and other college publications such as quarterly schedules.

The following is a list of the approved programs of study and the individuals assigned to review the associated curricula in addition to consideration by the Curriculum Committee. Note that lead faculty members have been identified by the Dean of Academic for each of the departmental codes for NWIC courses. They are the faculty members who should be consulted with regard to proposed additions or changes to curriculum in their field of expertise.

Educational Program

NWIC offers three Bachelor of Arts degrees, one Bachelor of Science degree, four Associate of Arts and Science degrees, one Associate of Science Transfer degree, one Associate of Applied Science Transfer degree, three Associate of Technical Arts degrees, three Certificates, and five Awards of Completion. All programs of study have clearly articulated program-level student learning outcomes that have been approved by the Curriculum Committee. The choice and type of degrees reflect the needs of the Tribal communities NWIC serves as articulated in the college’s strategic plan and in support of the college’s mission. The associate’s transfer degrees are aligned with guidelines in the State of Washington for general education requirements, and focus on NWIC’s specific requirements and recognized core content. All degrees follow commonly accepted guidelines for length, content, and rigor, using appropriate instructional resources and promoting faculty-student interactions that support the student-learning environment. NWIC does not have programs of study in disciplines requiring specific accreditation.

General Education and Related Instruction

Associate’s transfer degrees and bachelor’s degrees contain a general education component that aligns with the Washington State Intercollegiate Relations Commission (ICRC) general education guidelines, plus NWIC-specific requirements in Native American Studies and student success courses. All NWIC associate’s degrees and certificates require a substantial general education component that contributes toward program goals. The bachelor’s degrees require a concentration in specific areas of Native Environmental Science, Native Studies Leadership, Tribal Governance and Business Management, or Human Services in addition to the general education and NWIC-specific components

Definitions of Courses & Credits

Guidelines for Assigning Credit Hours at Northwest Indian College

The number of academic credits assigned to a course is a measure of the total time commitment expected for a student to meet the course’s learning objectives.

Total time consists of three components:

(1) Time spent in class, usually in a lecture or seminar format;

(2) Time spent in class for structured activities, which include laboratory, studio, or field work;

(3) Time spent outside of class devoted to class related work, such as reading, studying, problem solving, writing, or preparation for the class.

Northwest Indian College follows the commonly used “Carnegie Unit” as the guideline for ascribing credit to courses. Each credit (one Carnegie Unit) represents 30 hours of student work per quarter or an average or 3 hours per week for a standard 10-11 week quarter, not counting holidays. The 30 hours per quarter is apportioned between each of the three components according to the course type and modality. The course types are lecture, lecture with laboratory, physical education, or internship/practicum. The course modalities are face-to-face, online, or independent. An internship or practicum course requires 40 hours participating in the internship/practicum per credit per quarter.

The relationship between credits and time spent for each of the three components:

1. In Class Lecture and Seminar Component – Each lecture or seminar credit represents an average time commitment of at least 1 hour of face-to-face lecture or seminar class time per week for a standard length quarter. This represents at least 10 hours of face-to-face time per quarter.
2. In class Laboratory or Studio Component – Each laboratory or studio credit represents an average time commitment of at least 2 hours of structured laboratory/studio time per week for a standard length quarter. This represents at least 20 hours of structured laboratory/studio time per quarter.
3. Out of Class Component – Each credit awarded to a student expects 3 hours per week for a typical quarter or a total of 30 hours per quarter devoted to the course. Whatever amount of the 30 hours per credit not covered in the first two components is expected to be spent outside of class time focused on class work.

Amount of time devoted to each component for different course types and modalities:

A face-to-face lecture or seminar class, which includes ITV classes, represents an average time commitment of 1 hour of face-to-face lecture or seminar class per week and 2 hours per week spent out of class on class work. This represents at least 10 hours of face-to-face time and 20 hour of out of class time per quarter.

A lecture course with a laboratory or studio component contains a combination of face-to-face lecture components and laboratory/shop components. The ratio of each is not fixed so long as each the total number of hours fulfills the definitions for the three components. For example, a 5 credit lecture course with a laboratory component expects 15 hours devoted to the class per week for a typical quarter (5 credits x 3 hours per credit). The class may have 4 hours of lecture, 2 hours of laboratory time with the remaining 9 hours expected per quarter. Alternately, the course may allocate 30 hours to lecture and 40 hours to lab if a greater lab component is necessary.

An online or independent course that has no face-to-face component, including courses with IL or OL section code, represents an average time commitment of 3 hour of out of class time per week. This represents at least 30 hours of out of class time per quarter.

A physical education (PHED) course represents an average time commitment of 3 hour of face-to-face physical education activity per week and no requirement for out of class work. This represents at least 30 hours of physical education activity per quarter.

A hybrid lecture class typically represents an average time commitment of half as many hours of face-to-face time per week as a standard lecture course and a commensurate increase in the time spent out of class on class work. The out of class time may include an online or an independent component. Hybrid courses may have less than or more than half as much face-to-face time as a standard lecture course, in which case the out of class component is increased or decreased as needed to represent an average of 3 hours per week or 30 hours per quarter for each credit earned.

An Internship or Practicum Courses - One internship or practicum credit hour represents an expectation of at least 40 hours of student internship or practicum work per quarter or an average time commitment of at least 4 hours per week for a standard length quarter.

A learning contract (LC section) or individualized learning (x89) course may contain some face-to-face component and the time commitment should be such that students commit an average of 3 hours per week or 30 hours per quarter for each credit earned.

Note that 50 minutes of face-to-face class time constitutes 1 hour of class meeting time, which allows for breaks and time for students to move between classes.

Curriculum Committee Considerations

The primary purpose of the Curriculum Committee is to review and make recommendations regarding the academic curriculum of Northwest Indian College. In this document, curriculum shall be defined as the credit-bearing courses and programs of study provided by the College.

The Curriculum Committee also reviews academic policies and procedures, making recommendations for action to the Vice President for Instruction and Student Services and other committees as appropriate. When necessary, as determined by the instructional administration or the Curriculum Committee, the Academic Standards Committee, a subcommittee of the Curriculum Committee, reviews and prepares final drafts of any policy or procedure changes for formal consideration by the Curriculum Committee. Other subcommittees of the Curriculum Committee are the Instructional Calendar Committee, which creates the annual instructional calendar and its updates as presented by academic leadership, and the Catalog Committee, which creates the published college catalog, including any electronic addenda published on the NWIC website. The electronic catalog is maintained in the College database system, Jenzabar, and contains all active and inactive college courses dating from 2000, whether presented in the published catalog or not.

Course Numbering System

Courses numbered below 100 are designed to meet the pre-col­lege, vocational or self-improvement needs of students.

Courses numbered 100-199 are normally designed for first-year college students and those numbered

200-299 are nor­mally second-year courses. Freshman students with appropri­ate background or permission of the instructor may enroll in second-year courses during their freshman year.

Courses numbered 300-399 are courses taken in the junior year of a bachelor’s program of study.

Courses numbered 400-499 are courses taken in the senior year of a bachelor’s program of study.

Course numbers with the suffix ‘U’ are non-credit Continu­ing Education Units (CEUs).

Special topics courses are numbered 188, 288, 388, or 488

These course numbers are reserved for courses that are either being piloted for the first time prior to Curriculum Committee approval or are being implemented for a special circumstance, such as a one-time offering by a visiting scholar. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes (The syllabus for any special topics course must be submitted to the Dean of Academics and Distance Learning for approval. Note to instructors – The title of special topics courses must be made specific each quarter that the course is implemented.

Individualized studies courses are numbered 189, 289, 389, or 489.

These courses require that course outcomes be identified for each student using the learning contract form. Please contact the Enrollment Services department for the most current learning contract form. Students pursuing the Bachelor’s in Native Environmental Science need to contact the Science Department for the appropriate form. Note to faculty – The course title must be made specific for each implementation of individualized courses

Native Environmental Science Seminar courses are numbered 293, 393, or 493. These course numbers are reserved for NESC seminar courses that focus on emergent topics and, as such, do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes The syllabus for any special topics course must be submitted to the Dean of Academics and Distance Learning for approval

Internship and practicum courses are numbered 197, 297, 397, or 497

These course numbers are reserved for internships or practicums that are generally created each quarter for individual students or groups of students and, as such, do not have predetermined course outcomes (except for certain subjects which have approved outcomes). Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes The syllabus for any practicum or internship course must be submitted to the Dean of Academics and Distance Learning for approval. Note to instructors – The title of practicum and internship courses must be made specific each quarter that the course is implemented.

Course numbers with the suffix ‘U’ are non-credit Continu­ing Education Units (CEUs).

The following webpages can be used as the course outcomes link for all of the x88, x89, x93, or x97 courses (except for the ECED 197A, 197B, 297A, and 297B which have approved outcomes). All of these courses require that outcomes be created each time the course is taught and therefore don’t have pre-established course outcomes. Here are the links to the webpages for each of the four types:

All 188, 288, 388, or 488 courses should link to: <http://www.nwic.edu/institutional-research-assessment-and-planning/course-outcomes/approved-course-outcomes/outcomes-for-188-288-388-and-488-courses>

All 189, 289, 389, or 489 courses should link to: <http://www.nwic.edu/institutional-research-assessment-and-planning/course-outcomes/approved-course-outcomes/outcomes-for-189-289-389-and-489-courses>

All 193, 293, 393, or 493 courses should link to (note that only NESC 293, 393, and 493 currently exist): <http://www.nwic.edu/institutional-research-assessment-and-planning/course-outcomes/approved-course-outcomes/outcomes-for-193-293-393-and-493-courses>

All 197, 297, 397, or 497 courses should link to (except for the ECED 197A and B and 297A and B courses which use the approved outcomes): <http://www.nwic.edu/institutional-research-assessment-and-planning/course-outcomes/approved-course-outcomes/outcomes-for-197-297-397-and-497-courses>

Course Schedules

Currently the College produces a comprehensive annual in a two-year cycle. Schedules are updated or revise on a quarterly basis as well.

Changes in Course Schedules

The Dean of Academics and DL, based upon a recommendation from the appropriate department chair or lead two-year program lead instructor must approve any changes to the course schedule (such as time, day, location and instructor).

Assessment at Northwest Indian College

This Assessment Plan (2012-2017) is designed as a college-wide assessment resource for faculty, non-academic staff, academic program directors, and administration. The primary purpose of the plan is to facilitate assessment of institutional effectiveness as it relates to student success. A successful student at NWIC acquires and demonstrates knowledge, skills and abilities that strengthen personal and tribal identity. Upon attainment of their educational goals successful students lead healthy and productive lives promoting tribal sovereignty and prosperity.

As assessment is an evolutionary process, the assessment plan provides information to clarify structure and individual roles and responsibilities as they relate to assessment. Clearly defined tasks and timelines of assessment activities are outlined, based on a cycle of continuous improvement, while there are opportunities to develop and improve methods over time. The continuous improvement structure guides data gathering, analyses, interpretation of results, and decision-making in relation to educating NWIC students who are primarily Native Americans coming from diverse backgrounds.

The assessment process is guided by the Continuous Improvement Model. The articulated student learning outcomes guide the process. These outcomes may be at the institutional level, academic program level, course level, or be student support program outcomes. In the next step, appropriate strategies are identified that are to be used as indicators to assess attainment of learning outcomes and thresholds for success are identified to determine whether the outcomes have been achieved or not. The appropriate data is then gathered for each assessment strategy and analyzed. The results of the analysis are then reported and recommendations are made that inform decisions about how to make programmatic improvements, which closes the loop of the evaluation process. As the cycle begins again, outcomes are re-evaluated and updated, as needed, in light of the programmatic changes.

Three types of data are used in the assessment of student learning at NWIC: institutional data, direct indicators (measures of student performance), and indirect indicators (student perceptions). Each of these three types of data may be useful for assessing specific outcomes at any of the levels.

Assessment of student learning is an essential step toward student excellence. Assessment is a systematic process of gathering, interpreting, and using information regarding student performance and perceptions for the purpose of improving student learning and the quality of academic programs. Currently, NWIC has developed a formal process to assess student learning at the institutional, program and course levels. The College maintains several resources regarding (links on the NWIC website).

Faculty members are involved with assessment at a variety of levels, including the development and implementation of assessment in their courses as well as at the broader program and college levels; facilitation of student assessment of course outcomes (through the student evaluation process), and the review of assessment strategies with regard to Curriculum Committee work (see the Curriculum Committee Considerations section in this document and the Curriculum Committee website for further details or the Assessment Plan (2012-2017).

Indigenous Service Learning

Indigenous Service Learning at Northwest Indian College is based on the indigenous value of serving and caring for one another in our communities and natural world. Connections between people and place are strengthened through service, and learning is enhanced through the interconnections involving the whole person: mind, body, and spirit.

Indigenous Service Learning Projects foster reciprocal relationships between people and place: the students apply what they learn in the classroom to a real world situation as an active citizen, and the community partners have their legitimate needs met. Students undergo a learning process that comprises reflection and critical thinking that integrate the service project with the course’s outcome

For more information about Indigenous Service Learning at Northwest Indian College please contact: Noelani Aure, Director of Service Learning   located in Bldg. 5

**Section 5: Activity Calendars**

Academic Calendar & In-Service Meetings Schedule

The current academic calendar and in-service schedule (regarding meetings and work involving staff, faculty members and administration) are available through the NWIC website or by selecting "Faculty/Staff," then "in-service schedule."

Holiday Schedule

A holiday schedule is distributed each year to indicate planned college closures in observance of the following holidays:

New Year's Day (January 1st of each year)

Treaty Day/Martin Luther King, Jr. Day (3rd Monday in January)

President's Day (3rd Monday in February)

Memorial Day (4th Monday in May)

Independence Day (July 4th of each year)

Labor Day (1st Monday in September)

Veteran's Day (November 11th)

Thanksgiving Day (4th Thursday in November)

Christmas Eve (December 24th)

Christmas Day (December 25th)

New Year's Eve Day (December 31st)

Additional information regarding holidays and leave is contained in the *Northwest Indian College Personnel Policy Manual*, including maternity and paternity leave

The holidays that are observed at extended campus instructional sites may differ from those listed above.

Course and faculty schedules are detailed elsewhere in this handbook.

**Section 6: Faculty Information**

Additional details regarding the faculty appear in Section 2 of the *Northwest Indian College Personnel Policy Manual*.

Personnel

Full-time or .525 FTE members are considered “permanent” for the purposes of benefit eligibility, and have a renewable ten (10) month academic year contracts. (Refer to Personnel Manual). Part-time faculty members are contracted on a quarter-to-quarter basis for direct teaching, counseling, or professional services

Faculty Definitions and Memberships:

The Faculty Round table consists of those with a full-time faculty contract or for whom over 50% of their time involves classroom instruction. Faculty Roundtable mission statement (approved by consensus 9/30/14)

In support of NWIC’s Mission, the NWIC Faculty Roundtable collaborates, builds community, and engages in the process of shared governance to continuously improve the quality of teaching and learning.

Faculty Roundtable Process:

Regarding Membership (Approved by the consensus on 1/27/14):

Membership in the Faculty Roundtable will consist of any NWIC employee whose primary role is teaching.  This excludes any NWIC employee who has a supervisory role over anyone who teaches.

Other parties may be invited on a case-by-case and meeting-by-meeting basis.  An invitation to a non-member should be made on a consensus basis.  If there is time-sensitive item and a non-member would like to be on the agenda for an upcoming faculty roundtable meeting then the person should give a brief description of the topic and the vote to decide whether they should be added to the agenda would happen via e-mail.

Regarding Decision-making (Approved by consensus on 1/27/14):

Formal proposals of the Faculty Roundtable are agreed upon by consensus of all those present at the meeting, meaning every person agrees and abstaining counts as agreement.

If the proposal is agreed upon in the room then it is sent out by email to all full-time faculty.  After the proposal is sent out to all full-time faculty by email, There is then one week to respond.  IF there is strong disapproval of the passed proposal then the proposal dies there. If someone requests further clarity then the person who made the proposal is responsible for following up to provide clarity.

Regarding Meeting Facilitation (approved by consensus on 3/17/16):

Faculty Roundtable Meetings will be facilitated by a faculty member.

Each meeting will feature a different facilitator, to promote shared leadership and responsibility.

Time will be reserved at the end of every meeting, during which the current facilitator will ask for two volunteers (one lead, one alternate) to facilitate the next Faculty Roundtable Meeting.

Facilitator responsibilities include:

* soliciting agenda items from the faculty and subsequently creating the agenda;
* implementing “Talking Circles” as a method of facilitation;
* provide a brief introduction of the topic;
* ensure every member has a turn to contribute to the discussion;
* ensure that when people are speaking they have time and space to speak;
* maintain a systematic order by rotating around to each member of the group;
* ensuring that our decision-making process is guided by consensus; and
* keeping the meeting on task.

*NOTE: Talking Circles were introduced to Faculty Roundtable by Carmen Bland, former Chair of the Roundtable, member of the Lummi Tribe, and currently director of assessment at NWIC. They have also been described in the Mellon Tribal College Research Journal, Volume 1, by Emma Norman [2013], former NWIC Science faculty and current (Jan 2016) chair of the NWIC Science Department.*

Regarding Interface between the Faculty Roundtable and Academic Administration (approved by consensus on 3/17/16):

The interface between Faculty Roundtable and Administration occurs during the regularly scheduled “Deans Meeting.”

This helps to ensure the following:  
•         the Deans would be able to receive immediate responses to any clarifying or probing questions;  
•         communication between Deans and Faculty remains transparent; and  
•         individual Faculty Roundtable members do not speak on behalf of the collective.

*NOTE: If the Roundtable reaches consensus on a proposal, the meeting note taker emails the proposal to all faculty Roundtable members for final approval, according to the Faculty Roundtable process. If the proposal passes the approval process, then the note taker is responsible for forwarding the agreements to the Dean(s) in a timely fashion, so that the Dean(s) have time to review the proposals prior to the subsequent Deans Meeting.*

The previous document reflects the collective wisdom and work of the faculty roundtable. It builds on a variety of conversations that took place over a period of years during faculty roundtable meetings.

The most recent discussion regarding the vision and purpose of the Faculty Roundtable, before the adoption of the current mission statement, took place on January 9th, 2014.

Below are the notes that were taken about faculty answers to the question: What do you consider to be the purpose of Faculty Roundtable?

* To discuss topics with our peers
* To contribute to discussions regarding the policy and future of NWIC
* To collaborate and build faculty community
* To share best practices
* To gather about any given issue
* To identify general consensus the faculty may have and propose improvements to the administration
* To provide mutual support
* To actually have a chance to interact with each other
* To make the faculty voice united and heard on campus
* To generate a clear and common voice so that there can be follow-through and accountability
* To recognize that we have good ideas and we are the ones most responsible for our students since we know most closely what they need
* To have a collective voice
* To incubate collegiality
* To create common expectations for students across our classes

New Faculty Orientation

Human Resources is responsible for new employee orientation, including:

1. Orientation to Personnel Policies
2. Completion of employment forms (W-4 and I-9);
3. Providing benefit documents for review and completion;
4. Providing NWIC Personnel Policy and Procedure Manual on the first day of employment; and
5. Providing information on organizational structure.

The immediate supervisor is responsible for the following:

1. Introducing the employee to the department staff and all other college personnel;
2. Sharing the goals and priorities of the department and the college;
3. Providing a list of duties and responsibilities of the position held based on job description; and
4. Providing access to work area and support facilities.

New faculty orientation includes the following topics:

1. Institutional Overview – which includes: Accreditation, Assessment;
2. Teaching and Learning and Grant Management
3. Cultural orientation- Dean of Indigenous Education. A cultural orientation program provides new faculty with information and resources about Indigenous knowledge and practices
4. Instructional technology orientation or those looking to expand their use of technology for teaching online and in the classroom.

Instructional/Department Overview includes the following topics:

1. Review of Handbook- Nuts and Bolts;
2. Teaching at a Tribal College;
3. Tutoring Center, FYE/Developmental Education Faculty group;
4. FIGS;
5. Library; and
6. Establishing and Sustaining Student Engagement

CSS Training includes the following topics:

1. Important dates and deadlines;
2. Forms & policies: Adds/Drops (Blue Slip), Incompletes, Grade Changes;
3. FDD policy;
4. Attendance; and
5. Grading

Referral services and Student Grievance Procedure

New faculty members will be provided telephones, e-mail addresses and a mail slot in building 19 Faculty members may contact their immediate supervisors for guidance and assistance in locating or obtaining the following:

Faculty Contracts

At the time of hire, new instructors are to submit the following to the Human Resources Office: official transcripts from all colleges they have attended, current resume, and W-4 form. Other documents such as the I-9 verification of citizenship as well as benefit forms are also required to complete the employee’s HR package.

The most recent full-time and part- time faculty contract available from Human Resources includes the following expectations and requirements with regard to faculty positions (in addition to other contract details not presented below):

The faculty member is expected to function as an outstanding role model for students, demonstrating a positive work ethic with good work habits (including attendance and punctuality), a lifestyle free of illegal drugs and responsible use (or abstinence from) alcohol, consistent with Board policy.

In the event of an unavoidable tardiness or absence, the faculty member is expected to notify the administration in time to inform students prior to the scheduled start of the class.

The faculty member is expected to establish and maintain high standards for student performance within each class, as well as to provide positive motivation and encouragement by providing ample opportunity for students to experience and achieve success within the classroom setting.

Full-time and permanent .525FTE faculty agree to be available for teaching/advising assignments in the day, evening and/or individual studies (distance learning) programs and will post a schedule of at least 10 office hours per week to be available for consultation with students. The official workweek is 40 hours with a minimum campus commitment of 35 hours per week. Part time faculty obligation of office hours and campus commitment is correspondingly reduced.

Contracts administered for a new hire at NWIC are required to fulfill a probationary period of 90 days. Eligibility for benefits takes place at the date of hire.

Faculty members are provided three (3) days of sick leave upon acceptance of this contract and after the completion of fall quarter will earn sick leave at the rate of one (1) day per month up to a maximum of nine (9) days per academic year. Unused sick leave may be accumulated up to a maximum of 30 days and there is no cash out program for unused sick leave upon resignation, termination or retirement

Faculty members are required to be flexible in meeting the need of how a course is delivered. Courses may be in daytime, but may include evening courses, Independent Study, ITV, Hybrid and other types of instruction delivery.

Full-time and .525FTE Permanent Faculty

Instructors given full-time and.525FTE faculty contracts form the "core" of the faculty team. They are the ones responsible for the on-going development and success of the academic and vocational programs. They teach most of the courses required in their respective programs and provide academic advisement to students enrolled in their programs.

Full-time and. 525FTE faculty members receive salary and benefits based on the Faculty Salary and Benefit Schedule approved by the Board of Trustees. Full time faculty members may be requested to serve on various committees by the Dean of Academics, the Vice President of Instruction and Student Services, or the President.

Full Time Faculty Job Description

Under the general supervision of the Vice President for Instruction and Student Services or designee, the faculty member will teach in their discipline of study and may be called upon to teach related courses. Working in close collaboration with other faculty in their field they will implement and continuously refine/revise a curriculum that supports the Northwest Indian College requirements and programs

The main components of work as faculty are: teaching, academic student advising (optional club advising), committee work, community service and research.

DUTIES

Primary duties for the Faculty include the following plus other duties as assigned.

1. Teaching is the first focus. The typical teaching load is 15 credit hours of courses quarterly. In the first quarter of employment, this load may be smaller to allow the new faculty to engage in ongoing reciprocal observations and discussions about student learning and the constructivist curriculum with other mathematics faculty. The faculty member is responsible for fully participating in ongoing, collaborative curriculum revision, as part of the ongoing process of program design and assessment. Extra classes will be added if the student count in courses is low. The faculty member is expected to prepare students for completion of NWIC degrees and to transfer to four-year institutions.

2. Advising is the second focus. Faculty at NWIC are expected to meet regularly with and provide academic advising to a group of students who are assigned to them. One aspect of advising will be ongoing meetings and coordination with student services advisors. Another aspect involves advising majors and also College club activities.

3. Committee work is the third major focus. The faculty member is responsible for contributing to the overall functioning of the college through participation on committees.

4. Research is the fourth focus. There is no formal requirement that faculty be involved in research or academic scholarship, such as publication and conference presentations. Although research, scholarship, and artistic creation are encouraged if appropriate to the faculty member’s teaching area, faculty are not required to participate in those activities, nor are those activities normally considered part of faculty workload unless designated by the department chair or VP of Instruction.

Research at NWIC exists within the context and framework of the Coast Salish world view. This policy applies to all NWIC Faculty, staff, Sites {faculty and staff), external researchers, {and NWIC students where outlined as appropriate) who are applying to conduct research. Please consult the Indigenous Research Policy which was approved by the Board in 2017

Faculty are responsible for the development and success of the academic programs within their areas of expertise. Acknowledging the cultural perspective of the students, faculty members use a variety of methods to convey necessary knowledge and skills and to develop student self-esteem. Faculty members determine the rate at which material will be presented, and the criteria with which to assess the success of each student in assimilating new knowledge and developing new skills. Faculty members submit necessary reports. Faculty members provide academic advisement to students within their programs. Faculty members may be asked to take on additional responsibilities by their department chairs

ADDITIONAL DUTIES

In addition to what appears in faculty contracts, faculty members are required to:

* Design classes within their area of expertise as required. Prepare Course Outline, (new courses) and course syllabi including description, outline of learning objectives, course goals and objectives, criteria for assessment of students, reading lists and bibliographies. Present new courses to curriculum committee for approval.
* Order textbooks and supplies in advance of courses taught following college time lines.
* Create an environment and a presentation style and pace in which learning is enhanced. Adjust style, cultural perspective, and methods of teaching as necessary to maximize learning by students while maintaining the academic integrity of the course. Model appropriate behavior within the academic setting through punctuality, attendance, courtesy and demeanor.
* Maintain an awareness of reporting requirements and how your actions affect the students, especially in such areas as: enrollment, attendance and grades. Make all reports accurately and in a timely fashion.
* Provide academic advising to students. Arrange for tutoring as necessary. Help students set academic goals and retain focus on those goals. Help students determine an appropriate pace of completion of their academic programs.
* Maintain 10 hours of office availability each week.
* Accepting the cultural focus of the college, participate in faculty and administrative dialog when necessary to smooth procedural functioning, maximize placement of students in four-year institutions, or enhance student completion of vocational programs. Act as member of committees as assigned.
* May be required to prepare departmental budgets and recommend departmental purchases, and assist with annual scheduling
* May be required to review and evaluate academic programs within the scope of their knowledge and expertise and to suggest changes, additions and improvements.
* May be required to teach evenings, weekends and in different modalities.

Part-time Faculty

Part-time faculty members are expected to meet college and community needs and desires and to present the elective and personal development classes needed to provide a rounded education for students.

All part time faculty are required to complete assessment for the quarter/s they teach in all classes that they teach. Part time faculty must maintain office hours (1.5 hr. per very class taught)

Part time faculty is required to attend one professional activity per quarter.

Salary for part-time faculty members is based on the number of credit hours taught in the quarter, and varies with the mode of instruction. See P/T salary schedule.

Many part-time faculty members teach at other instructional sites. Their duties may include assisting students with registration, financial aid and enrollment forms.

**Section 7: Functions—Faculty Roles & Responsibilities**

The *Northwest Indian College Personnel Policy Manual* and *Northwest Indian College Safety and Security Manual* contain information regarding faculty roles and responsibilities, some of which is presented in this handbook for ease of reference.

Faculty Workload

Current Faculty Workload each quarter faculty is asked to complete the faculty work load form. It is used to inform the budget process and calculate time and effort spent on teaching-instructional time and non-instructional time only nothing more. It asks the faculty to list the following: teaching, advising, service, scholarship, professional development, grants and other activities/responsibilities each faculty member has on a quarterly basis.

Full-time faculty members are required to carry a workload of 15 credits per quarter 0r 45 credits annually.

The academic work year for full-time faculty members will be, at minimum, 176 days, scheduled between mid-September through mid-June. The specific calendar will be approved by the Northwest Indian College Board of Trustees and published in the Northwest Indian College Catalog and quarterly class schedule. The Vice President for Instruction and Student Services will specify additional faculty workdays for non-classroom duties.

Full-time faculty members are expected to be available to teach during the day and evening program. The full-time faculty workweek consists of 40 hours per week (35 of which must involve their presence on campus) for class assignments, office hours, preparations and other assigned duties. Each faculty member is required to post a schedule of these activities, which includes a minimum of 10 office hours, distributed throughout the week, to be available to meet with students outside of class. Faculty members are to submit their schedules to the Vice President for Instruction and Student Services and the Dean of Academics each quarter.

Full-time faculty members are expected to become involved in and provide for extra -curricular student activities to take an active interest in the life of the tribal community, and to remain current in their professional field.

Guidelines for Faculty Workload

Full-time instructors:

15 credit hours per quarter, a minimum class enrollment is 3 students, if this minimum is not met, the faculty member will be asked to do a Learning contract for the student/s or teach a class that may be added... Additional work assignments beyond the 15 credits may include additional compensation at the discretion of the Vice President of Instruction and Student Services.

Cancellation of Classes

NWIC practice is to cancel any course with inadequate enrollment at the end of the first week of classes. Guidelines for cancelling classes are set below:

* Lummi Campus: face-to-face classes will be cancelled with less than 3 students
* Site Campuses- face to face classes will be cancelled with less than 6
* OL-Line classes will be cancelled will less than 6
* IL classes will not be cancelled for low enrollment

NWIC believes that students must be given ample opportunity, if a class is cancelled, to choose an alternate course. If a class is cancelled after the first week it could result in students being unable to get into their alternate course because it may have closed due to full enrollment. If a class is cancelled, the student must be given the opportunity to enroll in the course via a different modality with the instructor on record or to choose an alternate course.

Courses with low enrollment may not be cancelled if they are necessary for program completion and/or are the only courses offered in the discipline during that term.

NWIC recognizes the fact that new courses in innovative subject areas may not draw significant enrollments initially. In these circumstances, NWIC may make exceptions to the above-stated cancellation policy and procedures.

Should a class be cancelled due to lack of enrollment, the teacher may be reassigned to teach another class in his/her discipline, or possibly to work on a project in which the teacher has expertise.

Procedures for canceling low enrollment classes

A meeting is held within the first week of classes of each quarter to evaluate which classes with low enrollment should be cancelled. Extended campus coordinator will monitor all site classes and the Dean or designee will monitor all LU classes, all modalities. A meeting will be held at the end of the first week to officially cancel classes. The meeting should include the Register, all members of the Instructional team, Student Services- and/or Dean of CSS and the extended campus coordinator and other program

Athletic Instructional classes

An athletic employee (coach) shall be paid separately when engaging in a teaching related sports competition and conditioning classes.

Employees who teach as Adjuncts

When an employee is paid an extra stipend for teaching classes while receiving their salary for their regular job and the class is scheduled during the course of the normal workday, the employee is taken away from working on and accomplishing his or her primary duties and responsibilities. Employees will be required to make-up lost work-time through arrangements approved by their supervisor.

Breakdown of who is Responsible for completing Contracts

Sites-Angel

HR – IL, OL, PT faculty at Lummi, Lummi Fitness Center, ECED

Substitute Instructors when not full time

Substitute instructors will be paid a rate of $75.00 per class. Faculty are asked to utilize other alternatives before asking a substitute instructor who is not a full time faculty or staff member. Faculty is asked to contact the Dean and/or 2 year program coordinator as soon as possible regarding substitutes, especially for long periods of time.

Payment for Classes Offered at the same time

When a faculty member is teaching two courses at the same time the faculty member will be paid for only one class. This takes place mostly at the sites due to combining of Dev. Ed classes.

Payment for Science Classes for Part Time Instructors

Part time science instructors will be paid according to the following formula:

* Science lab included into classroom instruction (courses designated consisting mainly of lecture but some component of hands-on experience.
* Formula= credit hours X $42.00 per credit x 11 weeks.
* Example: 5 contact hours lab included = $42.00 per credit hour.

Science lab not included in instruction time (This type of instruction typically involves student interaction with equipment related to the discipline of instruction, usually under the supervision of an instructor in the laboratory setting. Examples include but are not limited to: Experimental development that requires laboratory set-up and use of equipment such as commonly occurs in chemistry, biology, and other disciplines in which specialized equipment must be used to measure, evaluate and assess experimental data) example 5 credits = 3 hours of instruction and 2 hours of lab (the contact hours for this is a 2:1 ratio for the lab component) instructor would be paid for a total of 7 contact hours. Formula = contact hours x $42.00 per credit

Example: 7 contact hours = 7x $42.00 x 11 weeks

A maximum of three (if core courses) to four (if including non-core) course preparations, with course preparation being equivalent to the number of courses being taught, regardless of the number of sections or modalities involved in the delivery of those courses. Core courses are those that are required for graduation.

If a course is to be taught during a single quarter by a single instructor online, in the First Year Experience section combined with another course as a block class, and in another separate section for Independent Learning, then that is counted as one course preparation.

Or, if that course is taught online only, that involves one course preparation.

When team-teaching occurs (First Year Experience teachers, for example), *the total amount of time* contributed by the instructors should be considered in the instructors’ overall workload (as when one instructor consistently visits another’s classroom).

On-line courses are considered to be part of the instructor’s overall workload.

A minimum of 10 hours of posted office hours to be available for student help.

Prior to each quarter, faculty members are required to prepare copies of their work schedules complete with office hours (10 per week), class times, and locations to be posted on the office doors and e-mailed to the Dean of Academics and the Vice President of Instruction and Student Services.

Each full-time faculty member has an official workweek of 40 hours with a minimum campus commitment of 35 hours per week. This includes teaching assignments, prep work, office hours, meetings, in-services, travel time to other sites, etc.

It is the responsibility of administration to determine when to cancel a class because of low enrollment. Faculty and site coordinators should inform the Dean or Vice President if extenuating circumstances would influence a course cancellation decision.

Should a class be cancelled due to lack of enrollment, the teacher may be reassigned to teach another class in his/her discipline, or possibly to work on a project in which the teacher has expertise.

Academic Policies

As part of the policy and procedure review process at the college, several academic policies are currently under development including: Indigenous Research Policy; Academic Freedom Policy; Teaching and Service Policy; Scholarship and Artistic Creation Policy; and Creation and Production of Intellectual Property Policy. These five policies are being developed as a group so that they all coordinate with an Indigenous Research Framework.

These policies will expand upon and formalize the descriptions of service and scholarship described in the current [Faculty Handbook](http://blogs.nwic.edu/faculty/files/2017/01/Faculty-Handbook-Accepted-by-board-10-8-08-2.pdf), which states that “Full-time faculty members are expected to become involved in and provide for extra-curricular student activities to take an active interest in the life of the Tribal community, and to remain current in their professional field.” There is no formal requirement that faculty be involved in research or academic scholarship, such as publication and conference presentations. Although research, scholarship, and artistic creation are encouraged if appropriate to the faculty member’s teaching area, faculty are not required to participate in those activities, nor are those activities normally considered part of faculty workload. Faculty who wish to perform action research projects in teaching and learning may do so in addition to their regular responsibilities and receive a contract addendum through the [Teaching and Learning Initiative Plan 2012-2017](http://www.nwic.edu/wp-content/uploads/2016/12/Teaching-and-Learning-Initiative-Plan-2012-2017.pdf). The board approved [[Personnel Policy Manual](http://www.nwic.edu/wp-content/uploads/2015/05/personnel_policy_manual_-_01-2014master_0.pdf)](http://www.nwic.edu/wp-content/uploads/2015/04/NWIC-personnel-policy-manual-revised-January-2014.pdf) articulates guidelines for faculty sabbatical to perform research or other professional development activities. Administrators and staff who teach, as part of their duties, will have teaching responsibilities included in their job description. If teaching is in addition to their regular responsibilities, they will be issued a separate contract addendum as a part-time faculty to teach particular classes.

Academic Freedom & Responsibility (current to be revised)

Academic Freedom and Responsibility Policy

The NWIC Academic Freedom and Responsibility Policy is published in the [Faculty Handbook](http://blogs.nwic.edu/faculty/files/2017/01/Faculty-Handbook-Accepted-by-board-10-8-08-2.pdf), and in the [College Catalog](http://www.nwic.edu/wp-content/uploads/2017/01/Catalog-2015-2017-Addenda-1.3.17.pdf). It reads:

“In order to promote the condition whereby both the student and the instructor may have the freedom to search for the truth and its free expression, Northwest Indian College adopts the following principles expressed by the American Association of University Professors:

The college instructor is entitled to freedom in the classroom in discussing his/her subject matter, but he/she should be careful not to introduce into his/her teaching controversial subject matter, which has no relation to his/her subject.

The college instructor is a citizen, a member of a learned profession, and an officer of an educational institution. When an employee of the college speaks or writes as a citizen, he/she should be free from institutional censorship or discipline, but his/her special position in the college community imposes special obligations. As a person of learning and an educational officer, he/she should remember that the public may judge his/her profession and institution by his/her utterances. Hence, he/she should show respect for the opinions of others, and should indicate that he/she is not an institutional spokesperson.

“In addition, Northwest Indian College adopts a policy of respectful practice and responsibility regarding cultural information that requires all instructors and students to refrain from:

* inappropriate use of culturally sensitive information, especially spiritual information;
* unauthorized commercial or other exploitative use of Tribal/cultural information;
* unauthorized infringement of individual, family, or group ownership rights for songs, stories, or other information; and
* potential conflicts or harm resulting from cultural research, specifically coming from inappropriate interpretation of cultural information, inappropriate intrusions into community life, and breaches of confidentiality and friendship (adapted from *Tribal College Journal*, fall 1996, p.19).”

The Academic Freedom and Responsibility Policy was last reviewed and approved by the board of trustees as part of the Faculty Handbook review and approval in 2008. The Faculty Handbook is currently under review and being updated. The Academic Freedom policy is currently being reviewed for alignment and any needed updates in coordination with the development of the Indigenous Research Policy.

Indigenous Research Policy (approved by the Board on 5/2017)

403.1 POLICY STATEMENT

It is the policy of the Board of Trustees that NWIC supports Indigenous Research as the acceptable practice in the Honorable House of Learning (NWIC). Further, it is policy that all research conducted must follow the established acceptable practices of Indigenous Research, Theories and Methods, and Research Agenda.

403.2 PURPOSE

The purpose of the Indigenous Research Policy is to inform and give guidance to faculty, staff, and other external researchers as to how research is conducted at NWIC when they apply with a research proposal, consistent with the above policy statement.

403.3 SCOPE

Research at NWIC exists within the context and framework of the Coast Salish world view. This policy applies to all NWIC Faculty, staff, Sites (faculty and staff), external researchers, (and NWIC students where outlined as appropriate) who are applying to conduct research.

403.4 BACKGROUND

Tribal college missions are uniquely different than mainstream public institutions. Tribal colleges were founded to save lives, revitalize cultures and languages through the lens of tribal education. At NWIC our mission is also uniquely positioned to increase the capacity of the tribes we serve. In 2012 NWIC was approved for the first Bachelor of Arts Four Year Degree Program. And as such, we increased our capacity to do research.

NWIC is situated in the heart of traditional Coast Salish territory. The Coast Salish people are the heirs to vast legacies of knowledge and it is our responsibility to ensure the protection of this knowledge. Historically research was conducted by the colonizer, shaped by the preconceived beliefs, values and biases that come with generations of oppression. This resulted in indigenous people across the globe facing misperceptions, misinterpretations and appropriation of our knowledge(s) at the hand of researchers whose worldview, theories and methods are shaped by the colonial model(s). Coast Salish people were not exempt from this distortion.

In 2014 the Land Grant Strategic Planning Committee and the Coast Salish Institute were tasked to develop and implement a framework, policy and research agenda that emerges from Coast Salish ideology and will protect the tribal communities we serve from further injustice. The return to cultural sovereignty; decolonization of current mainstream research practices; protect of Indigenous knowledge; understanding the sensitivity of cultural intellectual property of the tribes we serve is of primary concern to the Institution. Indigenous Theories give substances to sovereignty. Indigenous methods give meaning to indigenousness and both are foundational to Indigenous Research.

403.5 RESPONSIBILITY

Faculty, staff, and any external researchers (and when appropriate students) who are applying to conduct research and while conducting research are responsible to follow the context and framework for Indigenous Research, the Research Agenda and to comply with the Research responsibilities as outlined below:

Cultural grounding: Research topics should be to the benefit and enhancement of the tribal communities NWIC serves. It is very important for researchers to understand that there is cultural knowledge that can be shared, and there is knowledge that is private to tribal individuals and families. It is the responsibility of the researcher to know which information is public and which is private, and ensure the protection of both.

Ownership, control, access, possession: Ownership means that either the tribal family or community owns the cultural knowledge so consent is required to use the knowledge. Control refers to the tribal family or communities’ right to control aspects of research that is conducted involving the family or community. This especially includes the dissemination of cultural knowledge. Access refers to the ability for tribal individuals/families/communities to access research that has been conducted on them. Possession refers to who holds the actual possession of the research, data, and/or materials. It is a tool for which ownership can be asserted and knowledge protected.

Informed consent: Researchers are required to inform participants of the purposes and intentions for their research in advance. Evidence of informed consent must be obtained after the participant(s) has been given the opportunity to examine the benefits and risk of the research. This allows them to decide what information they ultimately wish to share or not. It is important to be open and honest. Participants must be informed that they are free to withdraw from the research at any time without question or consequence. Informed consent must include all mediums for which the research will be utilized, noting that use of research materials will not be used outside of the scope of the research project and/or proposal without the permission of the research participants.

Giving Thanks: It is central to the values of NWIC to give thanks to all the people who helped you conduct research. Give credit where credit is due.

403.6 DEFINITIONS

“Context” is defined as Ontology (Body of Knowledge and Relationality), Epistemology (Our World Views), and Axiology (Our Values).

“Framework” is defined as Indigenous Theories and Indigenous Methods

403.7 PROCEDURES RELATING TO POLICY

Procedures relating to the adoption of this policy will include:

* incorporation of the policy as part of the Indigenous Framework;
* articulation of delegation of responsibility for implementation of the policy, to include Institutional Review Board, Land Grant Committee, and Indigenous Wellness Committee;
* incorporation of an educational component; and
* clarification on informed consent, including but not limited to electronic consent and writings and publications.

403.8 RELATED INFORMATION

* Research Agenda, Academic Freedom, Ethics, Scholarship, Teaching & Assessment
* Publication, TEK, Cultural objects, Culturally appropriate
* Institutional Review Board Manual: Purpose and Policies
* Framework for Indigenous Evaluation

403.9 REVIEW DATE

This policy will be reviewed every three years.

Code of Ethics for Employees  
Approved by the Board of Trustees, December 16, 2003

Preamble: This Northwest Indian College Code of Ethics for Employees has been developed with input from representatives of the constituency groups at NWIC and developed and proposed by he Personnel Policy Committee. It is meant to be educational and aspirational to show all members of the College community the climate that we foster, and express the ethical standards and guidelines for the conduct of all Northwest Indian College Employees. It also informs the public of the standards of ethical conduct for which employees are responsible.

Employees of Northwest Indian College have a responsibility to ensure that they are familiar with this Code of Ethics, understand its application to the conduct, and adhere to its principles. Employees should also be familiar with other sources of information that will assist them in making informed decisions. These include the law, policies and agreements that are relevant to their work.

The NWIC Code of Ethics includes examples of the applications of the ethical principles. While the examples are intended to provide further guidance and assistance, no part of the code can substitute for the active process of ethical decision-making. In instances of ethical demands or dilemmas where a simple or direct application of this Code is not possible, employees should seek clarification and assistance.

For the purpose of this document, definitions are provided in Appendix A in the Personnel Policy manual. Recommendations for addressing ethical concerns are provided in Appendix B of the Personnel Policy manual.

Faculty Evaluations

Performance Evaluations

The purpose of faculty evaluation is to assess teaching performance and the individuals overall commitment to achieving the mission of the college. The current NWIC Faculty Evaluation form contains the following general areas in which successful faculty members demonstrate competency include:

1. Instructional Skills: The faculty member will be accountable for an effective instructional delivery, command of the subject matter, and conducting classes that promote maximum student learning.
2. Instructional Materials and Development: The faculty member will be accountable for maintaining and developing instructional materials and methods that effectively enhance maximum student learning.
3. Professional Responsibilities: The faculty member will be accountable for his/her work schedule as assigned.
4. Professional Relationships: The faculty member will be accountable for maintaining high professional standards in all relationships with colleagues, associates and students.
5. Faculty Classroom Evaluation: The faculty member will be accountable for one satisfactory classroom performance evaluation. The evaluation of the instructor's performance on the characteristics [in this section of the Faculty Evaluation] is based upon actual classroom observation.
6. Faculty Self-Evaluation: This section of the Faculty Evaluation contains question intended for each individual to assess her/his own progress and achievement in three areas: professional development, instruction skills and relationship with colleagues.

All faculty members will receive a written evaluation at least once every three years. The original copy will be placed in their official personnel file In Human Resources. Part-time evaluations will be the first year. (All faculty evaluations - 1st year.)

Peer Review of Teaching

In addition, faculty members are required to select a faculty partner with which they will complete a peer review of teaching process each year. This involves the use of the "Peer Review of Teaching" form (which is available from the NWIC Assessment website), a pre-observation meeting, a classroom observation session, consideration of course materials, and other comments the intent of which is to give consideration to commendations and recommendations regarding teaching. Each faculty member should complete this form for another faculty member, the final copy of which is to be provided to the Dean of Academics.

Student Course Evaluations

Once each quarter, in the 8th week of the quarter (or 5th week for summer quarter), instructors of all classes are to allow students class time to complete student course evaluations. These evaluations allow instructors to receive meaningful feedback, and contribute to assessment at NWIC.

Student responses to the evaluation topics are confidential in that instructor’s will not see them in a way that the student will be identified. The Dean of Academics will review the student evaluations. Responses will be tabulated onto a master sheet, which will be returned to the instructor along with a summary of written comments. A copy of the results will be made available to the division administrator and a copy placed in the employee’s personnel file.

Specific instructions regarding student course evaluations for extended campus site managers; for face-to-face, ITV (Interactive TV), and online instructors; and for independent learning and distance learning instructors will be provided by the Assessment Coordinator each quarter.

Safety & Security Considerations

Faculty members are expected to contribute to maintaining the safety and security of the campus environment. This includes responsibilities involving emergency and other unusual circumstances as well as maintaining the security of personal valuables and campus facilities and their contents where necessary and possible.

For additional information regarding security considerations, please consult the *NWIC Safety and Security Manual* or contact your immediate supervisor.

Additional information regarding emergency and safety issues is available in the NWIC Emergency Procedures brochures.

Ordering Textbooks

Most textbooks are ordered online through eCampus. The faculty member enters their own information directly onto the bookstore ( we will not ask for a form to be filled out) you will post your own information.

 Simply follow the directions on the fast-guide –adoption. If by some chance the schedule has been revised and your class has not been implemented then you might have some difficulties- but the eCampus folks can help, The Site Student success Coordinator can help site faculty and the IL program assistant can help.

 The eCampus bookstore is open for faculty to start inputting their textbooks at least 6-8 weeks before the quarter begins. Your username is your school email address and password  is nwic (all lowercase). You can change your password once you access for the first time.

 If you have any questions, you can email [bookstoreteam@ecampus.com](https://mail.nwic.edu/owa/redir.aspx?C=9hTSN6VBVEGzUW248p2qMTRwDfsoVdQIYRpkT6VC2cmqvwrvTymSJdpI2PNLmtlOO6Ot3ml91Sk.&URL=mailto%3abookstoreteam%40ecampus.com)

 We will help any way that we can. Site Student Success Coordinator can help site faculty in facilitating access to the bookstore if you are having problems.

Please note: Once students are registered for classes, an access code is issued to their college email address (it usually takes approximately 48 hrs to receive a code). The code can then be used to purchase books and school related supplies (offices supplies, backpacks, portfolios, etc.), all with their student accounts through eCampus. Students may purchase books and supplies up to $300 using their access code. Students may also wish to explore other websites for textbooks. Students are responsible for paying for their textbooks. NWIC will deduct the cost of books, tuition, and fees from any student financial aid or award that’s posted to a student’s account.

Important Note: Faculty members are not responsible for ensuring that students have textbooks. Students have their own options and responsibilities for acquiring their textbooks. These include obtaining them by themselves or with assistance of a main campus or site representative; obtaining them from the NWIC online bookstore or other source; obtaining copies from the Lummi Library where available (some may be reserve copies for in-library use only); or viewing copies in Student Services (where available).

Each quarter, instructors need to order the textbooks they will use no later than eight weeks before the quarter in which the book(s) will be used for instruction. The following checklist contains the steps required for doing so:

Check with instructors teaching the same classes on-line and at the sites to see which textbook(s) they are using. Ideally, all instructors will use the same books for the same courses. However, this is not always the case, and the following steps indicate how to select and order textbooks.

Note that you may need to request an examination, review or desk copy of a textbook from the publisher if you wish to review that text prior to taking the next steps, or to have a copy for your own personal use when teaching. Please plan ahead to do this, as it may take several weeks to receive an exam copy. In some cases, these may be provided free of charge for the book and the shipping and handling. If not, please read part b below.

If you cannot obtain a free copy of your intended textbook, you may need to pay a minimal charge for an examination, review or desk copy, or for shipping and handling for a free copy. Or, you may need to pay full purchase price as well as shipping and handling for your desk copy. If so, you may need to pay these costs yourself for later reimbursement from college funds. This will involve the need to complete a Purchase Requisition form with the purchase information, a receipt for your costs, and the necessary account code and administrative signature (e.g., that of the Dean of Academics).

Confirm that the textbook you intend to use is still in print and available from the publisher or some other source (e.g., Amazon.com or other online bookstore such as Barnes and noble.com). If it is not, you need to identify an alternate text that is currently available from the publisher or find a way to acquire and distribute course materials (e.g., purchase used copies from an online source for later reimbursement and distribution to students).

Obtain all the See ecampus for information needed

* Title of text
* Author
* Edition
* Publisher
* ISBN-10 or ISBN-13 number[[1]](#footnote-1) (*required, and the most important part of the text information*)

Course Syllabi

A course syllabus (plural: syllabi) is the document containing the outline and summary of topics to be covered in a course as well as other information regarding the course and its instructor. The syllabus is developed by the instructor teaching the course and should be updated each quarter the class is taught. Some information in a syllabus may change from quarter to quarter, such as the instructor's office hours, assignment due dates, etc. However, each syllabus is based on the course syllabus template (see syllabus template posted on Curriculum Committee section of NWIC online).

It is the responsibility of the instructor to submit a syllabus for each course to be taught to the Dean of Academics and Vice President of Instruction and Student Services on a quarterly basis. Students should be provided a copy of the course syllabus at the beginning of the quarter.

Copies of course syllabi are also required for various Curriculum Committee procedures, which includes the information indicated in the syllabus template.

Course title

Course number

Credits

Course description

Prerequisites (if any)

Other requirements (if any, e.g., student class standing or declaration of program of study)

College Outcomes ("As a result of this course students will be able to… [insert a college outcome]")

Course Outcomes ("As a result of this course students will be able to… [insert a course outcome]")

Outline/schedule of topics

Syllabi also may include the following information:

Meeting details

Instructor information

Textbooks or other instructional materials

Course policies

Assessment (methods of student evaluation)

Grading

Ordering Instructional Supplies & Equipment

The Academic Administrative Assistant assists the faculty with ordering disposable instructional supplies (e.g., pens, staples, file folders). Please contact her with your requests.

For larger non-disposable purchases (such as overhead projectors, computer supplies, etc.), contact your supervisor for approval of such expenditures.

Grades & Records

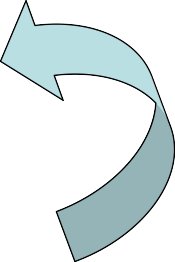
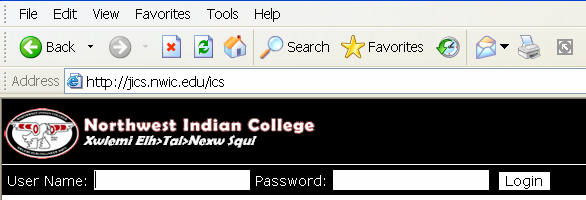
Grading information is available in the NWIC Catalog as well as from Enrollment Services, which also provides grade rosters and instructions for submitting grades.

Recording Attendance & Grades

Faculty members are instructed to record attendance, and mid-term and final grades using JICS (the NWIC networked computer record keeping system). They are also instructed to submit periodic enrollment roster updates to track student attendance and progress throughout the quarter.

Attendance records are to be maintained by all instructors and students are expected to attend all classes. The dean or director assigned to evaluate a faculty member may collect the attendance records for review during the faculty evaluation process. In the event of illness, personal emergency, or participation in college sponsored activity, the student must notify the instructor and arrange to complete assignments.

Entering Grades in JICS



**Step 1 – Go to jics**

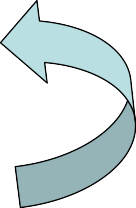
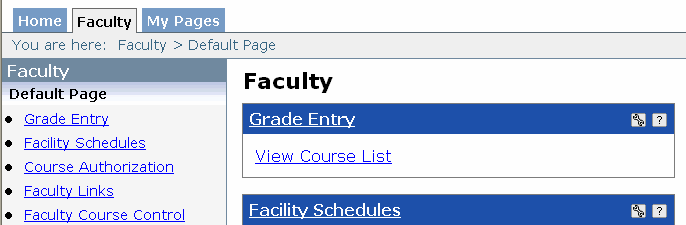
jics.nwic.edu/ics



**Step 2 – Log In**

Enter the Username and Password that was given to you

*(it is not the one you log into your e-mail with)*



**Step 4: View Course List**

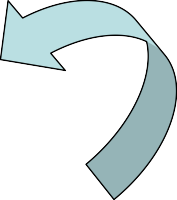
Select **View Course List**

to see your courses



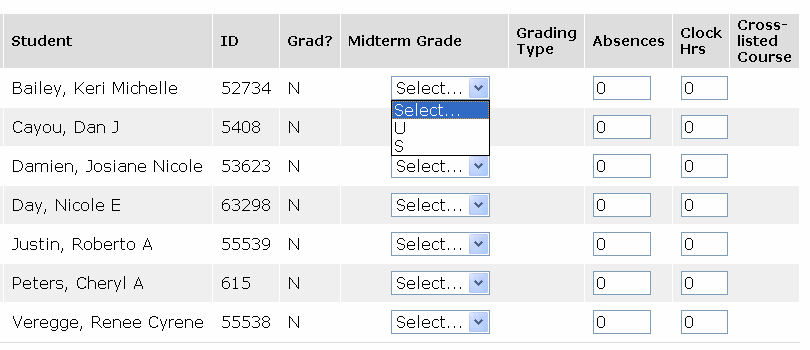
**Step 3 – Select Faculty**

Click on the Faculty tab



**Step 5: Select Your Course**

Select your course from the list



**Step 6: Assign Grades**

Ricard, Frank xxxx

Beckwith, Ron xxxx

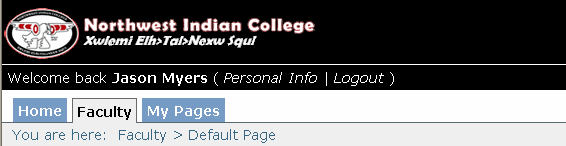
Grey, Jeremy xxxx Cleary, Claire xxxx

Cleary, William xxxx

Lodge, Zach xxxx

Martin, Mitch xxxx

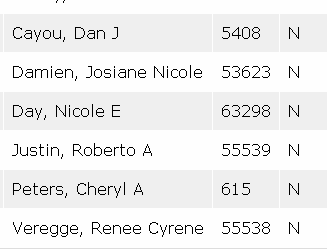
Select the grade for each student from the drop-down menu



**Step 8: Log Out**

**remember to**

**LOGOUT**



**Step 7: Click Save**

Ricard, Frank xxxx

Beckwith, Ron

Grey, Jeremy Cleary, Claire Cleary, William Lodge, Zach

xxxx

xxxx xxxx xxxx xxxx

Click **Save** when

you are done

Martin, Mitch xxxx

Grading Change and Incomplete Policy

Grade Change: (see Policy Approved by the Board 2017)

Grade and designation of *Incomplete* recorded by the registrar at the end of a quarter will be considered final and not be changed except in the following cases:

* When a letter grade is submitted to replace the incomplete, by the instructor of record or, if the instructor of record is no longer employed by NWIC, by the Dean of Academics.
* When a grade resulting from an error, such as a computation error, is corrected by the instructor of record; the request for change to correct these errors may only be made by the instructor of record, before the beginning of blue-slip week (second week of the quarter) of the following quarter.
* When an error committed in the administrative recording process is corrected by the registrar’s office.
* When a student’s grade appeal has been adjudicated, as outlined in the grievance procedure in the Student Handbook.

Incomplete Grades: (See Policy Approved 2017 by the board)

If a student has been making consistent progress and has regular attendance, but some essential requirement of the course has not been completed because of unforeseen circumstances the student has the option to request to enter into an incomplete agreement. The deadline to request an incomplete agreement is the last day of the quarter. It is the Instructor’s discretion whether to accept the student’s request.

When the instructor submits an incomplete agreement for a student, included should be:

* the grade earned by the student on the date that the incomplete agreement is submitted;
* a detailed list of remaining work to be completed; and
* a deadline for the completion of that work. (The deadline is not to extend longer than two consecutive quarters)

Mid Term Grades:

Midterm grades provide a non-punitive (does not impact GPA) snapshot of student progress at the midpoint of the quarter.  Students will have the ability to check their progress by viewing their midterm grades in JICS.  The midterm grades are also reviewed by the academic advisors.  They have an outreach plan to attempt contact with those students struggling in courses.

 Please enter your midterm grades directly in JICs by following the instructions below:

Steps:

1. Go to JICS ([jics.nwic.edu](https://mail.nwic.edu/owa/UrlBlockedError.aspx))
2. Log in (You all should have usernames and passwords\*  If you’ve forgotten your username and/or password, please contact IT at 360-392-4342 or by email at [is@nwic.edu](https://mail.nwic.edu/owa/redir.aspx?C=bqVFV4U_8k2_fo0w42oIp_xXVM28VtQIeipf4Btlb19nji3qfxl99lYcQ6p0kkkmfOzpJDHz03U.&URL=mailto%3ais%40nwic.edu)).
3. \*Site managers and program coordinators may be responsible for entering grades for those instructors not paid by NWIC (paid by another organization or Tribe)
4. Once logged in, select the [Faculty tab](https://mail.nwic.edu/owa/redir.aspx?C=bqVFV4U_8k2_fo0w42oIp_xXVM28VtQIeipf4Btlb19nji3qfxl99lYcQ6p0kkkmfOzpJDHz03U.&URL=https%3a%2f%2fjics.nwic.edu%2fICS%2fFaculty%2f)
5. Right under the Faculty heading, click on View Course List and select your courses
6. In the course screen, assign either an S (satisfactory) or a U (unsatisfactory) for each student in your class(es)
7. Click save to submit your grades.

Midterm grading will be used for outreach purposes.

Confidentiality of Student Records

FERPA (Family Educational Rights and Privacy Act)

Student records are assured confidentiality under the Family Educational Rights and Privacy Act (FERPA) of 1974. Directory information consisting of name, address, telephone number, program of study, period of enrollment and degrees, certificates and awards or other honors received may be released to any inquirer, unless the student submits a written request to the Student Records office preventing any or all directory information to be released. All other information regarding the student's permanent record is considered confidential and cannot be released without the student's written permission. Students may inspect their educational records by appointment with the Registrar.

FERPA Overview:

You are responsible for protecting student data in your possession.

Educational records may not be released without the written consent of the student.

Individual directory information may be released without written consent, except when the student has requested nondisclosure of directory information, in which case this information may not be released. See the list below for what constitutes directory information.

NWIC employees may access and use private educational records only as necessary to conduct official business that is related to the educational interests of the student.

Always take appropriate measures to ensure that student records are protected.

If in doubt, do not release information about a student. Refer requests to Enrollment Services.

If you have questions about FERPA, contact Enrollment Services.

At Northwest Indian College, "directory information" is comprised of the following items:

* name
* address
* telephone number
* program of study
* period of enrollment
* degree(s)
* certificate(s)
* honors/awards

FERPA Guidelines for Faculty Management of Student Records

Faculty/staff must take reasonable precautions to safeguard access to student information. These precautions include shredding documents, not sharing computer ID's and passwords, not allowing others to do work under your ID's and passwords, and not leaving the student information system up running and accessible when away from the workstation.

Student data may be shared among NWIC faculty/staff as necessary to carry out the responsibilities of their position; however, take precaution to ensure the security of the student data being shared.

Faculty/staff should refer requests for information from the education record of a student to the proper educational record custodian, e.g., Enrollment Services, Admissions, and Financial Aid.

Faculty/staff should not display student grades publicly in association with names, social security numbers, or other personally identifiable information. If grades are posted, use only a coding method agreed upon mutually by the entire class, which does not include personally identifiable information. The list should be randomly generated, i.e., displayed in such ways that it doesn’t appear to be in alphabetical order by student name.

Faculty/staff should keep only those individual student records necessary for the fulfillment of his/her specific responsibilities. Private notes of a faculty or staff member concerning a student and intended for faculty or staff members own use are not part of the student's educational record.

Faculty/staff should keep any personal professional records relating to individual students separate from their educational records. Private records of instructional, supervisory and administrative personnel and ancillary educational personnel are to be kept in the sole possession of the maker.

Faculty/staff may not obtain an official transcript on behalf of a student or third party.

Faculty/staff should understand that only the appropriate educational record custodian may release information about a student's educational record to a third party outside NWIC.

Additional information regarding FERPA is available at <<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>>.

Shredders are available to faculty members at various locations, and may be used to destroy confidential materials prior to their disposal.

Running Start & Confidentiality

The Running Start Program is a statewide program that allows eligible high school juniors and seniors to enroll in college courses, tuition free, and earn college credits that also apply toward high school graduation requirements. Special confidentiality conditions apply to Running Start students, which may be obtained from Student Services

Class Meeting Considerations

Class Duration and Scheduling

One class hour is 50 minutes in length, giving a 10-minute break between classes. Generally, classes are scheduled to begin and end in one-hour or half-hour blocks of time.

Class Start Time & Late Arrivals

Classes are expected to start and run as scheduled. Faculty members should establish policies regarding late arrival by students and include these policies in their syllabi.

Disruptive Behavior in the Classroom

If disruptive behavior occurs in the classroom, an instructor has the authority to ask those involved to leave the classroom for the remainder of the class period. Additional information regarding this subject is provided in the *Northwest Indian College Safety and Security Manual* under the heading of "Faculty Did You Know?"

Cancellations & Closures

Class Meeting Cancellations

All classes are required to meet for the specified hours. Approval for canceling a class must be obtained from the Dean of Academics. If an instructor is not able to meet the class, the instructor should arrange for another instructor to take the class. If a substitute instructor cannot be found, the instructor should schedule a makeup session at another time during the quarter. All absences and substitute instructors should be reported as soon as possible to the Dean of Academics or Vice President for Instruction and Student Services.

If possible, faculty members should also attempt to notify their students of class cancellations. This may be accomplished by posting this information to the course site at NWIC online (Moodle), by e-mailing the students or by phoning the students (student telephone numbers may be obtained for such purposes by contacting Enrollment Services).

College Closures

Emergency Snow & Adverse Weather Procedures

WHERE TO FIND OUT: Generally after 6:30 a.m. employees and students may tune in to the following radio stations, television stations or websites:

KAFE (104.3 FM) <<http://www.kafe.com/>>

KGMI (790 AM) <<http://www.kgmi.com/>>

KISM (92.9 FM) <<http://www.kism.com/>>

KPUG (1170 AM) <<http://www.kpug1170.com/>>

OR

KIRO 7 (Seattle)

KOMO 4 (Seattle)

KING 5 (Seattle)

OR

Northwest Indian College <[www.nwic.edu](http://www.nwic.edu)>

Bellingham Herald Newspaper <[www.bellinghamherald.com](http://www.bellinghamherald.com)>

Emergency Closure Phone Tree (for contacting NWIC employees regarding snow or icy road closures)

Vice President for Administration, as directed by the President, will contact:

* Lummi Law and Order to get information regarding the road conditions. Or, if the VP is driving to the College and realizes that the road conditions are not safe, he will start making the appropriate calls to start the process.
* Radio and TV Station(s) – (Radio: KAFE 104.3 FM, KGMI 790 AM, KISM 92.9 FM and KPUG 1170 AM; TV: KIRO 7 Seattle, KOMO 4 Seattle and KING 5 Seattle)
* President
* President's Assistant
* Employees under his supervision

|  |  |
| --- | --- |
| President's Assistant  Contact all directory under the President's supervision. | Vice President for Instruction & Student Services  Contact all directly under the Vice President's supervision. |
| Directors  Contact all under their supervision. | Directors & Deans  Contact all under their supervision. |

Note that each division may have a unique system by which to contact their employees.

Please see the NWIC Emergency Procedures brochures for additional information.

Academic & Other Advising

Academic Advising

Northwest Indian College Advisors offer holistic and student-centered guidance, empowering students with practical knowledge and skills to support cultural identity, academic success, self-determination, and personal growth

Academic advising is provided to students by advisors in Student Services, by a faculty member in the academic field in which the faculty member teaches, or by Site Managers at our instructional sites. The academic advisor will work with students to enroll for courses and provide the necessary information to ensure adequate course selection for the student’s intended program of study. Advisors offer assistance to students in understanding degree requirements, planning schedules, and monitoring satisfactory academic progress

Advising—Student Clubs & Organizations

Northwest Indian College has the following student clubs and organizations, which are overseen by the Activities and Leadership Coordinator:

* American Indian Business Leaders (AIBL)
* American Indian Science and Engineering Society (AISES), NWIC Chapter
* Drama

In addition, the Associated Students of Northwest Indian College (ASNWIC) annually elect a Student Executive Board to represent the interests of students at all NWIC campuses. This student leadership body works with the Leadership Coordinator and the college clubs and organizations.

Faculty members volunteer to serve as advisors, and receive a stipend for their efforts. Faculty members advise students regarding their activities. Near the start of the academic year, all clubs and organizations submit club or chapter membership information and a budget request to support their proposed activities for the year. Clubs may hold fundraisers in order to raise funds for conferences and events.

Advisors are provided with documents explaining any membership requirements (for National organizations). Student officers should be encouraged to read and follow these.

Should there be a need for funds above and beyond the allocated amount, request can be made for these additional funds from the Student Executive Board.

Faculty members should submit an annual report of club and chapter activities to the Leadership Coordinator.

Other Meetings & Training

*Northwest Indian College Personnel Policy Manual* deals with serving on committees and attending meetings. Additional details follow.

Committee Meetings

The following standing committees currently exist at NWIC:

* Academic Standards Committee
* Curriculum Committee (whose membership, functions, requirements, meeting schedule, etc. are described in the *Curriculum Committee Handbook*)
* Graduation Agenda Committee
* Holiday & Celebration Committee
* Technology Committee
* SEM Committee

For more complete information on committees and teams please contact one of the Deans or Division Directors.

Others committees may come into existence on an ad hoc basis, and may exist only for a short term until their primary purpose has been accomplished (e.g., 25th Anniversary Committee, to plan for the 25th anniversary of Northwest Indian College's inception).

In-Service Meetings

NWIC supports the development of its full-time faculty with training and resources for teaching in a Tribal college, performing academic and program assessment, and developing program outcomes through the Teaching and Learning Institute and regular in-service training. A schedule with input by the faculty and Dean/s is created every quarter.

The in-service trainings are required by all full time faculty and unless otherwise specified (based on quarterly activity schedules and other communications from administration) or when excused by their supervisors service training and other work. Required in-service training days may be included in faculty contracts. In-service days are determined and posted in the academic calendar approved by the Board of Trustees.

Commencement Activities

Once a student has graduated from NWIC, he or she is eligible to participate in commencement activities, which are held each year at the end of the Spring Quarter at the Wex'liem Community Center at the Lummi Reservation. Faculty members play a significant role in this very important event in the lives of our students, and are encouraged strongly to participate.

**Section 8: Faculty Development**

Faculty members may participate in a range of development activities at NWIC and elsewhere. Faculty members should contact their supervisors for additional information regarding funding to support these activities. Section 11 of the *Northwest Indian College Personnel Policy Manual* addresses employee development.

Conferences & Workshops

Faculty members are encouraged to stay abreast of changes in their fields and to expand their understanding of the communities in which they work. For this reason, the College faculty development program may be available to assist in paying the expenses of attending appropriate workshops and conferences. Resources within the respective divisions including grant or departmental budgets may be available for training in your discipline. In addition, the College seeks grants for general faculty development. Contact the Dean or Department Chair for faculty development applications.

In-service Training

Required in-service training may be included in full-time faculty contracts. In-service days are determined and posted in the academic calendar. Faculty members from each academic discipline are encouraged to serve on the in-service committee.

Procedures Training

Various types of training are available to NWIC faculty. These include training in the use of the following:

* ITV equipment
* Jenzabar
* JICS
* Canvas (for online instruction and other college work)

Other Training

Faculty members may be interested in seeking other training opportunities to assist in their professional activities. These may include a variety of topics, and may involve on-campus and off-campus training sessions.

**Section 9: Instructional Modalities**

NWIC serves students on the main Lummi campus, at a number of extended campus instructional sites and elsewhere. To accomplish this, NWIC offers instruction through a variety of different delivery methods or modalities, as detailed below.

Individualized Studies

This is a program at NWIC, which includes learning contracts, independent learning, individualized degrees and credit for prior learning (life and job) experience.

Independent Learning Courses

Independent Learning courses (assigned the section code "IL") are for students who cannot attend courses on campus or at one of the NWIC sites. They include self-paced learning units. Students communicate with their IL instructors via phone, fax, e-mail, U.S. Mail, or face to face. To be eligible to take IL courses, students must complete an application, signed by an advisor. Please contact NWIC Individualized Studies for additional information, such as the Independent Learning Student Handbook or information for faculty members who teach IL courses.

Continuous Enrollment

Some classes are specified as Continuous Enrollment, such as Adult Basic Education (Career Enhancement or Developmental Education Courses), Continuing Education (CEU) courses, and Independent Learning (IL) courses. Students should check the quarterly schedule regarding registration dates and times, but may enter these classes anytime during the first three weeks of fall, winter and spring quarters and during the first two weeks of Summer quarter.

Learning Contracts

These courses (assigned the section code “LC”) can be offered when a class in a specific area of interest is not available. They are prepared with participation of a student, a faculty member, and the staff of NWIC Individualized Studies. When a student registers for these classes, that student is entering into an individual contract with the instructor where the instruction may be offered using various modalities. Learning Contract courses can be print-based or include on-line discussion groups and assignments, meetings with the faculty member, weekly teleconferences, projects to be completed, or videotapes. Courses numbered 189/289 by definition involve learning contracts between a student and an instructor. Contact the Individualized Studies department for further information including paperwork that is necessary for learning contracts.

Continuing Education

Northwest Indian College provides non-credit educational opportunities for Native Americans throughout the Northwest. Students receive Continuing Education Units (CEU's) for completion of courses and, in some cases, certificates of completion. The range of programming includes cultural, wellness, community service and professional development. Pre-service and in-service training is provided in Health Care, Social Services, Education, Law Enforcement and Small Business Management. CEU's do not meet requirements for degrees or vocational certificates. They are not credits.

Northwest Indian College is approved by the Washington State Board of Education to provide clock hours for in-service to teachers, and by the Washington Department of Alcohol and Substance Abuse to provide CEU's for certified chemical dependency counselors. These services are offered through the Department of Continuing Education (i.e., Outreach and Community Education).

Through the efforts of the Continuing Education Department, the College sponsors and co-sponsors a variety of conferences and seminars on topics relevant to Native American communities. Examples include an annual conference on recovery and prevention, the annual Native American Women and Girls conference, an International Salish and Neighboring Language conference and other events focusing on diabetes prevention, elder care, and hazardous materials incident response.

NWIC Training programs were established by NWIC in response to a growing number of requests from tribal communities for professional development courses and customized vocational training. NWIC is committed to work with tribal organizations to improve and strengthen the skills of the tribal work force by offering intensive, fast-tracked executive leadership, professional development, and vocational training courses designed to meet specific needs within tribal communities.

The training programs can help students reach individual career goals. NWIC can offer large training conferences or workshops and classes on-site within tribal communities. Courses are also available via distance learning technology including video conferencing and on-line courses. Training courses are available as academic credit, certificates or continuing education to meet students’ specific requirements. Advisors are available to help select appropriate courses and assist in the process of creating a successful independent learning experience. Students who have access to the campus or instructional sites are encouraged to combine regular classes and telecourses with learning contract courses.

Distance Learning & Teaching Modalities

Northwest Indian College recognizes that not all students can attend regularly scheduled classes. Distance learning courses were designed with such students in mind. There are three modes of distance learning courses available. Currently NWIC instructors are utilizing K-20 videoconferencing (ITV), online learning and individual learning contracts to meet student needs.

ITV is a live two-way interactive videoconferencing experience delivered by the Distance Learning Center (DLC) to extended campus sites. ITV instruction originates from the main campus, and is delivered to sites with videoconferencing capabilities. Instructors and students can see and hear one another live through the use of cameras, microphones, monitors and voice activation. Since NWIC utilizes the K-20 network for videoconferencing, any other site that is connected to the network can participate with prior approval and coordination.

The Distance Learning Support Specialist – the IT department, along with the e-learning coordinator, is responsible for ITV scheduling, and takes care of all scheduling for courses presented over ITV. For additional ITV meetings, the *ITV Meeting Scheduling Form* should be completed and submitted to the Distance Learning Center well in advance of the proposed meeting date to ensure that the K-20 Education Network will be available for the proposed use. Please contact the ELearning Coordinator or IT for questions.

[CANVAS](https://nwic.instructure.com/login/ldap) Learning Management System (LMS) for student online and hybrid courses: CANVAS is the third college-wide online LMS that the NWIC has used. Following initial trials using several different platforms, the college began using WebCT. When it was purchased by Blackboard, the college decided to move to Moodle, which was used from 2007-2014. Following a decision to move to a more robust system with strong video conferencing capabilities to support synchronous delivery of course content, Moodle was replaced by CANVAS in late 2014 and continues to meet the college’s needs. CANVAS provides student access to course work anywhere there is access to Internet services. CANVAS houses related course materials, such as weekly assignments, course syllabi, class discussions, grades, and other pertinent information for online and hybrid students.

**Section 11: Library Services**

NWIC’s main library is located on the Lummi Campus and learning resources are primarily managed through the Lummi Library. Students and faculty at all extended campuses, as well as students enrolled in classes in all modalities, have access to the library and other learning resources by physically going to the Lummi Library, using electronic databases and collections maintained by the college, utilizing interlibrary loans or accessing reference materials available at each extended campus location. The Library Director, in consultation with the Library Advisory Committee, works with faculty and program directors annually to ensure that the library meets the needs of the programs offered at NWIC and community members.

The following information about the library may assist you in becoming familiar with the resources and facilities offered by the library to the faculty and students at Northwest Indian College. The library collection also reflects the library services to the general public and the Lummi Tribal School Library. Please consult the *Library Manual* for additional details.

Library Hours

Policies Regarding Access to and use of Library and Information Resources

The Lummi Library has a [Library Policies Manual](http://www.nwic.edu/wp-content/uploads/2016/12/Lummi-Library-Policies-Manual.pdf), which contains policy and procedures related to the access and use of the Lummi Library and library materials. The manual has been reviewed and approved by the board of trustees. The manual addresses access and use of library and information resources. A separate [Library Use Policy](http://www.nwic.edu/wp-content/uploads/2016/12/2.E.-Library-Use-Policy.pdf) has also been approved. A revision to the manual and the library policies was approved by the [Library Advisory Board](http://www.nwic.edu/wp-content/uploads/2015/04/Library-Advisory-Board.pdf) in January 2014. A print copy of the most recent [Library Policies Manual](http://www.nwic.edu/wp-content/uploads/2016/12/Lummi-Library-Policies-Manual.pdf) (approved 2014) is available at the library desk and electronic copies of the manual are posted on the [library website](http://www.nwic.edu/lummi-library/). The policies are enforced by the Library Director and library staff.

Library Orientation

Please come and find out what the library has to offer you and your students in your particular area of study. The library staff will host tours of the library or orientation sessions. Please make arrangements by contacting Library staff (ext. 4214).

If updated or new materials need to be ordered for your section, please talk to a librarian.

Please tell the Director of Library Services if some materials are too old to meet the needs of students taking your class. Also, suggest newer materials to replace these items, if you can.

Please feel free to mention if some materials are too old to meet the needs of students taking your class.

Special computer orientation for hands-on learning to use the Internet, the Library Catalog and the library's electronic online databases (i.e., Proquest, Ethnic NewsWatch, Basic Biosis, etc.) need to be set up ahead of time for groups of three or more.

Access to all electronic online databases can be made without passwords on campus. If you or your students need to access them from home, you need user ID's and passwords

Individual orientations for faculty members or students may also be arranged.

If you have distance learning students, please see a librarian to arrange services for them.

Policies for Library Materials

Borrowers:

Everyone must fill out a card and show identification that has your current address on it. You will not receive an actual card, but will be put in the computer system.

Books and periodicals may only be checked out for the quarter by special permission.

Other borrowing privileges:

As a faculty member you also have access to materials at Whatcom Community College Library and at Western Washington University. You must get an ID Card from student services to show at these institutions.

Interlibrary loans:

The library is a member of OCLC-WLN and can borrow books from other libraries for you. These items can take up to four weeks to obtain so come early in the quarter. You are responsible for any fees (some libraries charge for borrowing materials) including overdue fines and lost item charges.

Presentation equipment: Media Center

Northwest Indian College administrators, faculty, staff and Head Start faculty who are enrolled patrons in good standing with the Lummi Library may check out the following equipment: Overhead projectors, multimedia projectors, audio cassettes, slide projectors and projection screens. Please make reservations for check out ahead of the time you will need to use any equipment by calling the library. You may schedule up to one quarter in advance. Borrowers are responsible for replacing lost equipment or repairing damaged equipment. At this time, the Media Center does not provide training in the use of this equipment.

Please DO NOT let someone else borrow materials and equipment that is checked out in your name. If you do, you may be responsible for paying for lost or damaged materials or equipment.

Computers for online research are available upstairs. There are also two computers and a printer in the basement for doing homework assignments.

The library has a microfiche for use in the library.

Other Services:

The library has photocopy matching for personal photocopying. The charge is five cents per page. Any large photocopying projects for classroom activities should be done at the reception desk in building 10.

Laminating small wallet size cards cost fifty cents. Larger items cost $1.50 per foot.

Faxes:

Work-related faxes are free, and personal faxes cost $2.00. If you plan to receive faxes at the library, please tell the people sending them to put your name and phone number on the fax, so the staff knows who the fax is for. The library fax number is 360-733-3385. Please notify the staff if you are expecting a fax.

**Section 11: Procedures & Paperwork**

Purchase Requisitions & Purchase Orders

A purchase requisition (or "PR") is a document used to generate a purchase order (or "PO") for institutional purchases or to request reimbursement for personal expenses incurred in the course of college-related activities. The purchase order is the document resulting from the completion of a purchase requisition and is presented to a vendor as tender for goods or services. The vendor subsequently bills NWIC in order to receive a check in payment for those goods or services.

Purchase requisition forms may be obtained from the Department Chair, Business Office or the Vice President or Dean, and must be signed by your direct supervisor who will assign a budget code for the expenditure.

For purchases required for club or chapter activities, an approval signature is required of the student president of the club or chapter as well as of the faculty advisor.

Facilities

Room Scheduling

*Classrooms & the Log Building (Cultural Learning Center):*

Please e-mail "Rooms" <[rooms@nwic.edu](mailto:rooms@nwic.edu)> if you need to schedule a classroom or the Log Building on the Lummi  campus. The Administrative Assistant to the Vice President of Instruction and Student Services is responsible for scheduling for these rooms.

*Boardroom*

Please contact the Executive Assistant to the President if you need to schedule the Boardroom on the Lummi  campus. If the Executive Assistant is unavailable, the Administrative Assistant to the Vice President of Instruction and Student Services or the Title III Program Assistant may assist you.

Maintenance & Custodial Issues

Please contact the Maintenance and Facilities Manager for any maintenance or custodial issues or questions regarding any of the Lummi campus buildings.

Classroom, Common Areas & Vehicle Etiquette

Please leave the classrooms, other common areas and college vehicles in a clean and orderly condition for the benefit of others. It is not the responsibility of the maintenance and custodial staff to clean up after faculty-related activities.

Travel Procedures and Paperwork

Faculty members may travel for college-related purposes either on their own, with other college employees or with students. All travel using college vehicles must conform to the NWIC insurance coverage.

In all cases, faculty members wishing to travel for work-related purposes, including with students, are required to make all the necessary arrangements, follow proper procedures, and ensure that all required paperwork is completed.

See Section 15: Equipment Access, Use & Repairs for details regarding the use of college-owned vehicles.

Faculty Travel

Faculty travel involves a number of procedures and associated documents. The following documents provide information on proceeding with travel by faculty:

*Recommended Travel Process* (file name: Travel Procedures.pdf)

*Northwest Indian College Travel Advance Instructions* (file name: Travel Advance Instructions.pdf)

*Northwest Indian College Instructions for Closing Your Travel Advance* (file name: Travel Closing Procedures.pdf)

Faculty members should notify their supervisors when they wish to travel for work-related purposes, and may make arrangements to use college vehicles as detailed in Section 15: Equipment Access, Use & Repairs. If faculty members wish to use their personal vehicles for work-related travel, they should consult with their supervisors for details regarding how they may obtain reimbursement for mileage.

In all cases where faculty members may be traveling for work-related purposes, with college funding, with students, etc., there are procedures and paperwork required before and after travel. See below for additional details.

The Dean’s Program Assistant can assist faculty with travel arrangements, including setting up air travel, hotel accommodations, and filling out travel documents (see above)

Course-related Travel with Students

Faculty members should use college vehicles for field trips associated with their courses. In such cases, the usual rules for vehicle use apply. Unlike travel with students for extracurricular purposes, adult students accompanying faculty members on course-related travel do not need to complete any travel-related paperwork (i.e., *Mid-Quarter Attendance & Satisfactory Progress Verification Form*).

Extracurricular Travel with Students

Students at Northwest Indian College travel throughout the year to attend several events off campus with faculty members or other employees of the college. The following documents, available from Student Services, apply to student travel:

*Student Travel Policy* (file name: Travel Student\_Travel\_Policy.doc)

*Acknowledgement of Responsibility* (to abstain from drug and alcohol use while on travel) (file name: Student\_Travel\_Responsibility\_Drug\_Alcohol.doc)

*Mid-Quarter Attendance & Satisfactory Progress Verification NWIC Student Travel* (file name: Travel\_Mid\_Quarter\_Progress\_Attendance.doc)

Faculty members are not always required to accompany students traveling for extracurricular purposes under the aegis of the college, e.g., where funding for students, but not faculty, may be available. Such situations are evaluated on a case-by-case basis by Student Services staff.

Please consult with Student Services staff for information regarding proper procedures to follow in the event of student behavior issues during travel.

Enrichment, Grants & Research

Enrichment—Speakers & Events

Procedures for the invitation of guest speakers for curriculum enrichment purposes are currently being developed at NWIC. Interested faculty members may consult their supervisors for guidance with regard to extending invitations to guest speakers. It is advisable to consult with supervisor and other staff (e.g., those of the Coast Salish Institute) regarding the reputation, credentials, credibility and integrity of proposed guests. To assist in planning and carrying out such events, a draft *Guest Speaker Request* form is available from the Coast Salish Institute, and a draft guest speaker itinerary is available from the Science Director.

*Northwest Indian College Personnel Policy Manual* contains other information regarding campus visitors.

Permission to Pursue Grants for Research & Other Activities

In order to pursue grant funds from outside sources (e.g., for classroom enrichment or research projects) please contact the Vice President for Research and Sponsored Programs. The Vice President of Instruction and Student Services will provide with you a request form, which needs to be approved before the grant proposal is submitted.

Process for Voluntary Resignation & Retirement

Details regarding separation of employment are contained in the *Northwest Indian College Personnel Policy Manual*.

Faculty members with regular contracts are expected to continue employment until the end of the contract. If this is not possible the individual should give notice at least a month before the beginning of a new term. A full quarter lead-time is preferred.

Faculty members should submit a letter of resignation to the Human Resources Department with CCs to the President, Vice President of Instruction, and Dean of Academics.

During the last week of employment Human Resources will schedule an exit interview. Other exit requirements include return of keys, equipment, and completion of any outstanding work. Final checks will not be released to a faculty member until all grades have been submitted

**Section 12: Communications**

Computers & Network

Information Services can assist with the use of faculty computers and the college network.

E-mail

All faculty members are provided individual e-mail addresses. The "Faculty" e-mail distribution group <[Faculty@nwic.edu](mailto:Faculty@nwic.edu)> is intended for faculty members to conveniently communicate with one another, but also includes some administrative recipients. All faculty members are included on this e-mail distribution group, including full-time, pro-rata, part-time, administrators and the instructional division administration (Dean of Academics and Vice President for Instruction & Student Services). Please see Personnel Manual for email and internet policy

Other employees of the college also have e-mail addresses, and faculty members may reach them via e-mail by typing in their names in the "to" field of their campus e-mail program.

An "All staff" e-mail distribution group also exists, and may be used to communicate with all of the college employees when necessary and appropriate.

On-campus e-mail access is available to all faculty members. Those wishing to access the college e-mail system when off campus may do so by using their Internet browser to access Microsoft Outlook Web Access at <http://mail.nwic.edu>.

Telephones

Telephone numbers (including cell phone and fax numbers) are included in the main campus directory available from the NWIC switchboard. Note that the main switchboard/reception staff regularly update this list and distribute it via email.

Northwest Indian College uses a telephone system by Interconnect Systems <[www.interconnectsys.com](http://www.interconnectsys.com)>. Customer Support is available at <<http://www.interconnectsys.com/support.htm>>. The Maintenance & Facilities Manager and Front Desk (reception and switchboard) staff also are able to assist with many questions and issues regarding campus phones. Long distance codes may be provided to faculty.

Checking Voicemail Off Campus

You may check your voicemail when off campus by following these steps:

* Dial your direct line number. This is your four-digit extension number (e.g., 1234) preceded by the three-digit exchange ("392-"), for example: 392-1234.
* Let your phone ring until you hear your voice message on the line and enter \* (star) while you hear your voice message.
* Then select #, which lets you continue.
* Then select # again, which will allow you to access your voicemail box.
* Continue to follow the prompts as necessary.

The Maintenance & Facilities Manager and the IT director can provide further assist with the use of faculty telephones.

Faxes- copy machines are available to fax materials

FedEx

A FedEx request form is available from the Front Desk (reception and switchboard) staff in Building 10.

Media and External Relations

The Public Information Officer is responsible, manages the front page of the college website, works with the media, and should be contacted in the event that any off-campus publicity of campus events is desired.

*Squol Quol* (and other tribal newsletter/paper) Submissions

Submissions to the *Squol Quol*, the newspaper of the Lummi Nation, may be submitted to the Public Information officer. The Executive Assistant to the President, sends out regular e-mail notifications of deadlines for submissions.

Please route all requests for submission of articles to local tribal newspapers and newsletters through the site managers and the Director of Development.

Letters & Other Communications to Non-College Entities

*Northwest Indian College Personnel Policy Manual* (Conditions of Employment, Media) states that "Employees of the College are not permitted to speak to any mass media organization on matters concerning the college such as fund raising, college policies, other employees, future planning, or proprietary information without requesting and receiving approval from the appropriate College official."

This is generally the College President but individuals may contact the Director of Development for guidance.

NWIC Letterhead

An electronic NWIC letterhead is available for official purposes.

NWIC Website

Northwest Indian College maintains a website at <[www.nwic.edu](http://www.nwic.edu)>. It contains a variety of information and resources of value to NWIC students and employees, which are detailed below.

* Faculty Home Page

This Faculty home page, which is available on the website is the location for information on:

* Assessment
* Online Teaching and Learning (i.e., a link to Canvas)
* First Year Experience Information
* Teaching and Learning materials and resources

**Section 13: Other College Handbooks & Manuals**

The following additional college handbooks or manuals are available at NWIC:

* *Safety and Security Manual*
* *Emergency Procedures brochures*
* *Independent Learning Student Handbook*
* *Library Manual*
* *Personnel Policy Manual* (available on the NWIC website)
* *Student Handbook*
* *Athletic Handbook*

**Section 14: Resources**

Faculty & Staff ID Cards

Staff, faculty members and students can go to Enrollment Services, fill out a card and have their photo taken for the faculty and staff identification cards. In order to process the photographs, Enrollment Services needs ten photographs per page. In the beginning of the quarter these may be done at least once a week. As the quarter progresses and fewer cards are requested (and fewer photographs taken), it may take longer to obtain your identification card.

Your ID card may allow you to obtain educational discounts at local vendors

Lummi Fitness Center

Northwest Indian College employees are also eligible to use the Lummi Fitness Center at a reduced rate. Payroll deduction is also available for that fee.

Western Washington University Resources

Faculty members at Northwest Indian College are eligible to use the Western Washington University Library, the Outdoor Center, the Lakewood facility (including sailboats) and other WWU facilities upon presentation of a valid Northwest Indian College employee identification card.

**Section 15: Equipment Access, Use & Repairs**

Photocopiers

See Section 11: Procedures & Paperwork and Section 11: Library Services for details regarding photocopying equipment.

Presentation Equipment

Some information regarding access to presentation equipment (overhead projectors, multimedia projectors, audio cassettes, slide projectors and projection screens) is presented in Section 11: Library Services.

Additional presentation equipment (VCR and DVD players) is available in many classrooms. The Distance Learning staff can assist with the use of that equipment.

ITV Equipment & System

The Distance Learning staff can assist with the use of the ITV equipment and system.

College Vehicles

Several college-owned vehicles are available for use by faculty members for work-related purposes, and may be reserved by contacting the following individuals:

* Student Services for the white College vans
* Accounting Campus Cashier for the Maroon Express van and the Silver Taurus
* Administrative Assistant to the Vice President for Instruction and Student Services for the Excursion (The Program Assistant for Title III and the Construction Office Program Assistant can assist if necessary.)
* Prior to using any college-owned vehicle, faculty members will be required to provide several types of information, including a photocopy of a current valid driver's license. The individuals responsible for reservations for each vehicle will provide the required paperwork. Once the required paperwork is completed, faculty members may obtain a gas card to obtain fuel for the college vehicle they use.

College Boat

Northwest Indian College owns a boat that may be used for field trip, research and other purposes. Contact the Vice President for Administration and the Science Director for details.

Repairs

Requests for repairs of equipment should be directed to the Administrative Assistant to the Vice President for Instruction and Student Services.

**Section 16: Academic Support for Students**

Academic Support:

Faculty members at Northwest Indian College should encourage their students to use the available academic support mechanisms. The Math and Writing Center located in Building #11 is the primary tutoring and study hall facility on Campus. Hours are posted on the door. The Lummi Campus Library is available to students Monday through Thursday from 8:00 am to 7:00 pm and on Sunday from 12:00 pm to 6:00 pm. Computers for student use are available at various locations on the main NWIC campus, including the Lummi Library, computer labs, and Distance Learning Center (where laptops are available during class times).

**Glossary**

The following glossary consists of terms commonly encountered by faculty members during the regular course of their work at NWIC.

*ABE* – See *Adult Basic Education*

*Adult Basic Education (ABE) –* This is essentially preparation for the General Equivalency Diploma (GED).

*AIHEC* - American Indian Higher Education Consortium. AIHEC was founded in 1972 by the presidents of the nation’s first six Tribal Colleges, as an informal collaboration among member colleges. Today, AIHEC has grown to represent 37 colleges in the United States and one Canadian institution. AIHEC's mission is to support the work of these colleges and the national movement for tribal self-determination. For additional information, go to <<http://www.aihec.org/>>.

*AISES* - American Indian Science and Engineering Society – AISES is a private, nonprofit organization that nurtures building of community by bridging science and technology with traditional Native values. Its mission is to increase substantially the representation of American Indian and Alaskan Natives in engineering, science and other related technology disciplines. NWIC is host to a chapter of AISES. For additional information, go to <<http://www.aises.org/>>.

*American Indian College Fund* - A Native-operated organization, and the nation's largest provider of private scholarships. Many NWIC students receive funding from the fund. For additional information, go to <<http://www.collegefund.org/>>.

*blue slip* - Otherwise known as Permission for Late Registration form and available from Enrollment Services. It is the only NWIC form printed on blue paper. Students who start classes after the first Friday of the quarter must get the instructor of each class they enter late to sign a blue slip. Students will also complete an add/drop form that lists any classes they want to add or drop.

*book order* – See *textbook order*

*book request* – See *textbook request*

*Campus Safety Authority* – This is referred to in the *Northwest Indian College Safety and Security Manual*, and indicates those individuals charged with overall authority with regard to safety and security matters at NWIC; essentially, the Crisis Management Team.

*census date* - The last day for 100% refund for official withdrawal from classes and drop a class without it appearing on the transcript. If a student fails to drop classes by this date, they will be charged for those classes.

*Accuplacer*- A placement test administered to incoming NWIC students to evaluate their skill levels in reading, writing and math to help determine what courses they should take upon beginning studies at NWIC. See the NWIC for additional details (under "Testing and Placement").

*course drop* - It is always best for a student to drop a class formally rather than to stop showing up in silence. Students who just don't show up are graded accordingly. The last day to drop courses without penalty is generally the Friday of the third week of the quarter. See the quarterly schedule for additional details.

*course evaluation (Curriculum Committee)* – Courses are periodically reviewed for a number of reasons. The *Curriculum Committee Handbook* Website <<http://blogs.nwic.edu/curcom/>> found in the NWIC website under “Faculty Home Page” and contains information regarding course review requirements, which involve the use of a "Course Evaluation Form."

*course evaluation (student)* - Students are asked to evaluate each of their courses. This provides NWIC administration and instructors with feedback valuable for retention purposes and for future effective teaching. (Also see "Student Course Evaluations" elsewhere in this handbook.)

*course review (Curriculum Committee)* – See *course evaluation (Curriculum Committee)*

*Crisis Management Team* – This is the NWIC body that consists of the Vice President for Administration, Human Resources Director and Maintenance & Facilities Manager.

*Distance Learning (DL)* - Distance learning courses were designed with students who cannot attend regularly scheduled classes in mind. There are three modes of distance learning courses available. Currently NWIC instructors are utilizing K-20 videoconferencing (ITV), online learning and individual learning contracts to meet student needs.

*DL* – See *Distance learning*

*Faculty Round table* – The Faculty Round table includes those individuals with a full-time faculty contract or for whom over 50% of their time involves classroom instruction.

*Faculty, full-time* – Full-time faculty members are those NWIC employees who have been contracted 100% of full-time as "faculty" on an annual basis. Most full-time faculty members are assigned to teach primarily, although some may not teach courses and instead may support faculty activities, such as assessment. Some full-time faculty members may have administrative responsibilities as part of, or in addition to their teaching duties.

*Faculty, part-time* – Part-time faculty members (also referred to as adjunct faculty) are hired on a quarter-to-quarter basis, almost always to teach specific courses during any given quarter. Not all part-time faculty members are employees of NWIC. Some may be paid directly by tribes or other entities.

*Faculty, teaching* – Teaching faculty are those who teach a course at NWIC in any given quarter. They may include employees who do not have faculty contracts but who have teaching assignments either as part of their regular duties or as a supplement to their contracts. These may include people otherwise considered as administrators or other college specialists for whom teaching does not comprise the largest part of their work at NWIC.

*FAFSA* – Free Application for Federal Student Aid (for students). Contact Financial Aid or <[www.fafsa.com](http://www.fafsa.com)> for additional details.

*Fast track* - "Fast Track" courses are short-term intensive courses of academic instruction that may start at different times in the quarter, up to as late as the last week in the quarter. For example, regular for-credit courses in Chemical Dependency Studies may be offered in a workshop format over the course of several days rather than an entire academic quarter. Other Continuing Education and training instruction also may be described as "fast-tracked," as indicated in the current Catalog.

*FERPA* - Family Educational Rights and Privacy Act of 1974 – FERPA (also referred to as the Buckley Amendment) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education, including NWIC. For additional information, go to <<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>>.

*FTE faculty position* – See *Full-time equivalent faculty position*

*FTE student* – See *Full-time equivalent (FTE) student*

*Full-time equivalent (FTE) student* – This refers to a student definition used for purposes of per capita financial support to approved institutions to allocate annual grant monies to participating tribal colleges and for other purposes. It is calculated the same was as the ISC (Indian Student Count), but includes non-Native students.

*FYE* - First Year Experience; Northwest Indian College offers the First Year Experience courses to help students in their first year of college succeed in an environment that respects, honors and acknowledges Native perspectives and values. Additional details are presented in the NWIC Catalog and quarterly course schedules. A First Year Experience information sheet is available from the NWIC Faculty Home Page.

*Hybrid* - A form of course delivery (modality) where 50% of the course contact time is face-to-face or ITV and 50% of the course contact time is through online learning.

*IL* – Section code for *independent learning courses*

*independent learning courses* – See Section 9: Instructional Modalities.

*independent study* - This is synonymous with Independent Learning and can be either an Independent Learning course or a Learning Contract.

*Indian Student Count* – This means a number equal to the total number of Indian students enrolled in each tribally controlled college or university and is calculated as the quotient of the sum of the credit hours of all Indian students so enrolled, divided by twelve. It is defined in the Tribally Controlled College and University Assistance Act of 1978, Title 25, U.S.C.§1801(a)(7), and each tribal college or university is required to maintain 51% Indian enrollment to maintain the status of a tribal college or university.

*Individualized Studies (program)* - This is a program at NWIC, which includes learning contracts, independent learning courses, individualized degrees and credit for prior learning (life and job) experience.

*instructor of record* – In team-teaching situations where two or more faculty members may be involved in the instruction during a course, only one—the instructor of record—will be responsible for submitting attendance and grade information to Enrollment Services.

*ISC* – See *Indian Student Count*

*ITV* – See *Interactive TV* (Also see *Polycom* and *Telecourse*)

*Jenzabar* - A company that provides software, strategies and services to colleges and universities. This is a computerized system that NWIC uses for student registration, enrollment, grading, advising and related purposes, and which is associated with JICS (see below). For additional information, go to <<http://www.jenzabar.net/>>.

*JICS* - Jenzabar Internet Campus Solution (i.e., an networked computer recordkeeping system used at NWIC for student registration and for reporting attendance, grades and, eventually, other information).

*K-20 Education Network* - A Washington State videoconferencing system used to deliver instruction via ITV.

*Land grant –* This term is applied to colleges and universities that Congress designated as having a formal relationship with the Federal Government through the U.S. Department of Agriculture (USCA) to provide practical education in the agricultural and mechanical arts and associated disciplines. Land grant status was first bestowed by Congress by the First Morrill Act of 1862 (the "1862 land grant institutions"), where the term "land grant" derived from the grants of land that were given to institutions to fund their operations. The Second Morill Act of 1890 led to the establishment of additional land grant institutions to serve African-American populations, the Historically Black Colleges and Universities (HBCUs) or "1890 land grant institutions." From the 1960s to the 1980s institutions in the U.S. territories and the District of Columbia were awarded land grant status by Congress and are known as the "1862 land grant institutions," or "Insular land grants." Following work by the American Indian Higher Education Consortium (AIHEC), the 29 existing tribal colleges and universities (TCUs) were given Congressional land grant status under the Equity in Educational Land-Grant Status Act of 1994. Since then four additional TCUs have received land grant status, while one has gone out of operation, for a current total in 2007 of 32 land grant TCUs, the "1994 land grant institutions," or "1994 institutions," or simply, "the 1994s." Northwest Indian College is a "1994 land grant institution." This status provides access to federal funding through the USDA in several areas including teaching, extension (outreach) and research. Land grant institutions share the common goal of providing practical education to all peoples of various races and social classes. Tribal land grant institutions are unique in terms of their goals as related to Native American populations. For additional information, go to the First Americans Land-grant College Organization & Network (FALCON), "The Original Land Keepers" at <<http://stemrc.aihec.org/FALCON/default.aspx>>

*late registration* - The last date during each quarter when a student may enroll in courses without special permission from their instructor(s).

*late start* - One of five options currently available using JICS for recording student attendance information. Otherwise, undefined, but assumed to mean a student who for some reason has started the course late.

*learning contracts (LC)* – See Section 9: Instructional Modalities.

*LIBC* – Lummi Indian Business Council, i.e., the governing body of the Lummi Nation.

*Memorandum of Agreement* - A document written between parties to cooperatively work together on an agreed upon project or meet an agreed upon objective. The purpose of an MOA is to have a written understanding of the agreement between parties. (Also see *MOU*.)

*Memorandum of Understanding* - A legal document describing a bilateral or multilateral agreement between parties. NWIC has MOU's with various other entities. (Also see *MOA*.)

*MOA* – See *Memorandum of Agreement*

*Moodle* - A free software learning (course management) system; used at NWIC for online learning and other college work (including committee work). (Also see *NWIC online* and *NWIC moodle*.)

*MOU* – See *Memorandum of Understanding*

*NWIC moodle* – Synonymous with NWIC online. (Also see *NWIC online* and *Moodle*.)

*NWIC online* – Synonymous with NWIC Moodle, this is the NWIC online instructional system that utilizes the Moodle software learning system. It may be accessed through the NWIC website, and contains online courses and other college content (e.g., materials related to committee work). (Also see *Moodle* and *NWIC moodle*.)

*OL* – Section code for online courses.

*online bookstore* (NWIC) - Northwest Indian College has established a relationship with ecampus as the College's primary bookseller. ecampus is an online bookstore.

*online bookstore* (Other dealers) - Students can buy their books, often at a discount, through other online bookstores like amazon.com, cheap books.com and half price.com.

*online course* - web-based application accessed via the Internet. Students can participate in online courses if they have a computer, Web browser and access to the Internet. Students communicate with instructors via e-mail, fax or phone.

*PO* – See *Purchase order*

*Polycom* - Name of the camera equipment used in our ITV mode of course delivery to sites.

*PR* – See *Purchase requisition*

*Purchase Order* - A document resulting from the completion of a *purchase requisition* and presented to a vendor for goods or services. The vendor subsequently bills NWIC in order to receive a check in payment for those goods or services.

*Purchase requisition (PR)* - A document used to generate a *purchase order (PO)* for institutional purchases or to request reimbursement for personal expenses incurred in the course of college-related activities.

*resident students* - Resident students are those enrolled as members of a federally recognized tribe or Alaska Native Corporation or who are covered by the Jay Treaty and have provided NWIC with such documentation.

*Running Start* - The Running Start Program is a statewide program that allows eligible high school juniors and seniors to enroll in college courses, tuition free, and earn college credits that also apply toward high school graduation requirements.

*site* – An extended campus instructional (or extension) site, part of the NWIC extended campus system, which includes: Colville, Muckleshoot, Nez Perce (pronounced "purse" NOT "pierce," Port Gamble, Swinomish and Tulalip.

*Squol Quol* – The Lummi Community monthly newspaper is the *Squol Quol*. Copies are available in the NWIC Library and in the entrance to Building 10 at the beginning of each month.

*Student Life* – Term that refers to students and their experiences in the NWIC Student Residence and Dining Hall building.

*TC* – See *Telecourse*

*TCU's* – Abbreviation for Tribal Colleges and Universities.

*telecourse* - A course delivered using ITV equipment and K-20 videoconferencing.

*textbook order* (student) - Students may order their books from MBS, NWIC's online bookstore, through bookstores like Barnes & Noble, or through websites like <[www.cheapbooks.com](http://www.cheapbooks.com)> or <[www.amazon.com](http://www.amazon.com)>. Students would do well to order their books at least a week and a half before the quarter begins.

*textbook request* (faculty) – See "Ordering Textbooks" under "Functions—Faculty Roles & Responsibilities" elsewhere in this handbook.

*TRIO* - The Federal TRIO Programs are educational opportunity outreach programs designed to motivate and support students from disadvantaged backgrounds. TRIO includes six outreach and support programs targeted to serve and assist low-income, first-generation college students, and students with disabilities to progress through the academic pipeline from middle school to post baccalaureate programs. TRIO also includes a training program for directors and staff of TRIO projects and a dissemination partnership program to encourage the replication or adaptation of successful practices of TRIO projects at institutions and agencies that do not have TRIO grants. For additional information, go to

*weather-safe area* – Interior walls of lower floors, and interior areas such of restrooms and halls as opposed to windows and exterior doors. These are the areas that faculty members should guide students and others to in the event of dangerous environmental emergencies.

1. [↑](#footnote-ref-1)