



Northwest Indian College

FACULTY HANDBOOK

2018

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Approved By:	College President's Signature	Date Approved: mm/dd/yyyy
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321.1 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). It should answer most of your questions regarding procedures that directly relate to you as a faculty member. Please use this handbook, the NWIC Employee Handbook, and the NWIC Catalog as reference documents for information concerning employment and for a better understanding of your role within NWIC. 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.

321.2 SCOPE

This handbook is designed to facilitate faculty success at NWIC. It should answer most of the questions regarding procedures that directly relate to faculty members. This handbook should be used along with the NWIC Employee Handbook, and the NWIC Catalog as reference documents for information concerning employment and for a better understanding of faculty's role within NWIC

321.3 BACKGROUND

The college has developed and maintained a Faculty Handbook to outline policies, procedures and practices for a number of years. The last version was adopted and published in September 2008. This new and revised version of the Faculty Handbook reflects changes in procedures, institutional practices and policies.

321.4 RESPONSIBILITY

The responsibility for the administration of the Faculty Handbook has been assigned to the Dean of Academics and Distance learning, with general oversight by the Vice President of Academics and the Center for Student Success

321.5 DEFINITIONS

The definitions pertaining to this policy are contained in the accompanying Handbook.

321.6 RELATED INFORMATION

NWIC Personnel Policy Manual

321.7 REVIEW DATE

This Handbook will be reviewed every three years.

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Section 1: Welcome

1.1 Welcome to Northwest Indian College

You have been hired to teach classes at the college because your contributions will complement the values and beliefs around which the college is built. Your presence and engagement indicates your willingness to incorporate Indigenous cultures and perspectives into the course(s) you teach, and your commitment to community development, which these courses of education represent.

1.2 Purpose, Arrangement and Updating of this Handbook

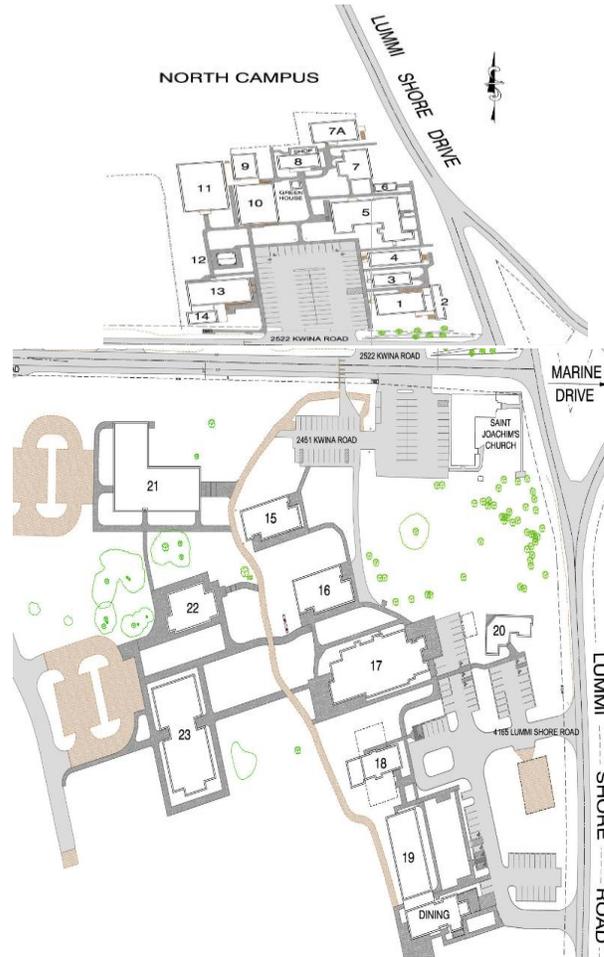
This handbook is designed to be of use to faculty members at Northwest Indian College's main campus at Lummi as well as those who teach at each of the extended campus sites (Swinomish, Tulalip, Muckleshoot, Port Gamble, Nisqually, and Nez Perce). In general, the information presented here applies to the College as a whole, but some information specifically applies to either the main campus or the sites (e.g., personnel contact information). Time sensitive material in the Faculty Handbook annually in September at the beginning of each academic year.

1.3 Maps, Addresses, Parking and Lost & Found Information

1.4 NWIC Service Area Map



Lummi Campus Map



CAMPUS MAP LEGEND

Bldg	Building Name	Classrooms
1	Central Administration	
2	Human Resources/ Development - NWIC Foundation Office	
3	Learning Assistance Center	LAC 1, LAC 2 (GED)
4	Faculty Offices/Workforce Educ.	FAC-1
5	Maintenance	
6	Class Room	TUTOR
7	Cultural Arts Center	CAC
7A	Cultural Learning Center (Log Building)	LOG
8	Computers Building/Security	C-1, C-2
9	Accounting/Finance Department	
10	Purchasing/Service Learning Center for Health / Math & Writing Center	
11	Science Building	BIO1A, BIOL, CHEM, DL-1, DL-2
12	Wooden Shelter	
13	Bookstore/ Student Activity Center	SAC-1, SAC-2
14	Student Union	
15	Kwina Building/TGBM	KW104, KW112, KW113, KW114
16	Native Environmental Science Building	NE112, NE113, NE114, NE106
17	Center for Student Success	
18	Early Childhood Learning Center	
19	Student Housing/Dining Hall	CEB1 (Kitchen), CEB2 (Classroom)
20	Cooperative Extension	
21	Coast Salish Institute	CSI18, CSI19, CSI21, CSI30
22	Salish Sea Research Center	
23	Library/Technology	

Extended Campus Instructional Site Maps

Utilize the College's website at www.nwic.edu for site manager information, address and phone numbers for all the extended sites. 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 Coordinators.

Note that 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. 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. The College 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 Center for Student Success Reception and Switchboard in Building 17 on the Lummi Campus. For extended campus instructional sites, contact the respective site manager.

Section 2: Overview of Northwest Indian College

2.1 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. The college'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, including Washington and Idaho.

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 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, a public non-profit, comprehensive two-year institution.

Classes began immediately and the service area slowly expanded to include other reservations, 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 native 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. The College continues to offer the Bachelor of Science, and now offers three Bachelor of Arts degrees: (1) Native Studies Leadership; (2) Tribal Governance and Business Management; and (3) Community Advocates and Responsive Education in Human Services.

In August 2010, the college 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, comprised of trustees from the Lummi Nation, governs the College. All board members apply to and are appointed by the Lummi Indian Business Council.

Today, the college is one of 36 tribal colleges and universities within the United States and 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

The college creates an environment that is respectful, supportive, and free of intimidation and harassment. The College's Board of Trustees, administrators, faculty, staff, and students are held to high ethical standards. These standards are found in the college's [Personnel Policy Manual](#), [Board of Trustees Bylaws](#), [Faculty Handbook](#), and the Student Code of Conduct found in the [college catalog](#) and the [Student Handbook](#).

2.2 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. The foundational principles of sovereignty and indigenusness inform and guide all aspects of the design, delivery and assessment processes.

The college's philosophy of teaching and learning 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.

2.3 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, the college 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.

2.4 Teaching and Learning Philosophy

Our teaching and learning philosophy is based on the understanding that the college 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 college 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.

2.5 Strategic Plan

Northwest Indian College Strategic Plan 2018-2024

In the summer of 2017, President Justin Guillory began the college’s new 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 2018-2024*. Below is a snapshot of our Core Themes and Objectives.

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

CT1: Engage indigenous knowledge	CT2: Commitment to Student Success	CT3: Access to higher education opportunities for all levels for tribal communities	CT4: Advance place-based community education and outreach
NWIC implements an Indigenous governance system	NWIC promotes a community of wellness and balance	NWIC offers holistic support to ensure student success at all campus locations	NWIC provides educational opportunities responsive to Tribal community needs and grounded in place-based pedagogy
NWIC establishes and sustains an internal organizational climate aligned with NWIC vision and values	NWIC fosters student leadership	NWIC provides student access to a general education core grounded in NWIC values, beliefs, Indigenouness, and sovereignty	NWIC builds the Indigenous research capacity of students, faculty and communities
NWIC implements an Indigenous research agenda	NWIC supports students in achieving their educational goals	NWIC provides college preparation and support for native youth for an academic future	NWIC is responsive to community needs and builds Tribal capacity
NWIC faculty and staff builds capacity to engage Indigenouness and sovereignty	NWIC prepares students to work and serve tribal communities		NWIC promotes Indigenous Wellness to restore balanced lifestyles and tribal prosperity
NWIC incorporates indigenous knowledge in all areas of instruction			

2.6 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.

Land Grant Institution

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.

2.7 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 (NWIC) was granted full accreditation by the Northwest Commission on Colleges and Universities effective September 1993. In September 2010, Northwest Indian College was granted accreditation at the four-year degree level. 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 based on the spring 2017 Year Seven *Mission Fulfillment and Sustainability*.

2.8 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 the following:
 - Facilities (e.g., custodial and maintenance issues)
 - Equipment (problems and other requests) regarding:
 - Computers & Network
 - ITV (Interactive TV equipment and system)
 - Presentation equipment (VCR and DVD players)
 - Telephones
 - Vehicles

For faculty, the next person in the line of authority would be their immediate supervisor. This is either a Department Chair (four-year programs) or the Dean of Academics and Distance Learning (two-year programs).

2.9 Benefits

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

Section 3: 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, which can be found on the college's website. All revisions to programs and courses are electronically updates on an ongoing basis.

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. The Dean of Academics and Distance Learning has appointed lead faculty members for each of the two-year program departmental codes for college courses. These faculty members, identified in the college's directory, should be consulted with regard to proposed additions or changes to curriculum in their field of expertise.

Educational Program

The college 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 the college 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 the college'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. The College 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, as well as college-specific requirements in the college's Foundational courses and student success courses. All 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 college-specific requirements.

3.1 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 fieldwork; and
- (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 of 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.

3.2 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.

3.3 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 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 class syllabus, which must be submitted to the Dean of Academics and Distance Learning for approval. Faculty are to use the course outcomes form and guidelines to identify the outcomes. 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. 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. 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, which must be submitted to the Dean of Academics and Distance Learning for approval. Faculty are to use the course outcomes form and guidelines to identify the outcomes.

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 class syllabus, which must be submitted to the Dean of Academics and Distance Learning for approval. Faculty are to use the course outcomes form and guidelines to identify the outcomes. 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 courses, which have approved outcomes). All of these courses require that outcomes be created each time the course is taught and therefore do not 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, 197B, 297A, and 297B courses, which have approved outcomes): <http://www.nwic.edu/institutional-research-assessment-and-planning/course-outcomes/approved-course-outcomes/outcomes-for-197-297-397-and-497-courses>

3.4 Course Schedules

The college produces a comprehensive annual course schedule using a two-year cycle, and the schedules are updated or revised on a quarterly basis. Four-year degree program Department Chairs or two-year degree program Lead Faculty create the schedules, in consultation with the faculty in the department.

Changes in Course Schedules

The Dean of Academics and Distance Learning must approve any changes (including but not limited to date(s), time(s), location, and instructor) to the annual schedule, which is based upon a recommendation from the appropriate department chair or two-year program lead instructor.

3.5 Assessment at Northwest Indian College

This Assessment Plan (2012-2017) was designed as a college-wide assessment resource for faculty, non-academic staff, academic program directors, and administration. The primary purpose of the plan was 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.

Faculty members are responsible to conduct ongoing assessment of their individual courses and to use that data, collaboratively with their colleagues in our college level reviews, to inform and guide instruction and curriculum improvement. Best practices in curriculum development recommend the use of curriculum maps to identify program-learning outcomes and to demonstrate how those outcomes are addressed and measured throughout the courses within the program.

Faculty Role

- Assess student achievement of course outcomes at the course level every quarter. Note: this requires that course outcomes be formally aligned with program outcomes according to the curriculum map with rubrics using the 4 times (pre-contact, contact, present, future –values, skills, knowledge).
- Collaborate with CSI staff on assessment of Indigenous content.
- Gather appropriate data from Office of Institutional Effectiveness and Data Team – past class performance, completion rates, result of previous year evaluation.
- Complete assessment process using matrix at three points each quarter – assessment-ready, mid-quarter assess and intervene, end of quarter.
- Submit assessment reports at each of the three points each quarter into repository so that appropriate department chair or program lead can access them.

Currently when creating assessment for a course, faculty are asked to think of two major types of assessment, formative and summative. The following questions are completed for all courses that faculty teach that are required for a program of study. The questions are designed to be answered at three points during the quarter: 1) Assessment-ready – complete early in the quarter 2) Mid-quarter Formative Assessment - complete during weeks 5-7 to assess student proficiency levels and identify interventions and 3) Final Assessment - complete at the end of the quarter.

Department Chairs and Program Lead/s Role

- Coordinate assessment process within their program working with faculty/staff to complete.
- Collect and evaluate assessment reports quarterly and work with faculty/staff on interventions. Evaluation and interventions may also be made during the quarter, if needed.
- Prepare annual program narrative report based upon quarterly assessments and other data.
- Disseminate report to faculty, deans, other program leads, and Office of Institutional Effectiveness.
- Work with deans and Office of Institutional Effectiveness in analyzing reports.

Assessment

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 assessment process is completed quarterly. The assessment process is designed to be answered at three points during the quarter: 1. Assessment-ready – complete early in the quarter 2. Mid-quarter Formative Assessment - complete during weeks 5-7 to assess student proficiency levels and identify interventions and 3. Final Assessment - complete at the end of the quarter. *Please see supervisor for more details.*

3.6 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.

Section 4: Activity Calendars

4.1 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 on the college's website by selecting "Faculty/Staff," then "in-service schedule."

4.2 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)

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 and Friday in November)

Christmas Eve (December 24th)

Christmas Day (December 25th)

New Year's Eve Day (December 31st)

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

Section 5: Faculty Information

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

5.1 Faculty Definitions and Membership

Full-time or .525 FTE members are considered “permanent” for the purposes of benefit eligibility, and have a renewable nine (9) 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 Roundtable

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.

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

Interface between the Faculty Roundtable and Academic Administration:

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.

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 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 and 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 is in development
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 Faculty Handbook

2. Teaching at a Tribal College
3. Tutoring Center, First Year Experience/Developmental Education Faculty group
4. Faculty Inquiry Groups, based on discipline
5. Library Services and
6. Establishing and Sustaining Student Engagement

Center for Student Success Training includes the following topics:

1. Important dates and deadlines
2. Forms & policies: Adds/Drops (Late Registration), Incomplete Agreements, Grade Changes
3. Faculty Discretionary Drop policy
4. Attendance and
5. Midterm and Final Grading

5.2 Faculty Contracts

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 an opportunity for students to experience and achieve success within the classroom setting.

Full-time and permanent .525 FTE 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 (office hours are adjusted for .525 FTE). 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 are adjusted or reduced.

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

Faculty members are provided three (3) days of sick leave upon acceptance of their contract and 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 thirty days and there is no cash out program for unused sick leave upon resignation, termination or retirement. Faculty cannot accrue annual leave time, however full time faculty are paid for observed holidays (see Personnel Policy Manual)

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 .525 FTE Permanent Faculty

Instructors given full-time and .525 FTE 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 .525 FTE faculty members receive salary and benefits based on the Faculty Salary and Benefit Schedule approved by the Board of Trustees. Full time faculty members are requested to serve on various committees by the Dean of Academics and Distance Learning, 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 include teaching, academic student advising (optional club advising), committee work and research where appropriate.

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 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 degrees and to transfer to four-year institutions.
2. Advising is the second focus. The Faculty will 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 students regarding career pathways and about 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 Vice President of Instruction and Student Services. Research at the college exists within the context and framework of the Coast Salish world view. This policy applies to all Faculty, staff, Sites, external researchers, and students where outlined as appropriate, who are applying to conduct research. Consult the Indigenous Research Policy, which was approved by the Board in 2017, for more information.

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 learning new knowledge and developing new skills. Faculty members provide academic advisement to students within their programs. Faculty members may be asked to take on additional responsibilities by their department chairs or the Dean of Academics and Distance Learning.

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 timelines.
- 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 lack of reporting affect students, especially in areas such as: enrollment, attendance and grades. Make all reports accurately and submit 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 support 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 create/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 members 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 hour per very class taught).

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

The 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 Part Time salary schedule for more information.

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

Section 6: 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.

6.1 Faculty Workload

Each quarter, faculty members are asked to complete the faculty workload form. It is used to inform the budget process and calculate time and effort spent on teaching-instructional time and non-instructional time. Faculty lists the following: teaching, advising, service, scholarship, professional development, grants and other activities/responsibilities each faculty member has on a quarterly basis. The form provides a way for the Dean of Academics and Distance Learning to ensure equity as far as possible in our work together.

Full-time faculty members are required to carry a workload of 15 credits per quarter or 45 credits annually. This can be adjusted depending on the courses and the faculty's responsibilities for the quarter or year.

The academic work year for full-time faculty members will be, at minimum, 176 days, scheduled between mid-Septembers 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 the Dean of Academics and Distance Learning each quarter.

Full-time faculty members are expected to become involved in and provide for extracurricular 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:

Fifteen (15) credit hours per quarter, with a minimum class enrollment is three 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 Fifteen (15) credits may include additional compensation at the discretion of the Vice President of Instruction and Student Services.

Learning Contracts

Workloads regarding Learning Contracts will depend on the number of credit. Generally a faculty member may spend about 10 hours or less over the course of the quarter with the student for a 5-credit course (this can vary) and is usually up to the individual instructor and student, therefore in terms of a workload Learning Contracts should be calculated as 5 credits for 10 hours of instructional time. Depending on workload demand on the faculty member since learning contracts do not follow the same pattern as conventional teaching, there can be variations in allocation of workload time. Compensation for Learning Contracts is based on a rate of \$25.00 per credit per enrolled students in the class. If the amount of a Learning Contract is under three hundred dollars (\$300.00) the faculty member will not be reimbursed until the end of the quarter.

Cancellation of Classes

Courses with inadequate enrollment are typically cancelled at the end of the first week of classes. Guidelines for cancelling classes are set below. Full Time faculty should meet the minimum enrollment of three students per class and part time faculty must meet the six minimum enrollments per class.

- Lummi Campus: classes will be cancelled with less than 3 students (this applies to FT faculty)
- Site Campuses- face to face classes will be cancelled with less than 6 (this applies to PT faculty)
- OL-Line classes will be cancelled will less than 6 students
- IL classes will not be cancelled for low enrollment

The college believes that students must be given an 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 (the most common modality is to establish a Learning Contract with the faculty member and the student) or to choose an alternate course within their educational plan.

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.

The college recognizes the fact that new courses in innovative subject areas may not draw significant enrollments initially. In these circumstances, the College 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. 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.

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 must seek approval for substitutes from the Dean of Academics and Distance Learning and/or Two-Year Program Coordinator as soon as possible.

If a full time faculty member acts as a substitute instructor, the faculty member will be compensated only if the class puts them over the 15-credit workload.

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 Developmental Education 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 current rate per credit x 11 weeks x current rate.
- Example: Five contact hours lab included = current rate 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 requirement of 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). In that case 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 current rate per credit.

Example: 7 contact hours = 7 x current rate per credit x 11 weeks

Summer compensation please see your Department Chair or the Dean of Academics and DL

Work load Related Issues

A maximum of three (if core required courses) to four (if including non-core required, such as an elective class) 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.

Alternatively, 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 part of the instructor's overall workload.

Academic Policies

As part of the policy and procedure review process at the college, several academic policies are currently under development, including 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.

6.2 Academic Freedom and Responsibility Policy-(Current policy)

The College's Academic Freedom and Responsibility Policy is published in the [College Catalog](#). 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 might 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, approval in 2008. The Academic Freedom policy is currently being reviewed for alignment, and any needed updates in coordination with the development of the Indigenous Research Policy.

Academic freedom in classroom instruction

Faculty are entitled to freedom in teaching their assigned courses that freedom includes but is not limited to design of pedagogical approach, selection and delivery of course content. Freedom further extends to conducting of class meetings and demonstrations, creating assignment and examinations to assess student performance

Freedom of classroom instruction does not encompass stealing intellectual property, using traditional knowledge, or appropriating cultural expression without permission. Faculty must consider the source, and significance (sacredness) of the materials/resources. In examining, the source- faculty are asked if the community invited you to share this part of its culture. Faculty need to ask what is the cultural significance of the content with the Coast Salish Institute before utilizing the material or content.

Indigenous Research Policy (approved by the Board on 5/2017) (Current Policy- reads as)

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. In addition, 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 indigenesness 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 Relationally), 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, 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 Conduct

Please see Northwest Indian College Personnel Policy Manual for information that is more detailed

6.3 Faculty Evaluations

The faculty evaluation process was developed in 2008 and is currently being redesigned to align with the work of building the capacity of faculty to teach at the college.

Performance Evaluations

Faculty evaluation at Northwest Indian College was/is currently based on the commitment of the institution to its mission: Through education, NWIC promotes indigenous self-determination and knowledge. The purpose of performance evaluations is to improve instructor’s teaching and students’ learning. Feedback and follow-up are critical to the success of this process. Evaluation is used to ensure the foundational use of native language, culture, and experience in our curriculum and methodologies. Evaluation is aimed toward achievement of our

course, program and institutional outcomes, all the while, supporting student success. Evaluation and professional development are closely linked so that instructors have access to resources and opportunities that improve their knowledge and practices, which then helps our students, achieve their educational goals.

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

EVALUATION COMPONENTS

- A) **Student Evaluation:** Student evaluations give feedback on the instruction that students perceive they are receiving. This is a general assessment of instruction from a student's perspective.

- B) **Self Evaluation:** Self- evaluations allow the individual faculty member to self-reflect and give feedback on instructional and professional goals and strengths and to identify strategies for improvement. Faculty members are encouraged to add to their self-evaluation throughout the academic year, and the final copy is to be provided to the Dean of Academics and Distance Learning.

- C) **Peer Evaluation:** Peer evaluations allow an individual's colleagues to evaluate classroom instruction and to give feedback on teaching and learning. Peer evaluations can be particularly useful in helping a faculty member address an area of concern regarding student participation, methodologies, or classroom management issues. This involves the use of the "Peer Review of Teaching" form (which is available from the college's Assessment website), a pre-observation meeting, a classroom observation session, consideration of course materials, and other comments the intent of which is to consider 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 and Distance Learning.

- D) **Informal Faculty Observation:** Immediate feedback on the classroom experience is provided through an informal observation conducted by an administrator. A faculty member or supervisor with the intention to bring attention to a particular teaching and learning issue initiates informal observation. Informal evaluations are particularly helpful for new faculty or when new methodologies are being utilized.

- E) **Formal Faculty Observation:** A supervisor provides feedback on teaching and learning with the faculty evaluation. It is intended to identify strengths and to assist with strategies for improvement. The evaluation assists the faculty member and administrator in developing and implementing a professional development plan. Faculty Evaluations are also distributed to the Human Resources file to be kept in the employee's personnel file.

- F) Comprehensive Evaluation: This evaluation compiles all of the above (A-E) into one folder for review by the supervisor and faculty member on a periodic, scheduled basis.

All faculty members will receive a written evaluation at least once every year. The original copy will be placed in their official personnel file in Human Resources. Part-time evaluations will be on an annual basis. (All faculty evaluations are completed during the first year.)

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, see the *NWIC Safety and Security Manual* or contact your immediate supervisor. *Please see supervisor for an incident report form if required. Contact the Dean of the Center of Student Success for additional information*

Ways of Dealing with Disruptive Students (From the Center for Teaching, Learning, & Faculty Development at Ferris State University):

- Never attribute to malice what can be attributed to ignorance (V. Ruggiero)—most of the time students are not trying to be malicious and often are not aware that they are being disruptive.
- More traditionally aged students exhibit behaviors that were acceptable in high school or at least went uncorrected. They are often surprised that college teachers are bothered by these behaviors.
- See all conflicts as an opportunity to educate the student(s) involved.
- If at all possible deal with any significant issues of disruption or disagreement in private (your office with the door open). Dealing with an issue in front of others can cause both the students and the instructor to be affected. You do not need others taking sides.
- Use I statements to address the concern ...this way you own the problem and give the student an easy opportunity to save face and get back on task. I statements avoid the issuance of consequences. "I would appreciate it if you would ..."
- Stay calm-- at all cost stay calm—if necessary declare a cooling off period.
- Put yourself in the student's shoes—try to see what is the motivation behind the disruption/problem/ issue.
- Listen carefully—ask clarifying questions that help to define the issue. "I want to make certain that I understand what you are saying is this what you mean"
- Think win-win. Ask the students how they would resolve the issue—this will give them some ownership. Also, ask how they would handle the situation if they were the instructor.

- Make certain that your position is clearly defensible.
- Avoid the introduction of side issues. Keep bringing the student back to the issue at hand. Other issues can be dealt with at another time.
- Write down the issue/concern/problem.
- Write down the solution/agreement.
- Be as consistent as you can in how you handle each individual occurrence. This includes how you handle even small disruptions in class. Students really take note of inconsistencies in this area.
- Offer the student the option of taking the issue to the next level. Tell him/her who to talk to and where they can find them.
- Keep notes on the conversation(s) that you have with the student. This will help to protect you and make it clear to the students that you want an accurate record of the interaction(s) you have with them.

If a student becomes disruptive (e.g., refuses to quit talking; blocks an entry way; throws things; uses profane, intimidating, or abusive language; repeatedly interrupts others' speech; moves within the classroom without authorization) an instructor should first request compliance from the student, and, if it is not received, he/she may dismiss the student for the remainder of the class period. If the student fails to leave after being directed to do so, the instructor should enlist the support of other college personnel (faculty members, academic administrators, campus security) to help resolve the situation. Physical force, including touching, must be avoided, and the instructor must judge, based on the nature of the disruption, whether the class period can continue once the offending student departs.

6.5 Ordering Textbooks

Most textbooks are ordered online through eCampus. The faculty member enters his or her own information directly onto the bookstore list. If you have any questions, you can email bookstoreteam@ecampus.com

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. The college will deduct the cost of books, tuition, and fees from any student financial aid or award that is 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 college's 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.

Department Chairs and Site Managers should 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 faculty 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, refer to the next section 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 and Distance Learning).

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).

You will need the following information when ordering textbooks:

- Title of text
- Author
- Edition
- Publisher
- ISBN-10 or ISBN-13 number¹ (*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 the college's website).

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. *Please see the Faculty website for more information.*

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). The Academic Administrative Assistant contacts faculty via email each quarter, requesting instructional supplies lists. 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 college's 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 using the college's attendance website, and mid-term and final grades using JICS (the college's 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 of Academics and Distance Learning 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 is encouraged to notify the instructor and arrange to complete assignments.

Website: attendance.nwic.edu

January 2018			
31	1	2	3
7	8 11:00-12:20	9	10 11:00-12:20
14	15 11:00-12:20	16	17 11:00-12:20
21	22 11:00-12:20	23	24 11:00-12:20
28	29 11:00-12:20	30	31 11:00-12:20

Step 2 – Log In

Northwest Indian College
Xwilemi Elh•Tab•Nexw Squl

User Name: Password:

Entering Grades in JICS

Step 1 – Go to jics

File Edit View Favorites Tools Help

Address <http://jics.nwic.edu/jics>

Northwest Indian College
Xwilemi Elh•Tab•Nexw Squl

User Name:

Welcome back **Jason Myers** ([Personal Info](#) | [Logout](#))

Home **Faculty** My Pages

You are here: Home > Faculty Handbook | Page

Step 4: View Course List

Home **Faculty** My Pages

You are here: Faculty > Default Page

Faculty

Default Page

- [Grade Entry](#)
- [Faculty Schedules](#)
- [Course Authorization](#)
- [Faculty Links](#)
- [Faculty Course Control](#)

Faculty

- [Grade Entry](#)
- [View Course List](#)
- [Faculty Schedules](#)

Step 5: Select Your Course

Search Criteria:

Division: Term:

Course	Cr Hrs	Clock Hrs
CMPS 101_OL Intro Computers	3.00	0

Step 6: Assign Grades

Student	ID	Grad?	Midterm Grade	Grading Type	Absences	Clock Hrs	Cross-listed Course
	xxxx	N	Select...		<input type="text" value="0"/>	<input type="text" value="0"/>	
	xxxx	N	Select...		<input type="text" value="0"/>	<input type="text" value="0"/>	
	xxxx	N	Select...		<input type="text" value="0"/>	<input type="text" value="0"/>	
	xxxx	N	Select...		<input type="text" value="0"/>	<input type="text" value="0"/>	
	xxxx	N	Select...		<input type="text" value="0"/>	<input type="text" value="0"/>	
	xxxx	N	Select...		<input type="text" value="0"/>	<input type="text" value="0"/>	
	xxxx	N	Select...		<input type="text" value="0"/>	<input type="text" value="0"/>	

Step 7: Click Save

xxxx	xxxx	N

Click **Save** when done.

Step 8: Log Out

 **Northwest Indian College**
Xwelqmi Elh-Tab-Nesw Squl

Welcome back **Jason Myers** ([Personal Info](#) | [Logout](#))

[Home](#) [Faculty](#) [My Pages](#)

You are here: [Faculty](#) > [Default Page](#)

Faculty Discretionary Drop

FDD policy (found on page 16 of the catalog)

If a student fails to attend all class meetings the first two weeks of the quarter and makes no contact with the instructor(s), then the instructor(s) have the option of exercising a Faculty Discretionary Drop (FDD) for that student. That means the instructor(s) can drop the student from class without using a Add/Drop form and without obtaining the student's signature.

How to FDD students:

Print a copy of your class roster(s) from JICS and write in 'FDD' next to each student that has never attended your class (or has made no contact with you) and sign the form. Then scan and email your rosters to Enrollment Services by 5pm Friday. As a reminder, FDDs are non-reversible once submitted. Please be aware of this when submitting your form.

Please also be aware that you are not required to FDD students, but you are required to track attendance. Financial Aid cannot be awarded to students for classes in which they never attended. Please remember to use the attendance website to track attendance.

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 college, by the Dean of Academics and Distance Learning.
- 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 by the Board 2017)

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, the following should be included:

- 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)

Submitting Incomplete Agreement Forms via JICS

Log into JICS, click on 'Incomplete Agreement'; fill out the necessary information & click submit.

Your signature will be you logging into JICS. Only instructors of the course will be able to do Incomplete Agreements for their students. Things you will need to enter 1. Student ID Number 2. Student Name 3. Student college Email address 4. Course Taken 5. Year & Term taken 6. Current Grade (this is the grade the student has earned at the time of the Incomplete Agreement) 7. Completion Date (The deadline for completion is not to extend longer than two consecutive quarters) 8. Work needed to be completed by student

If you are unsure of any of the above information, you can call or email Enrollment Services.

Enrollment Services is not automatically informed when faculty submit an Incomplete Agreement; therefore, you will need to send an email to enrollmentservices@nwic.edu and let them know that you have submitted an Incomplete Agreement in order for it to be processed.

Step-By-Step

1. Log into JICS
2. Under the Faculty Tab, click on 'Incomplete Agreement' link under the Enrollment area.
3. Page 1 is Student Information

Student Requests ?

Incomplete Agreement

Section 1: Student Information

Page 1 of 4

1. Student's last name:	<input type="text" value="Student"/>	*Required
2. Student's first name:	<input type="text" value="Test"/>	*Required
3. Student's identification number:	<input type="text" value="69440"/>	*Required, Format: Valid Integer
4. Student's Northwest Indian College email address:	<input type="text" value="ststudent@stu.nwic.edu"/>	Format: x@x.xx

[View Table of Contents](#)

[Next Page-->](#)

4. Page 2 is Course Information

Student Requests ?

Incomplete Agreement

Section 2: Course Information

Page 2 of 4

1. Academic year: *Required

2. Academic term: *Required

3. Course department: *Required

4. Course number: *Required

5. Section code:

6. Course title:

7. Credit hours:

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5. Page 3 is Agreement Information

Student Requests
Incomplete Agreement

Section 3: Agreement Information
Page 3 of 4

Important
A deadline for completion is required, and is not to extend longer than two consecutive quarters.

1. Incomplete grade: *Required
2. Completion deadline: *Required, format: mm/dd/yyyy
3. Work to be completed: *Required

Default Font Size [font icons]

List the course work that is needed here.
1.
2.
3.
etc...

< Previous Page View Table of Contents Next Page >

6. Page 4 is Instructor Information

Student Requests
Incomplete Agreement

Section 4: Instructor Information
Page 4 of 4

1. Year identification number:
2. Year initial: *Required
3. Today's date: *Required, format: mm/dd/yyyy

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7. After everything is complete, click on Next Page. You will be brought to a Review and Submit page, if everything looks correct, click on the Submit Form button at the bottom.

Mid Term Progress Reports:

Midterm Progress Reports provide a non-punitive (does not affect GPA) snapshot of student progress at the midpoint of the quarter. Students will have the ability to check their progress by viewing their midterm codes in JICS. The academic advisors also review the midterm codes. 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)
2. Log in (You all should have usernames and passwords* If you have forgotten your username and/or password, please contact IT at 360-392-4342 or by email at is@nwic.edu).
3. *Site managers and program coordinators may be responsible for entering grades for those instructors not paid by the college (paid by another organization or Tribe)
4. Once logged in, select the Faculty tab.

5. Right under the Faculty heading, click on View Course List and select your courses
6. In the course screen, assign one of the following codes for each student in your class
 - a. **01S**: You are currently on track to pass the class and should keep up the good work.
 - b. **02S**: You are currently on track to pass, but should put in more effort to ensure that you will be able to pass.
 - c. **03U**: Your attendance/participation is satisfactory, but you need to invest more time to ensure that you will pass. This means putting more effort into your assignments and turning them in on time.
 - d. **04U**: Your low attendance/participation is preventing you from successfully learning all of the material. You will need to attend class/participate more often to ensure that you will pass.
 - e. **05U**: Your low attendance/participation is preventing you from successfully learning all of the material. You will need to attend class/participate more often AND put more effort into your assignments to ensure that you will pass.
 - f. **06U**: You should communicate with the instructor and/or an advisor to discuss your options and resources as soon as possible.
7. Click save to submit your codes.

Midterm progress reports will be used for outreach purposes.

6.6 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.

college 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 respond appropriately 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 college 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 might 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.

6.7 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 apply toward high school graduation requirements. Special confidentiality conditions apply to Running Start students, which may be obtained from Student Services.

6.8 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. *(Please see the College's Credit Hour Policy approved by the Board in 2014)*

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. Consensus among faculty includes cancellation of a class session if no students have arrived within the first 10 minutes of the class start time.

6.9 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 and Distance Learning. 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, or create an assignment / activity that serves in lieu of the class session. All absences and substitute instructors should be reported as soon as possible to the Dean of Academics and Distance Learning 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 Canvas course website, 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

It is highly recommended that all Faculty members sign up for the college's RAVE Alert emergency notification system. Messages can be sent via email, text, or both.

WHERE TO FIND OUT ASIDE FROM THE RAVE ALERT SYSTEM: 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>

Bellingham Herald Newspaper <www.bellinghamherald.com>

6.10 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 assist 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 college 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 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.

6.11 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:

- Academic Standards Committee
- Curriculum Committee (whose membership, functions, requirements, meeting schedule, etc. are described in the *Curriculum Committee Handbook*)
- Graduation Agenda Committee
- Events Committee
- Technology Committee
- Strategic Enrollment Management Committee
- Personnel Policy Committee
- Finance Committee

Please contact one of the Deans or Department Chairs for a more complete information on committees and teams. 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

The college 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 and posted on the college's Faculty webpage.

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.

6.12 Commencement Activities

Once a student has graduated from the college, 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 expected to participate.

Section 7: Faculty Development

Faculty members may participate in a range of development activities at the college 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.

7.1 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 of Academics and Distance Learning or respective Department Chairs for faculty development applications.

Procedures Training

Various types of training are available to college 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 8: Instructional Modalities

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

8.1 Individualized Studies

This program 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 college extended campus 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.

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 advisor. 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. Classes/workshops are provided in a variety of community interest. CEU's do not meet requirements for degrees or vocational certificates. They are not credits, however there are requirements

that need to be adhered to when offering a CEU workshop or course, please see your department chair or CEU coordinator.

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.

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 Native American Women and Girls conference, a Summer Bridge Camp and Native Family Empowerment Program Training and other events focusing on Cultural Arts, Financial Literacy, and family wellness.

The college 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. The college 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 college instructors are utilizing K-20 videoconferencing (ITV), videoconference hybrid, online learning, and individual learning contracts to meet student needs.

ITV is a live two-way interactive videoconferencing experience delivered to extended campus sites. Instructors and students can see and hear one another live with cameras, microphones, monitors and voice activation. Since the college 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 college's Information Systems 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. Contact the e-Learning Coordinator or IS Department for questions and more information.

CANVAS

Canvas is a Learning Management System (LMS) for student online and hybrid courses: CANVAS is the third college-wide online LMS that the college 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 9: Library Services

The college'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 the college 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 public and the Lummi Tribal School Library. See the *Library Manual* for additional details.

Library Website: <http://www.nwic.edu/lummi-library/>

9.1 Policies Regarding Access to and use of Library and Information Resources

The Lummi Library has a [Library Policies Manual](#), 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](#) has also been approved. A revision to the manual and the library policies was approved by the [Library Advisory Board](#) in January 2014. A print copy of the most recent [Library Policies Manual](#) (approved 2014) is available at the library desk and electronic copies of the manual are posted on the [library website](#). The Library Director and library staff enforce the policies.

Library Orientation

Faculty members are welcome to visit the library to find out what services are available to faculty and students in your particular area of study. The library staff will host tours of the library or orientation sessions. Make arrangements by contacting Library staff.

Contact the Library Director:

- To order if updated or new materials for your discipline.
- If some materials are too old to meet the needs of students taking your class.
- To suggest newer materials to replace these items
- To arrange individual orientations for faculty members or students .To arrange services for distance learning students.

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 are made without passwords on campus. If you or your students need to access them from home, you need user ID's and passwords.

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 Tribal 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.

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.

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.

Section 10: Procedures & Paperwork

10.1 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 the college 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 of Instruction and Student Services, or Dean of Academics and Distance Learning, 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.

10.2 Facilities

Room Scheduling

Classrooms & the Log Building (Cultural Learning Center):

E-mail "Rooms" <rooms@nwic.edu> if you need to schedule a classroom or the Log Building on the Lummi campus. The Administrative Assistant to the Dean of Academics and DL is responsible for scheduling for these rooms.

Boardroom

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 Administrative Assistant may assist you.

Maintenance & Custodial Issues

Contact the Facilities Maintenance Director for any maintenance or custodial issues or questions regarding any of the Lummi campus buildings.

Classroom, Common Areas & Vehicle Etiquette

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.

10.2 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 college's 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 14: 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

Northwest Indian College Travel Advance Instructions

Northwest Indian College Instructions for Closing Your Travel Advance

Faculty members should notify their supervisors when they wish to travel for work-related purposes, and may arrange 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 of Academics and Distance Learning's Administrative 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 (See Student Handbook)

Acknowledgement of Responsibility (to abstain from drug and alcohol use while on travel) (See Student Handbook)

Mid-Quarter Attendance & Satisfactory Progress Verification NWIC Student Travel (See Student Handbook):

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.

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

10.3 Enrichment, Grants & Research

Enrichment—Speakers & Events

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.

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) contact the Vice President for Research and Sponsored Programs. The Office of Institutional Research will provide with you an “Authorization to Pursue Funding” request form, which needs to be approved before the grant proposal is submitted.

10.4 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 gives the provided letter to the President, Vice President of Instruction and Student Services, and Dean of Academics and Distance Learning.

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 11: Communications

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

11.1 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> is intended for faculty members to 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 Distance Learning and Vice President for Instruction and Student Services). 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 are included in the main campus directory available from the college 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>. Customer Support is available at <<http://www.interconnectsys.com/support.htm>>. The Facilities Maintenance Director 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 Information Systems director can provide further assist with the use of faculty telephones.

Fax- copy machines are available to fax materials and phones have the capacity to fax as well.

FedEx

A FedEx request form is available from the Center for Student Success Front Desk (Reception and Switchboard) staff in Building 17.

Media and External Relations

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

Submissions to the *Squol Quol*, the newspaper of the Lummi Nation, may be submitted to the Public Information officer.

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

11.3 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.

College Letterhead

An electronic College letterhead is available for official purposes.

College Website

Northwest Indian College maintains a website at <www.nwic.edu>. It contains a variety of information and resources of value to its 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 12: Other College Handbooks & Manuals

The following additional college handbooks or manuals are available:

- *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 13: Resources

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

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 14: Equipment Access, Use & Repairs

14.1 Photocopiers

See Section 11: Procedures & Paperwork and Section 11: Library Services for details regarding photocopying equipment. The mailroom in building 17 will also make copies depending on the size of the request. Please allow at least 2 weeks for delivery.

Presentation Equipment

Please see the college Media Center for all equipment needs located in the library. Equipment such as access to presentation equipment (overhead projectors, multimedia projectors, audio cassettes, slide projectors and projection screens)

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.

14.2 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
- 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 and the completion of a driver's abstract. 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.

14.3 College Boat

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

14.4 Repairs

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

Section 15: Academic Support for Students

15.1 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 #5 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 9:00 pm, Fridays 8:00 am to 5:00 pm, and on Sunday from 10:00 pm to 6:00 pm. Computers for student use are available at various locations on the main college campus, including the Lummi Library, computer labs, and Distance Learning Center (where laptops are available during class times).

15.2 TRiO

TRiO Student Support Serves offer a holistic approach to student development through Academic Coach Advocacy, facilitated workshops, educational methods and student activities. TRiO is committed to providing the tools necessary to help students reach their academic and career goals.

15.3 Accommodations for students with Disabilities

The college is committed to providing reasonable academic accommodations and assistance to encourage successful completion of an educational program in ways that provide students with disabilities an equal opportunity for educational development. The Dean of Academics and Distance Learning and Dean of the Center for Student Success can coordinate accommodations for enrolled students with documented disabilities.

Faculty are required to accommodate students once the student has submitted required documentation of the disability to the Dean of the Center for Student Success. *Please see NWIC Policy and Procedures for Accommodations to Students with Disabilities regarding Determination of Academic Accommodations.*

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 do not 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 –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, usually 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> 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 way 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 - This is a computerized system that the college 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., a 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 Morrill 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 after the first week of classes.

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*

MOU – See *Memorandum of Understanding*

NWIC online – Synonymous with Canvas, this is the college online instructional system that utilizes the Canvas software learning system. It is accessed through the college website, or by the link Canvas.nwic.edu

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 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 ecampus.com, the college's online bookstore, through bookstores like Barnes & Noble, or through websites like www.cheapbooks.com or 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.