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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 UTTC 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.

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.

Diversity Statement

United Tribes Technical College values diversity because it enriches the community and the wealth of experiences that characterize a post-secondary education. As a Tribal College/University (TCU), diverse Native American cultural perspectives are integrated into courses and daily lessons whenever possible. Faculty and students are strongly encouraged to take part in activities that enhance perspectives and understandings of Native American cultures and be proactive in gaining knowledge about historical and contemporary Native American issues and events. Because students from many tribal nations are represented at UTTC, as well as students 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.

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 created four student learner outcome statements that are used to measure student learning across all courses. These outcome statements, and the competencies 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

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 particular 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 the College, 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 the College;
2. The work is not the product of a specific contract or assignment made as a result of employment or enrollment at the College;
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 College facilities, time, and/or other resources.

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.

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.

Personal/Annual and Sick Leave

In general terms, faculty members are expected to meet their classes in accordance with the semester schedule and the academic calendar. Faculty members who are seriously ill, injured, or otherwise unable to meet their classes should contact their department chair as early as possible so arrangements can be made for their classes.

Long-term illness or inability to meet classes will be dealt with UTTC Human Resource Office in consultation with the appropriate department administrator. Inability to meet classes is distinguished from failure to meet classes. Failure to meet classes constitutes a breach of the employment agreement; inability to meet classes may necessitate employment agreement changes.

By specific explanations and definitions, as per the relevant employment agreements, faculty members are allotted certain number of sick days and other leave. Nine and ten-month faculty are typically eligible for three 8-hour days of personal leave per academic year. All full-time faculty accrue sick leave. Part-time and adjunct faculty do not accrue any type of personal, annual or sick leave.

In the event a faculty member is unable to be in class at the scheduled time, he or she must follow the course cancelation policy. The department chair must be notified immediately so alternative arrangements can be made for another instructor to teach the course if at all possible. A faculty member must have approval from the department chair to cancel class prior to the cancelation of the class. If the faculty member does not make prior arrangements with the department chair, and does not have approval to cancel class, he or she may be subject to disciplinary action.

Administrative Leave – Special Events

Effective May, 2015, any reference to compensatory leave (“comp time”) was removed from the UTTC Employee Handbook. Hours of compensatory leave were typically accrued during the UTTC Powwow by employees who volunteered and for employees who were traveling on behalf of UTTC, outside of their regular working hours. Hours of compensatory leave will no longer be accrued by any UTTC employees, regardless of the purpose of the after-hours activities.

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.

General Faculty Structure

The Vice President of Academic Affairs is responsible for the supervision, professional development and evaluation of full-time, part-time and adjunct faculty. The Dean of Instruction, Career and Technical Education Director and department chairs coordinate these activities with the academic departments.

UTTC faculty members are classified as follows:

Full-time faculty

Nine- and ten-month faculty members provide a minimum of 30 credit hours of postsecondary instruction during the academic year with the academic year defined as the fall and spring semester. Exceptions to the 30 credit hour course load for full time are faculty who are supervising clinicals/field placements/internships or teaching two-credit 300-400 level methods courses. The Vice President of Academic Affairs must approve all course load exceptions prior to semester start.

All full-time faculty members accrue sick leave as indicated in the UTTC Employee Handbook. Nine- and ten-month are eligible to use three personal days per academic year.

Part-time and adjunct faculty

Instructors who teach less than 24 credit hours per academic year of postsecondary instruction 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. 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. An adjunct faculty member is an expert in a special field appointed to give instruction on a one-time or discontinuous basis. Adjunct faculty members are often referred to as “community-based faculty” and represent the industry related to the course(s) they teach. The course load for an adjunct faculty member is typically 3 to 6 credits per semester.

Faculty overloads

An overload is defined as a 9 or 10-month faculty member teaching more than 30 credits per academic year. Faculty may be compensated for additional credits over the regular teaching load if it approved by the Vice President of Academic Affairs prior to the beginning of the semester in which the overload occurs. Faculty members are discouraged from teaching an overload of more than 3 credits during any 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. Chairs do not receive additional compensation for their role but may have a decreased instructional course load during the fall and spring semesters.

The Career and Technical Education Director in lieu of a department chair supervises academic departments, or programs, with one full-time faculty member.

Employment Agreements

Faculty Employment Agreements that identify the annual salary, the length of employment (nine-month or ten-month), start and end dates, as well as other contractual information related to employment are utilized for all full-time faculty members at UTTC.

On or before the last Friday of the academic year (spring commencement), UTTC Faculty Employment Agreements for the up-coming academic year are distributed to each returning faculty member. Returning faculty members have 15 business days following the spring commencement to return the signed Employment Agreement to UTTC Human Resources (HR). Failure of the faculty member to return the signed Employment Agreement to HR on or before 5 pm CST of the 15th business day following spring commencement will be considered a voluntary resignation effective May 31.

Faculty members who are not returning for employment the following academic year for any reason (e.g. resignation or non-renewal of employment agreement) will receive a letter from UTTC Human Resources. The letter will be mailed to the faculty member on or before the last Friday of the academic year.

Upon separation of employment, faculty members are expected to 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.

The Faculty Salary Schedule is available on Appendix A.

Faculty Qualifications Policy

Determination by Credentials

Faculty credentials generally refer to the degrees faculty have earned from a regionally-accredited institution that provide a foundation for knowing what students should learn in a specific discipline or field. UTTC recognizes the following hallmarks and common expectations for faculty credentials:

- A faculty member will have completed a program of study in the discipline or subfield from a regionally accredited institution in which they teach or will teach, and for which they will develop curricula.
- A faculty member will hold a degree at least one level above that of the program in which they are teaching from a regionally accredited institution. Those teaching general education courses, or other courses that transfer per the state's articulation agreement, shall have the following:
 - A master's degree or higher in the discipline or subfield from a regionally accredited institution.
 - If a faculty member holds a master's degree or higher in a discipline or subfield from a regionally-accredited institution other than that in which he or she is

teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach.

- Faculty positions in developmental studies (reading, writing and math) require a minimum of a bachelor degree in elementary education.

Determination for Faculty Teaching Career & Technical Education Coursework

The faculty members teaching Career & Technical Education (CTE) coursework shall have a degree at least one level higher than the program in which they are teaching and at least one of the following:

- A state or nationally recognized certification relevant to the program they are teaching (e.g. ND CTE certification).
- Years of experience that can only be acquired through the unique knowledge, skills and abilities obtained through an occupational career for the program they are teaching.

Determination for Faculty Teaching Certificate Coursework

The faculty members teaching Career & Technical Education (CTE) coursework exclusively for certificate programs (e.g. Heavy Equipment Operator and Medical Billing & Coding) shall have the following:

- Experience and expertise that uniquely qualifies the individual in the discipline. The qualifications must be documented and approved by the Director of Career & Technical Education. This will generally be satisfied by three years of experience or evidence of outstanding performance in the discipline.
- A state or nationally recognized certification relevant to the program they are teaching (e.g. ND CTE certification).

Using “Tested Experience” as a Basis for Determining Qualified Faculty

The value of tested experience to determine faculty qualifications depends upon the relevance of the experience to the certificate, associate or bachelor’s degree for transfer coursework and to the specific content of the course(s) for which the faculty member is responsible.

- Tested experience implies that some objective measures ensure the individual’s knowledge and expertise are sufficient for determining what students should learn and have learned.
- A faculty member teaching a transfer-eligible course may not possess a graduate degree but might have publications, industry certification or years of experience working in that field.
- A faculty member teaching an indigenous or foreign language may demonstrate his or her qualification through a tribal, state or nationally recognized rating of proficiency in language.
- UTTC defines “tested experience” for faculty teaching short-term workforce certificate courses as three years of experience as equivalent to one year of education if it is within the discipline to be taught.
- Teaching experience does not equate to tested experience.

Determination for Teaching Online

In addition to the other requirements, faculty members teaching online coursework shall have at least two of the following:

- **UTTC Online Instructor Certification** indicating the completion of UTTC CEU 308: Online Faculty Training.
- At least three years experience teaching a course at UTTC or another regionally accredited institution at which all or the vast majority (75% or more) of the instruction and interaction occurs via the internet.
- Online teaching certification from a regionally accredited institution.
- Completed program of study from a regionally-accredited institution in the area of Instructional Technology or Online Teaching & Learning.

Process for Determining and Assuring Qualified Faculty

Candidates for Faculty Positions (full-time, part-time and adjunct):

- Applicants must submit official transcripts as part of the application packet. In addition, a resume or curriculum vitae with cover letter detailing the applicant's education, training, and experience directly relates to the listed minimum qualifications and job description is included. Proof of certificates and licenses as they apply to the job will also be submitted.
- The department chair (or Vice President of Academic Affairs if the applicant is applying for a chair position) shall complete the *Qualified Faculty Determination Standard Form* for the teaching discipline.
- The Human Resources Office will maintain the transcripts and the completed *Qualified Faculty Determination Standard Form*.

Continuing Faculty:

The qualifications of full-time, part-time, and adjunct faculty members will be reviewed on an annual basis concurrent with annual performance evaluations. If a faculty member's qualifications have changed within the year, an updated *Qualified Faculty Determination Standard Form* will be provided to the Human Resources Office to accompany the completed performance evaluation. New credentials or other qualifying factors shall be supported by official documentation such as transcripts, proof of certification, proof of licensure, or an updated resume or curriculum vitae.

Deficient Qualifications:

Candidates for employment who do not provide transcripts and other qualifying factor documentation (proof of certification, proof of licensures, etc.) within 30 days of hire date will be subject to disciplinary action up to and including termination of employment. Faculty members will provide official documentation of new credentials or other qualifying factors on an annual basis, included with the annual performance evaluation.

Faculty members whose qualifications are deemed deficient in the discipline they teach will be provided notification to include:

- The nature and discipline of the deficient qualification.
- Timeline permitted to acquire the qualifications.
- Personnel action if qualifications are not met within timeline provided. Employment action may include: non-renewal of appointment; course load reassignment within department or

area dependent upon the needs of UTTC at that time to include but not exclusive to student demand, other faculty members and their respective loads, and funding availability; demotion; status change; or termination of employment.

The above policy follows the faculty credential requirements specified by the **Higher Learning Commission**, as stated below:

Faculty Roles and Qualifications

1. Instructors possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established. In terminal degree programs, faculty members possess the same level of degree. When faculty members are employed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process that is used in the appointment process.
2. Faculty teaching general education courses, or other non-occupational courses, hold a master's degree or higher in the discipline or subfield (or if master's is in another discipline or subfield, has completed 18 graduate credit hours in the discipline or subfield in which they teach).
3. Instructors teaching at the doctoral level have a record of recognized scholarship, creative endeavor, or achievement in practice commensurate with doctoral expectations.
4. When faculty members are employed based on equivalent (tested) experience, a defined minimum threshold of experience and an evaluation process is used in the appointment process.
5. Faculty participate substantially in:
 1. Oversight of the curriculum—its development and implementation, academic substance, currency, and relevance for internal and external constituencies;
 2. Assurance of consistency in the level and quality of instruction and in the expectations of student performance;
 3. Establishment of the academic qualifications for instructional personnel; analysis of data and appropriate action on assessment of student learning and program completion.

Faculty Evaluation Procedures

As specified in the UTTC Employee Handbook, all faculty members are evaluated on a regular basis during the months of March and April and prior to the distribution of the faculty employment agreements. The appropriate supervising administrator will perform an annual written performance evaluation that may include a classroom observation, the faculty member's self-review and a review of the student evaluations administered in each course section. All parties sign the annual performance evaluations and the originals are submitted to the UTTC HR.

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 continued accreditation and continuous improvement of teaching and learning. 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.

Professional Development

Academic personnel are allotted resources to be used for professional development. In general, faculty members have the opportunity to request funds for registration, materials and attendance at conferences and workshops, travel, membership in professional organizations, books, subscriptions and publications related to the faculty member's academic discipline and/or for other professional development as approved by the Vice President of Academic Affairs or designee.

The Vice President of Academic Affairs works collaboratively with other divisions to ensure a variety of professional development programs (e.g., workshops, trainings, seminars, breakout sessions, discussion groups, teaching-learning communities, retreats, demonstrations, webinars and more) are offered to faculty each semester. These offerings may 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 instruction.

Other entities on campus also provide professional development and training for faculty. As employees, faculty can participate in offerings coordinated and facilitated by the President's Office, Human Resources staff and Campus Services. Common topics addressed by such training are sexual harassment, ethics, wellness, communication and conflict resolution, stress management, and coping with change. Personnel in Information Technology (IT) and Institutional Research (IR) conduct or assist with technology related trainings.

Faculty members are encouraged to schedule professional development training opportunities with consideration for scheduled classes. Most professional conferences for faculty are on weekends or during the summer months to accommodate class schedules. Faculty are not compensated if the conference or training falls outside of their regular working hours as they are considered "exempt" employees.

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. Documentation of certification will be submitted to the UTTC Human Resources Office upon completion and included on the Faculty Qualifications Form in the faculty member's personnel file.

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 order forms are available on the UTTC website 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 Security requirements and respect handicapped parking areas and park in the appropriate direction on the streets.

Employee Identification Cards

The UTTC Human Resources Office is responsible for producing and distributing college identification cards to employees during the first three weeks of the fall semester. Employee identification cards need to be obtained before the annual UTTC International Powwow. It is recommended that faculty wear employee badges for safety and customer service reasons. Students get their student identification cards from the Admissions Office.

SECTION III: INSTRUCTIONAL POLICIES AND 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.

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 and grades at this site for each student in every course. Attendance is entered on a weekly basis, no later than 5 pm CST on Fridays. Course assignments are entered for each course and grades are entered for the assignments. Grades are posted within 3-7 business days after the assignment is due. This 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 copy of their syllabi as a pdf for 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 teaches. 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.

Referring Students to 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 to Disabilities Services. Support services include assistive technology, academic coaching, extended time for tests and note taking assistance. Students with disabilities should register with the Disabilities Services Coordinator 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 the Disabilities Services Office 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 Academic and Personal 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 Career Counselor 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.

UTTC also subscribes to an online tutoring service referred to as SmarThinking. This service is introduced to students in their First Year Experience course during which they get the opportunity to upload writing assignments to the software. Faculty members must be familiar with the variety of tutoring services available so students can be referred as appropriate.

Service Learning

Service learning provides students with the opportunity to become engaged citizens of the community and apply academic knowledge to experiences within the nonprofit and community service sector. Engagement with the community offers students chances to connect with underrepresented or vulnerable populations and to broaden their understanding of complex societal issues through volunteering.

Faculty members are encouraged to seek out service learning opportunities for the students in their classes. One of the objectives of the current Academic Affairs Action Plan is to increase the number of students participating in service learning.

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 Career Services.

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 printable copy of the course syllabus to the JICS portal for each one of their classes (at my.uttc.edu) and to copy and paste the syllabus content to the course syllabus page in 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. A textbook order form is completed for each course and submitted to the UTTC Bookstore on or before April 1 for summer and fall or October 1 for spring. If the faculty member is requesting a different textbook, or newer edition, the Bookstore will forward the order form to the Curriculum Committee for review. 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.

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 a 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. Academic and Personal counselors, as well as the Disabilities Services Coordinator, may contribute to the contract or have a role in its execution, as appropriate.

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 (see Appendix B).

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 designed for students who are unable to attend regularly scheduled classes for a variety of reasons. Students who take an independent study course fulfill all of the requirements for the course and meet the student outcomes identified on the course syllabus. 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 Vice President of Academic Affairs 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 do not get compensated for teaching an independent study course nor are the credits for the course included in the faculty member's semester course load. Faculty must agree to teach the independent study course, and cannot be mandated to do so, as it is additional work for them. From a report published by Sam Houston State University Faculty Senate in 2013 based on surveys of 360 full time faculty:

A large minority of respondents (39.82%) report teaching independent study classes.
A large majority (94.5%) of those who taught independent study classes did so without compensation of any sort.

Cancellation 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 to arrange either appropriate alternative activities or make-up sessions for missed classes. Those who find it necessary to be absent from class, or to cancel class, must request prior approval from the immediate supervisor.

Schedule of 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. Normal faculty working hours are from 8:00 am until 5:00 pm with one hour for lunch. Hours may vary if classes are being taught outside of the normal working hours. The Vice President of Academic Affairs must approve arrangements for alternative working hours.

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 and approved two weeks prior to an academic field trip. The Vice President of Academic Affairs, as well as other faculty, service, or individuals who may be affected by a student's absence, must be notified when a field trip is planned. Because of insurance liability, the college requires the use of UTTC vehicles when transporting students. Drivers may be available through the Transportation Department, if necessary.

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.

Key Academic Committees

All faculty members are expected to serve on college committees, task forces, and/or student vocational clubs. 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 is involved in standardization of curricula content and numbering systems within the North Dakota University System.

Extended Learning Committee

The purpose of this committee is to continue the development and implementation of the online education, dual credit offerings and Continuing Education Units resulting from trainings. Planning includes the areas of budget needs, personnel needs, online instructional policies, student support, marketing, and general program needs.

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.

SECTION IV: STUDENT SUPPORT

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 members are expected to advise students and to assist with advisement and registration near the beginning of each semester. Advisors should treat their role as an important part of academic success and maintain a professional commitment to providing quality advising. Advisors are to meet with their respective students no less than three times per semester.

The duties of the advisor include developing and maintaining degree plans, familiarizing the student with College requirements, assisting the student with class scheduling, and facilitating the “Early Alert” procedure on a weekly basis with academic counselors. To fulfill these responsibilities, advisors need to know prerequisites and the sequences in which courses are offered. They will explain to students the rationale behind college requirements such as the career-technical and general education curricula. The advisor will review class schedules during the registration process to assure that students are taking a reasonable course load, and advise students accordingly.

The advisor will be familiar with college support services and refer students to these services when the occasion demands. Further, the advisor will explain policies such as adding/dropping a class, withdrawal from college, and inform students of important dates and events.

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

Family Education Rights & Privacy Act (FERPA)

Under the Terms of FERPA, United Tribes Technical College has established the following as Directory Information and may be released to those requesting it unless the student specifically requests otherwise on the form provided or by submitting written notification to the Office of the Registrar:

All other information may not be released without written consent of the student. Grades, social security numbers, ethnic backgrounds and student schedules should not be released to anyone other than the student—and NEVER over the phone.

For more information about FERPA, please refer to the Student Handbook or College Catalog, or contact the UTTC Registrar’s Office.

Attendance and Early Alerts

All faculty members are required to maintain attendance records in the Jenzabar LMS for the students in their classes. Attendance must be kept current, beginning the first day of class, and entered for the week no later than Friday at 5 pm of each week. Training for using the LMS is available and will be provided for all new faculty. Department chairs are responsible for ensuring all faculty are entering attendance on a regular basis, at least weekly, for all classes.

All academic advisors are required to enter Early Alerts for students missing 8 hours of class, 16 hours of class and 32 hours of class. The advisors enter the first Early Alert when the student has missed 8 hours total of class. Another Early Alert is entered when a student misses a total of 16 hours of class and again at 32 hours. The alerts are sent to the student's Academic & Personal Counselor who follows up with students who have Early Alerts. The Counselor will communicate with the student's advisor and instructors using the Jenzabar Retention Module so there is documentation of interventions implemented to help the student succeed.

Training is provided for the Early Alert system every fall for faculty members and representatives from Student Services. All academic advisors are required to participate in this annual campus training.

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. The designated rooms on the UTTC campus are: 111D Skills Center and 128 Lewis Goodhouse Wellness Center.

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 Department Chair Meetings 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 (2018)

CATEGORY	RANGE	9 MONTH CONTRACT
Faculty I Minimum Requirements	11,581	38,000 – 49,581 Vocational 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 with no 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

Incoming instructors are limited to 5 years maximum credit for previous teaching experience, regardless of degree. Career & Technical Education instructors for short-term workforce training programs may be compensated beginning at Faculty IV rates depending on the area of industry. Faculty members in hard to fill positions such as Nursing and Engineering may be compensated beginning at Faculty VI rates.

Overload Compensation

Faculty overload compensation is \$600 per credit. An overload is defined as the number of credits exceeding 30 credits for the academic year (fall and spring semesters) for 9 and 10-month full-time faculty.

Adjunct and Part-Time Faculty

The term "Adjunct Faculty" is defined as part-time instructional faculty who are paid by the course, or whose appointments are less than 75% FTE ("Full Time Equivalent"), or who are ineligible for benefits. Faculty with an appointment of 75% FTE or greater are defined as "Part-Time Faculty".

All Adjunct Faculty or Part-Time Faculty are subject to the policies outlined in the UTTC Faculty Handbook and the UTTC Handbook in regard to their roles as teachers and their interactions with students and fellow employees.

New Adjunct Faculty

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 Contract

Adjunct faculty appointment contracts must provide, at a minimum, the following details:

1. Position title;
2. Contract term;
3. Per-course compensation, or salary rate and % Full Time Equivalent (FTE);
4. Description of the assignment;
5. Information regarding faculty policies and procedures, including performance evaluations;
6. Institutional benefits, if any;
7. Compensation

Adjunct Faculty I or II Compensation

Adjunct faculty are instructors who are compensated by the number of credit hours they teach. Adjunct Faculty I or II will have the option of being paid in one or two lump sums during the contract term.

Adjunct Faculty I:

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. Wage: \$600 credit hour

Adjunct Faculty II:

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. Wage: \$700 credit hour
6. Have taught a minimum of 30 credits at UTTC within the past 5 academic years
7. Attained a series of high level performance evaluations
8. Have obtained approval from the Department chair, Vice President of Academic Affairs, and the President (see Adjunct Faculty Status form).

Adjunct II faculty will be given priority consideration, to the extent operationally feasible, among adjunct faculty for future teaching assignments in the subjects for which the adjunct faculty member has had consistent instructional experience. Departmental reviews of adjunct faculty for Adjunct II status will take place annually during their annual performance review.

Part-Time Faculty Compensation

Part-time faculty members 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 will have the option of being paid in one or three lump sums during the contract term. Part-time faculty members are not eligible to use or accrue leave nor do they earn holiday pay.

**United Tribes Technical College
Adjunct Faculty Policy**

Designation of Adjunct Faculty II Status

Whereas _____ (EIN _____)

Has an instructional appointment below 50% Full Time Equivalent,
Has taught at least 30 credits within the past 5 academic years, and
Has consistently received high-level performance evaluations, the faculty in

_____ recommends Adjunct Faculty II Status.
(Department)

Department Approval

Department Representative Signature

Date

Academic Affairs Approval

Vice President of Academic Affairs Signature

Date

President's Approval

President Signature

Date

Upon receipt of President approval, Academic Affairs shall inform the faculty member of the designation, including the benefits associated with Adjunct Faculty II Status: a compensation increment when appointed as Adjunct Faculty and priority consideration for teaching assignments (See Adjunct and Part-Time Faculty Policy).

APPENDIX B: Teacher Evaluation by Student Survey

Teacher's Name: _____ **Semester:** _____

The number rating stands for the following: **1** = rarely; **2** = once in a while; **3** = sometimes; **4** = most of the time; **5** = almost always. If it doesn't apply, leave it blank. Circle the answer that fits with your experience of this teacher for each item.

EXPLICIT CURRICULUM: How well does the teacher teach the core subject?						If you circled #1, write the name of the class that you are referring to with this rating.	
1.	Teacher is organized and prepared for the class.	1	2	3	4	5	
2.	Teacher knows his/her subject and/or content material.	1	2	3	4	5	
3.	Teacher plans class time and assignments that help students to problem solve and think critically. Teacher provides activities that make subject matter meaningful.	1	2	3	4	5	
4.	Teacher is flexible and accommodating of student needs.	1	2	3	4	5	
5.	Teacher is clear in giving directions and explaining what is expected on assignments and tests.	1	2	3	4	5	
6.	Teacher allows students to be active participants in the classroom learning environment.	1	2	3	4	5	
7.	Teacher manages time well.	1	2	3	4	5	
8.	Teacher returns homework in a timely manner.	1	2	3	4	5	
9.	In my opinion, the teacher grades fairly.	1	2	3	4	5	
10.	I believe the material I learned in this class was relevant to my future as an educator.	1	2	3	4	5	
11.	Teacher provides feedback on homework and projects so student can improve and continue to grow.	1	2	3	4	5	
12.	Teacher is creative in developing activities and lessons.	1	2	3	4	5	
13.	Teacher challenges students to master the content and sets high expectations for learning.	1	2	3	4	5	

IMPLICIT CURRICULUM: How well does the teacher model the core values through interactions with students and other staff persons?						If you circled #1, write the name of the class that you are referring to with this rating.	
14.	The teacher listens and understands students' point of view; he/she may not agree, but students feel understood.	1	2	3	4	5	
15.	Teacher respects the opinions and decisions of students.	1	2	3	4	5	
16.	Teacher is willing to accept responsibility for his/her own mistakes.	1	2	3	4	5	
17.	Teacher is willing to learn from students.	1	2	3	4	5	
18.	Teacher is sensitive to the needs of students.	1	2	3	4	5	
19.	Teacher provides assistance when students ask for help.	1	2	3	4	5	
20.	Teacher is consistent and fair and treats students accordingly.	1	2	3	4	5	
21.	Teacher models professional behaviors.	1	2	3	4	5	
22.	Teacher is fair and firm with expectations without being too strict.	1	2	3	4	5	

23.	What is one thing the teacher does exceptionally well?	

24.	What is one thing that you can suggest to help this teacher improve?	

Thank you for taking the time to think through the items carefully and writing down your thoughts honestly.