

RED LAKE NATION COLLEGE FACULTY HANDBOOK



Revised September, 2019

This handbook is published through Red Lake Nation College, 15480 Migizi Drive, PO Box 576, Red Lake, Minnesota 56671. This handbook is for informational purposes only and does not constitute a contract. Although the handbook was prepared with the latest information available at the time of publication, information is subject to change without notice. It is recommended that the reader consult with the Vice President of Operations and Academic Affairs for any changes that may occur after the publication date of this document.

Red Lake Nation College

Letter from the Vice President of Operations and Academic Affairs

Boozhoo Faculty,

On behalf of Red Lake Nation College, I would like to take the opportunity to express our gratitude to you for your commitment to advancing higher education for Anishinaabe people through your service in teaching at Red Lake Nation College.

Red Lake Nation College strives to provide an education that strengthens the future of the Red Lake Nation by tapping into the potential of young people and creating an environment that prepares them for the future.

We value your passion and enthusiasm for education and we welcome you to the Red Lake Nation College family.

Best regards,



Mandy Schram
Vice President of Operations and Academic Affairs



Letter from the Vice President of Operations and Academic Affairs	1
Section I: Background	6
Red Lake Nation College History	6
Purpose of the Faculty Handbook	6
Organization and Structure of Red Lake Nation College	7
Red Lake Nation College Board of Regents	8
Mission Statement and Institutional Outcomes	9
Mission Statement	9
Institutional Outcomes	9
Statement of Non-Discrimination	9
Anishinaabe Philosophy and Values	9
Red Lake Nation College Overview	10
Academic Programs	10
Faculty and Staff	10
RLNC Students	10
Section II: Personnel	10
Definitions	10
Faculty Credentials Guidelines	11
College Faculty Credentialing	11
Minimum qualifications for full-time faculty members	11
Minimum qualifications for adjunct faculty members	11
General Education Requirements	12
Developmental Courses/Non-Transfer Courses	12
E-Learning Qualifications	12
Tested Experience Policy	12
Guidelines for Evaluating Alternative Credentials	13
Certificate Programs	13
Process for Evaluating Faculty Qualification and Credentials	14
Teaching, Research, Service, and Lifelong Learning	15
Competency and Pedagogy	16
Faculty Evaluation Procedures	17
Teaching	17
Scholarship	18
Service	18
Evaluation Appeal	18

Political Activities	19
Outside Employment	19
Section III: Duties and Responsibilities	20
Faculty Governance: Faculty Senate Vision Statement	20
Values of RLNC Faculty Senate	20
Faculty Governance: Organization Structure and Resources	20
Shared Governance	21
Matters of governance	21
Institutional Review Board (IRB)	22
Academic Freedom	22
The Family Educational Rights and Privacy Act of 1974	23
The Education Record	24
Parents Requesting Information	24
Letters of Recommendation	24
Emergencies/Crises	24
Access to Student Records	25
Right to Review, Inspect, and Amend a Record	25
Directory Information	25
Restricting the Release of Directory Information	26
Posting Grades	26
Returning Assignments	26
Transmittal of Grades	26
Faculty Policies and Procedures	27
Faculty Conduct	27
Classroom Atmosphere	27
Wall Hanging	27
Office Hours	28
Section IV: Instructional	28
Course Syllabus Information	28
Creating a Syllabus	28
Grading	29
Testing and Quizzes Enhance Learning	29
Good Test Preparation Techniques	29
Late Work and Missed Exams	30
Incomplete Grades	30
Grade Changes	30
Administrative Drop Policy	31
Independent Studies	31

Tentative Course Schedule	31
Attendance	31
Textbooks	32
Section V: Assessment and Program Review	32
New or Changed Courses or Curriculum Process	32
Procedure for Submitting New Course Proposals or Modifications	32
New Educational Program Approval	33
Revision of Course Numbers	33
Section VI: Meetings and Committees	34
Staff Meetings	34
Faculty Senate	34
Committees	34
Faculty In-Service Days	34
Section VII: Financial Procedures	34
Personnel Issues and Employee Resources	34
Faculty Employee Benefits	35
Adjunct/Overload Contracts Salary Schedule	35
Developmental Courses	35
1000 and 2000 Level Courses	35
Full-Time Faculty Salary Schedule (12-16 Credits)	35
Supplies	37
Equipment	37
Instructional Travel	37
Section VIII: Student Success	37
Responsibilities of Faculty Advisors	37
Faculty Advisors	38
Student Files	38
Advisor Log Sheets	38
Faculty Advisor Checklist	38
Disability Support Services	39
RLNC Compliance Policy	39
Student Eligibility for Disability Services	39
How May a Student Apply for Accommodation?	40
If a Student Asks Me for an Accommodations, What Should I Do?	40
Should I Put Disability Service Information in the Class Syllabus?	41
What Assistance is Available for Students with Disabilities?	41
Student of the Month Nominations	41

Academic Alert	42
Section IX: Other Faculty Resources	42
Campus Map and Employee Directory	42
Office Keys	42
Information Technology: User ID, Email, Password	43
General Catalog	43
Change of Course	43
Pre-Enrollment	43
Degree Checklists	43
Academic Policies	44
Academic Integrity	44
Admission to RLNC	44
Transfer Students	44
Re-admitted, Re-entering, or Transfer Students	44
RLNC Forms	45

Section I: Background

Red Lake Nation College History

The Red Lake Nation College (RLNC) was chartered by the Tribe in 2001 to provide higher education opportunities for Tribal Members living on and near the Red Lake Reservation. Prior to the Red Lake Nation College opening, Red Lake Members were forced to drive two hours round trip daily in order to attend college. The rural location of the reservation and the high cost of transportation and daycare costs were all huge barriers to attending college for Tribal Members.

The slogan of Red Lake Nation College is “*A Great Place to Start!*” Here is our overall vision: we want students to attend and earn an Associate of Arts Degree at RLNC and move on to attain a Bachelor’s Degree, Master’s Degree, Doctorate Degree, or Professional Degree and then return to help the reservation community grow and prosper.

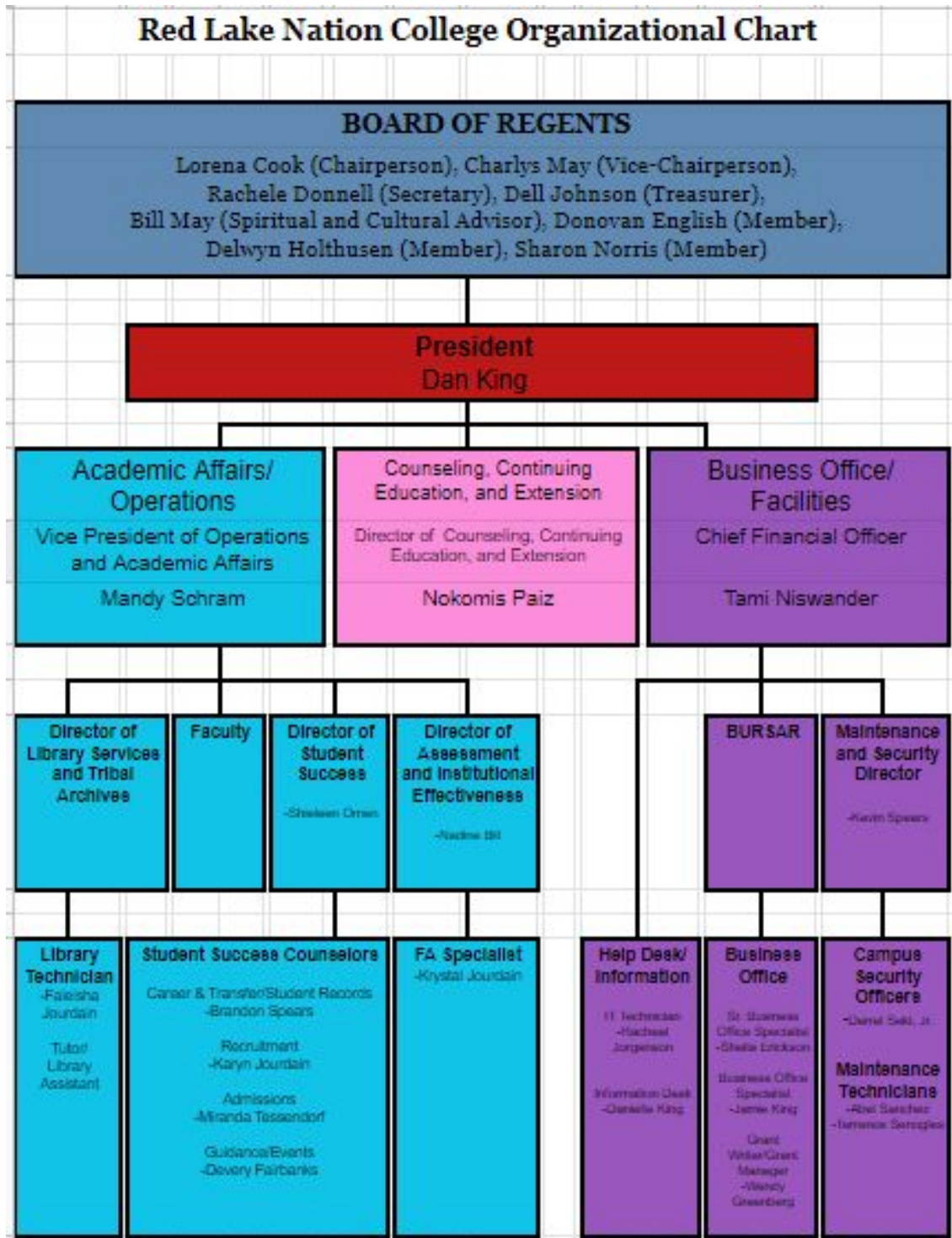
Our primary goal is to provide an excellent, culturally relevant higher education that prepares our students for the 21st century job market. Faculty and staff at RLNC work to instill a positive sense of Anishinaabe culture and identity in all students. We strive to provide an atmosphere of support, building the confidence and academic skill level of students to ensure success at higher levels of education.

Purpose of the Faculty Handbook

The Faculty Handbook is understood to be a living document, reflecting the growth of the College and therefore is subject to revision. The Red Lake Nation College Faculty Handbook provides general information about the organization and policies that affect the college’s faculty and adjunct instructors. New faculty and instructors will find important introductory information to the College in this handbook; however, this document also serves as a reference guide to RLNC procedures and processes.

Please note that the RLNC Faculty Handbook itself neither serves as a source of policy nor does it create a contract between RLNC and its employees. In the event an inconsistency is noted between the handbook and official RLNC policy, then RLNC policy is the binding agent. Whenever possible, the handbook provides citations and online links to referenced policies and other important sources of information.

Organization and Structure of Red Lake Nation College



Red Lake Nation College Board of Regents

Following is a list of current members of RLNC's Board of Regents and their profiles:

Lorena Cook (Chair)

Red Lake Band of Chippewa Indians Enrollee

B.S., Business Education, St. Cloud State University; M.A., Business Education,
Bemidji State University

Executive Assistant to President, BSU (Retired)

Charlys May (Vice Chair)

Red Lake Band of Chippewa Indians Enrollee

A.A., Liberal Arts; Fond du Lac Tribal & Community College

Business Owner (Accounting)

Rachele Donnell (Secretary)

Red Lake Band of Chippewa Indians Enrollee

A.A.S., Nursing, Northland Community College; further studies, BSU

Red Lake Comprehensive Health Services, R.N. and EMT

Dell Johnson (Treasurer)

Red Lake Band of Chippewa Indians Enrollee

A.A., Liberal Arts; Fond du Lac Tribal & Community College

Employee Relations Specialist, Seven Clans Casino

Donovan English

Red Lake Band of Chippewa Indians Enrollee

Diploma, Heavy Equipment; Northwest Technical College

Transportation Director, Red Lake Band of Chippewa Indians

Delwyn Holthusen, Jr.

Red Lake Band of Chippewa Indians Enrollee

Diploma, Red Lake High School

Housing Supervisor, Red Lake Housing Department

William May, Sr.

Red Lake Band of Chippewa Indians Enrollee

GED Diploma

Red Lake Spiritual Leader, Ojibwe Speaker, Drum Singer, Red Lake, MN

Sharon Norris

Red Lake Band of Chippewa Indians Enrollee

B.A., Metropolitan University

Human Resources Director, Red Lake Band of Chippewa Indians

Mission Statement and Institutional Outcomes

Mission Statement

To provide excellent higher education that is grounded in the Ojibwe language and culture of the Red Lake Nation.

Institutional Outcomes

1. Students will learn inherent knowledge of the Red Lake Ojibwe language, culture, and history.
2. Students will demonstrate leadership through effective verbal and written communication.
3. Students will examine the world through critical inquiry and analysis.
4. Students will learn values and principles of an Ojibwe worldview and exercise civic responsibility.
5. Students will gain fundamental knowledge in math, science, and technology.

Statement of Non-Discrimination

Red Lake Nation College is committed to creating and maintaining an atmosphere in which the traditional and contemporary values of the Anishinaabe are honored and practiced. This includes a respect for persons of all cultures. It is the policy of the College that all persons shall have equal access to the College's programs, facilities, and employment opportunities without regard to race, religion, color, gender, sexual orientation, national origin, age, or disability.

Anishinaabe Philosophy and Values

Red Lake Nation College is committed to creating and maintaining an atmosphere in which the traditional and contemporary values of the Anishinaabe are honored and practiced. This includes a respect for persons of all cultures. It is the policy of the College that all persons shall have

equal access to the College's programs, facilities, and employment opportunities without regard to race, religion, color, gender, sexual orientation, national origin, age, or disability.

Red Lake Nation College Overview

Academic Programs

Currently, Red Lake Nation College offers an Associate in Arts degree (A.A.) in Liberal Education and an Associate in Applied Science degree (A.A.S.) in Social and Behavioral Sciences.

Faculty and Staff

Including the Vice President of Operations and Academic Affairs and the Director of Counseling and Continuing Education, Red Lake Nation College will employ six full-time faculty and 12 adjunct or part-time faculty for the Fall Semester 2019. Approximately 32% of faculty members hold Doctorate degrees, 95% hold Master's degrees in their respective fields and 100% hold Bachelor's degrees. Approximately 41% of the faculty are men and 59% are women. Approximately 58% of the faculty are tribal members.

RLNC Students

A breakdown of student and faculty demographics can be found on the Red Lake Nation College website. Fall Semester 2018 data reveals that the average student age at Red Lake Nation College is 31. The total headcount during this semester was 140. 86% of these students are enrolled in the Red Lake Band of Chippewa Indians. Of these 140 students, 76% were first generation college students. The gender ratio was 66% female and 34% male. The average credit load was 13 for full-time students.

Section II: Personnel

Definitions

Full-Time Faculty – Full-time faculty refers to instructional personnel who teach between twelve (12) and sixteen (16) credit hours per semester.

Part-Time Faculty – Part-time faculty refers to personnel who split their full-time hours between instructional hours (5-11 credit hours per semester) and other departmental duties (i.e. Student Success).

Adjunct Faculty – Adjunct faculty members are those who teach less than five (5) credit hours per semester. Adjunct faculty members are maintained in a faculty pool and when classes are scheduled that require a specific level of expertise, those faculty members who possess the necessary qualifications are contacted to provide instruction for the semester.

Faculty Credentials Guidelines

Red Lake Nation College is committed to hiring and retaining qualified faculty who have field experience in their respective disciplines. Red Lake Nation College follows the guidelines set forth by the Higher Learning Commission and the Minnesota State Colleges and Universities Procedures.

College Faculty Credentialing

College faculty credentialing is a process for evaluating an individual's education and experience in accordance with system-established minimum qualifications for individuals teaching credit-based courses.

Minimum qualifications for full-time faculty members

The minimum qualification for a full-time faculty member is a master's degree in the assigned field or a master's degree in any field with a minimum of 18 graduate semester credits in the assigned field, or meet the requirements through the tested experience process. Full-time faculty members may be assigned available work outside of their assigned field if it is determined that they possess the educational and/or occupational experience appropriate to the assignment, the assignment is essential to meet unexpected and/or sudden staffing needs, to provide a full workload, or to meet other employment contract obligations. This will be established through the use of the "Justification of Faculty Credentials" form.

Minimum qualifications for adjunct faculty members

The minimum qualification for an adjunct faculty member is a master's degree in the assigned field or a master's degree in any field with a minimum of 18 graduate semester credits in the assigned field. Adjunct faculty members who do not meet the educational requirements may be hired to teach courses that require special expertise established through the tested experience process, developmental courses, courses that are not required under the Minnesota State Colleges and Universities (MNSCU) transfer curriculum, or to fulfill emergency staffing needs as determined by the "Justification of Faculty Credentials" evaluation form.

General Education Requirements

Each faculty member teaching college credit courses as part of the general education requirements toward an Associate degree program must have completed a Master's degree in the teaching discipline or hold a Master's degree with a minimum of 18 graduate semester credits in the teaching discipline.

Developmental Courses/Non-Transfer Courses

Each faculty member teaching developmental courses or non-transfer courses must have completed a bachelor's degree in a relevant field.

E-Learning Qualifications

Faculty members who teach fully online, hybrid courses, or technology enhanced courses must successfully complete Learning Management System (LMS) training.

Tested Experience Policy

The Higher Learning Commission's Handbook for Accreditation states that a "qualified faculty" consists of "people who by formal education and tested experience know what students must learn."

The preservation of the Ojibwe language and culture is a primary concern of the college and community of the Red Lake Nation. In order to ensure the integrity of the language, Red Lake Nation College uses a "tested experience" process to determine qualified faculty in the following areas who may not possess the generally acceptable academic degree through the formal education process. Faculty members who are eligible under this policy will undergo review every five years.

- Native American Language, Art, Music, and Culture Courses – A faculty member who does not possess the formal education in the given discipline will demonstrate his/her qualification through formal recognition of competence by Red Lake Nation College tribal elders. The tribal elder(s) approved by the Board of Regents will assess the individual's skills and abilities in the identified discipline. If the individual demonstrates competence, the tribal elder will sign the Tested Experience Certification attesting to the individual's skills and abilities to effectively teach the information and assess student learning.
- Information Technology – A faculty member who does not possess a graduate degree in the field may be eligible if the individual possesses industry certification and at least three years of experience successfully working in the field.

- Faculty members may have experience that clearly contributes to student learning outcomes and can be considered in lieu of formal academic preparation. In these cases, the applicant may present a portfolio that documents such experience. The institution also considers competence in field, national accreditation, professional licensure, and/or certificates, honors and awards, evidence of continuous excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes.

Guidelines for Evaluating Alternative Credentials

All faculty members must meet the primary qualifications. Faculty members who hold alternative credentials may be considered for appointment if:

1. The faculty member has outstanding professional experience and demonstrated contributions to the teaching discipline, which may be presented in lieu of formal academic preparation.
2. The faculty member has training in a closely related discipline and the competencies needed to teach the course objectives were covered in the related discipline.
3. Documentation of professional experience may include a combination of factors, such as:
 - Recognition in journals, online sources, or textbooks on the discipline
 - Certification of participation in training
 - Certification in field
 - Professional presentations
 - Professional registry
 - Apprenticeships
 - Honors and awards directly related to the discipline
 - Letters of support from past employers, colleagues, etc. on business stationery that speak directly to work in the discipline
 - Evidence of continuous excellence in teaching
 - Other discipline-related documentation that demonstrates third-party recognition of the applicant's expertise in the field

Certificate Programs

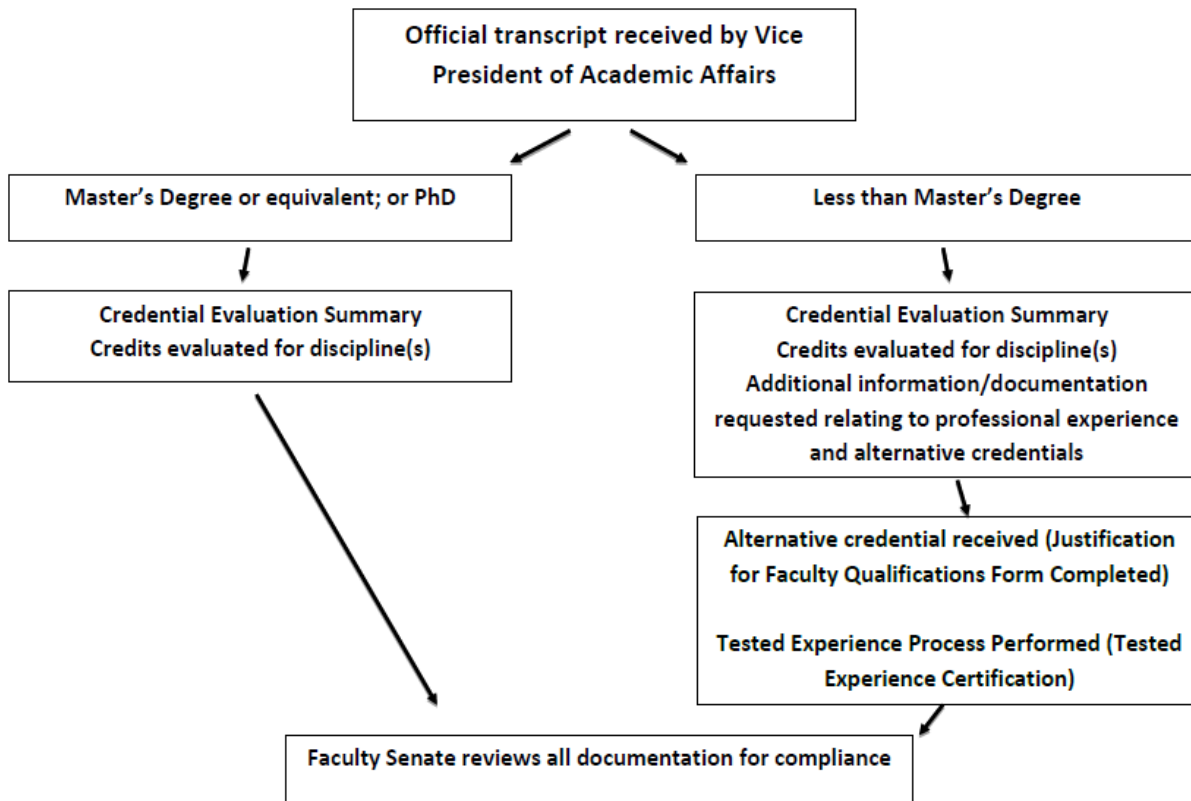
As the college grows and academic programs are added, the educational requirements will be based on state and national industry standards and available educational and training opportunities.

Process for Evaluating Faculty Qualification and Credentials

Applicants for full-time, part-time, and adjunct faculty positions must e-mail a RLNC employment application, cover letter, copies of undergraduate and graduate transcripts and curriculum vitae to the Vice President of Operations and Academic Affairs.

- Eligibility for employment will include undergraduate and graduate transcripts verifying a doctorate or Master's degree in the teaching discipline or a Master's degree with 18 graduate semester credits in the teaching discipline. Eligibility for teaching associate level, transfer courses require a doctorate or Master's degree in the teaching discipline or a Master's degree with 18 graduate semester credits in the teaching discipline. Faculty teaching developmental or non-transfer courses must submit undergraduate and/or graduate transcripts at a minimum for the level of degree coursework being taught and documentation of alternative credentials, such as licensure, certification, or work experience in the teaching discipline.
- Degrees and coursework must be obtained from regionally accredited institutions through the (1) Middle States, (2) New England, (3) North Central, (4) Northwest, (5) Southern, or (6) Western associations or commissions. International credentials must be assessed as equivalent academic preparation by an approved evaluation service.
- Coursework submitted by the faculty applicant as graduate credit must be clearly designated by the granting institution as part of a graduate program, or formally validated by the granting institution as graduate level study.
- Adjunct faculty teaching credit courses must fulfill the same degree requirements as full-time faculty.
- For faculty positions requiring alternative credentialing qualifications, copies of the appropriate documents are acceptable. Applicants are responsible for providing the Vice President of Operations and Academic Affairs with the original document, which will be copied, initialed, and returned to the applicant.
- All official transcripts must be on file within 30 days of hire.

The Vice President of Operations and Academic Affairs completes the "Credential Evaluation Summary" form to ensure compliance. Alternative credentials, tested experience and justification documentation are reviewed by the Faculty Senate for compliance. This documentation will be placed in the faculty personnel file. If the applicant does not meet the required educational or alternative qualifications, they will be notified of the decision not to hire.



Teaching, Research, Service, and Lifelong Learning

Red Lake Nation College is a unique institution of higher learning in many ways. Although we do not currently emulate the standard tenure system in place at other colleges, RLNC faculty do share the basic workload common in our profession: teaching, research, and service.

Red Lake Nation College supports and encourages research on issues that can improve understanding of the faculty members' respective academic discipline or as a service to Indian Country. If the research involves human participation, the faculty member is responsible for obtaining permission from the RLNC Administration and Board of Regents.

As is common in our profession, RLNC faculty members serve on a variety of committees at the levels of program or school: institutional, regional and national levels. With regard to faculty senate committees at the institution level, each academic program is expected to have a faculty representative on each Faculty Senate standing committee.

In order to stay current in our respective academic disciplines, RLNC faculty members have access to professional development opportunities. Please consult with your supervisor if you are interested in participating in a conference or training.

Competency and Pedagogy

Faculty members are expected to demonstrate and maintain competence in each of the following areas throughout their employment at the college.

Mastery of Subject Matter

- Demonstrate a thorough and accurate knowledge of their field or discipline.
- Display an ability to interpret and evaluate theories in their field or discipline.
- Connect subject matter with related fields.
- Stay current in subject matter through professional development.

Teaching Performance

- Plan and organize instruction in ways that maximize student learning.
- Employ appropriate teaching and learning strategies.
- Modify, where appropriate, instructional methods and strategies to meet diverse student needs.
- Employ available instructional technology when appropriate.
- Encourage the development of communication skills and higher order thinking skills through appropriate assignments.
- Communicate subject matter to students.
- Contribute to the selection and development of instructional material.

Evaluation of Student Learning

- Establish and adhere to learning objectives.
- Develop evaluation methods, which fairly measure student progress toward objectives.
- Evaluate and return student work to promote maximum learning.
- Maintain accurate records of student progress.
- Submit final grade rosters to the Vice President of Operations and Academic Affairs each semester according to established guidelines.

Support of RLNC Policies and Procedures

- Fulfill all requirements of instructors set forth in the Employment Packet.
- Schedule classes in accordance with RLNC policy.
- Maintain regular office hours to ensure accessibility to students and colleagues.

- Prepare, distribute and submit syllabi and approved course outlines for all assigned sections in accordance with program and divisional policies.
- Maintain confidentiality of student information.
- Exercise stewardship of RLNC facilities and materials.

Academic Advising

- Maintain academic records for all advisees assigned by the RLNC Student Success office.
- Maintain a log of all advisee meetings.
- Guide students through the appropriate degree checklist according to program of study.
- Ensure student is working toward appropriate degree.
- Encourage advisees to apply to baccalaureate degree programs upon completion of Associate degree or required number of hours by degree program.
- Assist advisee in planning a course of study leading to successful completion of the degree being pursued, based upon the degree checklist.

Faculty Evaluation Procedures

The Vice President of Operations and Academic Affairs will evaluate full-time, part-time and adjunct faculty members. Faculty members are evaluated on teaching, scholarship, and service.

Teaching

- Professional Objectives and Growth Plan (full-time instructors only) - Faculty evaluations begin with the submission of a Faculty Professional Objectives and Growth Plan at the beginning of the academic year. The faculty member will complete a self-evaluation at the end of each academic year. According to the Higher Learning Commission's Criteria for Accreditation (CRRT.B.10.010) 3.c.4., "The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development." Professional development includes continuing improvement in teaching and learning skills and methods, discipline and program content, student interactions, service to the college and professional growth related to the faculty member's employment responsibilities. A component of the professional development plan is to address course and program assessment as well as course design.
- Student Course evaluations - All students in classes during the semester will comment on the course via a student survey document as part of the course assessment process, and

student course assessments will be considered by the Vice President of Operations and Academic Affairs in faculty evaluations.

- Administrative and academic responsibilities – Faculty members are issued a calendar of deadlines throughout the semester and are evaluated on their timely completion of these duties. They are also evaluated on general follow-through with other academic responsibilities (See Faculty Evaluation Form for details).
- Course observations – The Vice President of Operations and Academic Affairs or designee will complete a course observation during the academic year. The following areas are considered: subject matter content, organization, rapport, teaching methods, presentation, management, sensitivity, assistance to students, and physical aspects of the classroom.
- Syllabi – Evaluation of all syllabi is the responsibility of the Vice President of Operations and Academic Affairs as well as the Curriculum Committee.

Scholarship

- Faculty and student-faculty research
- Representation of the institution at professional meetings and conferences
- Development of new College courses/programs
- Consultation or technical assistance to other groups, programs or educational institutions serving the tribal community
- Participation in the organization of social and cultural events to promote healthy living

Service

- Contributions to the College and community
- Drafting of proposals and significant institutional documents including grants and grant reporting
- Oversee departmental grants
- Service on College committees
- Coaching or advising student activities
- Practice of the values of the College

Evaluation Appeal

If a faculty member feels he or she has not had a fair evaluation by the Vice President of Operations and Academic Affairs, the faculty member can appeal in writing to the President within five days of receiving the evaluation. After investigating with the faculty member and conferring with the Vice President of Operations and Academic Affairs, the President will make the final decision on all faculty evaluation appeals.

Political Activities

Acceptable Political Activities – Employees may:

1. Exercise their rights of citizenship by participating in tribal, local, state or national elections and public activities to the extent permitted by law.
2. Be candidates for any political office, provided such candidacy does not interfere with the performance of their assigned duties and responsibilities.
3. If an employee is elected to serve in any office in which a conflict of interest may arise between the elected position and decisions impacting RLNC during his/her term in office, the employee must resign from employment at the College.

Unacceptable Political Activities – Employees shall not:

1. Use their authority to influence for the purpose of interfering with or influencing an election, nomination or affecting the results thereof.
2. Directly or indirectly coerce, command or advise subordinates to pay, lend or contribute anything of value for political purposes to any party, committee, organization, agency or person.
3. Engage in any political activity outside the scope of assigned duties during scheduled working hours, or neglect their assigned duties and responsibilities. Personal leave must be used if an employee is going to participate in a campaign during regular work hours.
4. Actively participate in a political protest during work hours.

Outside Employment

While Red Lake Nation College recognizes the common practice of faculty and staff members to hold more than one employment position due to needs, interests, or development, this additional employment or position should not interfere or conflict with the faculty or staff member's position with RLNC. All dual employment is prohibited unless it meets the following guidelines:

1. It does not interfere with the regular work of the employee.
2. It involves only a reasonable amount of time, involvement, and duration.
3. It avoids unfair competition with legitimate private enterprises.
4. It does not bring the employee into conflict with the interest of the goals of the College.
5. The official capacity or connection of the employee is not used in conjunction with other employment.
6. It does not conflict with any law or constitutional provisions, nor possess a reasonable potential for such a conflict.
7. It has been approved by the Vice President of Operations and Academic Affairs.

If it is found that a conflict exists, the employee may not accept or continue the other employment or position. In such cases, if the employee accepts the other employment anyway or does not resign the other employment voluntarily, the Vice President of Operations and Academic Affairs may recommend another course of action or discharge the employee. All outside employment must be disclosed in writing.

Section III: Duties and Responsibilities

Faculty Governance: Faculty Senate Vision Statement

The Red Lake Nation College Faculty Senate is a governance body constituted to assure forceful and articulate representation of faculty interests and of the faculty view of the common good of the Red Lake community. In pursuit of these ends the Faculty Senate shall serve both an advisory function and a legislative function according to recognized principles of shared governance.

Values of RLNC Faculty Senate

- Academic freedom
- Constructive and collaborative relationships
- Instruction designed to foster learning skills
- Instruction designed to encourage applied learning
- Instruction designed to be culturally relevant and promote cultural engagement
- Substantial faculty leadership in college affairs
- Mutual accountability
- Community services
- Transparency
- Ethical conduct

Faculty Governance: Organization Structure and Resources

The Faculty Senate shall be the primary body to formulate and implement academic policy in collaboration with the Vice President of Operations and Academic Affairs. The Faculty Senate will enforce existing academic policies and make recommendations on policies governing academic standards. They will also formulate academic and other education policies concerning requirements for degrees. The Senate shall participate in the formulation of RLNC policies that affect academics. The Senate may formulate positions on any matter of college-wide concern.

The Faculty Senate is subject to the authority of the RLNC President and Board of Regents as provided by federal regulation and legislation.

The Vice President of Operations and Academic Affairs, with faculty consultation, will either appoint faculty members who will serve on the Faculty Senate or allow the Faculty Senate to hold elections. All full-time and adjunct faculty members will be voting members and will decide by vote who will be the Chairperson (voice) of the board. In work assignments and performance reviews, their participation shall be recognized as service and given the weight necessary to ensure the success of shared governance.

Shared Governance

Shared governance formally recognizes that the planning and development of college-wide policy is a responsibility delegated to the Board of Regents to be shared between the administration and faculty. Regular channels of communication must be maintained so all parties can discuss issues and concerns among themselves, together, and with the Board of Regents.

Operationally, under shared governance, the administration delegates to the faculty the authority and provisional responsibility to develop policy, procedures, and standards regarding the conduct of academics at Red Lake Nation College. The faculty advises the administration by means of formal recommendations; the administration, retaining executive oversight, formally concurs with or disapproves with written justification the faculty's recommendations. However, because the process leading to a recommendation normally involves extensive prior consultation, between faculty and administration or its representatives, faculty recommendations generally can be expected to warrant administrative concurrence. In addition, the formal delegation of authority to faculty in matters calling for academic policies and requiring academic expertise lends considerable force to faculty recommendations.

Matters of governance

- Curricula
- Student outcomes assessment
- Syllabi and rubric development
- Faculty resource library
- Enrollment management and recruitment
- Degree requirements
- Academic policies
- Student conduct
- Campus safety
- Public/community needs

- Online teaching and learning

Institutional Review Board (IRB)

Red Lake Nation College, as a member of AIHEC, has an authorization agreement with Northwest Indian College to utilize their IRB process prior to engaging in human research.

The IRB will consider each of the following factors of the proposed research when reviewing research protocols:

1. Study design;
2. Potential Harms (or risks) and Benefits both to individuals and also to tribes and communities (hereafter “communities”);
3. Equitable Selection of individual and community participants/subjects;
4. Identification, Confidentiality, and Privacy of individuals and communities; NWIC IRB Manual - Approved by Board of Trustees Dec. 2, 2013 Page 3
5. Process and content of Informed Consent by potential individual and community participants/subjects;
6. Plans for dissemination of reports, presentations, and publications; and
7. Additional IRB-specific decisions.

Application forms can be found at:

<http://blogs.nwic.edu/briansblog/files/2010/12/2-FORM-2014-08-06-Student-Application-NWIC-IRB.docx>

The IRB manual can be found at:

<https://www.nwic.edu/wp-content/uploads/2017/03/IRB-Manual-2013-12-02.pdf>

Effective January 19, 2018, the following activities are deemed NOT to be research according to the Federal Policy for the Protection of Human Subjects:

- Scholarly and journalistic activities (e.g., oral history, journalism, biography, literary criticism, legal research, and historical scholarship), including the collection and use of information that focuses directly on the specific individuals about whom the information is collected.

https://www.govinfo.gov/content/pkg/CFR-2017-title24-vol1/xml/CFR-2017-title24-vol1-part60.xml#_blank

Academic Freedom

RLNC faculty, like our counterparts at other universities and at state/private colleges, enjoy full academic freedom, provided we do not disclose classified information or misrepresent official U.S. policy. Faculty members follow the guidelines set forth by the American Association of University Professors' 1940 Statement of Principles on Academic Freedom and Tenure. Additional information can be found online at the American Association of University Professors (AAUP).

These guidelines, as stipulated in the AAUP's Statement, include:

Agreement that institutions of higher education are meant to serve the common good and not to serve the interest of either the individual instructor or the institution as a whole. The common good depends upon the free search for truth and its free explanation.

Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.

Instructors are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

Instructors are entitled to freedom in the classroom in discussing their subjects, but they should be careful not to introduce into teaching controversial matter which has no relation to the subject. College or university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As persons of learning and as educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not institutional spokespeople.

The Family Educational Rights and Privacy Act of 1974

The Family Educational Rights and Privacy Act of 1974, as amended (sometimes referred to as the Buckley Amendment), is a federal law regarding the privacy of student records and the

obligations of the institution, primarily in the areas of release of the records and the access provided to these records. FERPA applies to all schools that receive funds from an applicable program of the U.S. Department of Education. Failure to comply with FERPA may as a result have funds administered by the Secretary of Education withheld. FERPA gives parents certain rights with respect to their children's educational records. These rights transfer to the student when he or she reaches the age of 18 or attends school beyond the high school level.

The Education Record

Education records are defined under FERPA as records that are directly related to a student and are maintained by an educational institution or by a party acting for the agency or institution. The records can be handwritten, print, magnetic tape, audiotape, film, disk, electronic image, or other format or medium. Generally, schools must have written permission from the eligible student in order to release any information from a student's educational record. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Parents Requesting Information

Information cannot be given to parents in regard to their son's or daughter's progress in a course, graduation degree deficiencies, and grades obtained on tests, papers, etc. The protected information can only be provided if the student has provided written authorization on specific information that can be released.

Letters of Recommendation

Written permission of the student is required for a letter of recommendation if any information included in the recommendation is information not considered "directory." (i.e. grades, GPA, etc.)

Emergencies/Crises

Non-directory information in an emergency/crisis can be released if the institution determines that the information is needed "to protect the health or safety of the student or other individuals." The severity of the threat to the health or safety of those involved, the urgent need for the

information, the information required to deal with the emergency, and the ability of the parties to whom the information is to be given to deal with the emergency are all factors to be taken into consideration by the institution prior to the release of the non-directory information.

Access to Student Records

Information that is personally identifiable in an educational record may not be released without prior written consent from the student and except to the extent that FERPA authorizes disclosure without consent as listed above. Some examples of information that cannot be released include citizenship, disciplinary status, grade point average, marital status, and Social Security or ID numbers. Personally identifiable information from a student record will not be released without written consent from the student. Parental access to a daughter or son's educational record must come in a written authorization from the student before access to the record is allowed.

Right to Review, Inspect, and Amend a Record

Under FERPA, students have the right to inspect and review their own educational records within 45 days of the day the College receives a request for access. Students should submit to the Director of Student Records Office written requests that identify the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, the Registrar shall advise the student of the correct official to whom the request should be addressed. Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College official responsible for the record clearly identifying the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

Directory Information

Certain categories of student information are considered "open" or Directory Information. Directory Information may be published in a student directory or event program and released to the media and to the public for enrolled students. Red Lake Nation College has designated the following information as Directory Information and may release this information, unless the student has submitted a request for non-disclosure:

- Student name
- Local address and telephone
- Permanent address and telephone

- Email address
- Place of birth
- Major field of study
- Dates of attendance
- Full or part time enrollment status
- Year in school (class)
- Degree(s) received
- Scholastic honors and awards received
- Other educational institutions attended
- Visual image

Restricting the Release of Directory Information

A student may request that directory information not be released by indicating and completing the Request for Non-Disclosure and submitting it to the Student Records Office. The form is available in the Student Records Office. If a student elects Confidentiality/Non-Disclosure, any inquiry to the College about the student will be responded with “we have no information on that individual.” If a student elects Confidentiality/Non-Disclosure, it remains in effect until the student requests its removal or the student is deceased. If it is not removed prior to or at graduation time, the College will not be able to respond to prospective employers’ inquiries.

Posting Grades

Public posting of grades by student name, Social Security number, RLNC student identification number, or any other identifiable means, without written consent from the student, violates FERPA law. Numeric student identifiers are considered personally identifiable information and are in violation of FERPA. Instructor assigned numbers or coding is allowed as long as the order of posting is not alphabetical.

Returning Assignments

Graded papers, tests, and quizzes left in front of a faculty office door is no different than posting of grades if the graded materials are personally identifiable. This is a violation of FERPA if the faculty member has not received written consent from each student to do so. Leaving the materials with an office assistant who asks for picture identification is a much more viable solution.

Transmittal of Grades

Instructors can notify students through the U.S. mail of their final grades as long as the grades are delivered in a sealed envelope. Notification of grades via email is allowed; however, confidentiality is not guaranteed when delivered in this mode.

Faculty Policies and Procedures

This section provides an overview of information pertinent to RLNC faculty regarding policies and procedures of the college. Questions regarding these policies may be addressed to the Vice President of Operations and Academic Affairs.

Faculty Conduct

All employees of the college are expected to conduct themselves professionally, both on and off campus. Faculty members have a responsibility to be positive role models in the classroom and the community. Students look to faculty for leadership and citizenship. Students are to be treated with respect. Faculty members are expected to treat all college staff with respect.

Faculty members are prohibited from any type of sexual approach or verbal abuse of any student on or off campus. Faculty members are prohibited from fraternizing with students. Failure to adhere to faculty conduct requirements can result in an investigation by a review panel, which includes at least one faculty member, and possible termination of employment from the college.

Classroom Atmosphere

All faculty members are expected to provide a positive classroom atmosphere that will enhance the educational experience of each student in the class. Faculty members are expected to be in their instructional areas prior to the stated start times when their classes meet. Additionally, care must be taken to respect all students in the class. Faculty members should avoid all appearance of favoritism. Faculty members should be alert to the positive benefits of humor, but avoid joking or any speech or gestures specific to any individual student, as these may be misconstrued as favoritism or biased behavior.

Students who are disrespectful to faculty or other students may be removed from the class. If a faculty member removes a student from his or her class, the faculty member must inform the Vice President of Operations and Academic Affairs of the incident and complete an “Incident Report Form” with the name of the student or students involved. Children are allowed in the

classroom when adequate childcare is unavailable; however, parents or guardians must remove disruptive children from the classroom.

Wall Hanging

Any type of wall hangings desired to be posted by faculty, staff, or students (e.g. posters, bulletins, flyers, etc.), outside of personal offices or designated bulletin boards, must be approved by the Governance Committee.

Office Hours

Office hours must be visibly posted on the exterior office doors and in the course syllabi for the convenience of students and other visitors.

Section IV: Instructional

Course Syllabus Information

Syllabi are essential to organize courses and establish the course schedule. Syllabi also document content and methodology for future reference as required by accreditation agencies. All faculty members are required to use the course format and syllabus established. A copy of the master syllabus will be distributed to all faculty members at the beginning of each semester. Some components are mandatory. Additionally, each semester, a copy of the course syllabus should be provided to the Vice President of Operations and Academic Affairs.

Creating a Syllabus

An abbreviated form of the syllabus will be presented for development of new courses. An extended classroom version of the syllabus should be distributed to each of your students at the initial class meeting. While much of the information for the class appears on the standard course syllabus, your extended syllabus is a more individual expression of your organization of the course.

The extended syllabus represents an agreement between you and your students and can become a key document on individual faculty policies and procedures in the event of an academic appeal by a student. Information contained in the syllabus should be consistent with policies identified in the RLNC catalog. If circumstances warrant an adjustment to your syllabus, see the Vice President of Operations and Academic Affairs and put the changes in writing to both the students and the program office.

The extended syllabus is to be given to each student at the beginning of the semester and is intended to be an agreement between the instructor and the student for the semester. An extended syllabus will include the following information:

- Course
- Instructor's name, office location, office phone, email, office hours
- Academic credits
- Prerequisites
- Course description
- Course outcomes
- Required texts and supplies
- Activities and course requirements
- Course calendar
- Grading rubrics
- Attendance expectations
- Evaluation criteria
- Academic integrity
- Children in the classroom policy
- Disabilities and special accommodations

Grading

An important component of your syllabus is the section on methods of evaluation and grading scale. In preparing this, there are several factors to consider. The first is that your grading policy must comply with the minimum evaluation requirements specified for that course on the standard course outline. These requirements have been set by the program and approved by the Faculty Senate and are intended to assure a minimum level of competence in every section of the course. Individual instructors are obligated to build these requirements into their method of evaluation and grading scale section.

Testing and Quizzes Enhance Learning

Frequent and early testing is recommended as a best practice for teaching at Red Lake Nation College. A wide range of student academic experience, learning styles and ability is typically represented in the classroom. By using several exams, an instructor can successively build the level of student engagement desired in a positive climate. Reviewing for exams or quizzes through practice or sample sets and keeping content to three or four chapters per exam may help students succeed.

Good Test Preparation Techniques

Good test preparation techniques include adherence to the course outcomes, clear wording of test questions, test length which is conducive to the time constraints, and test questions that evaluate the appropriate level of knowledge.

Late Work and Missed Exams

It is important to identify your late work and missed exams policy in your syllabus, including whether it is acceptable, and under what circumstances or time frame.

Incomplete Grades

A grade of “I” is given to students whose work at the end of the term is still in progress and at least 70% complete. Such grades will be restricted to those circumstances in which there have been extenuating circumstances. The instructor and student are required to develop an individualized plan with outlined steps and timelines for completion. This can be done by completing the “Incomplete Grade Contract.” This plan must be approved by the instructor and must be submitted to the Registrar prior to the last day of the semester. Grades and designations of Incomplete (“I”) recorded by the Registrar at the end of the semester will not be changed except in the following cases:

- When a letter grade is submitted to replace the incomplete, by the instructor of record.
- When a grade resulting from an error in computation is corrected by the instructor of record.
- When an error committed in the administrative recording process is corrected by the Student Records office.
- When a student’s grade appeal has been successful. Grade changes for the previous semester must be initiated by the student within the first four weeks of the first day of classes and completed and filed with the Records Office within six weeks of the first day of class. Grade appeal forms can be located in the Student Success Office.
- When a grade change occurs after the listed deadlines, but has been approved by the Academic Standards Committee. This may be due to an oversight.

Grade Changes

Grade changes are considered when a student contests a grade or when there has been a documented error in grade calculation. Faculty members must fill out the change of grade form. All grade changes must be reported to and approved by the Vice President of Operations and Academic Affairs. The deadline for submission of a completed grade change form to the RLNC Student Records office is four weeks after the end of the semester or summer session in which

the student took the class. Late requests of this nature must be submitted within one year of the final grade submission date and will require additional justification. Late requests must be approved by the Progressive Academic Student Success (PASS) Committee. No grade change will be accepted by the RLNC Registrar after the deadline without the written approval of the Vice President of Operations and Academic Affairs.

Administrative Drop Policy

Students are required to attend the first class meeting of any regularly scheduled class that meets once per week or at least one of the first two class meetings of any regularly scheduled class that meets more than once per week. Students who are unable to attend the initial class meeting(s) as required must inform the instructor, preferably in writing, that they intend to attend subsequent meetings and do not want to be dropped.

Students who fail to attend initial class meetings as required and who fail to contact their instructor(s) in advance of the absence may be dropped from the course by RLNC administration. Students should not assume that they have been dropped automatically from a course because they have not attended. On the last day to withdraw from classes, any students who cannot mathematically pass the class may be administratively withdrawn.

Students who wish to appeal an administrative drop should submit a written appeal to the Vice President of Operations and Academic Affairs. The appeal should include the student's name, date of appeal, reason for appeal, and justification/documentation to support the appeal. All appeals must be initiated by the student within two days of the drop notification from RLNC.

Independent Studies

Independent Studies are offered under unusual circumstances when a student has a special interest or expertise and develops a proposal to do independent research. This proposal should include the activities that the student will undertake and the means by which the work will be evaluated. An "Independent Study Contract" form must be completed and submitted to the Vice President of Operations and Academic Affairs for approval. Independent studies may also occur in rare circumstances when a student has only one remaining class left to graduate and the class is not being offered in the current term. In this event, an "Independent Study Contract" form must be completed by the student and the faculty and submitted to the Vice President of Operations and Academic Affairs for approval. Only students in good academic standing are eligible for independent study.

Tentative Course Schedule

The course schedule may or may not include actual dates the topics are to be covered. Instructors may present their content in the order that it appears on the standard course outline. If you wish to alter the sequence of topics to be studied, see the Vice President of Operations and Academic Affairs. The content on the standard course outline must be integrated into your course so that the students meet the objectives; this is to provide consistency across all sections of the course for minimum student competencies.

Attendance

Successful academic performance depends on regular attendance/participation. Students are expected to attend all meetings of their classes. Faculty will inform students in their classes of policies regarding absences, tardiness, and make-up work. Treatment of absences due to illness or other legitimate reasons is a prerogative of individual faculty members and will vary from instructor to instructor. Dismissal from a class for excessive absences may result in a faculty initiated withdrawal from the class.

Textbooks

Textbooks can be purchased at the RLNC bookstore at the beginning of each semester. Book identification numbers (ISBN) are also available to students when they register for classes so they may purchase their textbooks elsewhere if they choose to do so. Faculty members must provide a list of textbooks with ISBN numbers to the bookstore by the dates indicated by the bookstore for ordering purposes. This can be done by completing the “Textbook Order Request” Form.

Section V: Assessment and Program Review

New or Changed Courses or Curriculum Process

If you develop a new course, the standard course proposal outline must be completed and reviewed/approved by faculty in your department prior to submission of the proposal to the Curriculum Committee. You must request to be placed on the Curriculum Committee agenda in order to have your proposal reviewed.

Procedure for Submitting New Course Proposals or Modifications

In keeping with the growth of your academic discipline, faculty will, from time to time, devise new courses that provide students with the continued opportunity to stay current on new developments in their respective academic fields. The following provides an overview to submitting a new or revised course for approval:

- Type your proposal, using the current “Course Proposal Form” available from the Curriculum Committee. Make sure to explain how the new or enhanced course will improve educational offering of the college.
- For new courses, attach a copy of the abbreviated syllabus, using the current syllabus format. Include the estimated number of potential students for the course.
- The new course must have a documented cultural component and be in compliance with the mission of the college.
- Obtain appropriate signatures on the Proposal Form.
- Contact the Committee Chair to request placement on the agenda for the next Curriculum Committee meeting – at least one week prior to the meeting date.
- Provide copies of the proposal and abbreviated syllabus to the Curriculum Committee members for review at least one week prior to the meeting date.
- Attend the next Curriculum Committee meeting to make a formal presentation.
- Recommended course proposals will be forwarded to the Vice President of Operations and Academic Affairs once approved by the Curriculum Committee.
- Special Topics courses are to be presented to the Curriculum Committee before being placed in the semester academic course schedule. Before a Special Topics course is taught a second time, the course must follow the approval process to be placed in the college curriculum. Special Topics courses do not fulfill general education requirements but may be used to fill elective credits.

New Educational Program Approval

The same procedures and process as described above for new course approval will be followed for new program approval. The President of the College and the Board of Regents must approve all new educational programs. Proposals for new educational programs from external stakeholders will be considered through the normal strategic and academic planning procedures of the college.

Revision of Course Numbers

Revision of course numbers should first be discussed with the Curriculum Committee. The Curriculum Committee will review and make a recommendation to the Vice President of

Operations and Academic Affairs. The Vice President will approve or disapprove of the recommendation, and will forward approved course number revisions to the Registrar.

Section VI: Meetings and Committees

Staff Meetings

Meetings for all college faculty and staff are held several times throughout the academic year. The President of the College will establish the agenda and act as the chairperson.

Faculty Senate

Faculty Senate meetings are generally held on a monthly basis. The Vice President of Operations and Academic Affairs develops the schedule of committee meetings at the beginning of the academic year. The President of the Faculty Senate acts as the chairperson.

Committees

Standing Committees are as follows: Assessment, Curriculum, Events, Progressive Academic Student Success (PASS), Governance, Campus Safety, and Strategic Planning. Faculty members will be assigned to committees based on their weekly course schedules. Ad-hoc committees may also be scheduled throughout the academic year.

Faculty In-Service Days

Faculty members are required to attend mandatory faculty in-service days. These days are listed on the faculty contracts issued every year and include dates prior to fall semester, prior to spring semester and at the conclusion of the spring semester. Additional days may be included on any given academic year.

Section VII: Financial Procedures

Personnel Issues and Employee Resources

Personnel policies at RLNC can be found in the Personnel Policies and Procedures Manual. This manual can also be found on the RLNC website. Because of the changing nature of employment

forms and requirements, this section provides only a general overview of employee resources. Questions about Personnel issues can be directed to the Human Resources Department.

Faculty Employee Benefits

Permanent full-time faculty members and those who are full-time employees but split their time between instructional duties and other departmental duties are eligible for employee benefits as defined by the Red Lake Nation College Personnel Policies Manual, including medical and dental benefits. Adjunct faculty members are not eligible for benefits. Faculty members should refer to the Red Lake Nation College Human Resources Department for more information on benefits, paid leave, and annual contracts.

Adjunct/Overload Contracts Salary Schedule

Developmental Courses

Bachelor	\$700 per credit hour
Master	\$750 per credit hour
PhD	\$800 per credit hour

1000 and 2000 Level Courses

Bachelor	\$900 per credit hour
Master	\$950 per credit hour
PhD	\$1000 per credit hour

Full-Time Faculty Salary Schedule (12-16 Credits)

Additional credit hours will be paid to faculty per the adjunct/overload salary schedule. Faculty members may be hired at different levels of the salary scale. This is dependent on College need and the applicant availability in various disciplines. In order to achieve higher levels, additional education may be required. Faculty evaluations and available funding will determine eligibility to achieve higher levels. Applying for and overseeing a grant may result in additional stipend, as

written into grant budgets. Scale is subject to annual cost of living increases. See the Human Resources Director for current salary scale.

Level	Bachelor's Degree
1 Criteria: Bachelor's degree + tested experience, or full-time teaching developmental classes	See Human Resources Director
2 Criteria: Bachelor's degree + 18 graduate credits in applicable discipline	See Human Resources Director
3 Criteria: Level 2 + 3 years of college teaching experience	See Human Resources Director
	Master's Degree
5 Criteria: Master's degree with 18 graduate credits in discipline	See Human Resources Director
6	See Human Resources Director
7	See Human Resources Director
8	See Human Resources Director
9	See Human Resources Director
10	See Human Resources Director
	Doctorate or Equivalent
11 Criteria: Completed Doctorate with 18 graduate credits in discipline	See Human Resources Director
12	See Human Resources Director
13	See Human Resources Director

14	See Human Resources Director
15	See Human Resources Director

Supplies

Office and classroom supply orders must be approved by the Vice President of Operations and Academic Affairs.

Equipment

All full-time faculty members will receive a desktop or laptop computer, in addition to an HDMI cable for their instructional use. All classrooms are equipped with televisions with the capability to present videos or online content to students.

Instructional Travel

Full-time instructors each have \$2000 of available funds for faculty development each year. Faculty development activities must be approved by the Vice President of Operations and Academic Affairs. Faculty members must have a clear contingency plan in their course syllabi that informs students what to expect in the event of faculty absence.

Section VIII: Student Success

Responsibilities of Faculty Advisors

Academic advising at Red Lake Nation College is an integral component to student academic success. Faculty advisors assist students as they advance through their degree program(s) and help students navigate their way through the college system. Advisors should remain up-to-date on any curricula changes, and policy and procedure changes that may affect student progression. In addition to selecting classes, faculty advisors help students to understand the basics of a degree checklist; adding and dropping classes; changing majors; evaluating transfer credits/courses; interpreting grade point averages; and transferring or applying to upper level programs. A faculty advisor's commitment to academic advising shows a commitment to a student's academic development and success.

Faculty Advisors

Students are initially assigned to advisors by the Admissions Office based on their identified major. It is preferred that students be advised by faculty members who are in their respective degree programs. This match will ensure the most accurate and appropriate advising for the student. Advisors will help students create individual plans either semester-by-semester or on a long-range plan. If a student is undecided, or if the faculty advisor has too many advisees, the program or Registrar can intervene and help select a faculty advisor for the student. Students must submit a “Change of Major/Advisor Form” to make the change official.

Student Files

Student files are created for each student upon admission to RLNC. The files are considered to be a part of the student record containing confidential and protected information that should be stored accordingly. In the event of a legal complaint, advising folders may be subpoenaed. Student files should contain the following documents and can assist advisors in their responsibilities.

- High school/GED and/or college transcript (transfer students)
- Placement results for math and English
- Degree checklist
- Advisor transcript
- Advisor log sheet
- Mid-term grade check (recommended)

Advisor Log Sheets

The student file should also include log sheets to assist faculty advisors in summarizing visits with advisees and noting next steps and/or decisions that were reached during your visit. The log sheet should show evidence of contact and be organized to reflect the current status of the student.

Faculty Advisor Checklist

The following checklist can be helpful for faculty advisors, whether they are first time faculty advisors or have been advising for years.

- I have posted my office hours and other times that I am available for advising.
- I have reviewed the catalog and schedule of classes.
- I have reviewed the names of my advisees and I have updated their files.
- I have reviewed my log of past interactions.
- With the student as an active participant, review the following items:

- We have reviewed the student academic plan.
- We have reviewed the progress toward realizing that plan.
- We have discussed any potential academic difficulties and their possible remedies.
- We have reviewed specific graduation requirements.
- We have discussed future course selections.
- We have discussed any additional concerns the student may have.
- We have established a future meeting and have outlined what task needs to be accomplished by that time.
- We have identified whether the student requires classroom accommodations from Disability Support Services and provided information if needed.
- After each visit with your advisee, you might note the following:
 - I made specific notes about my advisee’s situation on the log sheet.
 - I felt I maintained an individualized, empathetic relationship with my advisee.
 - I clarified certain misunderstandings.
 - I suggested possible alternatives to the student’s choices, opinion, or directions.
 - I encouraged the student to assume more responsibility in the advising process.

Disability Support Services

This section explains the accommodations that Red Lake Nation College provides for its students.

RLNC Compliance Policy

It is the policy of Red Lake Nation College to comply with the Americans with Disabilities Act of 1990 (ADA) and the ADA Accessibility Guidelines (ADAAG), Section 504 of the Rehabilitation Act of 1973, and the Uniform Federal Accessibility Standards (UFAS) as mandated by Section 504. Under these laws and guidelines no qualified individual with a disability shall be denied access to or participation in services, programs, and activities of RLNC.

Student Eligibility for Disability Services

Students receiving services through Disability Support Services must have a chronic disabling condition that has been verified by an appropriate professional. The student’s disabling condition must limit one or more major life activity and impose an “educational limitation.” An educational limitation is a disability related to functional limitation in the educational setting that occurs when the limitation prevents a student from fully benefiting from classes, activities, or services offered by the college without specific, additional support services or instruction.

Examples are physical, communication, acquired brain injury, psychological, attention deficit disorder, and specific learning disabilities.

How May a Student Apply for Accommodation?

Any student with a disability, regardless of his/her accommodation needs or disability issues, should register for Disability Support Services with the Director of Counseling and Continuing Education. The Director of Counseling and Continuing Education will request documentation of a disability and prior accommodations from the student's former secondary school, treating medical doctor, or mental health professional. After reviewing the disability documentation, the Director of Counseling and Continuing Education will make a determination as to whether the student qualifies as having a disability or not. After a positive finding of a disability, the student will be extended disability accommodations and/or modifications in accordance with accepted College policies and procedures. In order for a student with a disability to apply for and receive accommodation, she/he needs to contact the Director of Counseling and Continuing Education to set up an appointment.

If a Student Asks Me for an Accommodations, What Should I Do?

If a student identifies him/herself to you as a student with a disability and requests some form of accommodation in your class, ask the student to provide you with appropriate documentation from the Director of Counseling and Continuing Education. If the student refuses to do so, then you are under no obligation to provide the requested accommodation. Indeed, you should not provide the accommodation because you cannot be certain that the student truly has a disability.

Documentation provided by the Director of Counseling and Continuing Education will contain a statement, which verifies that the student has a disability, and accommodations that are recommended that the instructor provide the student. You should consider the request in earnest and defer to the Director of Counseling and Continuing Education if you are not sure whether a specific accommodation request is appropriate. You may inform the student that you have reservations about the accommodation and may appeal the accommodation request, but you should provide the accommodation while the appeal is in process. An appeal request should first be brought to the attention of the Director of Counseling and Continuing Education, and if a resolution can't be reached, then the RLNC Vice President of Operations and Academic Affairs should be next to review the accommodation request and provide input. If need be, a final decision on the matter would be made by the President of Red Lake Nation College. Please keep in mind that there is a grievance procedure for the student to follow and if the student feels that he/she is being discriminated against, the student may file a grievance against his/her instructor or the College.

In no case is a student under obligation to disclose the nature of the student's disability to the instructor. If the student has registered with the Director of Counseling and Continuing Education, she/he has already disclosed the disability and legally, this is sufficient. If the Director of Counseling and Continuing Education informs you that a particular student is disabled and that the accommodation request is reasonable, then, by law, you must provide it. It should be understood that accommodations compensate for documented functional impairments associated with a disability; they do not represent an unfair advantage relative to other students. Additionally, documentation and correspondence (verbal and written) concerning a student with a disability is confidential and care should be taken not to share information about the student's case with a third party without a written consent from the student.

Should I Put Disability Service Information in the Class Syllabus?

In the Master Syllabus provided each semester, there is a Disability Services statement. This is a required component of all RLNC Course Syllabi and must be included in each course syllabus.

What Assistance is Available for Students with Disabilities?

Accommodations and modifications will be granted on an individual basis (with input from the student with a disability) after considering the type and severity of a disability and the student's history of accommodations from secondary and postsecondary education. Below are services that RLNC may offer the student:

- Contacting instructors regarding classroom accommodations for a student
- Documentation and needs analysis
- Student advocacy
- Classroom note takers, readers, and scribes
- Assistance with the provision of a private testing room and monitoring of the test
- Provision of textbooks in alternative format
- Locating where a student may obtain diagnostic testing
- Other services not mentioned

Student of the Month Nominations

The Student of the Month award was started to formally recognize those students who exhibit behavior and attitudes that exemplify Red Lake Nation excellence. Students nominated for this award may demonstrate the following: improvement in their schoolwork, cooperative attitude, dedication to their studies, engagement in school activities, enthusiastic work ethic, consideration of others, academic curiosity, consistent attendance, or leadership. To nominate a student, faculty and staff should complete the "Student of the Month Nomination Form."

Academic Alert

Counseling concerns

1. It is imperative the primary Student Success Counselor is seen by students as a supportive service provider here at the college and available whenever needed.
2. The Director of Student Success will oversee the Academic Alert program with Student Success Counselors managing the contact with students.

Academic Alert Process

1. Instructors must be the first people to contact students regarding absences and missing assignments, making two online documented attempts prior to referring to Student Success.
2. Faculty and staff should refer students to the Director of Student Success immediately if students report any situations needing confidential support and/or referral to services.
3. Student Success Counselors will then make two documented attempts to contact students after a referral has been received
4. Student Success Counselors will contact students who are failing all or a majority of their classes at both the four-week grade mark and midterm grade.

The Academic Alert Form can be found on the RLNC website.

Section IX: Other Faculty Resources

Campus Map and Employee Directory

A map of the campus is available on our website. In addition, a directory of employees is also available on the RLNC website.

Office Keys

Once hired, you will be assigned an office or shared office space. The Campus Security Office will ask you to complete an “Employee Key Issuance Form.” Contact Campus Security immediately if your key is misplaced or stolen. Upon separation from RLNC, all keys must be returned.

Information Technology: User ID, Email, Password

Make arrangements with the Vice President of Operations and Academic Affairs to obtain an assigned User ID and password so that you can use the campus computer network system. At that time, you will be assigned an email address.

The following information is provided to assist faculty in helping students follow the College's policies and procedures when various situations arise. It is important for all faculty to be aware of and follow the procedures. Uniform practices will promote curriculum continuity and program quality.

General Catalog

Please refer to the current General Catalog to ensure acquaintance with policies and programs at RLNC. Students can locate the proper forms in the following areas in the Student Success office and on the RLNC website.

Change of Course

Students may make course changes during the official add/drop period, normally ending within seven days of the start of the semester. Changes (withdrawing, adding, or dropping courses) are not official until the appropriate form is filed with the Registrar, or the student has successfully made the change through his/her online portal. It is the student's responsibility to file the proper paperwork and ensure the appropriate changes have been made.

Pre-Enrollment

Students are strongly encouraged to pre-enroll at the appointed time for the subsequent semester(s). Pre-enrollment promotes a smooth transition into the following semester.

Degree Checklists

Each department formulates a degree checklist or program of study pertaining to the degree field. Included on these checklists are the General Education Requirements and the degree-specific specialized courses. Checklists are utilized for academic advising and are evaluated for completion at the time the student petitions the Registrar for graduation.

Academic Policies

Academic policies for RLNC can be found in the RLNC catalog. The catalog is also available on the RLNC website.

Academic Integrity

Academic integrity, a form of personal integrity, is expected of every RLNC student. Students must produce all work submitted as part of course requirements without help from other sources unless credit is given in a manner prescribed by the instructor. Words or ideas from a source other than the student for oral or written use on assignments, examinations, papers, or any other academic work must be formally acknowledged. Students who fail to give credit for such use are guilty of plagiarism. Students may not provide unauthorized assistance on assignments. Students found guilty of violating academic integrity may receive, depending on the specific nature of the act, a failing grade on the assignment or a failing grade in the course, and/or may be dismissed from the college with a notation of the offense on their transcript. For appeals, see academic appeals and review board.

Admission to RLNC

To apply for admission to Red Lake Nation College, students must meet with the Recruiting and Admissions Counselor to complete the application as well as financial aid information.

Transfer Students

First time transfer students should send official transcripts (from all colleges previously attended) to the Registrar at Red Lake Nation College for evaluation and course equivalency. Once the Registrar determines what courses will transfer, a RLNC representative can assist the student with registering for class.

Re-admitted, Re-entering, or Transfer Students

Students may transfer credits to apply toward completion of the Associate's degree in absentia if they have previously attended RLNC. They must return within five years, however. Credits that are over 10 years old will not be applicable toward degree completion. As part of the re-admission process, the student must submit official transcripts from colleges previously attended, if applicable.

RLNC Forms

In an effort to maintain program consistency, faculty members are required to complete the appropriate forms frequently used by the college. Additionally, faculty are encouraged to direct students to the proper forms should they need assistance. Forms are available online and through the Student Success Office. These forms may include a Registration Form, Degree Checklist Form, Add/Drop Form, and/or an Incomplete Grade Form.

Forms are available on the RLNC website. Faculty forms include:

- Advisor Log Form
- Change of Grade Form
- Course Proposal Form
- Credential Evaluation Summary
- Employee Key Issuance/Replacement Form
- Faculty Professional Development Plan
- Incident Report Form
- Incomplete Contract
- Independent Study Contract
- Justification for Faculty Qualifications
- Professional Development Procedures
- Student of the Month Nomination Form
- Syllabus Evaluation
- Tested Experience Form
- Textbook Order Request



Red Lake Nation College Statement of Acknowledgement

This manual has been prepared for your information and understanding of the expectations as a faculty member at Red Lake Nation College. Please read it carefully. Upon completion of your review of this manual, sign the statement below, and return it to your supervisor (or other designated individual) by the due date. A copy of this acknowledgment appears at the back of the manual for your records.

I, _____, have received and read a copy of the Red Lake Nation College Faculty Handbook which outlines the expectations of faculty at Red Lake Nation College.

I have familiarized myself with the contents of this manual. By my signature below, I acknowledge, understand, accept and agree to comply with the information contained in the Faculty Handbook provided to me by Red Lake Nation College. I understand this manual is not intended to cover every situation which may arise during my employment, but is simply a general guide to the policies and expectations of Red Lake Nation College.

I hereby acknowledge receipt of a copy of the Red Lake Nation College Faculty Handbook. I understand that the Red Lake Nation College Faculty Handbook is not a contract of employment and should not be deemed as such.

Employee signature

Date

