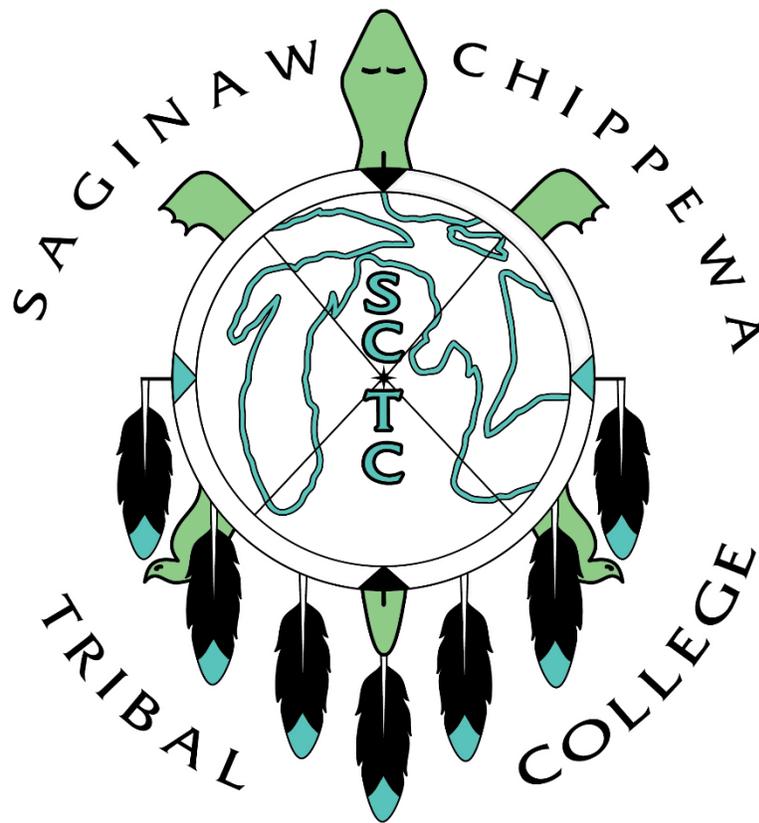


Saginaw Chippewa Tribal College Faculty Handbook



Administrative Guidelines and Expectations

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Welcome to the SAGINAW CHIPPEWA TRIBAL COLLEGE

I would like to take this opportunity to welcome you as a member of the Saginaw Chippewa Tribal College (SCTC) instructional staff. In joining our team of dedicated staff, you have demonstrated a commitment to creating a nurturing environment for all students to learn. Here at SCTC, our students are our first priority, and our vision is to inspire all students to attain personal and academic success.

We look forward to you being part of an educational empowerment process that is designed to preserve and promote the Tribal culture of the local community. We hope your experience at SCTC is positive, gratifying, and motivating.

You are encouraged to spend time and become familiar with the contents of this handbook and to consult with the Dean of Academics if you have any questions. In addition to this handbook, there is an online version of this document that allows you to directly link to source documents and identify a contact person if you have questions.

Thank you for your service and commitment to the Saginaw Chippewa Tribal College.

Carla Sineway

Carla Sineway – President



Purpose and Policies

Faculty Handbook Purpose

The purpose of this handbook is to provide Saginaw Chippewa Tribal College faculty with an understanding of the basic management policies and procedures specific to the unique needs of the college. It has been designed to establish a consistent, resourceful, and objective guide that will assist in meeting the college’s mission and aid faculty in performing their jobs in an efficient and effective manner. This handbook replaces all previously issued handbooks, memos, letters, and other policy statements and is supplemental to the *SCTC Personnel Policy Handbook* and the *SCIT Tribal Operation Human Resource Manual*.

[Link to SCTC Personnel Policy Handbook](#)

[Link to SCIT TOPS Human Resource Manual](#)

It is the responsibility of the faculty to read, understand, and comply with the provisions in this handbook in addition to the SCTC Personnel Policy Handbook, the SCIT Tribal Operations Personnel Human Resource Manual (linked here), and/or any other applicable policies. Handbooks and other pertinent documents may be located on our website, in the G or T drives, or in the “Faculty Group” in Schoology (LMS) > Resources > Human Resource Folder.

HISTORY & STRATEGIC HIGHLIGHTS

The Saginaw Chippewa Tribal College is a two-year public college established in 1998 to meet the unique educational needs of Native American students. It is also federally recognized as one of the 1994 Land-Grant Institutions. The Tribal Council of the Saginaw Chippewa Tribe of Michigan adopted a resolution that year establishing a tribally controlled college and the formation of a governing Board of Regents. The Saginaw Chippewa Indian Tribe of Michigan constitutes a sovereign nation within the United States. The sovereignty of the Saginaw Chippewa Indian Tribe (SCIT) forms the legal basis to charter the college. With its founding, SCTC joined the larger tribal college movement, which today reaches over 35 institutions.

The staff and faculty support the belief that self-awareness through education is a necessary foundation to build a career, create a lifestyle, and achieve a true sense of self-pride. SCTC maintains an “open-door” policy, with its primary purpose to serve Saginaw Chippewa Tribal and other Native American students. The college provides academic programs leading to associate degrees with credits that are transferable to other higher education institutions. SCTC is accredited by the Higher Learning Commission and is a member of the American Indian Higher Education Consortium.

Chartering Authority

The Saginaw Chippewa Indian Tribe of Michigan is a federally recognized Indian Tribe. The duly-elected Saginaw Chippewa Tribal Council, acting pursuant to its inherent sovereign governmental authority and pursuant to the power of the Tribal Council of the Constitution of the Saginaw Chippewa Indian Tribe of Michigan, hereby charters the Saginaw Chippewa Tribal College, a nonprofit corporation created by the Saginaw Chippewa Indian Tribe.

Board of Regents

The Board of Regents, the governing body of SCTC, provides oversight of policies and directives of the college.

Policies outlined in this handbook (which have been approved by the Board of Regents) and additional handbooks and documents shall apply to all faculty positions of the college. The Board may, at any time, change, or otherwise amend, these policies. Any such action will be posted with its effective date, and written changes shall be provided to all SCTC employees. In the event of provisions to these policies that are in conflict with treaty or federal statutes or regulations, all other policies remain in full force and effect.

Academic Standards

It is the responsibility of each faculty to maintain SCTC's academic standards which reflect an educational system based on the academic and career needs of the people living on or near the Isabella Indian Reservation and surrounding communities. All instructors are expected to act responsibly, ethically, and present themselves with integrity. Practices, policies, and procedures were designed to establish consistent, efficient, objective, and equitable guidelines that assist SCTC in meeting its mission statement and strategic objectives.

Vision Statement

Saginaw Chippewa Tribal College is committed to maintaining a nurturing environment which inspires all people to attain higher levels of personal and academic success.

Mission Statement

Saginaw Chippewa Tribal College is a public community college that provides educational opportunities reflecting Anishinaabe values.

Values

In keeping with Anishinaabe culture and values, SCTC strives to embody the Seven Grandfather teachings of: Truth, Wisdom, Bravery, Humility, Respect, Love, and Honesty.

Strategic Objectives

The focus and efforts of SCTC's strategic plan is divided into four key strategic objectives: Build the Student, Academic Excellence, Operational Excellence, and Environmental Stewardship. These strategic objectives are the drivers that, when related to each other, form a cause-and-effect between the works we do and the results we accomplish.

LEARNING OUTCOMES

Like other community colleges and universities, SCTC has a set of intended learning outcomes for all students. We expect our students to demonstrate sufficient evidence of learning at both the institutional and program levels, which focus on the “bigger picture” of student education. These outcomes concentrate on both cognitive and non-cognitive skills that students will draw and build on as they move into the workplace, advanced education, their local communities, and an increasingly global community.

Over the years, faculty and Administration have worked creatively and energetically to develop student learning outcomes at all levels of the organization (institutional, program, and course). These learning outcomes are designed to reflect SCTC’s unique mission as a tribal college, curriculum, and student needs.

The Colleges’ Associate Degree Programs (Native American Studies, Liberal Arts, Business, and Science) have incorporated three core or institutional learning outcomes from which all other learning outcomes are based. These fundamental tenants demonstrate our commitment and accountability for our students’ learning. They are *communication, critical thinking, and cultural awareness and appreciation*.

Institutional Learning Outcomes

The Colleges’ Institutional Learning Outcomes (ILOs) include the knowledge, skills, and competencies embedded within every aspect of the college to inspire and enhance each student’s transferable learning skills. These ILOs represent the broad categories of competence that enable students to be successful. All other learning outcomes are mapped to one or more of these ILOs.

Upon graduating from SCTC, our students will be able to:

- Communicate clearly and effectively through listening, speaking, writing, reading, and other modes of communication;
- Use literacy and numeracy skills; gather and synthesize relevant information, evaluate alternatives, and implement creative and effective solutions;
- Demonstrate awareness and appreciation for diverse perspectives through inquiry of cultural, political, social, and environmental issues comparing and contrasting global views with the Anishinaabe culture.

Program Learning Outcomes

Program Learning Outcomes (PLOs) articulate proficiencies delivered through the sequence of courses within a degree program. See the *Curriculum & Assessment Handbook* for each degree's mission and program learning outcomes

Student Learning Outcomes

Student Learning Outcomes (SLOs) are course-level measurable expectations formed from the college's Institutional and Program Learning Outcomes, which are tied to the strategic plan. SLOs are written by faculty and focus on what the student will be able to do with the knowledge, skills, and abilities after they leave the college. See the Curriculum & Assessment Handbook and other resources in Schoology for guidelines in writing and measuring SLOs.

Assessing Learning Outcomes

Faculty has the ultimate responsibility for assessing learning outcomes. Each department/program is accountable for developing, selecting, and implementing assessment tools that measure outcomes in its particular discipline/program. Since all full-time faculty are also of the Curriculum and Assessment Committee, it is also each member's duty to communicate with and assist adjunct faculty in the assessment process and reporting procedures, which may include choosing assessment tools, analyzing data, and providing feedback in an effort to improve the learning environment. For more in-depth details on assessment responsibilities, see the Curriculum & Assessment Handbook.

GENERAL EMPLOYMENT INFORMATION

All faculty must follow the college's personnel policies as outlined in the SCTC Personnel Policy manual (approved 2016); therefore, those particular policies will not be addressed in this Faculty Handbook. It is the intention of the college to recruit and select the most qualified individuals to teach SCTC students. As a condition of employment, all faculty are required to have on file with the Dean of Academics and the SCIT Human Resources Department the following:

- Resume/Curriculum Vitae (CV)
- I-9 Employment Eligibility form with copies of identification
- W-4 Federal Employee Tax Withdrawal Form
- W-4 State Employee Tax Withdrawal Form
- Official Transcripts

1. Orientation of New Faculty

The Dean of Academics, or a designated individual, shall provide each new faculty with an orientation including the following:

- Introduction to SCTC staff and faculty/tour of college facilities
- Copy of job description/explanation of duties and responsibilities
- Copy of SCTC Personnel Policy Manual, Faculty Handbook, and Student Handbook
- Schoology (SCTC's Learning Management System) and other technology training
- New full-time and adjunct faculty are required to attend the Faculty Orientation meeting(s), which are typically scheduled prior to the beginning of fall and spring semesters.
- All new full-time faculty, Academic Specialists, and adjunct faculty are required to attend SCIT Human Resource Tribal Operation Orientation in order to become more knowledgeable of policies and procedures, the SCIT community, and employee expectations. Orientation is held the last Friday of every month, unless there is a holiday. Please make arrangements with the Dean of Academics to attend.

2. Full-time Faculty

Full-time faculty are individuals with appropriate academic credentials who are responsible for the direct delivery of instructional services to students. Full-time faculty are required to be on campus at least 32 hours per week for a nine-month period (mid-August to mid-May). Full-time faculty are exempt employees who draw their compensation from instructional duties over a 12-month period. Full-time faculty will meet the requirements of teaching, posted office hours, and service to the college as defined in this document as well as

the Curriculum & Assessment Handbook. A schedule of on-campus hours will be prepared by individual full-time faculty, reviewed by the Dean of Academics, and placed on file in the office of the Dean of Academics at the beginning of each semester.

3. Academic Specialists

Academic Specialists are individuals with appropriate credentials who are responsible for the direct delivery of instruction of both developmental and college-level courses. Academic Specialists will adhere to this policy in as much as it relates to classroom responsibility. Academic Specialists observe a 40-hour work week and, as such, assume an administrative role at the college. A schedule of on-campus hours will be prepared by individual Academic Specialists, reviewed by the Dean of Academics, and placed on file in the office of the Dean of Academics at the beginning of each semester.

4. Adjunct Faculty

Adjunct faculty are individuals with appropriate academic credentials who are responsible for the direct delivery of instructional services to students and are not considered full-time faculty (and are not guaranteed a teaching position each semester). If applicable, a schedule of on-campus hours will be prepared by individual adjunct faculty, reviewed by the Dean of Academics, and placed on file in the office of the Dean of Academics at the beginning of each semester. Adjunct faculty observe a work week determined by semester, by number of credits taught, and a rate of pay determined by the wage scale approved by the Board of Regents.

5. Faculty Academic Credentials Policy

SCTC requires full-time and adjunct faculty to hold a degree at least one level above that of the program, discipline, or subfield in which they are teaching. Those teaching general education or major courses should hold a master's degree or higher with a concentration in the assigned subject area.

Persons with a baccalaureate degree and at least 18 credit hours in a master's degree in the appropriate discipline may teach at SCTC if, in the judgment of the Dean of Academics, they are continuing towards attaining this master's degree and have at least three years of successful teaching experience at the college or high-school level.

Exceptions to this Policy may be made in the following cases:

- Teaching assignments in specific occupational areas where successful work experience and evidence of career advancement, as well as demonstration of effective teaching skills, is considered equal and as important as the attainment of academic degrees. In these cases, the attainment of at least a baccalaureate degree is required.

- Teaching assignments in Native American and Anishinaabe studies where the involvement of Tribal Elders and others with extensive knowledge of history and culture, skills in Native languages, and experience in Native arts cultural activities would be valuable additions to teaching staff.
- Teaching assignments in special one-time elective courses where an experienced practitioner is teaching a specialized skill.

6. Full-time Faculty Academic Year

Full-time faculty are required to report to campus one week before the beginning of the fall semester. All full-time faculty will return to campus no later than the first day of scheduled classes in the spring semester. All faculty (including adjunct faculty) will report through final exam week and must meet grade submission deadlines. Full-time faculty are encouraged to attend “Monday Morning Coffee Meetings” where administrative and academic procedures and policies are discussed.

7. Adjunct Faculty Academic Year

Adjunct faculty teach on a semester-to-semester basis. Employment in a given semester does not guarantee employment on a continual basis. Courses may be cancelled due to insufficient enrollment. The Dean of Academics will make every attempt to notify adjuncts of course cancellation, as soon as possible, prior to the start of the semester.

8. Class Assignments

Classes shall meet at the day, time, and place published on the course schedule. Class start times must be followed unless changes are approved. Modifications to day, time, or location must be approved by the Dean of Academics prior to change.

9. Reassignments

The Dean of Academics may cancel a course due to low student enrollment. The Dean of Academics and the affected full-time faculty will sign a “Reassigned Time for Class Cancellations” arrangement for the semester. The reassignment of time will be determined by the assigned credit of the course being cancelled. The time will be fulfilled through curriculum/course development, tutoring students, and/or scholarly research based on the needs of the college.

10. Workload

Full-time faculty shall teach a full workload of 12-15 credit hours per semester. Faculty may not exceed the maximum workload by more than one course, which may include a lab (1-5 credits), per semester. If the 12-

15 credit-hour limit is exceeded, the full-time faculty will receive supplemental teaching compensation at a rate determined by the Board of Regents.

Adjunct faculty may teach no more than 12 credit hours per semester.

Priority for teaching summer and overload courses will be given to Academic Specialists and full-time faculty.

11. Office Hours

Full-time faculty shall maintain adequate weekly office hours for academic assistance of students. A minimum of five hours and maximum of ten hours shall be posted for full-time faculty. This time should be noted on the syllabi so students can contact faculty if needed.

Adjunct faculty must be accessible to students by coming to campus prior to class, staying after class, or meeting with students in the Katy denHeeten Student Resource Center (SRC).

12. Full-time Faculty Personal Time

A 48-hour notice is preferred when utilizing personal days, unless the situation warrants an emergency that is out of the full-time faculty 's control. Please plan in advance when using personal time. Approval may not be granted last minute.

13. Outside Employment

Faculty who have outside employment must notify the Dean of Academics and the President. Outside employment must not conflict with the faculty 's normal work schedule, duties, responsibilities, or work performance at the college. SCTC must remain the highest priority of employment.

14. Faculty Evaluations

The philosophy of evaluating faculty performance is in keeping with the objectives of the Saginaw Chippewa Tribal College. Full-time faculty will receive an annual evaluation in the first semester of employment. Subsequent observations may be necessary and/or desired upon request. Faculty evaluations will determine strengths and challenges of the instructional staff. In addition to the annual evaluation, the following methods of evaluation are to be utilized and may include the following: student course and faculty evaluation forms, self-evaluation methods, and peer evaluation. In addition, faculty contributions and initiatives can also be used as a means of evaluation.

Suggested Schedule

- September, written job performance evaluations
- October, Peer Review of adjunct faculty performed by full-time faculty (preferably from same discipline)
- October, Student Midterm Evaluations (optional for full-time faculty; required for adjunct faculty)

- October, meet one-on-one with Dean of Academics
- November, Bi-annual review of Professional Development Plan
- December, Student End-of-Semester Evaluations (required for all faculty)
- February, Peer Review of adjunct faculty performed by full-time faculty (preferably from same discipline)
- March, Student Midterm Evaluations (optional for full-time faculty; required for adjunct faculty)
- April, Professional Development Plan review and revision
- May, Student End-of-Semester evaluations (required for all faculty)
- May, Professional Development Plan revisions due

15. Adjunct Faculty Evaluation Process

Full-time faculty and Academic Specialists will be assigned to evaluate all new adjunct faculty during their first semester teaching (and every third semester for returning adjunct faculty). The “Peer Review of Teaching” evaluation will be completed and turned in to the Dean of Academic’s office no later than the last Monday of November of the fall semester and the last Monday in March of the spring semester. “Peer Review of Teaching” evaluation form is located in **Schoology > Faculty Group > Resources > Human Resource Folder > Instructor Evaluation.**

Suggested Schedule

- October, Student Mid-term Evaluations (required of all adjunct faculty)
- October, Peer Review performed by full-time faculty (preferably from same discipline)
- December, Student End-of-Semester Evaluations (required of all faculty)
- February, Peer Review (if first semester adjunct is teaching)
- March, Student Mid-term Evaluations
- May, Student End-of-Semester Evaluations (required of all faculty)

16. Professional Growth and Development

Full-time faculty, Academic Specialists, and adjunct faculty are encouraged to enrich their understanding of the unique mission of SCTC. All faculty are encouraged to participate in college-wide social, cultural, and professional activities to support student functions. Full-time faculty are strongly encouraged to attend at least one professional development conference per year that aligns with the current goals and objectives of the college. Conference information will be submitted to the Dean of Academics office for approval at least one month prior to conference registration. The information needs to include: date of conference, cost, detailed travel arrangements (lodging and transportation), and any special materials that may be needed to attend.

Professional development conferences will be considered as budgetary funds allow. The professional development form for faculty is located in **Schoology > Faculty Group > Resources > Human Resources Folder > Professional Development Plan.**

In-house professional development is strongly encouraged for adjunct faculty. Other professional development opportunities will be considered as budgetary funds allow.

17. Committees

The Curriculum and Assessment Committee is a standing committee whose primary responsibilities are to review and recommend for approval curriculum changes, general education/Associate's degree requirements, course pre and co-requisites, and to assess student learning and development. As part of their duties, full-time faculty are required to serve on the committee for the length of their employment with the college; adjunct faculty may serve on a semester-by-semester basis. Minutes for these meetings may be found in **Schoology > Faculty Group > Resources > Minutes Folder.**

The Faculty Committee organizes and monitors faculty governance. Its responsibilities include: making recommendations on faculty governance, advising Administration on college activities, college planning, and reviewing/making recommendations to academic goals. The voting of the committee will be full-time faculty and Academic Specialists only. As part of their duties, full-time faculty are required to serve on the committee for the length of their employment with SCTC; adjunct faculty may serve on a semester-by-semester basis. Minutes for these meetings may be found in **Schoology > Faculty Group > Resources > Minutes Folder.**

18. Cultural Awareness and Appreciation

All faculty are encouraged to develop an understanding and appreciation for Native American and Saginaw Chippewa Tribal community values, traditions, and history as the foundation of the college and the Tribe as a whole. SCTC employees are encouraged to be culturally aware and obtain knowledge about tribal history and current issues of the Saginaw Chippewa Indian Tribe of Michigan. Cultural awareness trainings will be required for faculty to attend. Materials are also located in the school's library and at the Ziibiwing Center of Anishinabe Culture & Lifeways.

19. Copyrights

Course materials prepared by a faculty, whether duplicated through the college services or off-campus, may not be sold to the students for profit, except through channels recommended by the Dean of Academics to the President and approved by the Board of Regents. Such material may be marked by the faculty for private

distribution or copyrighted for his/her own protection. Copyrights may be subject to Board of Regents approval, negotiated between the BOR and faculty.

20. Academic Freedom

It is the policy of the college to maintain and encourage full freedom, within the law, of inquiry, teaching, research, and publications. In the exercise of this freedom, its faculty are free to discuss their subject in the classroom; however, faculty may not discuss personal viewpoints that are unrelated to the subject. In their roles as citizens, faculty have the same freedoms as other citizens; however, in their utterances as private citizens, they have an obligation to indicate that they are not speaking for the institution. Along with such freedom comes the responsibility to have classroom presentations related to learning outcomes. Faculty should use discretion with nonessential issues in the classroom by drawing clear relations between the subject matter at hand and the educational goals (Institutional, Program, and Student Learning Outcomes) outlined in the master course syllabus.

The responsibility of this academic community is to provide for the enrichment of intellectual experience, to promote life-long learning, to serve the local community, and to integrate Anishinaabe culture into the learning environment.

Essential to the realization of these ideals is a free and open academic community, which takes no ideological or political position. The free expression of conflicting ideas cannot occur unless there is opportunity for a variety of viewpoints to be expressed. Toleration of what may be error is an inescapable condition of viewpoints to be expressed. The academic community must be hospitable even to closed minds, and it must welcome the conflict of ideas likely to ensue. Academic responsibility to provide opportunity for expression of diverse points of view generates academic freedom.

Faculty are entitled to freedom in lecturing or conducting demonstrations in their subject or field of competence. They are entitled, like any other member of the community in which they live, to establish hip in voluntary groups, to seek or hold public office, to express opinions as individuals or public questions, and to take action in accordance with their views. Cognizant of their responsibilities to their profession and to their institution, faculty accept certain obligations; they must respect the rights of others to express opinions and ensure that their personal views do not interfere with the unfettered search for truth by students and colleagues. Faculty must make clear, however, that faculty action, statements, and hips do not necessarily represent the views of the academic community.

21. Faculty Research

Although undergraduate teaching and advising are at the heart of the college's focus, faculty are encouraged to consider engaging in research activities for which they are qualified and interested. Research becomes

particularly important at SCTC when student learning outcomes are included in the project or when community development may be a result; SCTC also recognizes that the quality of classroom instruction and academic advising will likely improve when faculty engage in research activities. Faculty interested in pursuing research activities, either as a principal investigator, co-principal investigator, or other role, must inform the Dean of Academics and be approved by the President, Board of Regents, and possibly the SCIT Research Review Board.

22. Resignation

There are times when a faculty decides to move to another job. Considering the enormous impact, a faculty has on the curriculum, the college asks to be notified as soon as such decision is made. The letter of resignation should be submitted to the Dean of Academics. For full-time faculty, at least one semester notification is requested. Adjunct faculty should notify the Dean of Academics before the next semester's schedule is finalized.

ACADEMIC PRACTICES

The Board of Regents and SCTC Administration recognize the principle of professionalism required by faculty. Education of students is the major responsibility of the institution. Faculty are expected to work within their contracted areas of competency so that each student is challenged to achieve and learn.

Faculty shall remain well-versed, with particular attention to the latest developments in their subject area and pedagogy. Each faculty shall teach their assigned courses and develop course content consistent with the institution's adopted course outcomes and other appropriate instructional materials.

All faculty shall fulfill instructional duties and responsibilities stated on their job description. More specific requirements are outlined below:

23. Technology

The Information Technology (IT) Manager provides computer support services for faculty, students, and staff at SCTC. All new faculty will receive a Technology Guide, which explains how to use all of college's technology systems.

Many resources, including this Handbook, are located on SCTC's Learning Management System (LMS) – "Schoolology." This tool provides access to instructional materials, records, faculty documents, etc. for both faculty and student use. All faculty are expected to learn and use the college's technology systems. Training opportunities and/or materials are provided periodically during the semester and are also available upon request from the IT Manager or Dean of Academics.

24. Syllabi

All faculty have the responsibility of providing each student in their class with a copy of the course syllabus based upon institutionally adopted learning outcomes. In addition, syllabi must be posted within the particular course in Schoolology.

A copy of the course syllabus must be submitted to the Dean of Academics one week before the start of the semester, except in the cases of delayed teaching assignments.

Late teaching assignments are given within two weeks of the start of the class(es). In the case of late assignments, the syllabus is due no later than the first class session of the second week. Faculty who develop a syllabus with student input shall hand out the basic outline and requirements of the course at the first session,

indicating those areas to be developed with student input. It is strongly encouraged to distribute the syllabus at the first class session.

All faculty are required to use the SCTC Syllabus Template (either in PDF or Word format) to ensure consistency of syllabi and to meet HLC requirements. Template(s) are located in Schoology in the “Faculty Group” > Resources > Syllabi (Folder).

25. Recording Attendance

Faculty are responsible for reporting class attendance **weekly** through both EMPOWER and Schoology.

Due to financial aid requirements, faculty are required to report the first two weeks of class in EMPOWER by Friday of the second week.

26. Instructor-Initiated Drop Policy

Faculty and/or member of Administration have the option of initiating a drop for any student who has never attended during the first two weeks of class (or other instances such as: lack of course prerequisites, student behavior that interferes with the learning process, etc.). Faculty must attempt to contact the student at least two times (using two different communication methods) prior to the drop.

An Administrative/Instructor-Initiated Drop Form must be completed and submitted to the Registrar by noon on Friday of the second week. The Instructor-Initiated Drop Form can be found in Schoology > Faculty Group > Resources > Forms.

27. Call-In Procedures – Class Cancellation

If the faculty must cancel class due to personal emergency or illness, he/she must:

1. Call the ILLS line (775-4557) (full-time faculty only)
2. Call the Dean of Academics or the Dean of Students immediately
3. Email Administration at administration@sagchip.edu about the cancellation
4. Email students at students@sagchip.edu (or per student) about the cancellation
5. Full-time faculty and Academic Specialists are expected to enter their leave time in the Kronos system upon return to campus.

If the faculty must cancel class due to a pre-planned event (i.e., professional meetings/development, SCTC-sponsored activity, etc.), he or she should have prior approval from the Dean of Academics. He or she is expected to arrange for a guest lecturer or provide an alternate form of instruction or assessment.

28. Field Trips

A field trip is any class meeting not held on campus in an assigned room. Field trips should be scheduled with advance knowledge of the Dean of Academics. Faculty should provide a list of all students who are expected to participate in the field trip. Travel information is located in **Schoology > Faculty Group > Resources > Travel Forms Folder > Off-Campus Travel Waiver.**

29. Book Orders

All book orders are due to the Dean of Academics by established deadline date for fall and spring terms. All faculty are required to use the Book Order Form, which is located in **Schoology > Faculty Group > Resources > Forms.**

30. Supplies and Materials

Orders must be processed through the Administrative Assistant's office. This will ensure inventories are up-to-date for laboratory assignments and art supplies. All reimbursements must be preapproved by the Dean of Academics.

31. Guest Speakers

Prior approval is required from the Dean of Academics before a speaker can be scheduled if there will be a cost or honorarium. The Guest Speaker Form must be filled out with the speaker's name, date, time, and cost. **SCTC Guest Speaker Form located in Schoology > Faculty Group > Resources > Forms.**

32. Assessment of Student Learning

All faculty must participate in ongoing assessment efforts. The college is committed to excellence in teaching and learning; it is equally committed to assessment as a means of ensuring effective student learning. Assessment is a continuous process of review and refinement at the course, program, and institutional level. Faculty and Administration are engaged in on-going assessment activities that measure student learning based on specific goals and objectives in all courses and programs. Faculty are required to complete course-level assessments and reports for each class taught. It is the responsibility of all faculty to advise the Dean of Academics to determine assessment protocols. Further information on our assessment processes along with reporting forms can be located in **Schoology > Faculty Group > Resources > Assessment Folder.**

33. Examinations and Grades

In each course, faculty are expected to administer examinations, quizzes, and/or other forms of written and oral assignments that will aid in evaluating the student's performance and progress.

Faculty are responsible for the preparation and grading of their examinations and for maintaining close supervision over students while they are taking examinations. If an exam proctor is required, please contact the Dean of Academics or one of the Academic Specialists for assistance.

34. Mid-term Grades

Mid-term grades must be submitted no later than 5 p.m. the Monday of Week 9 through EMPOWER. The grade sheet must be printed and signed by the faculty as well as entered electronically into the EMPOWER system. An incomplete or "I" grade cannot be assigned at midterm.

Please refer to the SCTC Academic Calendar, which can be found on our website.

35. End-of-Semester Grades

End of-Semester grades are due in the Office of the Registrar promptly after the final examination and no later than the Monday of the week following the exam period. The grade sheet must be printed and signed by the faculty as well as entered electronically into the EMPOWER and Schoology systems.

The letter grade represents a grade point, which, along with number of credit hours for each course, determines a student's academic average. The grades used and the meaning and number of grade points represented by each are as follows:

Grade	Significance	Grade Points
A	Superior	4.0
A-		3.7
B+		3.3
B	Above Average	3.0
B-		2.7
C+		2.3
C	Average	2.0
C-		1.7
D+		1.3
D	Below Average	1.0
D-		0.7
F	Failing	0.0

The following are not included in computing GPA:

“I”	Incomplete
“W”	Withdrawal
“AUD”	Audit

36. Change of Grade

A faculty-submitted request is honored if that change is made to correct a clerical error or remove a designation of Incomplete. Such a request is to be made to the Registrar. Forms are located in **Schoology > Faculty Group > Resources > Forms**.

37. Incomplete Grades

A grade of “Incomplete” (“I”) is a temporary designation. It is assigned only in cases in which the student has completed satisfactorily the major portion of the course requirements and can only be assigned at the end of the semester. It is not to be given to a student who is already producing failing work.

The following guidelines are observed when assigning a grade of “I”:

- The “I” will only be considered for extenuating circumstances that result in the student’s inability to complete course requirements. Extenuating circumstances are generally defined as those situations over which the student has little or no control (e.g., illness, injury, birth of a child, death in the family, jury duty, and military service). Faculty may require appropriate documentation.
- A student may only file for an Incomplete after the mid-term and before finals week.
- It is the responsibility of the student to initiate the process of obtaining an Incomplete by requesting the “Contract of Incomplete Grade Form” from the Dean of Students and providing it to the faculty.
- The form is to be completed by the student and faculty and acts as a contract of expectation outlining all required assignments to include a mutually agreed upon time-frame for completion of any identified outstanding coursework.
- Any time-frame for completed work shall not exceed the close of the following semester. The faculty has the sole authority to extend a contract for an Incomplete. Extensions shall not exceed 8 weeks, and no student will be eligible for more than a single extension.
- Faculty may request an extension on behalf of the student by notifying the Office of the Registrar in writing or via their sagchip.edu email account.

- Once completed by the student and faculty, the student has the subsequent responsibility to turn the completed form into the Office of the Registrar, who will provide it to the Dean of Academics for approval. Forms located in **Schoology > Faculty Group > Resources > Forms.**
- Upon approval from the Dean of Academics, the Registrar will inform the student and faculty via their respective sagchip.edu email account and provide both with an electronic copy of the approved form.
- If the student does not fulfill the expectations agreed upon in the contract, the temporary designation of “I” will be replaced with an “F.”

38. Grade Books

Faculty are required to archive an electronic or paper copy of grade books for at least three semesters in case of a grade grievance.

39. Remedial Referral

When faculty determine a student is in need of remedial services, immediate referral should be made to the Dean of Students and/or the Dean of Academics. The referral form is located in **Schoology > Faculty Group > Resources > Forms.**

40. Student Advocate

Full-time faculty may be asked to serve as the Student Advocate. The primary purpose of this role is to listen to student issues and concerns in confidence and to advise students of their rights. The Student Advocate also facilitates the resolution of Student Code of Conduct violations. Students can schedule an appointment at any time to discuss issues or concerns, both academic and non-academic in nature.

41. Plagiarism Reporting Procedures

Plagiarism is not tolerated at the college. If faculty suspect a student of plagiarizing a paper, a quick way to determine its existence is to type a significant phrase or sentence into Google. If the plagiarized source is located, faculty should:

1. Contact the Dean of Students and the Dean of Academics immediately.
2. Print out the exact plagiarized source.
3. Attach the student’s work.
4. Write up a statement of observation identifying how and when alleged plagiarism occurred.

A student found guilty of plagiarism or cheating will receive a grade of “F” (failure) on the work in question and may receive an “F” in the course. The student will be placed on academic probation immediately, notified in writing to this effect, and warned if involved in a similar incident in the future, he/she could be dismissed from the college.

CAMPUS PROCEDURES/POLICIES

42. Classroom Management/Emergency Procedures

It is the faculty's responsibility to manage student behavior in the classroom to ensure a professional and safe learning environment that is conducive to learning. Classroom management at the college-level requires minimal effort and rarely involves incident. In case of emergencies, including, but not limited to, accidents, illness, disruptive behavior, or other circumstances requiring assistance, call 911 or Tribal Police at (989) 775-4700. Administration should also be notified as soon as possible. The administrative office may be reached at (989) 317-4760.

43. Fire and Safety Alarm Procedures

Students and employees of the college are encouraged to know the location of fire alarms, fire extinguishers, and emergency exits in the building. Floor plans showing escape routes, emergency exits, and safety equipment are posted clearly throughout the college. Treat every fire alarm as real. Do not attempt to reenter the building until given permission by college officials.

44. Smoking Policy

Smoking cigarettes, e-cigarettes, cigars, chewing tobacco, etc. is prohibited inside all college facilities except for designated outdoor areas. This applies to employees during working time and to students and visitors while on college premises. Employees, students, and visitors are expected to exercise common courtesy and to respect the needs and sensitivities of others with regard to the smoking policy. Smokers have a special obligation to keep smoking areas litter-free.

45. Inclement Weather

Cancellation of on-campus classes due to inclement weather or other conditions will be announced by the college on WCFX 95.3 FM, TV 9-10, WJRT Channel 12, and WNEM Channel 5. Faculty may also sign up to receive cancellation notices via text message on the college homepage at www.sagchip.edu. The cancellation of day classes will be announced before 8 a.m. The cancellation of evening classes will normally

be announced before 5 p.m. Class cancellation due to the absence of faculty is posted the day of the cancellation throughout campus.

46. Title IX*

Title IX of the Education Amendments of 1972 is a federal law that prohibits discrimination on the basis of sex in education programs or activities operated by recipients of federal financial assistance. Specifically, Title IX prohibits: sex discrimination and sexual harassment (sexual harassment is unwelcome conduct of a sexual nature, including unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature).

Faculty are considered “responsible employees” and must report allegations of sexual harassment/violence that take place on or off-campus to the Title IX Coordinator(s) to maximize the institution's ability to investigate and potentially address and eliminate sexual harassment/violence. The responsible employee should NOT attempt to determine if the harassment/violence actually did occur or if a hostile environment is being created. For more information on this policy, consult our Title IX Coordinator. The entire policy is located in **Schoology > Faculty Group > Resources > Human Resources Folder > Title IX Policy.**

47. Children in Classroom

Children are allowed in the classroom at the discretion of faculty . Those bringing children are requested to be thoughtful and considerate of the learning environment. It is understood that there are emergencies when the parent/guardian has no choice but to bring a child to class. If this is the case, the following guidelines should be considered:

- Children must remain under the direct supervision of the parent/guardian at all times.
- Students as parents/guardians are responsible for the behavior of their minor children on campus. They are subject to disciplinary sanctions according to the SCTC Student Code of Conduct for any disruptive or destructive behavior by their children.
- Classmates have the right to file a complaint against parents/guardians if bringing a child becomes excessive or disruptive.
- SCTC is a public community college and therefore cannot deny admission to registered sex offenders who may or may not be present on campus or in a classroom. Registered Sex Offenders must register with the Tribal Police.. SCTC is not mandated to make this information available to students. Parent/guardian discretion is advised

SCTC, its faculty, and staff are not responsible for any incidents that may occur when a child is on campus. Because this is a learning environment, if a student chooses to bring a child to campus, faculty should remind students that children may be exposed to unsuitable language and/or content.

48. Family Educational Rights and Privacy Act*

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. All faculty have the responsibility to protect the education records in possession and help the college keep this information secure.

49. American with Disabilities Act*

Students with a documented disability as defined by the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973 are eligible to receive reasonable accommodation and disability-related services. Under the law, a person has a disability if he or she has a mental impairment that substantially limits one or more of the major life activities (walking, standing, seeing, speaking, hearing, sitting, breathing, and taking care of oneself). Students are responsible for providing SCTC with appropriate documentation of their disabilities are encouraged to contact Dean of Students to receive reasonable accommodation.

50. Dress Code

While a professional image is essential, SCTC Administration supports that “business casual” and/or a more relaxed attire is considered acceptable here at the college. At all times, modesty, safety, health, and good taste should be used in determining what is appropriate.

- Examples of appropriate dress may include: dress slacks, khakis, corduroys, jeans (free of rips, tears, and fraying; not excessively tight or revealing), skorts, capris, shorts no higher than 3 inches above the knee, polo-collar shirts, golf shirts, oxford shirts, and SCTC logo wear.
- Examples of inappropriate dress include: beachwear, clothing showing excessive skin, and apparel that portrays or promotes inappropriate or offensive subject matter or behavior. For example, this includes any reference to drugs, drug use, sex, violence, obscene language, gang-related colors and designs, and any words or symbols that are derogatory toward protected classifications, such as race, sex, religion, or nationality.
- Appropriate shoes include: dress shoes, boots, and casual shoes (i.e., tennis shoes, open-toe shoes, sandals, etc.).