Table of Contents

Welcome to United Tribes Technical College

You, as a faculty member, are critical to the success of United Tribes Technical College (UTTC). At UTTC, student success is the fundamental measure of institutional success and student success is inseparable from the classroom experiences guided by the faculty. Your commitment to students, the expectations you hold of them and the interest you take in them as individuals, makes a difference in their lives and distinguishes you and UTTC.

This handbook is designed to facilitate your success at UTTC. It should answer most of your questions regarding procedures that directly relate to you as a faculty member. Please use this handbook, the UTTC Employee Handbook, and the academic catalog as reference documents for information concerning employment and for a better understanding of your role within UTTC.

Suggestions for including information in this handbook are always welcome.

Lisa J. Azure, PhD
Vice President of Academic Affairs

SECTION I: INTRODUCTION

Mission Statement

United Tribes Technical College provides quality post-secondary education and training to enhance knowledge, diversity, and leadership for all indigenous nations.

Student Success Statement

Student success at UTTC extends beyond academic achievement to leadership development. Successful student leaders develop positive campus community relationships and display strong work habits, confidence, resilience, and belief in self.

Co-Curricular Learning Outcomes as reflected in the Student Success definition:

1. Student leaders perceive themselves as ***contributing members*** of the campus community.

2. Student leaders are prepared to learn, regularly attend class, complete assignments on time, and demonstrate other ***positive work habits*** that contribute to achieving career pathway goals.

3. Student leaders are ***confident and able to work through life challenges*** through effective planning and prioritizing.

4. Student leaders ***believe in their ability*** to accomplish challenging tasks and that with effort, their ability can grow.

Equity

United Tribes Technical College (UTTC) believes that access to a high-quality education in an inclusive environment is the right of all individuals and imperative for the continued advancement of a strong democracy and workforce.

Equity is ensuring that all students receive what they need to be successful through the intentional design of the college experience.

Diversity Statement

United Tribes Technical College values diversity because it enriches the community and wealth of experiences that characterize a post-secondary education. Our students, faculty, and staff come from Tribal lands throughout the United States and Canada. The majority of our students come from the northern plains region of the country, with 70% representing the North Dakota tribes.

UTTC recognizes that diversity is about much more than race, ethnicity or geography. Because students from many Tribal nations are represented at UTTC, from a wide range of cultural and ethnic backgrounds, students are encouraged to share their own cultural practices, traditions

and beliefs in the classroom in an effort to build an inclusive and welcoming community for all individuals and one from which we can learn from one another. We believe engagement with diverse perspectives and ideas is critical to the education and growth of all people, and we value the unique experiences and viewpoints of all of our community members.

Institutional Learner Outcomes

The institutional learner outcomes are intended to ensure students have experiences that develop the abilities to communicate, problem solve, think critically and value diversity as citizens in a global society. The institutional learner outcomes are the foundation of learning that enable students to further their education, advance in their careers and develop within them an ability to be critical thinkers. In addition to mastering the content of college courses, students need opportunities to develop the ability to apply what they learn. Students are expected to have met these outcomes upon completion of their educational experience at UTTC.

The UTTC faculty members identified four student learner outcome statements that are used to measure student learning across all courses. These outcome statements, and the performance indicators for each, are embedded in all course syllabi for general education and program-specific courses. The four institutional learner outcomes identify levels of proficiency in the areas listed below:

1. Communication
2. Critical thinking
3. Quantitative and scientific reasoning
4. Personal and social responsibility

SECTION II: FACULTY POLICIES AND PROCEDURES

Academic Freedom

The following excerpt is from an article published on the Chronicle of Higher Education website to clarify the concept of academic freedom. On rare occasion, a faculty member has misconstrued the definition of academic freedom and interpreted it to mean something other than intended.

The modern concept of academic freedom has two meanings. First, it refers to the right of an institution to manage its own curriculum and academic affairs without governmental interference. Colleges may determine, for example, what subject matter gets taught and who can teach it; establish their own admission criteria and graduation requirements; and develop their own academic mission and priorities. That is an important feature of American higher education. It establishes a crucial separation of power that discourages government from dictating that universities adopt positions or promote specific causes, and it prevents government from using educational institutions as part of a propaganda apparatus.

The second meaning of academic freedom involves the concept that professors may engage in research on controversial subjects (and, by extension, discuss those subjects in their classrooms) without fear of reprisal. This refers specifically to academic subjects and is not a blanket protection for any and all speech in any venue. As the American Association of University Professors' well-known statement on academic freedom cautions, professors "should be careful not to introduce into their teaching controversial matter which has no relation to their subject."

The American Association of University Professors (AAUP) reminds us that as professors we are both private citizens and officers of our institutions. When speaking as citizens (i.e. at a political rally) we should be immune from being disciplined by the institution for our speech, but when speaking in our unique capacity as representatives of the institution—as scholars and teachers in our disciplines—we have an obligation to exercise caution in what we say and how we say it. In the latter role, according to the AAUP, our "special position in the community imposes special obligations" because our words are likely to be construed to represent the official position of the institution rather than our own personal views.

Olson, G. A. (2009, December). The limits of academic freedom. Retrieved from http://chronicle.com/article/The-Limits-of-Academic-Freedom/49354

Intellectual Property Policy

United Tribes Technical College (UTTC) encourages the development, writing, invention, or production of intellectual property designed to improve the productivity of UTTC operations, to enhance the teaching and learning environment, and to contribute to the betterment of the community. Intellectual property includes but is not limited to intellectual and creative works that can be copyrighted or patented, such as literary, dramatic, musical and artistic works, computer software, multimedia presentations, and inventions.

UTTC employees and students own all rights to copyrightable or patentable independent works created by that person without college support. Unless otherwise provided in an agreement, the College owns all rights to a copyrightable or patentable work created by the person with college support. The ownership of a copyright or patent resulting from the development of intellectual property, and any rewards or recognition attributed to the copyright or patent, will be determined according to the following conditions:

Ownership resides with the employee or student if the following criteria are met:

1. The work is the result of individual initiative, not requested by UTTC.
2. The work is not the product of a specific contract or assignment made as a result of employment or enrollment at UTTC.
3. The work is not prepared within the scope of the employee's job duties or the student's enrollment; and
4. The work involves insignificant use of UTTC facilities, time, and/or other resources.

5. The student holds ownership in any assignment, project, paper, or thesis, automatically, without any need to register the work to obtain a copyright.

Ownership resides with the College if the above criteria are not met or if one of the following criteria applies:

1. The work is prepared within the scope of the employee's job duties or the student's enrollment; or
2. The work is the product of a specific contract or assignment made in the course of the employee's employment with the College or the student's enrollment; or
3. The development of the work involved significant facilities, time, and/or other resources of the College including but not limited to released time, grant funds, College personnel, salary supplement, leave with pay, equipment, or other materials or financial assistance; or
4. The College and the employee or student may enter into an agreement for an equitable arrangement for joint ownership, sharing of royalties, or reimbursement to the College for its costs and support. When it can be foreseen that commercially valuable property will be created, the College and the employee or student shall negotiate an agreement for ownership and the sharing of benefits prior to creation of the property. In all such cases, the agreement shall provide that the College will have a perpetual license to use the work without compensation to the employee or student for such use; or
5. If an employee is granted full or partial leave with pay (e.g., release time or educational leave) to write, develop, produce, or invent intellectual property, the employee and the College will share in any financial gain; and the College's share will be negotiated prior to the time the leave is taken.

Family Education Rights & Privacy Act (FERPA)

Under the Terms of FERPA, United Tribes Technical College has identified information that may and may not be released to those requesting it unless the student specifically requests otherwise on the form provided or by submitting written notification to the Registrar's Office.

Grades, social security numbers, ethnic backgrounds and student schedules may not be released to anyone, including the student's family members, without written consent of the student. If a student has signed a FERPA release statement, it will be available on the Registrar's Office s/drive.

For more information about FERPA, please refer to the student handbook, academic catalog, or contact the UTTC Registrar's Office.

Faculty Handbook

This handbook is not intended as a replacement, or substitute, for faculty employment agreements (contracts). Instead, this document is meant to complement each faculty employment agreement by providing reference to college documents and material. This

handbook is a supplement to the UTTC Employee Handbook and includes operating procedures specific to faculty and other academic personnel.

General Faculty Structure

The Vice President of Academic Affairs (VPAA) is responsible for the general oversight of the supervision, professional development and evaluation of full-time, part-time and adjunct faculty. The Dean of Instruction reports to the VPAA, oversees the Academic programs and is the immediate supervisor for identified academic department chairs and the CTE and WIOA (Workforce Innovation and Opportunity Act) Coordinator. The Dean of STEM reports to the VPAA, oversees the science, technology, and engineering academic programs and is the immediate supervisor for the Library staff.

UTTC faculty members are classified as follows:

- 9-month: Employees hired to work only during the academic year defined as the fall and spring semester.
- 10-month: Employees hired to work additional weeks, either before or after the typical academic year (subject to the same benefits as the 9-month employee classification).
- 11-month: Employees hired to work the academic year and summer session (subject to the same benefits as the 9-month employee classification).
- 12-month: Employees hired to work all year.

Part-Time and Adjunct Faculty
Instructors who teach less than 24 credit hours per academic year are considered part-time faculty. Part-time faculty members are restricted to a maximum number of work hours per week and typically earn a salary that is determined by an hourly rate calculated and compensated in a lump sum. The summer semester faculty members may be considered part-time or adjunct faculty, depending on the courses and department in which they are teaching. Part-time faculty members for the summer semester are typically 9-month exempt employees during the academic year (fall/spring semester) who are working on a Part-Time Employee Contract for the summer semester.

Adjunct employees are instructors who are paid by the number of credit hours they teach. The prefix *adjunct* identifies a faculty member whose primary place of employment is not UTTC or whose primary employment within the institution is not in a faculty capacity. The course load for an adjunct faculty member is typically 3 to 6 credits per semester.

Department Chair
The department chair is a designated faculty member within an academic department with two or more full-time faculty members who has a leadership role within the department. The department chair job duties are specifically identified on the chair/faculty job description. Chairs do not receive additional compensation for their role but will have a decreased instructional course load during the fall and spring semesters (12 credits each semester/24

for the academic year). If their course load exceeds 24 credits for fall/spring, department chairs will be compensated for an overload at a rate of $715 per credit.

Department chairs are essential and significant members of UTTC leadership. They serve as a channel of communication on program, personnel and curriculum matters. They encourage and foster excellence in teaching, scholarship and professional activity and service. The department chair supervises all department faculty, including part-time, online and adjunct faculty. This supervision includes, but is not limited to:

- Providing an environment that, within the limitations of available resources, is supportive of faculty professional activities and goals
- Submitting monthly reports, unit action plans, and other reporting requirements
- Overseeing program assessment activities
- Monitoring the timely submission of attendance and grades by the faculty in their programs
- Ensuring the faculty in their programs are submitting early alerts in a timely manner, responding to these alerts as expected, and elevating the alert levels as necessary
- Providing mentoring and mentoring structures to faculty
- Responsible for the faculty in their programs actively participating in student club activities and committees concerned with day-to-day governance of the campus
- Overseeing faculty adherence to institutional policies

The department chair is expected to seek input from department faculty in a systematic way through department meetings and the appointment of appropriate committees. The department chair is expected to seek student advice on matters of concerns to students enrolled in the program. The specific duties of the department chair shall not, however, be delegated.

Full-Time Faculty
Full-time faculty members provide 30 credit hours of postsecondary instruction during the academic year with the academic year defined as the fall and spring semester. Faculty job duties are specifically identified on the faculty job description. All lab and shop hours will be weighted equally for credit load. If their course load exceeds 30 credits for fall/spring, full-time faculty will be compensated for an overload at a rate of $715 per credit.

Faculty Workload

It is the intent of UTTC to implement a faculty workload process that promotes student learning and is consistent with the institutional mission. Commensurate with this goal, and vital to its achievement, is the fair and equitable treatment of faculty in a work environment that enhances creativity, innovation, and the academic freedom to develop and deliver individual course and curricula to meet the needs of our students.

Responsibilities of each faculty member include, but are not limited to:

1. Developing and delivering the curricula required to meet the needs of our students and the mission of UTTC
2. Assessing student outcomes as a basis for improving learning and maintaining the academic integrity of programs
3. Advising students accurately and knowledgeably for them attain their academic goals,
4. Maintaining timely submission of attendance and grades
5. Submitting early alerts in a timely manner, responding to these alerts as expected, and elevating the alert levels as necessary
6. Actively participating in student club activities and committees concerned with day-to-day governance of the campus, and
7. Maintaining proficiency in their disciplines.

UTTC recognizes the multitude of differences in types of instruction and effort required to teach highly variable curricula well. The Dean of Instruction and Dean of STEM will work with faculty on exceptions to the standard workload expectations.

Course Buyout

A course buyout occurs when grant funds "buy" a faculty member's release time by paying for a portion of their salary so the equivalent amount of effort can be spent working on the grant. A "buyout" situation applies when a faculty member is granted course release time to accommodate a faculty member's work on an externally funded grant. The corresponding percentage of the faculty member's appointment is directly charged (accounted for) to the grant budget during the term of the buy-out. This is not the same as a grant supporting all or a percentage of a faculty member's annual salary. The funds must be specifically identified and budgeted as course buyout funds.

UTTC values the importance of securing external funding to support research and other grant activities and recognizes that managing grant activities can be laborious and highly time consuming. To incentivize the submission of grant applications, course buyout is offered to full-time faculty who secure external grant funding.

To receive a course buyout, the principal investigator/project director must budget $12,700 from the grant for one academic year (fall/spring) per faculty member to cover the FTE associated with teaching a course and seed the Course Buyout account. This amount is calculated based on a 15-credit teaching load; thus, 3 credits = .2 FTE. A $50,000 salary w/27% fringe rate = $63,500 X .2 FTE = $12,700. The budgeted amount may be used to cover the cost (salary and fringe) associated with hiring an adjunct faculty member as needed to teach.

The principal investigator must complete the Course Buyout Request Form and submit it for approval no later than three months prior to the start of the semester to allow time for hiring an instructor for the course. The Course Buyout Request Form is available on the Academic Affairs s/drive, View folder.

Faculty Working Hours

All full-time faculty members are required to be on campus a minimum of 28 hours per week, Monday through Friday, to meet their professional obligations as stated on the job description. The professional obligations include but are not limited to:
- Scheduled class time for both on campus and online courses
- Ten (10) office hours on campus per week at times convenient to students
- Meetings (department meetings, advisory council meetings, All Hands, committee meetings, student club meetings, etc.)
- Student club activities
- Professional development and other trainings: Faculty are required to be on campus every day during the first full week of the fall and spring semesters for professional development and other semester start-up activities. Faculty are also required to be on campus for the professional development days scheduled during the last week of each semester and for any scheduled events during the academic year.

Each faculty member shall submit their schedule to their direct supervisor at the start of each semester showing posted class schedule, office hours, committee meetings, faculty meetings, student club meetings and typical availability. If any variations occur to the schedule, and the faculty member is not able to adhere to the schedule, the faculty member must contact the immediate supervisor and follow the UTTC policy for requesting and using personal or sick leave, whichever is appropriate.

In the event a faculty member does not adhere to the expectations of an exempt faculty work schedule, the immediate supervisor will implement corrective action. Immediate supervisors may also implement corrective action if a faculty member is not getting their job duties completed as expected (e.g., grading, attendance, assessment activities). Consequences for corrective action may include, but are not necessarily limited to, the faculty member being required to report to work on campus from 8 AM – 5 PM, Monday through Friday, with one hour of unpaid time off for lunch. Employees who work the standard 8-hour day are required to clock in and out using a timecard.

Personal/Annual and Sick Leave

In general terms, faculty members are expected to be available to students and other UTTC faculty and staff between the hours of 8 am and 5 pm, Monday through Friday. Faculty are only expected to physically be on campus during the times identified on their semester schedule but must be available at other times during this time frame if an unexpected meeting is convened or some other type of issue arises that requires their attention. If a faculty member is not able to adhere to either of these conditions, they must be on approved paid leave. All UTTC employees must adhere to the policies in the UTTC Employee Handbook regarding any type of leave.

Faculty members who meet the criteria for sick or personal leave, as stated in the UTTC Employee Handbook, must contact their department chair to request the appropriate leave

and complete an electronic leave slip. The sick leave request must be submitted before 8 am, and the start of the typical work day, so alternative arrangements can be made for their classes and students notified, if necessary. Personal leave must be submitted 24 hours in advance, as stated in the UTTC Employee Handbook.

Any day-long absence during the regular work week due to illness is considered 8 hours of sick leave and entered as such in the electronic time sheet. If a faculty member needs to take sick leave for part of a day, they enter the number of hours they are unavailable as sick leave in the electronic time sheet.

Personal leave is determined the same way as sick leave. Any day-long absence during the regular work week is considered 8 hours of personal leave and entered as such in the electronic time sheet.

Administrative Leave – Special Events

Administrative Leave – Special Events is a leave category for which employees who volunteer for special events (e.g., powwow and Summit) can earn paid leave. The option for accruing Special Events leave must be approved in advance by UTTC administration. There are restrictions to Special Events leave, such as the number of hours that can be accrued and the deadline for using the leave. Special events leave does not accumulate from one academic year to the next. For more information, refer to the UTTC Employee Handbook.

Part-Time Compensation Forms for Additional Contracts

Full-time teaching faculty are provided an opportunity to work on part-time contracts during the summer months that are separate from their academic year duties. Examples for summer part-time contracts include grant work, print shop work, adjunct faculty, online course design and approved professional development trainings.

Supervisors initiate part-time summer contracts for faculty they supervise by submitting an Employee Selection Form (ESF) that identifies the work/training the faculty member is expected to complete. The completed form is submitted for signature approval. Once the ESF is signed and approved, it is entered into the system by the Human Resources staff. When the work/training is completed, the faculty member will complete and sign a Part-Time Compensation form and submit it to the supervisor for signature approval. It is the responsibility of the faculty member to notify their supervisor that the work has been completed or provide confirmation the work/training has been completed.

Supervisors complete and then forward all completed Part-Time Compensation forms to the Administration Assistant who collects and submits the forms to Human Resource in one email each pay period. A list of the names on the Part-Time Compensation forms is included in the body of the email for verification purposes. The Human Resources staff relay the compensation information to the Payroll Office and payment is processed.

Faculty Evaluation Procedures

As specified in the UTTC Employee Handbook, all faculty members are evaluated on a regular basis in April and prior to the distribution of the faculty employment agreements. All parties sign the annual performance evaluation and the original is submitted to UTTC HR. Additional information regarding the evaluation process, as well as the merit increase eligibility, is included on the Annual Performance Evaluation form specific to faculty.

Employment Agreements

Faculty Employment Agreements (commonly referred to as contracts) identify the annual salary (Appendix A: Faculty Salary Schedule), the length of employment (nine-, ten- or 11-month), start and end dates, as well as other contractual information related to employment for full-time faculty members at UTTC.

The employment agreements for the up-coming academic year are distributed to each returning faculty member no later than the last day of the academic year. Returning faculty members have until June 1 to return the signed employment agreement to the Dean of Instruction or Dean of STEM. Failure of the faculty member to return the signed agreement to the Dean or Director on or before 5 pm CST of June 1 will be considered a voluntary resignation effective May 31. The due date to return 10- and 11-month agreements is identified on the document.

Faculty Resignations

Faculty members who resign or retire (voluntary departure) are expected to submit an electronically written statement to their immediate supervisor and UTTC Human Resources (HR) no later than April 30 of the academic year. The resigning faculty member will follow established out-processing procedures pertaining to the security and/or return of UTTC instructional resources, student files, departmental documents, and physical property (e.g., keys, supplies, equipment). Faculty members are responsible for settling outstanding debts, reimbursements and any other obligations per institutional policies.

Non-Renewal of Faculty Appointments

Faculty members who are non-renewed (involuntary departure initiated by the department) will receive a letter no later than the last day of the academic year. The letter is composed and signed by the immediate supervisor, will include the reason(s) for the non-renewal, and is sent certified mailed by HR. The non-renewed faculty member will follow established out-processing procedures pertaining to the security and/or return of UTTC instructional resources, student files, departmental documents, and physical property (e.g., keys, supplies, equipment). Faculty members are responsible for settling outstanding debts, reimbursements and any other obligations per institutional policies.

Faculty members who are non-renewed have the right to submit a written letter or email of appeal the decision to the Dean of Instruction within 5 business days of receipt of the letter. The decision of the Dean of Instruction is final.

The Faculty Salary Schedule is available on Appendix A.

Sabbatical Leave Policy

United Tribes Technical College (UTTC) understands the significance of having employees who are leaders in their field and endeavors to encourage innovation and creativity in our employees to ensure that UTTC remains a leader of cutting-edge products in our industry. It is important that UTTC employees who are responsible for innovation are given time to focus their creative endeavors both personally and professionally so that new ideas can continue to be generated.

Purpose

It is the policy of UTTC to allow eligible employees to take sabbatical leave to focus on self-development for a specified period of time. Sabbaticals are granted with the expectation of professional outcomes. Employees eligible for sabbatical leave will be held accountable for the activities or materials they choose to conduct or create during this leave. All intellectual property created during an employee's sabbatical leave will be deemed property of UTTC. All sabbaticals are intended to benefit both the employee and the institution. The plan for self-development should show clear benefit to the institution through capacity-building, research expansion, and/or professional development.

Eligibility

Exempt-level professional, director and executive level employees working in designated "innovative" areas such as product development, research and design may apply for a sabbatical leave after seven years of continuous full-time service. Sabbatical leave is not paid leave; the employee will not receive UTTC salary support during the period of leave. The employee may, however, be eligible for salary support from an external funding source during the time the employee is on leave.

Sabbatical leave is granted only on condition that the employee subsequently returns to UTTC for a period of further service equal to the length of the leave. If an employee does not return, at the discretion of UTTC, the employee may be required to refund all amounts paid by UTTC for the employee during the leave or as otherwise related to the leave.

After an employee has completed sabbatical leave, he or she is not permitted to reapply for sabbatical leave for a period of five years following completion of an employee's last sabbatical.

Employees on approved sabbatical leave will receive continued health benefits during the period of leave if there is an external funding source that is covering the cost of their salary. Employees on sabbatical leave are not eligible for tuition reimbursement or any sabbatical activity reimbursement.

Procedures

Eligible employees who wish to apply for sabbatical leave are required to submit a letter to their immediate supervisor describing the reason for the sabbatical and anticipated activities

during sabbatical. Some examples of activities during sabbatical include continuing education, writing a book or peer-reviewed publication, or conducting focused research in the employee's particular area of expertise.

The employee's immediate supervisor will forward the proposal to the Human Resources Director who will review the submitted proposal. Sabbatical proposals will be recommended for approval based on the UTTC's necessity to conduct such research or development, staffing needs, and any other factors deemed relevant by UTTC. The sabbatical proposal recommended for approval will be submitted to the UTTC President, who will make the final decision on requests for sabbatical leaves.

After an employee's return from sabbatical leave, the employee will be required to produce evidence of the activities conducted during this time. Failure to produce evidence of work during this period will result in the employee becoming ineligible to participate in future sabbaticals. UTTC also reserves the right to take disciplinary action against employees who fail to conduct any meaningful work or activities during this period.

Time off taken for approved Family and Medical Leave Act (FMLA) leave will not be counted against the employee when determining eligibility or "continuous service."

Employees on sabbatical leave will not be required to use any accrued leave during this period and are permitted to carry over all leave in the instance that the sabbatical leave crosses from one calendar year into the next. Employees will not accrue any additional leave during their sabbatical.

Employees on sabbatical who are enrolled in our group benefits plan will continue to have pre-tax deductions made from their pay during the sabbatical period if their salary is paid from an external funding source. If the employee is taking an un-paid sabbatical, the employee is responsible for the full cost of their benefits.

Employees on sabbatical leave remain employed on an at-will basis and UTTC retains the right to dismiss an employee at any time.

(Policy passed June 5, 2020)

Faculty Qualifications Policy

Determination by Credentials
In alignment with Higher Learning Commission (HLC) recommendations, UTTC identifies qualified faculty members primarily by credentials. Other factors, including but not limited to equivalent experience (tested experience), may be considered by the institution in determining qualifications. The appropriate degree, equivalent experience, or combination of education and experience for each discipline or program is defined in UTTC's Faculty Qualifications Handbook.

Professional Development for Faculty

Professional development for faculty has a direct impact on student learning. When educators discover new teaching strategies through professional development, they can go back to the

classroom and make changes to their lecture styles and curricula to better suit the needs of their students. Research by the U.S. Department of Education's Institute of Education Sciences concluded that student achievement can improve by as much as 21 percentile points as a result of educator participation in well-designed professional development programs (https://ies.ed.gov/ncee/rel).

A variety of professional development opportunities are offered each year. These offerings focus on teaching and learning excellence; best practices associated with curriculum, instruction, assessment, and evaluation; technology; and new ideas for designing, developing, delivering, and assessing culturally responsive instruction.

All faculty members are required to participate in professional development activities (specified on the job description and rated on annual performance evaluation). UTTC supports professional development as an allowable expense that can be paid from department budgets if it clearly benefits the faculty member's department and is approved in advance by the supervisor. Seminars, workshops, and conferences are the most common activities that incur costs.

1. The focus of the professional development activity must be relevant to the faculty member's position or benefit the program.
2. All professional development is at the discretion of the supervisor. Faculty must obtain supervisory approval before registering for a professional development opportunity.
3. Personal development that is not related to the faculty member's position, and conducted outside of standard working hours, does not need supervisor approval and will not be compensated.
4. A supervisor may require a faculty member to participate in a specific professional development training to improve an area identified as a weakness on the annual performance evaluation.
5. Full-time faculty are compensated at the rate of $35 per hour (8-hour day maximum) for professional development/training opportunities during the summer months. Faculty must obtain advance supervisory approval and justify how participating in the event will benefit their position or department.
6. The supervisor will complete the necessary forms to ensure the faculty member is compensated.

- Examples of professional development include:
  - Campus professional development at the beginning and end of each semester
  - Local, regional, national conferences
  - Professional development institutes/programs
  - Workshops
  - Seminars
  - Webinars
  - Brown-bag lunches
  - Completion of mandatory training programs/modules (CTE certification)

Faculty Onboarding

Onboarding is a faculty development process that continues for at least one semester. The faculty onboarding course at UTTC was designed based on input from faculty who identified areas in which they felt faculty would benefit from additional support. Successful onboarding is designed to set up every faculty member to succeed. Participation is mandatory for all new faculty and others based on recommendation from the Department Chairs.

Faculty Onboarding Course
Online and ZOOM meetings (First semester bi-weekly) (Second - monthly)

Module 1: Orientation to course
- Put in employee handbook
- Setting up your syllabus
- Identify course objectives, program learning outcomes (PLOs) and assessments
- Creating your schedule
- Creating a welcome letter to students
- Office hours – Calendar update
- Assignment due dates and times

Module 2: The first two weeks of the semester
- Getting your courses set up for success
- Taking Attendance
- Early Alert with Chair
- Building Relationships

Module 3
- Grading and Feedback

Module 4
- Discussions: Face to face (F2F) and online
- Online discussion forums expectations
- Using Padlet, Klinko, Google, Jamboard, and others applications

Module 5
- Creating engaging learning lessons and activities
- Importing YouTube

Module 6
- Creating engaging learning lessons and activities
- Importing YouTube videos

Module 7
- Managing assessments
- Connecting Institutional Learner Outcomes (ILOs), PLOs, and objectives to the course

Module 8
- Creating video lectures
- Using videos in Google Drive or OneDrive

Academic Meetings

Academic Affairs personnel participate in five types of meetings:

All Hands Meeting: The All Hands meeting is held once per month during the academic year. Personnel from various campus departments are represented at this meeting. The focus is on communication and ensuring that all personnel are aware of initiatives happening on campus. Feedback is solicited from those in attendance to inform decision making. Minutes are taken at each meeting that document the discussions, as well as the actions resulting from the discussions. Minutes are maintained in a folder on the s/drive.

Academic Council Meeting: Similar to the All Hands meeting, the Academic Council meetings focus on communication and ensuring that all personnel are aware of initiatives happening on campus. Feedback is solicited from those in attendance to inform decision making. Membership at these meetings is specific to departments within Academic Affairs. Information from this meeting is shared at department meetings by the chairs and directors present. Minutes are taken at each meeting that document the discussions, as well as the actions resulting from the discussions. Minutes are maintained in a folder on the s/drive.

Department Meetings: All academic departments are required to hold monthly department meetings. The department chairs share information from the Academic Council meeting with department staff and discuss other relevant information regarding the program of study, student opportunities, student challenges, professional development opportunities and so on. Minutes are taken at each meeting that document the discussions, as well as the actions resulting from the discussions. Minutes are maintained in a folder on the s/drive.

Committee Meetings: Committee chairs convene the committee meetings at least once per month, and more as needed depending on committee obligations. All committees have bylaws that guide meeting processes. Minutes are taken at each meeting that document the discussions, as well as the actions resulting from the discussions. Minutes are maintained in a folder on the s/drive.

Advisory Council: Advisory council meetings consist of local and regional representatives from the industry relevant to each academic department. Meetings are held twice per year, once in the fall and once in the spring. Council members play an important role in academic programs in terms of relevancy and future employment. Minutes are taken at each meeting that document the discussions, as well as the actions resulting from the discussions. Minutes are maintained in a folder on the s/drive.

Virtual Meetings: The UTTC course syllabi include conditions for students attending class virtually. These same conditions apply to faculty and staff who are attending UTTC meetings virtually:

If an employee is going to use Zoom to attend a meeting, the following conditions must apply:

1. The employee must have a computer and a reliable internet connection (phones are not allowable).
2. The computer must have a working microphone and camera and the camera must be turned on.
3. The employee's face must be present in full frame. No background noise is allowed as this is distracting to the other meeting participants.
4. If these conditions cannot be met, the employee must request appropriate leave.

Career & Technical Education Certification

All faculty members teaching career-technical instructional coursework will be required to earn an instructional credential from the ND Department of Career and Technical Education in a timely manner for their respective fields of study. Faculty members teaching in the following programs are expected to acquire and maintain CTE certification:

- Automotive Technology AAS
- Business Administration AS
- Commercial Vehicle Operations Certificate
- Computer Information Technology AAS
- Criminal Justice AS
- Graphic Design AAS
- Heavy Equipment Operations Certificate
- Human and Social Services AS
- Paralegal AAS
- Sustainable Agriculture and Food Systems AAS
- Welding Technology Certificate

Documentation of certification will be submitted to the UTTC Human Resources Office upon completion and included on the Qualified Faculty Form in the faculty member's personnel file. Elementary Education faculty are exempt from CTE certification because they have Education graduate degrees. Any costs incurred for this certification are paid by UTTC.

Library Materials

The UTTC Library provides an array of services to support instructors and their students engaged in research. The librarian works with students at the reference desk, provides brief instruction on journal databases or interlibrary loan, and schedules personalized research appointments. Instructors can request in-class instruction on research, source evaluation, and citations. Physical and electronic reserve services are also available. Please address any questions to the UTTC Librarian located in the Education Building.

Commencement Ceremonies

Attendance at commencement ceremonies is considered one of a faculty member's regular responsibilities. These ceremonies are held at the end of the fall semester in December and the end of the spring semester in May. Academic regalia, including caps, gowns, tassels, and hoods, may be purchased through the campus bookstore or faculty members may choose to wear their own. The Graduation Task Force (comprised of faculty and staff on a rotating basis) arranges the ceremony. The task force provides details to the campus community regarding the commencement ceremonies, planning meetings, practice, announcements and so on.

Work Orders

Work orders, or help desk tickets, are submitted to request custodial, facility, and technology maintenance assistance. All UTTC employees are encouraged to submit work orders electronically and avoid sending emails requests. The work order portal is available on my.uttc.edu.

Campus Parking for Faculty

Parking at UTTC is open parking without any designated areas. Faculty members are expected to follow UTTC Safety and Security requirements and respect handicapped parking areas and park in the appropriate direction on the streets. All employees are provided a parking pass by Safety and Security that is displayed in the employee's vehicle.

Employee Identification Cards

The UTTC Human Resources Office provides college identification cards to employees. It is recommended that faculty wear employee badges for safety and customer service reasons. Students get their student identification cards from the Admissions Office.

Key Academic Committees

UTTC recognizes the time and commitment required from committee members and appreciates the faculty members who serve on these committees. Examples of the committees most directly related to academics include the following:

Assessment of Student Learning Committee
This committee regularly reviews and discusses the on-going assessment of student learning outcomes. The committee participates in the planning and training for faculty and interested staff in the area of student learning assessment. The committee is responsible for updating the college's student learning assessment plan collaboratively with the UTTC Director of Institutional Assessment.

Curriculum Committee

The purpose of this committee is to review and assist with matters of curricula development and updates including new courses and programs and curricula revisions. The committee membership consists of faculty, the Registrar, and ex-Officio members. The committee serves a primary role in standardization of curricula content and numbering systems within the North Dakota University System.

Student Clubs

The faculty job description includes the following in the list of duties:

> 11. Shares student club advising responsibilities that may include evening and weekend hours.

Department chairs and other faculty are primary advisors for student clubs and members of campus committees; however, all full-time faculty, including chairs, are expected to share in the responsibilities of advising student clubs. Committee membership does not exclude faculty from this job duty.

Sharing student club advising responsibilities is fulfilled several ways. Faculty may be the primary advisor for a particular club; they might share primary advising responsibilities with another faculty member; or they might assist the primary advisor(s) with the supervision of student activities. All club participation, including the date and the activity, is documented in the department monthly report.

SECTION III: INSTRUCTIONAL PROCEDURES

One of the keys to effective instruction is creating an environment conducive to student learning. The intent is to establish policies and procedures well in advance for situations that may arise in the classroom and articulate these policies and procedures to the students, faculty and staff. Faculty should consider fully both the student's situation and the ramifications of the decision when interpreting policy. If the situation warrants, contact a supervisor for guidance on how to proceed.

Academic Integrity

Academic integrity is a fundamental principle of post-secondary education and is essential to the credibility of the education programs at United Tribes Technical College. UTTC views any act of academic dishonesty as a serious offense requiring disciplinary measures, including course failure.

As members of the academic community, students are expected to recognize and uphold academic integrity standards. To assist in maintaining this expectation, faculty should be familiar with and follow the academic integrity policy in the Academic Affairs Policies Handbook. All syllabi should refer to this policy and include the definition of academic integrity, as well as step-by-step procedures for addressing issues of academic integrity.

The most common academic integrity violations are cheating and plagiarism (any failure to document sources). Faculty members are expected to use their professional discretion for addressing cheating. If the faculty member determines a student cheated on an assignment or test, the student earns a grade of 0% on the assignment without the opportunity to re-submit the assignment or test. If two or more students are cheating (i.e. sharing an assignment that was intended to be completed individually), all students involved will earn 0% without the opportunity to re-submit the assignment or test. The student has the right to appeal the failing grade to the Vice President of Academic Affairs using the appeal process outlined in the UTTC Student Code of Conduct.

Plagiarism occurs whenever a source of any kind has not been acknowledged. Every student must understand the correct procedures for acknowledging and identifying sources of borrowed material. Citing the source of information is a skill that is introduced by the faculty members in the General Education courses (i.e., ENG 110 and ENG 120) and reinforced by all faculty in subsequent program courses that require writing assignments.

Refer to the Academic Affairs Policies Handbook for the complete policy on academic integrity.

Cancelation of Classes

Faculty members are expected to meet all scheduled classes. Occasionally, faculty members may experience a conflict between a scheduled class and another professional activity, such as attendance at a conference, or may need to cancel class due to a family emergency or illness. In such cases, it is the faculty member's responsibility to inform students and his or her immediate supervisor as far in advance as possible and arrange for another faculty member to teach the course or provide alternative activities or make-up sessions for missed classes. Those who find it necessary to be absent from class, or to cancel class, must receive prior approval from the immediate supervisor. If the faculty member does not make prior arrangements with the department chair, and does not have approval to cancel class, he or she is subject to corrective action.

Student Code of Conduct

UTTC has established the Student Code of Conduct (SCC) to promote the college mission and protect the rights of students, faculty and staff. The most current version of the SCC is contained in the Student Handbook that can be found on the UTTC website. The SCC is administered under the Campus Services division and is coordinated by the Hearing Officers, a three-member team representing Academic Affairs and Campus Services. The Hearing Officers review all SCC violations and impose sanctions as appropriate.

Students who are sanctioned have the right to appeal the decision to the Vice Presidents of Campus Services and Academic Affairs. All faculty members must be familiar with the appeal procedure articulated in the Student Handbook. The decision of the Vice Presidents in response to an appeal is final.

Classroom Behavior

In an emergency situation, such as a student verbally or physically threatening to harm others, UTTC Safety and Security will be contacted immediately at (701) 595-2963 or 911, if appropriate. In non-emergency situations involving disruptive students, faculty should refer to the Classroom Behavior policy outlined in the Academic Affairs Policies Handbook.

JICS - My.UTTC.edu

JICS, or Jenzabar Internet Campus Solution, offers faculty, staff and students a single point of access to email, budgets, courses, semester schedules, and more. The JICS at UTTC is accessed by logging into my.uttc.edu. All faculty members have a username and password for this site.

The LMS, or learner management system, is the feature in JICS where all courses are managed. Faculty members are required, without exception, to enter attendance on this site for each student in every course, no later than 5 pm CST on Fridays. Course assignments are entered for each course and grades are entered for the assignments. Grades are typically posted within 3-7 business days after the assignment is due. This allows faculty an opportunity to provide feedback on the assignment and allows students the ability to monitor their own attendance and grades in each one of their courses.

Faculty members are also required to upload a link to their syllabi each course to allow students to print a hard copy. Other required course information is syllabus information copied to the course syllabus page, faculty office hours, as well as a personalized home page for each course.

Classroom Facilities

Faculty needing facility support for a classroom (temperature control, lighting, or furniture) should submit a work order to Maintenance. Any other types of materials needed, such as dry erase markers, erasers, and flip charts, are provided by the academic department in which the faculty member teachers. Requests for these types of supplies should be made to the department chair or supervisor.

Classrooms are assigned to classes and not to specific faculty. Classes must be taught in the classroom in which they were assigned and as identified on the semester course schedule. If a classroom is unsatisfactory, a request to change the location is made to the department chair or supervisor. The Dean of Instruction will consider the need for changing the room location before requesting a change from the Registrar's Office.

Student Attendance

Attendance is entered on a weekly basis and is due Fridays at 5 pm Central time for campus-based courses. Attendance is due Monday mornings at 8 am Central for online courses.

Referring Students for Services

Faculty members can greatly assist students by directing them to the specialized services designed to help students succeed. Faculty may encounter students who can benefit from referral to counseling services or to Disabilities Services, as well as others. There are many services available at UTTC designed to support students. It is the responsibility of all faculty members to be aware of these services and refer students to them as appropriate.

Disabilities Services

UTTC complies fully with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act (ADA). Disabilities Services provides support to any student with a documented disability who chooses to identify themselves as eligible for disabilities services. Support services include assistive technology, academic coaching, extended time for tests and note taking assistance. Students with disabilities should register with the Wellness Counselor who is responsible for disabilities services at the beginning of each semester, as services do not automatically carry over from one semester to the next.

Faculty members must comply with recommendations from as long as students meet the criteria for services and the accommodations are considered "reasonable". Reasonable accommodations are modifications or adjustments to the tasks, environment or to the way things are usually done that enable individuals with disabilities to have an equal opportunity to participate in an academic program or a job (U.S. Department of Education, 2007). The accommodation cannot alter fundamental goals or outcomes of a course or lower the standard expectations of student performance.

Counseling Services

The Wellness Center provides a wide range of counseling and health service to support students as they work to reach their educational goals. A multidisciplinary team of licensed clinical social workers, licensed addiction counselors, health professionals, and others staff the Wellness Center. Faculty members must be familiar with the services offered at the Wellness Center so they can refer students for the wide variety of support services available.

The faculty members work closely with the Wellness Counselors assigned to each department. The counselors are key to the academic advising practices and are included in department staff meetings, guest speakers in classes, and staffings with individual students. The counselors are involved in all decisions regarding college-initiated and student-initiated withdrawals from the institution.

Career Services

UTTC employs a Transfer and Career Services Coordinator who works with faculty members to help transition students from college to the workforce. Services include job shadowing, internship opportunities, mock interviews, and resume writing. The faculty members must be familiar with services available and coordinate the services to prepare the students for their careers after graduation.

Tutoring Services

Tutoring services are available to UTTC students through an online tutoring service and in-person. All General Education faculty at UTTC have 6 hours per week of tutoring in their weekly schedule for students in all departments. The tutoring schedule is available every semester on the UTTC website. Faculty provide additional tutoring services to the students in their programs or courses on an as-needed basis.

Tutoring and plagiarism services are introduced to students in their First Year Experience course during which they get the opportunity to upload writing assignments to the software (Turnitin). Faculty members must be familiar with the variety of tutoring services available so students can be referred as appropriate.

Breastfeeding

UTTC has adopted a breastfeeding policy that applies to students and employees. Faculty members are required to make accommodations for students who are breastfeeding. There are designated rooms in the Skills Center, Education Building and Science and Technology Center.

Internships

Internships are designed to enhance the educational experience of students by providing them the opportunity to alternate or intersperse periods of meaningful work related to their academic fields or areas of career interest with periods of academic study. Internships at UTTC are offered for credit and non-credit. Internships are often part-time (full-time during the summer), singular opportunities that can be paid or unpaid. Students take academic courses concurrently while participating in internships.

Faculty are encouraged to include internship opportunities for students. For more information about establishing an internship, as well as potential placements, contact the Apprenticeship Coordinator.

Assessment Reports

All full-time faculty members must complete formalized assessment report forms as required by the Assessment of Student Learning Committee. Assessment processes and procedures are required for continuous improvement of teaching and learning and are used for accreditation purposes. Part-time instructors may also be required to complete these forms, as directed by their department chair. Assessment reports include formative and summative assessment

strategies utilized in classes, quantitative measures of student learning collected from the assessments, and instructor reflection on teaching methods and student learning.

Failure to complete the required assessment and evaluation forms will result in disciplinary action.

Course Syllabi

All UTTC course syllabi are created, managed, and archived using WIDS (Worldwide Instructional Design System) software. The syllabus template that is used for all courses is a consistent format that contains the course requirements, policies and procedures, regardless of different sections or instructors. All of the syllabi include the course names, numbers, descriptions and objectives or outcomes that have been approved by the Curriculum Committee.

The course syllabus is distributed to students and considered the binding contract for course policies and evaluation decisions. All the information contained in the syllabus needs to be clearly stated and communicated to students.

All faculty members are required to upload a link to the course syllabus in the LMS for each one of their classes (at my.uttc.edu). Instructors will provide a copy of the syllabus to each student during the first week of class.

Textbooks and Supplemental Materials

Faculty members are responsible for ordering textbooks and supplemental materials for their courses. Textbook orders are due April 1 for summer and fall or October 1 for spring. The Curriculum Committee must approve any changes to textbooks, including editions.

Faculty members are encouraged to request desk, or exam, copies of their textbooks from the publishers. If desk copies are unavailable, faculty will contact their immediate supervisors about purchasing the text, and supplemental materials, from the UTTC Bookstore.

Grading System and Grade Changes

The grading criterion is established by the Office of the Registrar and is required for all courses taught at United Tribes Technical College with the exception of the Nursing program. The percentages, and letter grades assigned to each percentage, are as follows:

A	100% – 90%
B	89% – 80%
C	79% – 70%
D	69% – 60%
F	59% - below

Students are required to earn a grade of "C" or higher (minimum of 70%) for each course in their respective degree plans in order to fulfill the requirement for the course. Some departments require students to earn a "B" or higher in courses that prepare students for licensure, certification, etc. This requirement must be clearly stated in the syllabus for the course requiring the "B" grade, or higher, and the syllabus must be signed by the student, acknowledging the higher requirement.

The grading guidelines established in the syllabus for a course constitute a contract between the instructor and the students regarding what students need to do to earn certain grades and should be as specific as possible. Grades are posted within 3-7 business days after the assignment is due.
Students should be encouraged to keep track of their own grades throughout the term of the course.

With the utilization of the Jenzabar LMS, faculty set up grade book functions appropriate to their course policies. The grade book must be ready the first day of class. Faculty members will utilize the coursework functions to document students' academic progress so that students have continual access to their current grades at any given time during the semester. Accuracy of grade books is very important because grade books are stored in the Jenzabar LMS as a record for historical reference. Grade books and appropriate student documentation are the property of UTTC and will remain safe guarded on the servers. Training for using the LMS is available upon request to your department chair.

Midterm and final grades are computed and submitted to the Registrar's Office by the date on the academic calendar.

Once an instructor submits a grade to the Registrar's Office, it becomes a part of the student's official record. If an instructor deems it appropriate to change a grade that has been submitted to the Registrar's Office, a formal written request to do so must be submitted to the Vice President of Academic Affairs for approval. The written request must include a clear and reasonable justification for the grade change. Formal approval, if granted, will be forwarded to the Registrar's Office from the Vice President of Academic Affairs.

Grading Consequences for Late Submission

Each student is responsible for obtaining the necessary information required in the event of an absence. It is the student's responsibility to contact the instructor or one of his or her peers to obtain information concerning assignments, handouts, and any changes or announcements.

UTTC supports and fosters the student's responsibility for completing and submitting assignments on or before scheduled due dates and times. If an assignment is due, the student should make every effort to submit the assignment on time. Occasionally, a student may experience an unexpected life event that results in the submission of late work. Communication is the key. Instructors are more than willing to work with students in the event of an emergency if the student communicates with them before the date and time the

assignment is due to make other arrangements.

Assignment due dates, late assignment deadlines, and late assignment penalties are outlined in course syllabi. Assignments not submitted by the initial deadline date will be reflected in the course grade book as a zero (0) until the assignment has been submitted. The amount of points deducted for late work is at the discretion of the instructor.

Instructive Feedback and Other Grading Processes

Faculty are expected to establish and maintain high academic standards and requirements. Grading criteria should be clearly stated on the course syllabus and every effort should be made to return graded assignments within two weeks of the due date. Grading should provide sufficient feedback for student improvement and the opportunity should be afforded the student to meet with the faculty member for additional comments. Faculty are encouraged to include a graded assignment in the first two weeks of a course and provide frequent and early feedback. Multiple assignments throughout the course are especially helpful to first-year students and allow faculty to identify problems early on.

Instructive Feedback Details

Faculty are expected to facilitate student understanding and progress by providing students with meaningful feedback that communicates areas of strength and areas for improvement through a mix of formative and summative feedback. Research supports providing effective feedback to students is a skill that can be acquired and improved through practice and coaching. There is a framework of best practices that can be applied. This framework is adapted from renowned educator Grant Wiggins' article, "The Seven Keys of Effective Feedback."

- Goal-oriented - Feedback on student work should be tied to specific, measurable learning goals, objectives, or standards. When giving feedback, link your comments to the expectations laid out in the assignment prompt and rubric. Directly reference the prompt and rubric components, using similar language when possible. Help students understand where they are in relation to the stated goals.
- Prioritized - Feedback should be concise and focused on the areas of strength and growth that will have the greatest impact on the student's writing. It isn't feasible or advisable to provide feedback on every aspect of a student's writing. Concise, prioritized feedback is more digestible for students and easier to internalize and implement. You will have to make judgment calls on where to focus. Make your selections with the goal of the essay in mind.
- Actionable - Feedback should be so specific that the student immediately knows how to take action. Your comments should clearly describe their successes and shortfalls and directly reference the student's work in order to point the student to their next steps. To advance students' metacognition and enable them to self-assess their work, ask probing questions that will spark thoughtful reflection and a new understanding for how to develop their work.

- Student Friendly - Feedback should be personalized and engaging to ensure it reaches the student. To aid student acceptance of feedback, respond like a reader who is seeking to understand what the student has written. An encouraging, positive tone will go far in helping students accept your feedback and apply it to future work. Be sure to use language that is clear and not too technical.
- Ongoing, Consistent, and Timely - To be effective, feedback must also be ongoing, consistent, and timely. This means that students need ample opportunities to use feedback and that feedback must be accurate, trustworthy, and stable. When feedback isn't timely, students are disengaged and demotivated. Teachers are responsible for building regular feedback loops into their practice. Graders are responsible for meeting all deadlines and delivering consistent, calibrated feedback.

- When minimal or inadequate elaboration is used to support a key point by a student, additional examples or questions are offered to further understanding.
- Additional resources are provided for students to support feedback and student learning.
- Strive to improve students' written communication and research skills by providing comments on the following items in a unique and individualized way: quality of content and your insight on the subject matter, general organization of the paper, critical thinking, research methods and incorporation, and accuracy of formatting and mechanics.
- Provide specific in-text comments on discussion posts and submissions for students to improve the quality of their work.
- Utilize Turnitin to evaluate originality of student work and incorporate into instructive feedback.
- Follow up feedback with email or announcements to inform students it has been completed.

Academic Contracts

Academic contracts are a tool that is used at UTTC to help students identify specific steps for improving their grades and meeting their educational goals. Academic contracts are viewed as collaboration between the student and his or her advisor or faculty members. The contract should include what the student plans to do as well as what the faculty member will do to help the student to meet the stipulations identified on the contract. Wellness Counselors may contribute to the contract or have a role in its execution, as appropriate.

All students who enter a semester on probation are required to sign an academic contract before they are able to register for classes. The contract includes conditions that the student on probation must be attending classes and maintain passing grades in all of his or her classes. Meetings with the student and primary advisor are scheduled and included on the contract. If the student fails to meet these conditions, the student will be withdrawn from the institution.

The withdrawal does not need to take place during one of the scheduled meetings but can occur at any time the grades go below passing or excessive absences are occurring.

Course Evaluations by Students

Two course evaluations are completed per semester for each course. A formative course evaluation is conducted at mid-term. The feedback received from this evaluation is implemented immediately, as appropriate, and students are informed of the changes made based on their input. If it is not appropriate to make changes based on the mid-term evaluation, faculty members share the reasons with the students. This process is crucial as it demonstrates to students that the faculty members value their input and will use it to make changes in the course to increase student learning, if possible.

The summative course evaluation is conducted at the end of each semester. All faculty members are required to accompany students to a computer lab to ensure the completion of these evaluations as the results are used for course and program improvement.

Each semester, random courses are selected in which the students complete the "Teacher Evaluation by Students" survey. The purpose of this survey is to get feedback from students on explicit and implicit curriculum. The survey results for the course are included as part of the annual performance evaluation for the faculty teaching the course. The survey can be found in the Academic Affairs s/drive View folder.

Final Exam Schedule

A written exam is typically given to all students registered in a course during the final exam period at the end of each semester. The exam is given during the period specified by the final exam schedule that is distributed by the Registrar's Office. It is important that faculty not reschedule finals during finals week as any reschedules may interfere with another exam period. Exams are given in the classrooms where the course meets during the semester.

A faculty member may substitute a take-home final exam, or some other suitable method of determining a student's final level of achievement in the course, for the written final exam. When this option is exercised, work done in lieu of a written exam is due no later than the same time of the scheduled final exam. In the case where a course does not include a final exam, the scheduled exam period, or a part of it, is to be used for a last class meeting.

Independent Study

An independent study is intended for special circumstances when students need special consideration and supervision to earn credits for a course that is not otherwise available. The course is graded using the same criteria as any other UTTC course.

If a student chooses to take a course as an independent study, the student must request the course from the instructor who typically teaches the course. The instructor will decide if the

course is appropriate for an independent study and determine if he or she is available to instruct the course. If the course is appropriate, and the instructor is available to teach it, the instructor will complete the Independent Study Contract (see Appendix D) with the student and submit it to the Department Chair for approval. The Department Chair will review the request for an independent study and, if he or she approves, will sign the contract. The Dean of Instruction must also sign approving the contract, which is then forwarded to the Registrar's Office. The signed Independent Study Contract must be on file in the Registrar's Office within two (2) weeks after classes begin for the semester.

Faculty members will be compensated at the rate of $715 per Independent Study Course, except when assigned as part of a full-time teaching load. The faculty member is not eligible for overload compensation for an Independent Study course if the additional credits result in an overload.

Contact Hours

Fifteen (15) contact hours are required for every credit offered over the course of the semester. This translates to a 3-credit course meeting 45 hours during the semester and courses are scheduled accordingly. For example, a 3-credit hour class must meet a minimum of 3 hours per week.

Certain Career & Technical Education courses are required to meet for additional hours per week. An example of this is a 3-credit course in the automotive degree plan that meets for 18 hours per week (3 credits x 6 hours for each credit). For more information, refer to the Credit Hour Policy in the Academic Affairs Policies Handbook.

Office Hours

Regular office hours for faculty are necessary in order to be accessible to students and colleagues. Each faculty member's schedule of office hours will be posted in a prominent physical location and on all course syllabi. Office hours are a time set aside each semester by faculty that ensure the faculty member is in the office at that time and available to meet with students. Committee meetings and other duties are not scheduled during office hours. All UTTC faculty schedule a minimum of 10 office hours each week.

Classroom Implications of the Privacy Act

All information provided to faculty about students should be considered private and confidential. Instructors must not post students' grades in a public place. Students should use JICS or request a hard copy from the Registrar's Office to review their midterm or final grades.

Field Trips

Faculty members are encouraged to plan field trips that are appropriate for their courses and will contribute to the knowledge or skill level of the participating students. A transportation

request form must be filled out with an account number and approved two weeks prior to an academic field trip if using college vehicles. For more information about transporting students in private vehicles, contact the Safety and Security Director.

When an academic field trip requires students to be absent from other classes, faculty will send an email to all of the students' other instructors and request permission for students to be absent from other classes. Faculty are encouraged to work cooperatively; however, faculty are not required to make accommodations for students absent from their classes because of an activity in another class. Faculty members who schedule academic field trips are expected to provide an appropriate alternative assignment for those students who are unable to participate.

Curricular Changes

The UTTC Curriculum Committee and the Vice President of Academic Affairs have approved all course and program curriculum at UTTC. The Curriculum Committee approves any and all changes to the curriculum. Department chairs are responsible for accurate printed and published curriculum materials (e.g. college catalog, webpage, department brochure, recruiting flyers) that include course names, numbers, descriptions and credit hours.

For consumer information purposes, the UTTC website maintains the most current information about degree plans and coursework.

Cell Phone Usage

In general, faculty members are strictly prohibited from having their cell phones in class during instructional time. Students' cell phones will be limited to silent or vibrate mode during class time and meetings. Instructors reserve the classroom management privilege to restrict cell phone usage as specified on course syllabi and for classroom activities, guest presentations, and during tests. For parental or family emergency situations, faculty members and students will inform others in the classroom about the potential need for using personal cell phones for accommodating such situations.

Academic Advising & Registration

UTTC faculty members are expected to serve as academic advisors. During every semester, registration will be held for the following semester. Faculty advisors are expected to advise students and assist with registration before and during each semester until graduation. Faculty advisors should treat their role as an important part of academic success and maintain a professional commitment to providing quality advising. Faculty advisors are expected to meet with their respective students no less than three times per semester.

UTTC employs a First Year Advisor in addition to the faculty advisors. The First Year Advisor advises first year students (individually or in small groups), particularly those who arrive on

campus during the summer months, with degree planning and course selection. The First Year Advisor will work with each student individually to create an Academic Success Plan that will be shared with faculty advisors.

Information and guidance for academic advising can be found in the UTTC Academic Advising Handbook.

SECTION IV: ONLINE FACULTY CONSIDERATIONS

Office Hours

Regular office hours for all faculty members are necessary in order to be accessible to students and colleagues and the online environment is no different. Office hours identify the times and days in which online faculty are available to respond to emails and telephone calls. Faculty must post their virtual official schedules in each of their online courses. For example:

> Monday and Wednesday 10 am-noon, 2pm-3pm
> Tuesday, Thursday and Friday 8:30 am-9:30 am, 2pm- 4pm
> Saturday and Sunday: By arrangement

Online Faculty Expectations

Faculty are expected to log into each of their online courses at least once a day, Monday through Friday, in order to respond to students in the discussion boards, assignments, exams, etc. Faculty must respond to student communication in the course, telephone message, or email as soon as possible but no longer than 24 hours of the sent communication.

Expectations include:
- Setting up and managing attendance sessions
- Submitting attendance on a weekly basis in the my.uttc.edu online course attendance portlet, no later than one day after the designated module has closed
- Grading assignments and submitting grades on a weekly basis in the my.uttc.edu online course grade book
- Late assignment deadlines will vary among departments but will not exceed more than five (5) business days after which the assignment was initially due. Assignment due dates, late assignment deadlines, and late assignment penalties are outlined in course syllabi. Assignments not submitted by the initial deadline date will be reflected in the course grade book as a zero (0) until the assignment has been submitted. The amount of points deducted for late work is at the discretion of the instructor.
- Except in emergency situations, assignments for online courses will not be accepted by email but are uploaded to the course.

All full-time, part-time and adjunct faculty who teach online courses are supervised by the department chair for the program in which they are teaching. The department chair is responsible for ensuring the faculty member is meeting the expectations listed above. The

only exception is for General Education courses. If a faculty member from one of the academic programs is teaching a General Education course, and not meeting the expectations established, the General Education department chair will refer the issue to the faculty member's immediate supervisor who will address it with the faculty member.

Online Course Development Process

Generally there are two reasons a course will require development:

- A new course to the program or institution
- A pre-existing course that needs to be updated

Online course developers are compensated for the development of an online course based on the number of credits and the level of development needed (online course development, online course revision).

After a course is developed, or updated, the course will be assessed using a rubric to ensure that contact hours equal that of the face-to-face course and that all course components have been completed. Once this is completed, and the course is approved, compensation for development will be processed. The *Online Course Development Rubric* is available on the group page in My.UTTC for online faculty.

Course Preparation Checklist

The online faculty member is responsible for ensuring that the online course is ready for delivery each semester. The *Preparing Your UTTC Online Courses for Delivery Checklist,* also available on the group page in My.UTTC for online faculty. The checklist is completed prior to the course being opened for online student viewing.

Best Practices for Online Teaching

Faculty are encouraged to develop and deliver interactive and engaging courses for a positive online teaching and learning experience. Some effective, but simple, ways to improve instructor presence include:

- **Videos:** The utilization of videos that relate to module course content are strongly encouraged as they enhance student learning of knowledge content.

- **Meet and Greet:** Icebreakers are used at the beginning of every online course to create an environment in which the online learners and course instructor get the opportunity to formally meet one another. This activity encourages a sense of community collaboration.

- **Module Checklists:** Module checklists exist in every module of all online courses. The checklist serves as a management and communication tool to guide students as they navigate their coursework.

- **Clear Details:** Provide clear details and examples of your expectations on assignments and discussion posts. The vast majority of questions that online learners have are related to unclear directions.

- **Consistent Feedback:** Consistent feedback is a foundation of student learning. Students need to receive authentic feedback on the work they submit so they know where they excel as well as where they need to improve. Feedback may be extensive or it may be quick and brief, regardless, it needs to be consistent and timely. Standard practice at UTTC is feedback is provided on all assignments within 3-5 days after the assignment is submitted.

- **Instructor Presence:** Instructor presence in an online course is crucial to the success of the course. Students need to know the faculty member is there to support them throughout the course. This is particularly important in an online course because the student can't "see" the instructor like they can in a campus-based environment. Instructor presence is developed in a number of ways including announcements, comments in the discussion forums, responses to questions, during office hours and so on. Instructors should be visible in the discussion forum, contributing to the topic addressed in the discussion forum. This promotes student engagement and a sense of instructor presence in the course.

- **Collaboration:** Providing students the opportunity to work together in an online class helps them develop collaboration skills and strategies needed for the workforce. Faculty model collaboration by being active participants in the courses they teach. This is demonstrated by posting, replying, and contributing to the sharing of information and dissemination of knowledge.

Online Communication and Login

It is important for faculty to verify the student email addresses during the first week of the semester. Faculty will email the students using the UTTC student email addresses in the course roster and ask students to respond with confirmation of receipt. UTTC faculty should only use their designated uttc.edu email address to correspond with UTTC students and employees.

The UTTC Information Technology (IT) department generates faculty email accounts automatically once the hiring process is complete. The email address is sent to the immediate supervisor and the employee as soon as it's available. Included in the email is the login information for My.UTTC.edu, the UTTC Learner Management System (LMS) platform that

hosts all of the online courses. The immediate supervisor is available to answer questions, as is the UTTC IT help desk at helpdesk@uttc.edu.

Credit Hour Requirements

The number of contact hours for campus-based courses is determined by the number of hours spent in the physical classroom; characteristically 750 minutes/15 hours per semester in the classroom is required for one college credit. Contact hours in asynchronous online environments are determined the same way and must meet the minimum number of contact hours per the UTTC Credit Hour Policy.

The determination of contact hours in the online learning environment can be challenging. UTTC has adopted the following guidelines for online courses to determine online faculty-student contact hours:
- The course syllabus should clearly document that the course covers the same amount of material or course content as the same course offered campus-based. Clear documentation of online courses meeting this expectation includes the course objectives, the assignment checklist, required reading, and detailed expectations for assignments, projects, exams, and collaboration forum discussions.
- During the development of an online course, faculty must consider the amount of time a student will be engaged with the course content. This should correspond to the number of contact hours expected in a campus-based course. Hours for completing homework assignments, working on projects, studying for examinations, and participating in the discussion forum should be considered outside the contact hour requirements for the course. A standardized rubric is applied during the course development process to determine if the course meets specific criteria that also includes contact hours per credit.
- Online courses, and online course development, follow the same process as campus-based courses as defined by the UTTC Curriculum Committee.

SECTION V: ACADEMIC POLICIES

New and revised academic policies need to be considered on an on-going basis to address changing accreditation, certification, and administrative needs related to academic activities. Department chairs will present draft policies that have been proposed at their department meetings for consideration at the monthly Academic Council meetings and then to the Academic Council. The Vice President of Academic Affairs will secure the appropriate approvals for any new policies recommended by consensus.

For a complete listing academic policies, refer to the Academic Affairs Policies Handbook.

APPENDIX A: Faculty Salary Schedule (2020)

CATEGORY	RANG	9 MONTH CONTRACT
Faculty I Minimum Requirements	11,581	38,000 – 49,581 CTE Cert, AA/AAS, BA/BS, MA/MS
Faculty II Minimum Requirements	12,572	41,250 – 53,822 BS and 5 years relevant T-W experience or MS and 2 years relevant T-W experience or PhD and 0 years relevant T-W experience
Faculty III Minimum Requirements	13,639	44,750 – 58,389 BS and 10 years relevant T-W experience or MS and 7 years relevant T-W experience or PhD and 5 years relevant T-W experience
Faculty IV Minimum Requirements	14,781	48,500 – 63,281 BS and 15 years relevant T-W experience or MS and 12 years relevant T-W experience or PhD and 10 years relevant T-W experience
Faculty V Minimum Requirements	16,001	52,500 – 68,501 BS and 20 years relevant T-W experience or MS and 17 years relevant T-W experience or PhD and 15 years relevant T-W experience
Faculty VI Minimum Requirements	17,296	56, 750 – 74,046 BS and 25 relevant T-W experience or MS and 22 years relevant T-W experience or PhD and 20 years relevant T-W experience
Faculty VII Minimum Requirements	18,667	61,250 – 79,917 BS and 30 relevant T-W experience or MS and 27 years relevant T-W experience or PhD and 25 years relevant T-W experience
Faculty VIII Minimum Requirements	20,115	66,000 – 86,115 BS and 35 relevant T-W experience or MS and 32 years relevant T-W experience or PhD and 30 years relevant T-W experience

- Newly hired faculty members will be credited for a maximum of 5 years of teaching and working experience into the faculty salary schedule, regardless of years of experience.
- Career & Technical Education instructors with tested experience qualifications may be compensated up to Level IV to be competitive with the labor market.
- Hard to fill faculty positions in Mathematics and Engineering may be compensated up to four levels higher on the scale to be competitive with industry and level of earned degree.
- Faculty who believe their salary has been calculated in error must notify the HR Director who will work with the Vice President of Academic Affairs to review the calculation and advance a recommendation to the President.

Overload, Adjunct and Part-Time Faculty

It is the intent of UTTC to ensure fair compensation for adjunct and part-time faculty, as well as work performed by full-time faculty beyond normal workload. Taking this into consideration, it is reasonable to compensate overload and adjunct instruction at the same rate. It is also reasonable for an institution of higher education to base the rate of remuneration on highest appropriate earned degree.

An overload is defined as exceeding 30 credits for 9-month full-time faculty and 24 credits for department chairs for the academic year (fall and spring semesters). All lab and shop hours will be weighted equally for credit load. Science and physics labs will count 1.5 credits per credit for faculty course load.

Faculty members who teach an overload are compensated at the rate of $715 per credit. Payment is processed in the spring, at the end of the academic year. Compensation for independent study courses is calculated separately and the credits are not included in a faculty member's course load.

All adjunct faculty or part-time faculty are subject to the policies outlined in the UTTC Faculty Handbook and the UTTC Employee Handbook in regard to their roles as teachers and their interactions with students and fellow employees.

Adjunct or Part-Time Faculty Orientation
Upon making a new adjunct or part-time faculty appointment, departments will provide, to the extent feasible, an orientation to the department and the campus, an introduction to teaching resources, and training in electronic instructional and course administration tools.

Adjunct Faculty Compensation

Adjunct faculty are instructors who are hired to teach a course, are not full-time UTTC faculty, and are compensated by the number of credit hours they teach. Adjunct faculty will have the option of being paid in one or two lump sums during the contract term.

Adjunct Faculty:
1. Individuals who meet the credential requirements for teaching the course
2. Duties: teaching only
3. Teaching load: up to nine (9) credit hours per semester
4. No benefits
5. Compensation: $715 credit hour

Part-Time Faculty Compensation

Part-time faculty members are typically employed as full-time faculty during the academic year and teach a course, or courses, during the summer semester. Part-time faculty are compensated for the summer semester using a formula that uses an hourly rate derived from the faculty member's 9 month contracted compensation for the current fiscal year divided by 1,560 hours. The hourly rate is multiplied by the total number of hours worked during the summer semester and a lump sum amount is established. The total number of hours will be defined prior to the summer and will not exceed the faculty's monthly salary during the regular 9 month contracted period (OMB Regulations 2 CFR 220 Cost Principles). Part-time faculty members are not eligible to use or accrue leave nor do they earn holiday pay.

Online Course Development Compensation

Faculty must receive approval from the Dean of Instruction prior to online course modifications for development:

- New online course development – Faculty will receive compensation of $500 per credit to develop a new course for online delivery that has not been previously offered.
- Full redesign of an online course – Faculty will receive compensation of $300 per credit to redesign an existing online course that has undergone major content changes (e.g. new software, new course objectives, new assignments, major restructure of content).
- Faculty will not be compensated for updating an existing online course when a new text edition is adopted (new edition, same text).