

Faculty Handbook



**Diné College
Navajo Nation**

Purpose and Disclaimer

The purpose of this Faculty Handbook is to provide basic information for faculty but should not be viewed as a complete guide to academics or other components of the faculty experience.

This handbook cannot and is not intended to address all circumstances related to the employee's role in the College, nor is the information contained in the handbook intended to constitute an express or implied contract of employment with the College. No provision of this handbook may be applied in contradiction of any policies of the College.

This handbook contains information in place as of the date of publication. This information is subject to change, modification, interpretation, and elimination at any time as a result of action by tribal, federal, or state governments, by the Board of Regents, and by the College administration.

Not all situations will be covered. Where policies do not apply or do not exist, the College retains its inherent right to create new policies and manage the College through its administration and Board of Regents.

This handbook contains Colleges policies, procedures, and other information in effect as of the date of issuance. Any subsequent changes in policies, procedures, or other information are effective as of the date of action or issuance by the appropriate College body even though such changes have not been distributed as revisions or additions to the Diné College Faculty Handbook.

Diné College

FACULTY HANDBOOK

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	<h1>Faculty Handbook</h1>	Section Number: 100.01
		Policy :
		Adoption date: Effective date:
SUBJECT: College Mission, Vision, Principles, and Values		Section: College Organization
Reference: Planning Framework		

College Mission. *Diné bina'nitin áyisít ásiláago binahjí', ólta'í na'nitin náasjí' yee inááhwiidool' álgíí yéego bidziilgo ádiilniít, áko Diné nilinígíí t'áá altso yá'át'éehgo bee bit nahaz'áq dooleel niidzin.* Rooted in Diné language and culture, our mission is to advance quality post-secondary student learning and development to ensure the well-being of the Diné People.

College Vision. *Nihí'ólta'gi, Diné Bibidziilgo Ólta'gi na'nitin ał'áq ádaat'éii ólta'í bee nanitin-ígíí dóo t'áá ha'át'íí shíí bee biká aná'álwo'ígíí bidziilgo dóo bohónéedzágó ádiiniít niidzin. Díí binahjí' Diné bi'ólta'gi óhoo'aah ts'ídá bohónéedzánii bee bit haz'á ilíí dooleel.* Our vision is to improve continuously our programs and services to make Diné College the exemplary higher education institution for the Diné People.


College Principles. *Nihina'nitin, Sa'ah Naaghái Bik'ehózhóón bit hadét'éego, dóo inda Diné yee iiná íl'ínígi át'éego nahasdzáán bikáa'gi dóo yádilhił biyaagi bohónéedzánígi át'éego yee hiná. Díí binahjí' t'áá altsodéé' bik'ihwiinít'ígíí bitah yá'áhoot'éego yee iiná íl'í.* Our educational principles are based on Sa'ah Naaghái Bik'eh Hózhóón, the Diné traditional living system, which places human life in harmony with the natural world and universe. The system provides for protection from the imperfections in life and for the development of well-being.

The principles are four-fold:

- **Nitsáhákees.** Critical thinking. *Baa nitsídziikes.* Apply the techniques of reasoning.
- **Nahat'á.** Planning. *Nahat'á anitsikes bee yáti' doo úshjání óozin.* Develop and demonstrate communication skills. *Nahat'á nahaaldeel.* Demonstrate systematic organization skills.
- **Íiná.** Implementation. *T'áá hó ájitéego hózhóogo oodáát.* Demonstrate self-direction based on personal values consistent with the moral standards of society. *T'áá hó ájitéego hózhóogo oonish.* Demonstrate quality, participation, work, and materials.
- **Siihasin.** Reflection and assurance. *Siinasingo oodáát.* Demonstrate competency. *Siinasin nahaaldeel.* Demonstrate confidence.

College Values. Our employees and students will adhere to the following values to achieve the mission and purposes of the College:


- **T'áá hó ájítego.** Excellence and self-initiative in problem-solving, compassion, setting clear goals, and establishing positive working relationships.
- **Ahíł na'ahnish.** Cooperating and helping one another, keeping all employees well informed, using proper language for communication, respecting one another on equal terms, and honoring K'é.
- **H ídlí.** Respecting the cultural, racial, and gender diversity of the Diné People, maintaining safe, courteous, respectful, and positive learning environments, and valuing inclusiveness.
- **H ééhózin.** Understanding, thoughtfulness, competence, confidence, conscientiousness, and reflectivity for serving the needs of the Diné People.

	<h1>Faculty Handbook</h1>	Section: 100.02
		Policy :
		Adoption date: Effective date:
SUBJECT: Shared Governance	Section: College Organization	
Reference:		

The College is governed by an eight-member Board of Regents. The Board includes one member appointed by the Navajo Nation President from each of the five Navajo Nation agencies, plus the Chairperson of the Education Committee of the Navajo Nation Council, the Navajo Nation Superintendent of Schools, and the President of the Associated Students of Diné College. Appointed members serve six-year terms. The Chairperson of the Health, Education, and Human Services Committee of the Navajo Nation Council (or their designee), the Navajo Nation Superintendent of Schools, and the president of the Associated Students of Diné College serve while they hold their respective offices.

The Board of Regents has overall responsibility to the Navajo Nation Council for the accomplishment of the purposes of the College. It establishes major policies and procedures, and administers the routine and special affairs of Diné College through employment of qualified and competent staff. The College President reports to the Board of Regents. The President provides leadership and management of all College operations and activities.

Governance is shared through the Leadership Council. This group meets regularly to make recommendations to the College's Administrative Team about strategic and operational decisions. Council membership includes faculty representatives, staff representatives, administrators, and student representatives. Members represent and report back to their constituencies.


	<h1>Faculty Handbook</h1>	Section Number: 100.03
		Policy :
		Adoption date: Effective date:
SUBJECT: Handbook Development		Section: College Organization
Reference:		

Information in the Faculty Handbook may be established, revised, or deleted according to the following adoption and revision process:


1. A faculty member, or members, requests for handbook review to the Faculty Association.
2. The Faculty Association reviews the request and, if desired, selects a team of readers-writers to review current policies and procedures related to the matter at hand and best practices at peer institutions.
3. The readers-writers establish a handbook draft and solicit input from stakeholders.
4. The readers-writers integrate input from stakeholders into a preliminary final draft and bring that document before the Faculty Association for its consideration and formal adoption.
5. Once adopted by the Faculty Association, the handbook revision is reviewed and approved by the College President (with assistance from legal counsel and other administrators as needed). Emendations will be sent back to the Faculty Association for consideration.
6. The handbook revision is then reviewed and may be approved by the Board of Regents.

The Faculty Handbook is reviewed on a regular, annual basis by the Academic Chairs. Revisions recommended by the Chairs follow the steps outlined above.

Where policies do not apply or do not exist, the College retains its inherent right to create new policies and manage the College through its administration and Board of Regents.

	<h1>Faculty Handbook</h1>	Section Number: 100.04
		Policy :
		Adoption date: Effective date:
SUBJECT: Semesters and Credit Hours	Section: College Organization	
Reference:		

All academic credits earned are expressed in terms of semester hours. A completed semester hour represents a minimum of eight hundred (800) minutes of contact per credit per semester. The College operates on a semester system and offers a sixteen-week fall semester and sixteen-week spring semester. Courses in the summer are offered as sessions varying from five to ten weeks in length.

	<h2>Faculty Handbook</h2>	Section Number: 200.01
		Policy :
		Adoption date: Effective date:
SUBJECT: Class Cancellations		Section: General Procedures and Information
Reference:		

The decision to cancel classes is taken seriously. The reputation of the College and the integrity of our academic programs rely on every class being conducted according to the schedule. There are future financial ramifications for students and their employers whenever a class is not held.

Inclement Weather Cancellations

Faculty Member Decision to Cancel a Class

Occasionally, weather-related conditions at a faculty member's home make it difficult to travel to the College. In this situation, the faculty member is responsible for notifying students and the division chair directly of the decision to cancel a class. Administrative assistants or other support staff should not be expected to assume this responsibility for any faculty member.

Keep in mind that some students live an hour or more from campus and thus deserve to have cancellation information in advance.

Faculty members should determine the optimal way to contact their students. You should discuss your approach to class cancellation with students well in advance, ideally at the beginning of the semester. You may cancel class by email or phone; if you choose this method, you should solicit an email address and/or phone number from each of your students, asking for the best way to contact them just previous to your class meeting time. Be sure to tell them that the information on the list is expressly for this purpose and will not be shared with anyone.

Finally, you should leave a message for your division administrative assistant so that the division has the information about your cancellation, but you should not assume that student notification will result from this call.

If an institutional decision is made to close the College for inclement weather conditions, faculty members do not need to contact students.

You may try to reschedule a cancelled class, but you should assume that students' own personal schedules may make it difficult or impossible to do this.

Other Cancellations

Anticipated absence


If you know that you will not be present for a class because you will attend a conference or engage in another professional activity, announce this information to your students well in advance – in the syllabus if possible. Discuss alternative activities or assignments with the students and make it clear how the time will be made up.

Emergency Absence


Occasionally a medical or personal emergency arises which necessitates your canceling a class at the last minute. There are many variables involved in this kind of situation: meeting time of the class (day/evening), time remaining before the class meets, residential/nonresidential status of students, and class size. It is your responsibility to use good judgment to make the best of this unfortunate situation.

If you can notify your students individually by phone or email, this is the best alternative (obviously, the “hotline” system will not work for emergency absences). If your situation prevents you from doing this and the emergency occurs at a time when your academic administrative assistant is at the College, you should call her/him and ask her/him to notify the students in your class. Be sure to call your Chair so that a cancellation notice can be placed on the classroom door and a message left with the Dean’s office (extension 6623). Do not call the College general number for an emergency absence.


Any emergency absence should be reported to the Division Chair and to the Dean as soon as possible, either by the faculty member or the administrative assistant.

	<h2>Faculty Handbook</h2>	Section Number: 200.02
		Policy :
		Adoption date: Effective date:
SUBJECT: Children on Campus	Section: General Procedures and Information	
Reference: 3P Manual 400.07		


The College does not provide child-care services. Students, faculty, and staff are expected to arrange for their personal child-care so as to prevent the involvement of the College. Students, faculty, and staff may not bring children to class. Students, faculty, and staff may not leave children unattended on campus. Faculty may include this policy in their course syllabi. Faculty should not bring children to the workplace or the classroom. Exceptions to this general rule can be found in the 3P Manual, Section 400.07.

	<h1>Faculty Handbook</h1>	Section Number: 200.03
		Policy :
		Adoption date: Effective date:
SUBJECT: Collection of Money	Section: General Procedures and Information	
Reference:		


Faculty and staff members must not collect money from students for any purpose without approval of the Academic Dean. All funds must be deposited with the Accounting Department.

	<h2>Faculty Handbook</h2>		Section Number: 200.04
			Policy :
			Adoption date: Effective date:
SUBJECT: Drugs and Alcoholic Beverages		Section: General Procedures and Information	
Reference: 3P Manual 400.04			


College policy and Navajo Nation laws prohibit the possession, sale, or consumption of alcoholic beverages on campus. In addition, illegal use or possession of drugs on campus or at any College-related activity or field trip off campus is also prohibited. Violation of these policies will lead to disciplinary action up to and including discharge from the College. For additional information, please refer to Section 400.04 of the 3P Manual.

	<h1>Faculty Handbook</h1>	Section Number: 200.05
		Policy :
		Adoption date: Effective date:
SUBJECT: Emergencies	Section: General Procedures and Information	
Reference: Emergency Response Plan		


Emergencies should be reported at once to Campus or Center Security. In the event of fire, bomb alert, storm, medical, or other emergency, follow the procedures specific to each Campus and Center posted in all classrooms and offices. Please refer also to the Diné College Emergency Response Plan.

	<h2>Faculty Handbook</h2>	Section Number: 200.06
		Policy :
		Adoption date: Effective date:
SUBJECT: Facilities, Equipment, and Vehicles	Section: General Procedures and Information	
Reference: 3P Manual 300.07		


College facilities, equipment, and vehicles may only be used for College business. Please refer to Section 300.07 of the 3P Manual for specific guidelines.

	<h2>Faculty Handbook</h2>	Section Number: 200.07
		Policy :
		Adoption date: Effective date:
SUBJECT: Keys	Section: General Procedures and Information	
Reference:		


Office and classroom keys for faculty members are issued by the Maintenance Department as requested by the Division Chair. Faculty members must not transfer the keys to other persons. When no longer needed, the keys are turned into the Chair who must return them to Maintenance. Lost keys should be reported immediately to the Chair. Duplicates must be made only by Maintenance. There will be a charge for replacing any lost key.

	<h2>Faculty Handbook</h2>	Section Number: 200.08
		Policy :
		Adoption date: Effective date:
SUBJECT: Libraries and Learning Centers	Section: General Procedures and Information	
Reference:		


The College's Libraries and Learning Centers provide resources and services to support classroom instruction. Resources include access to College holdings as well as access to online resources and materials (interlibrary loan) from other libraries. Equipment, staff assistance, and training are available to support Instructional Technologies. Some services include: research/reference support, circulation/reserves, library/internet instruction, internet access, training/support of classroom instructional technologies, distance learning technical support, and a collection of materials to support your classes. Inter-library loan services for the College's Centers are arranged through the Tsaile and Shiprock Libraries. For more information about the Libraries and Learning Centers and how to take advantage of resources and services, consult the College's website or contact your campus Library and Learning Center staff.

	<h2>Faculty Handbook</h2>	Section Number: 200.09
		Policy :
		Adoption date: Effective date:
SUBJECT: Media Releases	Section: General Procedures and Information	
Reference:		


All media releases must be reviewed and approved by the Office of Institutional Advancement. This includes releases for newspapers, radio, television, and the College's social media.

	<h2>Faculty Handbook</h2>	Section Number: 200.10
		Policy :
		Adoption date: Effective date:
SUBJECT: Missing, Lost, or Stolen College Property	Section: General Procedures and Information	
Reference: Appendix A		


Campus Security and your supervisor must be notified and an incident report filed immediately if College property is missing, lost, or stolen. See Appendix A for the Lost Property Report form.

	<h2>Faculty Handbook</h2>	Section Number: 200.11
		Policy :
		Adoption date: Effective date:
SUBJECT: Smoking and Tobacco Products	Section: General Procedures and Information	
Reference:		


Consistent with Navajo Nation law, smoking is prohibited inside and within a twenty-five foot distance of all College buildings.

	<h2>Faculty Handbook</h2>	Section Number: 300.01
		Policy :
		Adoption date: Effective date:
SUBJECT: Academic Freedom	Section: Professional Responsibilities	
Reference: 3P Manual 200.04		


Academic freedom at the College provides for freedom of expression within the context of the College's Sa'ah Naaghái Bik'eh Hózhóón mission. Academic freedom of voice and expression is defined in accordance with the belief and mores of the community that the College serves. Freedom of inquiry and freedom to dissent are consistent with the values of Diné society and with the intellectual vigor of Diné College. For a more complete description please refer to section 200.04 of the 3P Manual.

	<h1>Faculty Handbook</h1>	Section Number: 300.02
		Policy :
		Adoption date: Effective date:
SUBJECT: Advising	Section: Professional Responsibilities	
Reference:		

All full-time faculty members are expected to serve as student advisors. This means being available during designated registration days and posted office hours for this purpose. The duties include assisting in registration, offering advice for career options, following the academic progress for each student, assisting in transferring to a four-year institution, and helping students petition to graduate. It is the duty of the faculty to be fully cognizant of the course offerings, course sequence and degree checklists for all of the options offered in their division. It is the obligation of faculty members to coordinate with the Chair to ensure the accuracy and completeness of their knowledge in these areas. They should make reasonable efforts, working with the Chair, to meet face-to-face with their advisees to promote students' academic progress.

	<h2>Faculty Handbook</h2>	Section Number: 300.03
		Policy :
		Adoption date: Effective date:
SUBJECT: Assessment	Section: Professional Responsibilities	
Reference: Appendix B		

Faculty are required to participate in Assessment through planning, contributing of artifacts, and data analysis in the development of their division’s plans for program and course assessment, including an annual assessment retreat as well as related College-wide training and inter-campus meetings. See “Structures and Roles that Support Assessment” in the College’s Institutional Assessment Plan, relevant portions of which are included in Appendix B.

	<h1>Faculty Handbook</h1>	Section Number: 300.04
		Policy :
		Adoption date: Effective date:
SUBJECT: Committees	Section: Professional Responsibilities	
Reference:		


Faculty members are assigned by Chairs to one or more College committees. Faculty serve on the committees for two years. Committee Chairs are elected by committee members. Operating statements for each committee, outlining the mission, goals, and activities of the committee, are posted on the College's Intranet site. The Committees include the following:

Academic Committees


- Academic Standards
- Curriculum
- General Education
- Distance Education
- Student Learning and Assessment

College Service Committees

- Housing
- Leadership Council
- Planning and Accreditation
- Student Life


	<h2>Faculty Handbook</h2>	Section Number: 300.05
		Policy :
		Adoption date: Effective date:
SUBJECT: Communications	Section: Professional Responsibilities	
Reference:		

Email is the College's preferred method of communication between faculty and staff. Faculty members are expected to use the email account provided by Diné College's Information Technology Department. Important messages and notices will be sent to this email address. You are expected to access this account regularly and communicate with all College stakeholders – faculty colleagues, Chair, staff members, and administrators – on a timely and professional basis while on and off contract.


	<h2>Faculty Handbook</h2>	Section Number: 300.06
		Policy :
		Adoption date: Effective date:
SUBJECT: Disappearing Task Forces	Section: Professional Responsibilities	
Reference:		

In addition, faculty may elect to serve on, or be assigned by, the Chair, Academic Dean, or Chief Academic Officer to a project specific Task Force as may be needed.


A Disappearing Task Force (DTF) is a group of faculty, students, and or staff who volunteer, or may be assigned by the Academic Dean, Chief Academic Officer, College President, or a Chair, for a specific purpose for a finite period of time. Once the task of the DTF is accomplished, the group is disbanded.

	<h1>Faculty Handbook</h1>	Section Number: 300.07
		Policy :
		Adoption date: Effective date:
SUBJECT: Faculty Association		Section: Professional Responsibilities
Reference: Appendix C		


The purpose of the Faculty Association (FA) is to serve as an advocate for and representative of the College faculty to the Leadership Council, College administration, Board of Regents, and College community with respect to all academic and professional matters. Officers are elected annually. The FA President is a voting member of the Leadership Council. The FA President shall also serve as the faculty representative to the Board of Regents pursuant to 10 N.N.C. § 2009. See Appendix C for a copy of the Faculty Association Constitution and By-laws.

	<h1>Faculty Handbook</h1>	Section Number: 300.08
		Policy :
		Adoption date: Effective date:
SUBJECT: Grant Activities	Section: Professional Responsibilities	
Reference:		

Faculty members are encouraged to take the initiative to apply for, procure, and manage grants. In all cases, grant projects should serve to advance the mission of the College, its strategic goals, and the goals and learning outcomes of the College’s academic programs. Grant proposals must be reviewed and approved internally according to timelines and procedures spelled out in the “Contract or Grant Planning and Approval Form,” available at the Office of Institutional Advancement. The form must be submitted 10 working days prior to the grant application deadline. For complete information, consult the College’s Office of Institutional Advancement.

	<h1>Faculty Handbook</h1>	Section Number: 300.09
		Policy :
		Adoption date: Effective date:
SUBJECT: Non-Discrimination		Section: Professional Responsibilities
Reference: 3P Manual 900.03		


Except as required by the Navajo Preference in Employment Act, it is a violation of College policy to discriminate against faculty, staff or students. Discrimination can include disparate treatment directed toward an individual or group of individuals, based on race, color, ethnicity, creed, religion, sex, age (40 and over), marital status, sexual orientation, national origin, veteran status, physical or mental disability, or other protected class, that adversely affects an individual's employment or education. For additional information, please refer to Section 900.03 of the 3P Manual.

	<h2>Faculty Handbook</h2>	Section Number: 300.10
		Policy :
		Adoption date: Effective date:
SUBJECT: Outside Employment and Activities		Section: Professional Responsibilities
Reference: 3P Manual 900.07 and 300.05		

Faculty members are expected to devote their best efforts to achieve the mission and goals of the College.


- Full-time faculty members must not engage in any occupations, pursuits, or endeavors (on part-time or full –time basis) that will interfere with the regular and punctual discharge of their official duties.
- Outside employment should not take priority over College functions at which a faculty member should be present.
- Equipment, supplies, materials, or clerical services of the College may not be used in the furtherance of outside work.
- The faculty member must consult with and receive written approval from both her or his Chair, the Academic Dean, and the Department of Human Resources before accepting a commitment to engage in any outside work or consulting for pay during the time period covered by her or his faculty contract.
- At the beginning of the academic year, each faculty member should review with her or his Division Chairperson and Dean of Academics before any anticipated commitments involving work for outside pay.

For additional information concerning outside employment and conflicts of interest, please refer to Sections 900.07(B)(6) and 300.05 of the 3P Manual.

	<h1>Faculty Handbook</h1>	Section Number: 300.11
		Policy :
		Adoption date: Effective date:
SUBJECT: Personnel File	Section: Professional Responsibilities	
Reference:		

Faculty members must have on file at the Department of Human Resources the following:


- Completed application for employment at the College.
- Current curriculum vita.
- Official transcripts for all degrees.
- Credentials checklist.
- FERPA course certification.

	<h2>Faculty Handbook</h2>	Section Number: 300.12
		Policy :
		Adoption date: Effective date:
SUBJECT: Professional Relationships with Students		Section: Professional Responsibilities
Reference: 3P Manual 400.03		

Faculty members have a professional and ethical responsibility to protect the interests of students, to respect the trust involved in the faculty-student relationship, and to accept the constraints and obligations inherent in that responsibility. The development of such relationships must be governed by professional ethics.


The College discourages faculty entering into a personal relationship of a sexual and or romantic nature with currently enrolled students, and faculty are prohibited from becoming romantically involved with a student over whom they have direct authority or the authority to influence their educational conditions. Due to an inherent inequity of power it is likely to create problems in maintaining the boundaries of professional and personal life. Such relationships can also disrupt the teaching and learning environment for other students and colleagues.

Refer to Section 400.03 in the 3P Manual in reference to the Employee-Student Fraternization policy.

	<h1>Faculty Handbook</h1>		Section Number: 300.13
			Policy :
			Adoption date: Effective date:
SUBJECT: Scholarship		Section: Professional Responsibilities	
Reference:			

The College encourages faculty members to be active scholars whose research is of high quality and service to the Navajo Nation. Scholarship takes a variety of forms and is presented to the public in a variety of ways: the development of oral narratives and presentations to local and regional audiences; the publication of original research in professional journals; the publication of books; the presentation of papers at scholarly conferences; performances and gallery exhibitions; and grant proposals, to name a few. Facilitation of original student research, and the development of textbooks, workbooks, computer software, and other teaching resources are other kinds of scholarship. Evidence of such scholarly contributions is favorably considered in faculty members' annual performance evaluation.

NOTE: Although the College may be able to support some such scholarship there is no obligation by the College to do so and therefore faculty may have to conduct this on their own time and with their own funds.


	<h2>Faculty Handbook</h2>	Section Number: 300.14
		Policy :
		Adoption date: Effective date:
SUBJECT: Sexual Harassment		Section: Professional Responsibilities
Reference: 3P Manual 900.04; Appendix D		

Sexual harassment is a form of discrimination. It consists of unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature such as when a) submission to such conduct is made either implicitly or explicitly a term or condition of an individual's employment or education, b) submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting that person, or c) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment.

When they occur between teacher and student or supervisor and supervisee, even consensual sexual or romantic relationships may involve an abuse of power. Although it may be argued that negative consequences to the participants did not result, such romantic liaisons can potentially create a conflict of interest or use of academic or supervisory leverage to maintain or promote the relationship. Another area of potential trouble or liability involves perceptions of a "third-party" who may feel that the only way to receive opportunities is to engage in a sexual liaison.

A faculty member who believes that he or she has been sexually harassed may file a complaint at the Department of Human Resources. Please refer to section 900.04 in the 3P Manual for a full discussion.


See Appendix D for a copy of the College's Harassment Complaint form.

	<h1>Faculty Handbook</h1>	Section Number: 400.01
		Policy :
		Adoption date: Effective date:
SUBJECT: Attendance Records	Section: Academic Policies and Procedures	
Reference:		

Faculty are required to keep student attendance records. Attendance may or may not be considered in grade calculation, but the records must be kept.

Attendance and instructor drop policies must be stated in course syllabus. These policies should clearly state the relationship between attendance and grades. Instructors are encouraged to drop students with excessive absences from a course, especially students with several consecutive absences in the first three weeks of the semester.


Whether or not to drop students upon request after the student drop period has passed (but prior to the instructor drop period) is a decision of the faculty member. If instructor drops will not be given upon student request, this should be stated in the course syllabus.

	<h2>Faculty Handbook</h2>	Section Number: 400.02
		Policy :
		Adoption date: Effective date:
SUBJECT: Course Cancellation	Section: Academic Policies and Procedures	
Reference:		


When there is insufficient enrollment, unavailability of an instructor, or budgetary constraint, the Dean in consultation with the appropriate Chair has the right to cancel the course by the end of the first week of classes. Students enrolled in a course that is cancelled will be dropped automatically and notified to see their advisor.

Priority of keeping classes open:

- Course needed for graduation for current or the next semester
- Course needed to follow the two-year AA or four-year BA graduation plan.
- Course needed has not been offered within the last year.
- It is a highly technical or a highly specialized course for a limited number of students and will not likely meet the minimum requirement and has not been offered during the same academic year.

	<h1>Faculty Handbook</h1>	Section Number: 400.03
		Policy :
		Adoption date: Effective date:
SUBJECT: Capping Class Enrollment		Section: Academic Policies and Procedures
Reference:		

Optimal class size is between 20 and 30. Capping class size is based on classroom capacity, course content, and safety. The Dean sets the cap and must give approval for raising it. Decisions about optimal class size must be made in consultation with faculty of the affected class, but are ultimately up to the discretion of the Dean.

	<h1>Faculty Handbook</h1>	Section Number: 400.04
		Policy :
		Adoption date: Effective date:
SUBJECT: Class Schedules	Section: Academic Policies and Procedures	
Reference:		

In creating course schedules, faculty members will work with their Chair and consider the following:

- Established course sequences.
- The requirement that divisions offer courses at different times (mornings, afternoons, and evenings), including weekends, and via different modes (e.g., ITV and online) based on student needs.


This schedule may be submitted to the Chair in any format acceptable under division guidelines. Use of digital (i.e., computerized) Course Scheduling Request forms (“CSRs”) by faculty members is encouraged.

Requests for teaching any course that is less than 16 weeks during the fall or spring semesters must be accompanied by a justification. The Chair will make the final determination.

Chairs, with Administrative Assistants, are responsible for submitting an all-division CSR to the Dean’s office by the established deadline.

Chairs consult with Center Directors about course offerings and schedules. Chairs make final decisions about course offerings, schedules, and staffing.


These guidelines will be changed and revised when the use of College-wide scheduling software is implemented.

	<h2>Faculty Handbook</h2>	Section Number: 400.05
		Policy :
		Adoption date: Effective date:
SUBJECT: Copyrights	Section: Academic Policies and Procedures	
Reference: 3P Manual 200.02		

The only course of action for those planning to use copyrighted materials is to obtain advance permission for such use from the copyright holder. Many copyright holders are willing to grant permission to copy their materials for academic use, especially if the materials are no longer commercially available (e.g., out-of-print books). Faculty contemplating such use should begin by contacting the publisher or distributor of the materials.

Faculty who seek to put together a course packet will need to consult with the appropriate Chair.

See section 200.02 in the 3P Manual for details about intellectual property rights.

	<h1>Faculty Handbook</h1>	Section Number: 400.06
		Policy :
		Adoption date: Effective date:
SUBJECT: Counseling Services Referrals	Section: Academic Policies and Procedures	
Reference: Appendix E		


Student Services provide an array of counseling services for students. Services include disability accommodations and counseling services.

A student who has learning difficulties that a faculty member is not trained to address should be referred to the Retention Specialist or Disability Coordinator. These persons will work with the Learning Center to set up support services, as required.

Students who may be dealing with challenging psychological or social issues can be referred to Student Services' Counseling Department. The counselor may refer the student to the mental health services or other appropriate agencies.


It is important to refer students in a timely fashion to impact their performance and well-being.

See Appendix E for the Counseling Services Referral form.


	<h1>Faculty Handbook</h1>	Section Number: 400.07
		Policy :
		Adoption date: Effective date:
SUBJECT: Disruptive Activities	Section: Academic Policies and Procedures	
Reference: Appendix F; Student Code of Conduct		

Addressing disruptive behavior in the classroom is left to the discretion of the individual faculty member. If a student displays such behavior, the faculty member should deal with it early and directly by speaking to the student. If it continues to be a problem, the faculty member may ask the student to leave the classroom and should report the student to the appropriate Chair who in turn will make a report to the Academic Dean. Written documentation should be kept for each instance of disruptive behavior, including how it was addressed. At the faculty member's request and with appropriate documentation, the Academic Dean will administratively withdraw the student from class or classes.

Refer to the Student Code of Conduct. See Appendix F for the Incident Report Form.

	<h1>Faculty Handbook</h1>	Section Number: 400.08
		Policy :
		Adoption date: Effective date:
SUBJECT: Equipment and Supplies	Section: Academic Policies and Procedures	
Reference:		

The use of all audio-visual equipment for instructional purposes is coordinated by the Chair and faculty member. Instructional supplies may be ordered by faculty members through purchase requisitions approved by the Chair. Reimbursements are not guaranteed without the Chair's prior approval. Faculty members are not responsible for providing supplies to students.

	<h1>Faculty Handbook</h1>	Section Number: 400.09
		Policy :
		Adoption date: Effective date:
SUBJECT: Field Trips	Section: Academic Policies and Procedures	
Reference: Appendix G		


Faculty members may schedule learning experiences away from the College for which student attendance may be required. Such experiences should have the prior approval of the Chair, and students must be informed of the event in the course syllabus. Syllabus information should include, where possible, the purpose of the activity, travel logistics (including itinerary and schedule of events), risks, and any financial responsibilities of the student.

The faculty sponsor must ensure that students complete the Class Release form at least two weeks prior to the trip, which serves to notify the students' other instructors about the field trip and gain their approval for the students to participate. The Class Release Form must be returned to the Registrar, who checks the academic standing of each possible field trip participant. Only those students in good academic standing may participate in the trip.

Each student who has been approved for the trip must complete a Field Trip Expectations and Obligations form. This form spells out trip logistics, expectations and obligations, and emergency contacts. It must be compiled by the faculty sponsor, and turned into the Chairperson, prior to the trip.

If the sponsor(s) intends to use a school vehicle for the trip, there are additional travel request forms to complete. They are available from the Chair and General Services. The Chair is responsible for ensuring faculty compliance with this policy.

See Appendix G for the Field Trip forms. These forms must be modified by the faculty sponsor(s) to fit the specific details of the trip.

	<h1>Faculty Handbook</h1>	Section Number: 400.10
		Policy :
		Adoption date: Effective date:
SUBJECT: Grading	Section: Academic Policies and Procedures	
Reference: Appendix G		


The faculty report academic achievement in letter grades and quality points, as follows:

A	Superior	4
B	Above Average	3
C	Average	2
D	Poor	1
F	Fail	0
AU	Audit	0
W	Withdrawn (input by registrar)	0
I	Incomplete (with appropriate Incomplete grade form)	0
IP	In progress (Developmental courses only)	0

It is the responsibility of each faculty member to use the above system and to determine the requirements for each grade in each of her or his courses. Faculty must enter final grades online by the deadlines established in the semester calendar and posted by the Registrar's office.

A faculty member should request a change of grade only when it is clearly justified. If a change is justified, it must be requested on a Change of Grade form with clear justification given; and it must be approved by the Chair and Academic Dean. If a student requests a change of grade which is denied by the instructor the student has the right of appeal. Please refer to the student grade appeal form included in the appendix which includes the step by step process needed to be followed by both the student and instructor. The Academic Standards Committee is the final step of the appeal process. The appeal ends with the Committee's decision.


All faculty members must keep records for two years that justify students' grades.

	<h1>Faculty Handbook</h1>	Section Number: 400.11
		Policy :
		Adoption date: Effective date:
SUBJECT: Incompletes	Section: Academic Policies and Procedures	
Reference: Appendix H		


An “I” indicates that the student was doing satisfactory work but, for reasons beyond her or his control, was unable to meet the full requirements of the course during the semester scheduled. The faculty member assigning the “I” has the responsibility of submitting to the registrar’s office the proper forms describing the work to be completed. This documentation is to be filed with the Registrar’s office at the time grades are posted. A completed copy of the form “Incomplete Grade Assignment” must be submitted to the Registrar’s office at the time a grade of Incomplete (I) is assigned, and the copy must be attached to the “Change of Grade” form when the “I” is later cleared. The student must complete and submit all work by the end of the following semester.

Students who stop attending class prior to midterm should withdraw from the course. A grade of “I” cannot be assigned in this situation. An incomplete must be removed before the end of the following year whether or not the student is enrolled; otherwise, the incomplete will be recorded as an F. A time extension for completing an incomplete requires a written request by the instructor to the Dean of Academics explaining the unpreventable delay and written approval must be given by the Dean for this extension. The extension must be requested prior to the end of the semester in which the incomplete would be automatically changed.


See Appendix H for the Incomplete forms.

	<h2>Faculty Handbook</h2>	Section Number: 400.12
		Policy :
		Adoption date: Effective date:
SUBJECT: Independent Study	Section: Academic Policies and Procedures	
Reference:		


An independent study course may be offered by full-time faculty if a student needs a course for graduation and there is not sufficient enrollment for the course to be offered. A student must receive permission from the Dean of Academics to enroll in an independent study course. Faculty of record are required to document the student's progress. Students should be advised that an Independent Study course will be so designated on their transcript and may not provide transfer credits.

	<h1>Faculty Handbook</h1>	Section Number: 400.13
		Policy :
		Adoption date: Effective date:
SUBJECT: In Progress Grades (IP)	Section: Academic Policies and Procedures	
Reference:		

This grade indicates that the student has met attendance requirements and has worked continuously toward meeting the objectives of the course but must re-enroll in the course the next semester that the course is offered. The IP may be given only once for the same course and only in developmental courses in Reading, Writing, and Math.

	<h1>Faculty Handbook</h1>	Section Number: 400.14
		Policy :
		Adoption date: Effective date:
SUBJECT: Office Hours	Section: Academic Policies and Procedures	
Reference:		


Faculty are required to schedule five office hours per week that accommodate the needs of the students. Faculty should also announce their office hours and the location of their office at the first class meeting. Office hour information must be posted outside the office as well as stated in the course syllabus.

	<h1>Faculty Handbook</h1>		Section Number: 400.15
			Policy :
			Adoption date: Effective date:
SUBJECT: Placement Testing		Section: Academic Policies and Procedures	
Reference:			

The College requires all new students to take the reading, writing, and math placement tests prior to or during registration to determine class placement. Students are expected to accept the course placement indicated by their tests scores. However, if students feel they should be placed into a higher course, they can challenge the tests. If a faculty member in a developmental class recommends (based on a writing sample or other academic indicator) that a student be exempted from a course in the developmental sequence, that student may be moved ahead with concurrence of the Chair.

Only a Chair, in consultation with the affected faculty member(s), may override a student placement.


Exceptions may be made for transfer students who have successfully completed English, Math, or Reading at another institution. For all students, a passing score on the reading test or evidence of successful completion of the College's series of reading courses is required for graduation.

	<h1>Faculty Handbook</h1>	Section Number: 400.16
		Policy :
		Adoption date: Effective date:
SUBJECT: CONFIDENTIALITY	Section: Academic Policies and Procedures	
Reference: 3P Manual 300.06		


Without the written consent of the student, disclosure of confidential information from student records to faculty members is limited to those records in which the faculty member has a legitimate educational interest. Legitimate educational interest is determined by the Office of the Registrar, where the student records are maintained.

All faculty members must be certified in familiarity with FERPA, as determined by successful completion of an online training course. Record of completion of the course will be maintained in faculty members' files in Human Resources.

For additional information, please refer to the College's confidentiality policy, found in Section 300.06 of the 3P Manual.

	<h1>Faculty Handbook</h1>	Section Number: 400.17
		Policy :
		Adoption date: Effective date:
SUBJECT: Speakers and Guests	Section: Academic Policies and Procedures	
Reference:		

Faculty members are encouraged to invite outside experts to conduct relevant class presentations. Chairs should be consulted for budgetary details.

	<h1>Faculty Handbook</h1>		Section Number: 500.01
			Policy :
			Adoption date: Effective date:
SUBJECT: Centers and Programs		Section: Curriculum and Assessment	
Reference:			

The College offers a variety of certificate and degree programs. The programs are organized within eight academic centers and divisions.

Arts and Humanities

- Fine Arts, A.A.

Business, Applied Sciences, Economics, and Technology

- Business: Tribal Management and Economic Development, B.A.
- Business Administration, A.A.
- Computer Information Systems, A.A.
- Business Management, A.A.S.
- Office Administration, A.A.S.
- Office Technology, Certificate
- Small Business Management/Entrepreneurship Certificate

Center for Diné Studies

- Diné Studies, A.A.
- Navajo Language, AA.

Center for Diné Teacher Education

- Early Childhood Education, A.A.
- Education, A.A.
- Elementary Education, B.A.

English

- Liberal Arts, A.A.

Math, Physics, and Technology


- Science Degree with Mathematics or Physics Option, A.S.

Science

- Science Degrees with Options, A.S.

Social & Behavioral Sciences

- Social Science, A.A.
- Social Work, A.A.

	<h1>Faculty Handbook</h1>	Section Number: 500.02
		Policy :
		Adoption date: Effective date:
SUBJECT: Course Syllabi	Section: Curriculum and Assessment	
Reference: Appendix I		

Each faculty member is required to complete a course syllabus for each course taught, a copy of which should be kept on file within the division. The course syllabus should include:

- Course title, number, and credits
- Semester

- Instructor
- Office location
- Office hours
- Office phone
- Email

- Pre-requisites
- Required lab (if any)

- Class meeting times & location
- Course description (directly from College Catalog)
- Course outcomes as related to SNBH
- Course outcomes (as determined by the division)


- Required texts
- Supplemental texts

- Course schedule
- Assessments
- Evaluation procedures
- Grading scale

- Reference to the Student Code of Conduct and the College Catalog (use the language in the syllabus template)

- Prepared by
- Reviewed by (Chair)

See Appendix I for the Course Syllabus template.

	<h1>Faculty Handbook</h1>	Section Number: 500.03
		Policy :
		Adoption date: Effective date:
SUBJECT: Textbook Selection and Ordering		Section: Curriculum and Assessment
Reference: Appendix J		

The purpose of this procedure is to ensure appropriate timely arrival of textbooks and better prices for student textbook buy-backs. Timely submission of textbook adoptions provides students the opportunity to sell their textbooks back to the College Book-stores. Buy-back of textbooks can only be offered if the text is listed as being used the next semesters.

- The deadline for faculty and divisions to submit textbook adoptions to the Dean for summer and fall is March 15.
- The deadline for faculty and divisions to submit textbook adoptions to the Dean for spring is October 15.

Faculty Textbook Adoption Submission Process – All Locations

All faculty on the main College Campus and College Centers are to submit textbook adoptions using the “Book Adoption Request Form” to their respective Division Chairperson two weeks before the deadline dates to ensure the division meets the deadline dates. Information provided by faculty on the “Book Adoption Request Form” must include:

- **Course and section number:** course must be listed on course schedule as offered for the semester.
- **Course title:** name of course instruction for the Book Adoption Request.
- **Term:** indicate Summer I/II sessions, Fall or Spring semester by a check mark.
- **Expected class size:** indicate the maximum student enrollment for the course.
- **Title:** textbook title.
- **Author:** full Name(s) of textbook author.
- **Edition:** use of the most current edition.
- **ISBN:** International Standard Book Number (13 digit version, if available). If the ISBN is not available, indicate if the text is a Custom Textbook or Supplemental Materials.
- **Publisher:** name of the publisher of the textbooks or supplemental materials.
- **Required:** indicate “yes” or “no” if the textbook is required for the course.
- **Special instructions:** include additional information on form – Examples:
 - Indicate if the textbook is a “Bundle” where the textbook will be packaged together with supplemental material or software and to be purchased for one price or “Unbundled” where the textbook, supplemental material or software will be purchased separately.

- Indicate if the textbook is available in electronic book format.
- Indicate if any information that is not listed above is to be disclosed.

Faculty must sign the “Book Adoption Request Form” and submit to respective Division Chairperson for approval. Classes on the course schedule that indicate “Staff” or “TBA” as the instructor will not be processed.

Division Chairperson Textbook Adoption Process

Each Division Chairperson must submit all of her or his division’s faculty textbook adoptions using the “Master Textbook Adoptions by Division Form” the Academic Dean one week before the deadline dates to ensure the deadline dates are met to the Bookstore Manager (this spreadsheet form is available from the Dean’s office).

- Division Chairperson is to verify and approve on each Book Adoption Request Form:
 - All textbook information for faculty textbook adoption submitted.
 - Use of most current edition.
 - Class size once declared is not changed.
 - Use of standardized textbooks or course materials for certain courses.
- Information provided by each individual faculty on the “Book Adoption Request Form” must be compiled onto the “Master Textbook Adoptions by Division Form” prior to submission.
- Division Chairperson must verify that all faculty members have received a “Book Adoption Request Form” for each course and course section under their respective academic discipline.

Division Chairperson must sign the “Master Textbook Adoptions by Division Form” attach the individual “Book Adoption Request Forms” and submit to the Academic Dean for approval.

Academic Dean Textbook Adoption Process

The Academic Dean is to receive the signed “Master Textbook Adoptions by Division Form” attached with the individual “Book Adoption Request Forms” from each Division Chairperson before the deadline dates.

- Academic Dean is to review and approve each “Master Textbook Adoption by Division Form.”
- Final approval for all textbook adoptions is made by the Academic Dean.
- All textbook adoptions are submitted by the Academic Dean only.
- All additions or deletions of textbook adoptions once submitted to the Tsaille Bookstore are prepared and approved by the Academic Dean.
- All notifications to cancel textbook orders due to cancellation of a course must be made by the Academic Dean. Notification must be submitted to Tsaille Bookstore within the day the course was cancelled.


After review by the Academic Dean, each “Master Textbook Adoption by Division Form” is signed and submitted to the Tsaille Bookstore Manager including each individual “Book Adoption Request Form” on or before the deadline date.

Tsaile Bookstore Textbook Adoption Process

All “Master Textbook Adoption by Division Forms” attached with the individual “Book Adoption Request Form” are received from the Academic Dean for processing of book orders. Once received purchase requisitions are prepared by the Bookstore Manager and forwarded to Finance and Accounting for purchasing following the College procurement procedures. Dependent upon the textbook adoptions received by the deadline date, book buyback are offered to students.

- Information on any changes or adjustments on textbook orders encountered by Purchasing during the procurement process is forwarded to the Bookstore Manager and the Academic Dean is notified.
- All changes or adjustments that are required to be made must be reviewed, approved and prepared by the Academic Dean.
- All “Book Adoption Request Forms” submitted directly to Tsaile Bookstore will be routed to the Academic Dean for review and approval.
- Textbooks ordered and received that are processed within the deadline timeline will be distributed to College Centers prior to the start of classes.
- All textbook inventory is accounted for at the Tsaile Bookstore.
- College Centers are required to return all textbooks not purchased by students to Tsaile Bookstore before midterm exams for the economic benefit of the College. Due to the stringent timeline set by publishers, textbooks may be returned to Tsaile Bookstore sooner.
- Textbook inventory in excess is returned to publishers for credit if not used for the next semester.


See Appendix J for the Book Adoption Request form.

	<h2>Faculty Handbook</h2>	Policy :
		Adoption date: Effective date:
SUBJECT: Changes in Curriculum	Section: Curriculum and Assessment	
Reference: Appendix K		


Steps for adding to, modifying, and deleting courses and programs in the College curriculum are spelled out below. The College’s New Program Proposal, Program Modification, New Course Proposal, and Course Modification forms are provided in Appendix K.

- The faculty member proposing a new course or program should submit a “New Program Proposal” or “New Course Proposal” to the Chair by February 15.
- Modifications to existing courses and programs may be proposed on the “Course Modification form” and “Program Modification form.”
- The Curriculum Committee must approve new courses and new programs and modifications to existing courses and programs by a majority vote.
- It is the responsibility of the Curriculum Committee to act upon all proposals for new programs and courses and modifications to existing courses and proposals by April 1.
- Following approval of the Curriculum Committee, new program proposals are forwarded to the College President and Board of Regents for consideration and approval. Once a new program has been approved, it is the responsibility of the Chief Academic Officer to implement the new program.

Course and program descriptions that work from approved additions, modifications and deletions to the curriculum must be sent from the Curriculum Committee to the Registrar by May 1 to ensure for timely production of the College Catalog.

	<h1>Faculty Handbook</h1>	Section Number: 500.05
		Policy :
		Adoption date: Effective date:
SUBJECT: College Catalog		Section: Curriculum and Assessment
Reference:		

Working with the Curriculum Committee, Academic Standards Committee, and Administrative Team, the Chief Academic Officer coordinates the production of the College Catalog. The deadline for all proposed changes to the Catalog is May 1. The Catalog is made available in online and hard-copy versions by July 1.

	<h1>Faculty Handbook</h1>	Section Number: 600.01
		Policy :
		Adoption date: Effective date:
SUBJECT: Job Descriptions		Section: Faculty Personnel Matters
Reference:		

Job descriptions for Instructor, Adjunct Faculty, Division Chair, and Standing Committee Chair include the following duties, as outlined below.

Instructor

Instructors' duties include, but are not limited to, the following:

- a. Provide instruction and curriculum (as spelled out in the faculty contract).
- b. Assessment of courses and programs in the instructor's respective discipline(s) and academic division(s).
- c. Academic advising and mentoring.
- d. Service on committees.
- e. Service to the College through student organization advising, service learning, and taskforces.
- f. Other assignments such as grant management, research, or specific academic endeavors as approved by the instructor's immediate supervisor and/or line of authority.

Adjunct Faculty

An instructor contracted to teach less than a full-time credit load with no other assigned duties for one semester. She or he will contribute to the division's program assessment plan and activities as spelled out in the course syllabus template.

Division Chair

Chairs are nominated by the division's faculty and confirmed by the Academic Dean. They serve for two to four years or longer by mutual agreement of the Chair, faculty, and Dean. Their duties include, but are not limited to, the following:


- a. Provide instruction and review and update curriculum as necessary to ensure alignment with articulation agreements. Times, days, and sites for teaching vary and mode of delivery may include distance education. Chairs shall have a twelve (12) hour instructional workload per academic year. As Diné College is a multi-site College, Chairs may be required to teach at sites other than a College campus.
- b. Conduct annual assessment of courses and programs in the Chair's division.
- c. Manage the division's degree programs by overseeing the development, implementation, and evaluation of academic programs.

- d. Ensure that academic advisement services are conducted in a consistent and quality manner.
- e. Participate in the process of strategic program reviews, planning, and formulation of budget plan documentation ensuring alignment with College's overall strategic plans.
- f. Perform other assignments such as serving on various committees, participating in grant management, conducting research, and participating in specific academic endeavors as approved by the immediate supervisor and/or line of authority.

Standing Committee Chair

This person is selected by Committee members at the beginning of the academic year and serves for two years. The individual should be committed to the College, have expert knowledge in the Committee's domain, have demonstrated skills in team building, decision-making, establishing and following timelines, and oral and written communication, and be able to devote the time necessary to coordinate effectively the Committee's activities. She or he reports Committee work to the appropriate College administrator according to the plan for Shared Governance. Workload equivalency is three credit hours annually. Duties include, but are not limited to, the following:

- a. Prepare agendas, call and chair meetings, and ensure for the development and timely dissemination of minutes.
- b. Meet according to the Committee's operating statement for up to two hours per meeting.
- c. Guide the implementation of the Committee's purposes and activities as outlined in its operating statement.

	<h1>Faculty Handbook</h1>	Section Number: 600.02
		Policy :
		Adoption date: Effective date:
SUBJECT: Faculty Workload	Section: Faculty Personnel Matters	
Reference: Appendix L		

Full-time Faculty workload includes a total of 30 hours instructional workload per academic year. Other duties can include committee assignments, advising, community service, and other duties as assigned.


Faculty who travel to off-campus sites to teach will be reimbursed according to the College's financial policies and procedures.

Adjunct faculty are limited to 9 credit hours per semester.

Workload equivalencies are as follows and allow for workload release:

- Standing Committee Chairs: 3-6 teaching hours per academic year, to be determined by the Chair and the Academic Dean.
- Other administrative duties, as determined by Chairs and the Academic Dean: 3-12 teaching hours per academic year.

See Appendix L for the Faculty Workload form.

	<h1>Faculty Handbook</h1>	Section Number: 600.03
		Policy :
		Adoption date: Effective date:
SUBJECT: Distance Education Workload	Section: Faculty Personnel Matters	
Reference: Distance Education Policies and Procedures		

Online or Hybrid Classes

Full-time faculty may teach no more than half of their instructional load per academic semester as on-line classes. This is to ensure that the faculty member remains a viable member of the College community by fulfilling other duties as committee members, advisors, and division members. Full-time faculty can teach up to two online courses during each of summer sessions.


The following remedial courses have been reviewed, analyzed and determined to be less than optimal for online distance education instruction – FST 129, 130, 131, 133, ENG 100A, ENG 100B, MTH 096 and MTH 100 – therefore will not be offered online.

Faculty will receive workload hours for each on-line class equivalent to the same class offered face-to-face. There will be no added compensation for the additional students or the number of sections (sites).

ITV Classes

Workload for ITV courses will be equivalent to the same class offered face-to-face.

For more information on Distance Education, see the Distance Education Policies and Procedures manual.

	<h1>Faculty Handbook</h1>		Section Number: 600.04
			Policy :
	Adoption date: Effective date:		
SUBJECT: Absences and Leave Requests		Section: Faculty Personnel Matters	
Reference: Appendix M; 3P Manual 500.01-500.09			

Faculty members are expected to meet every class as scheduled, participate in academic advising of students, and participate in committees as assigned.

Individuals who must miss a scheduled class should have that absence approved in advance by her or his Chair. Two kinds of leave are available to full-time faculty:


- Sick leave: Faculty earn four hours of sick leave per pay period with a maximum accumulation of 200 hours (see the 3P Manual).
- Emergency leave: Faculty receive forty hours of emergency leave per contract year. These hours do not roll over to the following academic year (see the 3P Manual).

See Appendix M for the Faculty Leave Request form.


On occasion, instructors are unable to teach their classes on an unplanned, unexpected basis because of illness or personal reasons. If you are unable to meet your class at the scheduled hour, please follow these procedures:

- Contact your Chair and/or Center Director (on-site adjuncts) in person about the impending absence. If personal contact is not possible, send an email and leave a voice message. Be sure that someone is reached who can inform and contact the students.
- Provide assignments that can be posted in class.
- If the absence will be over an extended period of time, inform the Chair or Center Director (for on-site Adjuncts) so that arrangements can be made to cover your classes.
- On the day of return from absence, you are required to complete a Leave Request form.


See the College's 3P Manual, sections 500.01-09 for a full list of approved leave.

	<h1>Faculty Handbook</h1>	Section Number: 600.05
		Policy :
		Adoption date: Effective date:
SUBJECT: Division Meetings		Section: Faculty Personnel Matters
Reference:		


Meetings for a Division’s faculty and staff should be held on a regular basis. The Chair will establish a calendar and agendas for the meetings and act as chair. Someone will act as secretary to take the minutes. All division business should be discussed and information updated for faculty at these meetings. It is the responsibility of the Division Chair to keep faculty informed. Minutes of Division Chair meetings should be shared with division faculty. Division meetings are opportunities for discussion and debate among colleagues.

	<h1>Faculty Handbook</h1>	Section Number: 600.06
		Policy :
		Adoption date: Effective date:
SUBJECT: Faculty Contracts		Section: Faculty Personnel Matters
Reference: 3PManual 400.11		

Please refer to section 400.11 in the 3P Manual for a complete timeline regarding contract renewals.


	<h1>Faculty Handbook</h1>	Section Number: 600.07
		Policy :
		Adoption date: Effective date:
SUBJECT: Faculty Pay Scales		Section: Faculty Personnel Matters
Reference:		

Information on current faculty pay scales is available from the Department of Human Resources.

	<h1>Faculty Handbook</h1>	Section Number: 600.08
		Policy :
		Adoption date: Effective date:
SUBJECT: Faculty Credentials		Section: Faculty Personnel Matters
Reference: 3P Manual 400.12		

The policy for Faculty credentials can be found in the 3P Manual, section 400.12. The minimum standards for Provisional Credentials are as follows:

- Consistent with guidelines of the Higher Learning Commission, faculty teaching College degree courses, on a full-time or part-time Provisional Basis, must hold an academic degree at least one level above that of the program in which they are teaching.
- Faculty teaching developmental courses must have at least a bachelor's degree in an appropriate academic discipline.
- Faculty teaching College degree courses, considered on a Provisional Basis, must have completed substantial academic coursework in the discipline for the assigned course(s), and be able to demonstrate successful teaching experience.
- These determinations will be made and appropriately documented by the chairperson(s) of the appropriate academic division(s), forwarded to the Academic Dean for review and approval, and archived by Human Resources.

	<h1>Faculty Handbook</h1>	Section Number: 600.09
		Policy :
		Adoption date: Effective date:
SUBJECT: Faculty Development Requests		Section: Faculty Personnel Matters
Reference: Appendix N		


The purpose of the College’s Faculty Development Program is to support the mission and goals of the College. The following policies related to the Program apply:

1. Funding will be made available for faculty members to attend continuing education for a) content area that they are teaching, b) pedagogy, c) program development, or d) presentation of a professional paper. Continuing education includes seminars, workshops, forums, professional meetings, college classes, and conferences.
2. Faculty members are eligible for up to \$2,000 every other academic year dependent on the availability of funds.
3. The faculty member who receives funding will be required to present information to her or his division’s faculty or the faculty as a whole.
4. All applicable College policies on training and travel apply.


Procedure

1. Individuals who seek Program support shall complete the Faculty Development application and submit it to the appropriate Chair.
2. The Chair approves the request and submits it to the Academic Dean.
3. The Academic Dean presents the application at a regular meeting of the Academic Chairs for their review and approval. They make a final determination.
4. If the request is for payment of a college class the applicant must provide proof of completion. The payment will be in the form of reimbursement when the class has been successfully completed.


The Faculty Development Application is included in Appendix N.

	<h1>Faculty Handbook</h1>	Section Number: 600.10
		Policy :
		Adoption date: Effective date:
SUBJECT: Grievance Procedures		Section: Faculty Personnel Matters
Reference: 3P Manual 900.06		


Please refer to section 900.06 in the 3P Manual.

	<h2>Faculty Handbook</h2>	Section Number: 600.11
		Policy :
		Adoption date: Effective date:
SUBJECT: Sabbatical Leave		Section: Faculty Personnel Matters
Reference: 3P Manual 500.09		

Please refer to section 500.09 in the 3P Manual.

	<h1>Faculty Handbook</h1>	Section Number: 600.12
		Policy :
		Adoption date: Effective date:
SUBJECT: Diné Education Philosophy Series for Faculty	Section: Faculty Personnel Matters	
Reference:		

In order to be consistent with the College’s mission statement and to be true to our dedication in offering students at Diné College every opportunity to appreciate and learn more about their own traditions, the faculty are encouraged to attend the DEP training series offered at the college. This is not a requirement but rather an invitation to participate in the richness of the Diné culture and historical teachings so that we may include them in our daily lives both personally and professionally. In addition to the face-to-face and ITV classes offered on Friday mornings each lecture is preserved on a CD and available from the library for viewing.

	<h1>Faculty Handbook</h1>	Section Number: 600.13
		Policy :
		Adoption date: Effective date:
SUBJECT: Faculty Evaluations	Section: Faculty Personnel Matters	
Reference: Appendix O		

Policies and procedures regarding evaluations of full-time faculty are spelled out in section 800.06 in the 3P manual. Chairs are responsible for the evaluations of full-time and adjunct faculty once annually.

Please see Faculty Evaluation form in Appendix O.

Appendix A Lost Property Report

Program	Department/division/section
	Person to contact
	Phone number
Facts	Date and time of loss
	Kind of loss (fire, wind, theft, etc.)
	Location of loss
	Description of incident
	Who was notified? (name, address, contact info)
Property	Description of property involved
	Estimated amount of loss
	Property ID
	Square footage, other details
Police/Fire	District, report # office and ID #
	Address
Witnesses	Name, address, contact info
	Name, address, contact info
Remarks	

**This report must be sent to:
Risk Management Department
Navajo Nation
PO Box 1690
Window Rock, AZ 86515
928) 871-6335/6475**

Reported by	Date
Authorized supervisor	Date

Appendix B

Structures and Roles that Support Assessment

Note: This replaces the section in the Institutional Overview of Assessment that was adopted May 4, 2007 and revised in January, 2011.

Faculty

For assessment to be successful, faculty participation ought to be active and ongoing in all aspects of the assessment cycle. They develop and implement course and program assessment with the aim of improving teaching and learning. Faculty members' responsibilities include:

- Conducting program assessment, for which they submit program assessment plans to the SLAC, who review and approve the plans, making suggestions for revisions as needed.
- Collaborating with other faculty on the development and implementation of program assessment, as approved by the chairperson.
- Implementing instructional strategies and course and program revisions that promote improvement of student learning.

Division Chairs

Division Chairs should be knowledgeable about assessment within their divisions and are responsible, in collaboration with the division's SLAC representative, for overseeing assessment within their divisions. Responsibilities include:

- Supporting and verifying faculty involvement in academic assessment within the division and ensuring that all faculty are involved in assessment.
- Ensuring that course and program assessment plans and reports, as well as division assessment reports, are submitted as requested.
- Ensuring and facilitating the implementation of faculty recommendations resulting from assessment of student learning and providing opportunities for division discussion about assessment plans and progress.

Student Learning Assessment Committee

The Student Learning Assessment Committee (SLAC) is responsible for facilitating the assessment and improvement of student learning through the implementation of the College's institutional assessment plan. The SLAC is a standing faculty committee that reports to the Chief Academic Officer. It works in coordination with the academic divisions and with the General Education, Curriculum, Academic Standards, and Strategic Planning Committees. Regular members include at least one member from each of the six academic divisions, (larger divisions such as the Math/Science/Technology and Humanities may have two members, one from each main campus). Ex-officio members include the Director of Faculty Development and Assessment, The Academic Deans, and the Chief Academic Officer. The committee responsibilities are to:

- Review and monitor the assessment of student learning in academic programs, including general education.
- Serve as consultant evaluators to the academic divisions on the development and implementation of course and program assessment.
- Develop and communicate to the college community annual goals on assessment that are consistent with the Institutional Assessment Plan.
- Develop plans for assessment workdays.
- Provide feedback annually to faculty and divisions on program assessment efforts.
- Review and revise the institutional assessment plan.

Chair of the SLAC

The Chair of the SLAC is a faculty member who is responsible for facilitating the work of the SLAC. The Chair would receive three hours release time and be responsible for:

- Setting agendas and chairing meetings.
- Facilitating the review of program assessment plans in coordination with the Director of Faculty Development and Assessment.
- Playing an advisory role in the preparation and implementation of budgets for the implementation of the Institutional Assessment Plan.
- Working with the Director of Student Assessment in planning of intercampus meetings and end-of-year assessment workdays, and faculty development activities.

SLAC Members

The responsibilities of the members of the SLAC include:

- Attend committee meetings on a regular basis.
- Write up minutes of meetings on a rotating basis.
- Evaluate and analyze reports from other divisions during regular committee meetings.
- Post assessment documents to their division's assessment web pages.
- Report back to their respective divisions on assessment matters.

Note: Members of the SLAC are not responsible for completing their division's assessment plans and reports; that responsibility rests with the chairperson and faculty in the division.

Director of Faculty Development and Student Assessment

This person has primary responsibility for designing, planning, implementing, assessing, and revising the College's Institutional Assessment Plan. This is a faculty-administrator position and the Director reports directly to the VPASA and is a permanent, ex-officio member of the SLAC.

The Director's responsibilities are to:

- Keep track of plans and reports on student learning assessment submitted to the committee for review.
- Work with division chairs and SLAC members in developing, maintaining and conducting effective course and program assessment.
- Facilitate the development of the strategic plan goals and objectives for student learning assessment.
- Coordinate with the administration the planning of intercampus meetings and end-of-year assessment workdays, and faculty development activities.
- Submit to the academic administration yearly report on the status of student learning assessment.
- Maintain SLAC web page.
- Attend New Mexico Assessment Task Force meetings.
- Manage assessment budget.

Dean

The Dean of Academics is responsible for coordination implementation of assessment activities among the divisions. Responsibilities include:

- Supporting and verifying assessment at the division level.
- Facilitating opportunities for divisions to meet together to work on assessment.
- Coordinating periodic review of academic programs that includes results from assessment of student learning.

Chief Academic Officer

The Chief Academic Officer is responsible for administrative oversight, coordination and implementation of assessment at the college. Responsibilities include:

- Supporting and verifying assessment at all levels.
- Demonstrating institutional commitment to assessment of student learning and the use of its results by division faculty, chairs, and deans.
- Coordinating professional development activities that support student-learning assessment.
- Submitting reports on the assessment of the New Mexico Core Competencies.

- Ensuring that money is budgeted for college assessment activities

President

The College President should be knowledgeable about assessment at the College and has ultimate responsibility to promote assessment of student learning among all College constituents.

Responsibilities include:

- Ensuring implementation of recommendations to improve learning.
- Ensuring that necessary resources are available for faculty to conduct assessment and implement recommendations based on assessment results.

Appendix C
Faculty Association By-laws
Drafted 9/15/2011

Article 1: Name

The name of this organization shall be the Diné College Faculty Association.

Article 2: Purpose and Goals

The Faculty Association shall be the representative body of the College Faculty. In harmony with the mission and purposes of Diné College, the Faculty Association shall develop and recommend policies and guidelines in all areas of Faculty responsibility, study policies and challenges of the College, and, through its President, inform the College of its recommendations.

The goals of the Faculty Association shall be to:

1. Provide a mechanism for Faculty to participate meaningfully in the initiation, development, implementation, and assessment of the College's educational programs and services.
2. Provide a forum for communication and a mechanism for consultation between the College President, Board of Regents, and the Faculty.
3. Provide opportunities for the exchange of ideas of mutual interest and concern among members of the Faculty.
4. Provide opportunities for the exchange of ideas of mutual interest and concern among members of the College community.

Article 3: Membership

Membership in this organization shall include all teaching faculty in College programs.

All administrative officers of the College and a student representative of the Associated Students of Diné College have standing invitations to attend the meetings, but without voting rights.

Those with standing invitations may ask to be included on the agenda any time they have something to bring before the Faculty Association.

Article 4: Officers

Any member of the Faculty Association has the right to hold office.

The officers of the Faculty Association shall be President, Vice-President, and Secretary.

The officers of the Faculty Association shall be elected by the membership at an annual meeting during the last month of the spring semester and shall serve for one year.

The duties of the President shall be to (a) identify agenda items for Faculty Association meetings, (b) develop and disseminate online agendas at least two days prior to the meetings, (c) preside at meetings of the Faculty Association, (d) attend meetings of the Board of Regents and make reports to that body, and (e) perform other functions and duties as may be voted upon from time to time by the Faculty Association.

The duties of the Vice-President shall be to act in place of the President when the President is temporarily absent and to replace the President for the remaining term of office if that office becomes vacant.

The duties of the Secretary shall be to keep a record of the motions made whether or not they passed, and create and post online minutes no later than one week after the meetings.

Article 5: Meetings and Quorum

Meetings shall be held monthly at a time agreed upon by the Faculty.

Quorum shall be twelve Faculty members.

At an annual meeting in spring, changes to these by-laws can be proposed and adopted by a majority vote by those present.

Article 6: Decision-making

Decisions of the Faculty Association shall be by group consensus. When that is not possible, decisions shall be made, at the discretion of the President or designee as presiding officer, by majority vote of members present.

Article 7: Committees

Committees in the Faculty Association shall be ad hoc bodies of two or more members serving as volunteer appointees, unless election to the committee is called for.

Committees shall consider, investigate, and make recommendations to the full Faculty Association for its formal consideration.

Appendix D Harassment Complaint

Instructions

1. Submit this form to the Director of Human Resources or the Vice President of Administration and Finance.
2. It is the College's policy to investigate all harassment complaints thoroughly and promptly. To the fullest extent practicable, the College will maintain confidentiality of those involved. A formal written complaint of harassment will be addressed in the shortest amount of time, within 20 workdays after the harassment complaint is brought forward.
3. If an investigation confirms that harassment has occurred, the College will take corrective action. Corrective action may include discipline up to and include immediate termination of employment.
4. If the investigation is inconclusive or it is determined that there has been no harassment or discrimination in violation of this policy, but some potentially problematic conduct is revealed, preventative action will be taken.

Person alleging the harassment:

Name:	Title:
Department:	Campus:
Phone:	E-mail address:

Person against whom allegation of harassment is being made:

Name:	Title:
Department:	Campus:
Phone:	E-mail address:

Person referring the complaint (if different than the person alleging harassment):

Name:	Title:
Department:	Campus:
Phone:	E-mail address:

Use this section to give a summary of the incident. Use as much space as necessary.

Where did the specific event occur?
How would you describe the circumstances?
Explain the events that occurred.
How did you feel?

What would be your desired outcome as a result of the investigation?
What would be your desired outcome as a result of the investigation?

I certify that the information is correct to the best of my knowledge.

Signature / date	Received by / date
------------------	--------------------

Appendix E
Counseling Services Referral
Tsaile/Tuba City/Shiprock Campus

Please complete the referral application as completely as possible.

Student's name _____
Student's ID and date of birth _____
Address _____
Town, State, Zip _____
Daytime phone _____
Message Phone _____

Referred by:

- Self
 Staff
 Faculty

Referral's Phone number _____

Describe the concern(s) you have:

Have there been any incident reports that have been filed with Dine College: Yes No

If yes, with whom

- DC Academics
 DC Campus Police
 DC Residential
 DC Student Services

What was the incident and the consequence(s):

If you are self-referring, are you taking any medications on a daily basis? If so, please list below:

Upon completion of the referral form please return to:
Marlencia Jackson, Counselor at Student Services Room 112
If you have questions call 928-724-6854

Referral Rev. 07/02/13

**Appendix F
Incident Report**

Location of Incident:	Date & time:
Person(s) involved:	
Witness(es):	
Description of the incident:	
Student Code of Conduct and Applicable College Policies:	
Reported by:	Date & time:

Appendix G
Field Trip Expectations and Obligations

This document describes expectations and obligations for a Student Field Trip sponsored by Diné College.

The Field Trip

I will participate in a field trip to (location) during (date, time, duration) with a group of Diné College (designated party) in order to (purpose) as part of (course, semester).

Travel, Lodging, and Meals

It has been explained to me that I must travel with the Diné College group and be present for the full duration of the activity. Meals will be provided by (whom). I will bring (amount of cash). I will stay with group at (location, dates).

Risks

I understand that participation in the field trip activity involves risks traveling to, during, and returning from the field trip location. I am willing to accept these risks.

Health and Safety

I recognize that I am responsible for my own personal medical needs. In case of medical emergency, please notify:

Emergency Contact #1
Name and relationship:
Home phone:
Work phone:
Cell phone:

Emergency Contact #2
Name and relationship:
Home phone:
Work phone:
Cell phone:

Standards of Conduct

I understand that as a Diné College student I will be seen as a representative of Diné College. I will comply with Diné College's Student Code of Conduct.

Signature

Student's name (printed)

Date

Student's signature

Student's cell phone

Class Release Form

Note to Instructor: A student going on a trip must complete and submit a class release form to the Registrar's Office before the trip. It is understood that any academic work that the student will miss due to athletic or field trip travel must be completed and submitted before the trip. If the student is performing unsatisfactorily in your class please note on this sheet.

Student's full name:

ID:

Activity: / / Student athlete / / Field trip

Course #	Course Title & Instructor	Status	Instructor's initials
		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	
		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	
		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	
		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	
		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	
		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	

**Appendix H
Incomplete Grade Report Form**

Instructor: Indicate below exactly what the student must do to remove the incomplete grade. Include enough information so that another instructor in your field can supervise the student's work. If special materials are needed, or special handouts are required, include names, locations and/or copies wherever practical. A copy of this report should be given to the student.

Student's full name:

ID:

Course #	Course Title	Sec	Ref No	Sem	Year

Instructor (print)

Date

Instructor's signature

Appendix I Course Syllabus Template

Course title, number, and credits

Semester

Instructor

Office location

Office hours

Office phone

Email

Pre-requisites (if any)

Required lab (if any)

Class meeting times & location

Course description (directly from College Catalog)

Course outcomes as related to SNBH

Course outcomes (as determined by the Division)

Required texts

Supplemental texts

Course schedule

Assessments

Evaluation procedures

Grading scale

Letter grades and quality points will be computed, as follows:

A	Superior	4
B	Above Average	3
C	Average	2
D	Poor	1
F	Fail	0
AU	Audit	0
W	Withdrawn (input by registrar)	0
I	Incomplete (with appropriate Incomplete grade form)	0
IP	In progress (Developmental courses only)	0

Reference to the Student Code of Conduct and the College Catalog

All other of the College's academic policies are spelled out in the College Catalog and Student Code of Conduct and apply to this course.

**Appendix J
Book Adoption Request**

TERM: Summer I / II 20 _____ **Fall 20** _____ **Spring 20** _____

Division/Centers _____

Course Number _____

Expected Class Size _____

Course Title _____

Dean Receipt _____
CDR Line _____
Bookstore Receipt _____

Author (s)	Title/Edition	ISBN	Publisher	Req'd Y or N	Books on hand
Special Instructions:					
Instructor	Date	Chair	Date		
Email	Email				

**Appendix K
Changes in Curriculum**

New Course Request

Type in the designated areas. Do not alter any element of the form.

1. **Initiator:** _____ **Date:** _____
2. **Subject Area:** _____
3. **Academic Dept:** _____
4. **Site:** _____
5. **Program Title:** _____
6. **To begin:** Semester: _____ Academic Year: _____
7. **Course description for the catalog including prerequisites.**
8. **Explain the reason/rational for developing this course.**
9. **State concisely how this course fits with the mission and goals of the college.**
10. **Instructional methodology: describe procedures for presenting the content and any special needs or limitations of the course.**
11. **Will approval of this course necessitate a program change? Explain fully any program change or any other relationship of the proposed course to a program.**
12. **Provide evidence of articulation within the college regarding the proposed new course.**
13. **Identify similar course(s):**
14. **For courses that are intended to transfer, provide evidence (Major Change Form) that you have contacted at least one of the universities near the reservation for an initial assessment of the transferability of the course.**
15. **Program/College impact:**
16. **Attach a Course content display.**

Date of Curriculum Committee Meeting _____

Recommendations:

Vote in favor oppose abstain

CURRICULUM APPROVAL PROCESS

Signature: Chairperson

Date

Signature: Curriculum Committee Chairperson

Date

Signature: Academic Dean

Date

Signature: Chief Academic Officer

Date

Course Modification Request

Type in the designated areas. Do not alter any element of the form.

1. **Initiator:** _____ **Date:** _____
2. **Subject Area:** _____
3. **Academic Dept:** _____
4. **Site:** _____
5. **Program Title:** _____
6. **To begin:** Semester: _____ Academic Year: _____

7. **Area Modified** (Check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Change course prefix
<input type="checkbox"/> Change course title
<input type="checkbox"/> Change Lec/Lab
<input type="checkbox"/> Change pre-requisite | <input type="checkbox"/> Change Course Number
<input type="checkbox"/> Change Credits
<input type="checkbox"/> Change Course Description
<input type="checkbox"/> Reinstate course in College Catalog |
|---|--|

8. **Course Information**

Existing Course Information:

Prefix	No.	Course Title	Cr.	Lec.	Lab.

Modified Course Information:

Prefix	No.	Course Title	Cr.	Lec.	Lab.

9. **New Course Descriptions and/or pre-requisite:**

10. **Reason/Rationale for Modification:** The modification requires students to have introductory

11. **Program/College Impact:**

Date of Curriculum Committee Meeting _____

Recommendations:

Vote in favor oppose abstain

CURRICULUM APPROVAL PROCESS

Signature: Chairperson

Date

Signature: Curriculum Committee Chairperson

Date

Signature: Academic Dean

Date

Signature: Chief Academic Officer

Date

Course Deletion Request

*This form deletes the course from the upcoming College Catalog
but the course is retained in the Registrar's course database*

Type in the designated areas. Do not alter any element of the form.

1. **Initiator:** _____ **Date:** _____
2. **Subject Area:** _____
3. **Academic Dept:** _____
4. **Site:** _____
5. **Program Title:** _____
6. **To begin:** Semester: _____ Academic Year: _____

7. **Course Information**

Prefix	No.	Course Title	Cr.	Lec.	Lab.

8. **Reason/Rationale for Deletion:**

9. **Program/College Impact:**

Date of Curriculum Committee Meeting _____

Recommendations:

Vote in favor oppose abstain

CURRICULUM APPROVAL PROCESS

Signature: Chairperson

Date

Signature: Curriculum Committee Chairperson

Date

Signature: Academic Dean

Date

Signature: Chief Academic Officer

Date

Program Modification Request

Type in the designated areas. Do not alter any element of the form.

1. **Initiator:** _____ **Date:** _____
2. **Subject Area:** _____
3. **Academic Dept:** _____
4. **Site:** _____
5. **Program Title:** _____

6. **To begin:** Semester: _____ Academic Year: _____

7. **Modification Requested:** (Any modification that includes a course change must be accomplished by a *Course Modification Request Form*)

9. **Reasons for Modification:**

10. **Program impact by course and semester.** Attach a copy of the current program in the catalog and a copy of the revised program). Include staffing requirements, capital equipment, facilities, and classroom availability.

Date of Curriculum Committee Meeting _____

Recommendations:

Vote in favor oppose abstain

CURRICULUM APPROVAL PROCESS

Signature: Chairperson

Date

Signature: Curriculum Committee Chairperson

Date

Signature: Academic Dean

Date

Signature: Chief Academic Officer

Date

Appendix L Faculty Workload

Term: / / fall / / spring

Faculty:

Division:

Campus:

Chair:

Directions to the faculty member. Submit this form to your Division Chair prior to end of fall and spring semesters.

1) Instructional Duties

Course Taught (prefix and number)	# students	Cr Hrs	Load Hrs
TOTAL:			
Accomplishments:			

2) Committee Work. Release time from Instructional Duties.

Type	Activities (# meetings)	Cr Hrs
DEP Course (new faculty only)		
Division Chair		
Committee Chair		
Assessment Committee		
Grant-Research/In-Kind Contribution		
Curriculum Development		
Other (Identify):		
TOTAL:		
Accomplishments:		

3) Assessment Responsibilities

Type	Activities
Degree & Certificate programs	
Courses	
College Accreditation	

4) Office Hours for Advising and Mentoring

Weekly Schedule	
Office Hours	
# advisees (attach list)	
How do you reach your non-traditional students?	
Services provided:	<input type="checkbox"/> Academic advising (registration, transfer, and graduation) <input type="checkbox"/> Career advisement <input type="checkbox"/> Academic support including tutoring and review <input type="checkbox"/> Other:
Accomplishments:	

5) College Community Service. Club Advisors, AIHEC Bowl Team Coaching, Task Force membership, College Service Committees, Service Learning and others.

Type of Service	Accomplishments	# Weeks	Hrs/Week
Accomplishments:			

6) Additional Comments. Share any additional special achievements during the Fall semester including professional development, conferences, etc.

Signatures

Faculty Member

Date

Division Chair

Date

Appendix M Faculty Leave Request

To maintain the integrity of our courses, faculty are required to provide 45 hours of instruction for a three (3) credit course and 60 hours for a four (4) credit course within the designated semester or term. Faculty members are required to make arrangements for classes to be taught according to the printed schedule. Arrangements for instruction during an absence are to be made in advance and with prior approval. ***Classes are not to be cancelled without prior approval by the appropriate authority.***

Name		
Date(s) of Absence	From: Date & Time	To: Date & Time
Reason for Absence: / / Official Business / / Sick / / Other (specify):		
In an emergency during your absence, who or what office is to act on your behalf?		
Contact:	Office:	Phone:
How will your class(es) be handled during your absence?		
Class:	Day/Time/Location:	Instructor, monitor or assignment to be completed during class period:

Faculty

Chairperson/Regional Director

Date

Date

Provide a signed copy with the timesheet to the Office of the Academic Dean.

Revised 2.10.11.Academics.Dean

Appendix N

Professional Development Request Form

Submit completed form to Division Chairs for Administrative Approval

Name _____ Date _____

Division _____ Phone _____

Title of Activity:

Meeting Conference Workshop Credit Class
Noncredit Class

Sponsored by: _____

Location: _____

Dates of Leave: From _____ to _____ Hours: All day or _____

Describe the job-related benefit of this activity: (Attach additional paper if necessary.)

Describe how you will give back to the college upon your return. (ie. presentation to your division, to all faculty, report to supervisor or other specify) Attach document with plan for giving back.

Faculty Development Fund Uses: Activities funded by Faculty Development Funds must be related to one of the following authorized uses. Please check all categories that apply.

- 1. Improvement of teaching
- 2. Maintenance of current academic and technical knowledge and skills
- 3. Retraining to meet changing institutional needs
- 4. Development of innovations in instructional and administrative techniques and program effectiveness.
- 5. Computer and technological proficiency programs.
- 6. Presenting a paper at a conference (representing the college)

Cost Information

You must indicate all costs including the total cost of your request. Fill in the cost information or attach your TA. Please approximate travel expenses if the exact cost is unknown. If this activity is being paid by funds other than Faculty Development please check here:

TA #: _____

Activity registration fee \$ _____ Tuition \$ _____ Other fees (explain) _____

Transportation: Car _____ miles @ _____/miles = \$ _____ Other: \$ _____

Hotel: \$ _____ per night _____ nights = \$ _____ Meals: \$ _____

TOTAL COST: \$ _____ Account # _____ (Title V _____ TTIP _____)

APPROVAL BY:

Yes No _____

Division Chair Signature *Date:*

Yes No _____

Chief Academic Officer *Date:*

Appendix O Faculty Evaluation

FACULTY MEMBER:

EVAL SEM:

STATUS: Continuing Faculty Probation

DATE:

RATING SCALE

3 = More than satisfactory; 2 = satisfactory; 1 = needs improvement; 0 = not applicable

SECTION ONE

The Faculty member will be accountable for effective instructional delivery, command of subject matter, and conducting classes that promote maximum student learning. The Instructor:	3	2	1	0
A. Has command of knowledge and skills required for course level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Communicates knowledge and skills clearly and understandably to students commensurate with the course level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Presents instructional materials consistent with the stated objectives of the course syllabus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Provides students with well-defined course syllabus that includes class objectives, grading criteria, assignment schedules, and the DEP educational paradigm.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Encourages students to ask questions and express opinions about topics covered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments (low ratings require rationale):				

SECTION TWO

The Faculty member will be accountable for maintaining and developing instructional materials and methods that effectively enhance maximum student learning. The Instructor:	3	2	1	0
A. Maintains, develops, and continuously updates instructional materials for effective student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Continually strives to include creative teaching methods aimed at addressing various learning styles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Develops instructional materials relevant to the mission of the College.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments (low ratings require rationale):				

SECTION THREE

The Faculty member will be accountable for his/her work schedule as assigned. The Instructor:	3	2	1	0
A. Is punctual, adheres to deadlines, observes office hours, regularly attends division meeting, attends assigned meetings, and is accountable for his/her assigned workload schedule.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Keeps appropriate records such as student attendance, student assessment, and grading information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Assists in the division preparation of class schedules, catalog modifications, reports, proposals, institutional data requests and other division projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Maintains records of advisees and performs academic advising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Takes part and contributes to standing academic committees and/or student organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Represents the college in articulation with other colleges (including the AZ articulation task force meetings for Tsaile Faculty).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments (low ratings require rationale):				

SECTION FOUR

The Faculty member will be accountable for maintaining high professional standards in all relationships with colleagues and associates. The Instructor:	3	2	1	0
A. Works effectively with immediate supervisor, faculty, students, staff, and administrators.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Adheres to the chain of command in establishing relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Demonstrates enthusiasm and establishes good rapport with students, faculty and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments (low ratings require rationale):				

SECTION FIVE

The Faculty member will be accountable for one satisfactory classroom performance evaluation. The Instructor will be observed by the supervisor or his/her PEER.	3	2	1	0
A. Classroom Observation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments (low ratings require rationale):				

Recommendation

PART ONE

- A. Summary report of Division Chairperson on Faculty member's overall performance:**
- B. Specific comments/recommendations for improvement:**
- C. Timeline for improvement:**

Signature of Division Chairperson

Date:

PART TWO

- A. Comments by the Faculty Member:**

Signature of Faculty Member

Date: