FACULTY GUIDEBOOK

Approved September 11, 2023
Updated September 9, 2024
Updated July 14, 2025
Updated June 29, 2026

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The Faculty Guidebook summarizes institutional academic and instructional expectations. In cases where approved institutional policies exist separately, the official policy document shall govern.

Quick Reference

Accident and Incident Reports
Report all accidents and incidents resulting in personal injury using an Accident/Incident Report Form. Submit completed reports to Human Resources at hr@kbocc.edu.
Anishinaabe Cultural Content and Perspectives
Contact the Cultural Advisor at 906-524-8407 for assistance incorporating Anishinaabe cultural content and perspectives into courses or for referrals to cultural resources and speakers.
Assessment and Learning Outcomes Reporting
Contact the Assessment Coordinator or the Dean of Academic Affairs for assistance with learning outcomes assessment, assessment reporting requirements, curriculum mapping, and the use of assessment results for continuous improvement.
Attendance Reporting
Course attendance should be recorded in Canvas for each scheduled class session. Timely attendance reporting supports student success initiatives, early academic interventions, and institutional reporting requirements.
Classroom Equipment
For classroom technology or equipment assistance, contact REMC1 at support@remc1.net or call/text 906-487-7624.
Disability Accommodations
Students requesting accommodations should be referred to the Dean of Student Services at 906-524-8111.
Early Alerts and Student Referrals
Refer students who may be academically at risk or in need of additional support to the Student Support Team using the Jenzabar Early Alerts module.
Emergency Procedures
Refer to the KBOCC Safety and Security Manual, available on the KBOCC website and Faculty SharePoint, for complete emergency procedures and response protocols.
Employment and Pay/Benefit Questions
Contact Human Resources at 906-524-8402 for employment, payroll, and benefits-related questions.
Facilities/Maintenance Requests
Report facility-related concerns, maintenance needs, safety hazards, or custodial issues to the Facilities Department. For urgent issues that affect safety or instruction, notify the Dean of Academic Affairs or the recommended Campus Safety Authorities as soon as possible.
FERPA Questions
Questions regarding student privacy, educational records, and compliance with the Family Educational Rights and Privacy Act (FERPA) should be directed to the Dean of Student Services.
Field Trips
Students who will miss other classes due to participation in a field trip must complete a Student Travel Form. Submit completed forms to the Dean of Student Services prior to the trip whenever possible.
Forms
Faculty forms and resources are available on the Faculty SharePoint and the KBOCC website.
Guest Speakers
Guest speakers should generally be provided with an honorarium or gift, depending on whether they are being compensated by their organization. Contact your Department Chair or Dean of Academic Affairs for purchasing assistance. Guest speakers may not serve as substitutes for a scheduled class unless a KBOCC faculty or staff member is present and arrangements have been approved in advance.

Library Resources/Textbook Purchasing
Library resources and services are available in person and online at www.kbocc.edu/library. Contact the Learning Resource Specialist at 906-524-8206 or bookstore@kbocc.edu regarding textbook purchasing.
Office Space
The Faculty Resource Room is located on the Wabanung Campus in Room 202N.
Reserving Facilities or Vehicles
Contact the Executive Administrative Assistant at 906-524-8412 or submit reservations through the Outlook calendar system.
Student Discipline Process
Refer to the Student Handbook for student conduct procedures. Questions should be directed to the Dean of Student Services at 906-524-8111.
Syllabus Preparation Resources
Contact your Department Chair or the Dean of Academic Affairs for assistance with syllabus preparation and instructional resources.
Technology Support for E-mail or the Canvas Learning Management System
For assistance with KBOCC email, Canvas, or other instructional technology issues, contact REMC1 at support@remc1.net or call/text 906-487-7624.
Weather and Other Closures
College closures and delays will be communicated through KBOCC email, TV6, and official KBOCC social media accounts. If you must cancel a class for any reason, notify students through KBOCC email and inform the Dean of Academic Affairs as soon as possible.

Campus Security Authorities

Role	Name	Contact
Wabanung Campus		
President	Melissa Kiesewetter	mkiesewetter@kbocc.edu o: (906) 524-8414
Dean of Academic Affairs	Megan Haataja	mhaataja@kbocc.edu o: (906) 524-8313
Dean of Student Services	Amanda Nordstrom	anordstrom@kbocc.edu o: (906) 524-8111
Executive Director of Campus Operations	Alex Mayo	amayo@kbocc.edu o: (906) 524-8403
Executive Director of Community Programs	Kit Laux	klaux@kbocc.edu o: (906) 353-8901
Human Resources Director	Corey Pietila	cpietila@kbocc.edu o: (906) 524-8402
Institutional Facilities Director	TBD	o: (906) 524-8501
Safety Coordinator	Cort Dumas	cdumas@kbocc.edu o: (906) 524-8523
Ojibwa Early Learning Center		
OELC Director	Stacey Somero	ssomero@kbocc.edu o: (906) 524-4847
Migiziinsag (Little Eagles) GSRP		
Little Eagles Director	Kim Swanson	kswanson@kbocc.edu o: (906) 524-8513
Land Grant / Pelkie Arts & Agriculture Center		
Land Grant Director	TBD	o: (906) 353-8901

KBOCC designates Campus Security Authorities (CSA) to coordinate communication to and between our campus community and emergency responders in an organized and efficient manner during incidents or emergency situations. However, all staff play an important role in noticing and reporting threats to safety and security. In any situation where you feel there is immediate and imminent risk to the health and safety of those on our campus, first call 911. For less urgent incidents, or after speaking to an emergency dispatcher, it is your responsibility to report the matter to an appropriate CSA.

Academic Policies

ACADEMIC CALENDAR

Academic years begin with fall semester and continue through the subsequent summer semester. Academic calendars are published on the KBOCC website and are also located in the Faculty SharePoint

The College calendar is comprised of two 15-week semesters, fall and spring. Summer sessions include accelerated courses of varying lengths, but all are equivalent to the full-semester offerings. The College **does not** schedule examination periods separate from instructional weeks of the semester.

CREDITS AND CLASS TIME

Standard face-to-face courses will meet one 50-minute class hour per week throughout the 15-week semester for each credit. Courses with recitations may be scheduled with additional class time. Laboratory or studio hours are typically scheduled at a rate of two class hours per credit, but additional class time may be planned based on the course activities.

Accelerated courses must include the same class time per credit as in a 15-week semester, although scheduled in fewer weeks. Courses using alternative delivery modes, such as on-line delivery, must cover the same course material as the standard, face-to-face versions, typically using alternative student activities.

CREDIT HOUR DEFINITION AND INSTRUCTIONAL MODALITY GUIDANCE

KBOCC defines a credit hour in accordance with commonly accepted higher education standards as one hour of direct instruction and a minimum of two hours of student work outside of class each week over a 15-week semester, or the equivalent amount of instructional and student engagement time in accelerated or alternative delivery formats.

Credit hour expectations vary by course type but must maintain equivalent academic rigor, instructional engagement, and student workload regardless of modality.

For standard lecture and discussion courses, one lecture credit hour represents one hour per week of scheduled instructional time and at least two hours of student work outside of class. A three-credit course typically includes approximately 45 instructional hours and 90 hours of student work during the semester. A four-credit course generally includes approximately 60 instructional hours and 120 hours of student work outside of class.

Laboratory courses generally include one hour of direct instruction and at least one additional hour of supervised laboratory activity per credit hour each week, in addition to outside preparation and coursework. Most laboratory courses are four credits and meet for at least six hours weekly, or approximately 90 total instructional/laboratory hours per semester.

Practicum, clinical, field experience, and student teaching courses typically require three to four

hours of supervised or independent practice per week for each credit hour awarded, resulting in approximately 45-60 hours of practical experience per credit hour during the semester. Additional verified hours required for external certification or licensure may exceed the number of academic credits awarded.

Internship credit hours are determined collaboratively by the supervising faculty member and the cooperating site supervisor based on the scope, supervision, learning outcomes, and documented student work completed during the experience. Internship expectations generally follow the same workload principles as practicum experiences. Internships may be credit-bearing or non-credit depending on the program structure.

Independent study and directed study courses must maintain equivalent academic rigor, student learning outcomes, and workload expectations comparable to traditional course offerings. These courses require regular faculty oversight, documented student engagement, and defined assessment methods.

Courses delivered through alternative instructional modalities, including online, hybrid, Hy-Flex, or accelerated formats, must maintain equivalent learning outcomes, instructional quality, regular and substantive interaction, and student workload expectations as face-to-face offerings.

Instructional Modality Expectations

Face-to-Face Courses

- Meet the full scheduled instructional time requirements
- Record attendance during each scheduled class session
- Include regular instructor-led learning activities and student engagement

Online Courses

- Utilize Canvas as the official learning management system
- Replace traditional seat time with structured and measurable learning activities
- Maintain regular instructor presence and communication
- Clearly define attendance and participation expectations within the syllabus and course shell
- Include regular and substantive interaction between instructors and students

Hybrid Courses

- Combine in-person and online instructional components
- Ensure the total instructional engagement and workload meet established credit hour expectations
- Clearly communicate modality expectations and schedules to students

Directed Study and Independent Study Courses

- Maintain equivalent rigor, workload, and learning outcomes as traditional course offerings
- Include regular faculty oversight, communication, and assessment
- Require documented evidence of student participation and academic work

Regular and Substantive Interaction

All courses, regardless of modality, must include regular and substantive interaction between instructors and students through activities such as:

- Timely instructor feedback
- Course announcements and communication
- Interactive instructional activities and discussions
- Academic support and guidance
- Scheduled office hours conducted in person or virtually, as appropriate

Faculty Responsibilities

Faculty members are responsible for ensuring:

- Aligning assigned credit hours with actual student workload
- Ensuring instructional modality aligns with course delivery methods
- Designing courses that meet Regular and Substantive Interaction (RSI) requirements
- Clearly communicating expectations in syllabi and Canvas course shells
- Documenting instructional activities, including contact hours and Contact Hour Equivalents (CHEs)
- Accurately recording attendance and academic engagement
- Maintaining written learning plans for internships, independent studies, directed studies, and research/special projects courses where applicable

COLLEGE CATALOG

The College Catalog is the definitive, general document for academic policies and information. This section of the Faculty Guidebook focuses on policies and procedures used by instructors.

CONTACT HOURS

Contact hours are the class hours scheduled for a course, including lecture, lab, recitation, and studio hours. For instructors paid on an adjunct basis only, required office hours for student assistance are included as paid contact hours. For instructors paid full-time or a fraction of full-time, office hours are to be included in their work time outside of class.

COURSE SCHEDULING

The Faculty Council will work with the Dean of Academic Affairs to develop a course schedule for the following semester at a minimum by the eighth week of each semester to allow for early registration. Efforts are made to publish tentative schedules for the subsequent year to allow for longer-term planning by students. Faculty for each program with the Dean of Academic Affairs will monitor the course needs and approved course rotations ensure that the courses

students need are included in a timely manner in the rotation.

COURSE ENROLLMENT

Registration dates are in the published annual academic calendar and posted on the KBOCC website. Late registration is generally not permitted except in rare administrative or documented extenuating circumstances approved by the Dean of Academic Affairs. The drop-add period will occur through the first week of each semester.

Students who add a class through the drop-add process are responsible for making up all missed work but are not considered to have been absent before being enrolled in the class. Students considering changes in registration may attend a class before being formally enrolled and may be encouraged to do so by the course instructor.

COURSE CANCELLATIONS

Standard courses with enrollment of fewer than eight students may be cancelled by the Dean of Academic Affairs in consultation with the President. Specialized courses such as internships, practicums, research and special projects, and capstone, as well as courses taught by full-time faculty members, will usually be retained with low enrollment. Considerations in deciding whether to cancel or retain low-enrollment courses will be students' need for the course to stay on schedule for graduation, ability to reschedule students into courses which meet program requirements, and impact on retention.

Cancellation decisions must be made by the last day of add-drop, the first week of classes, to allow students whose classes have been cancelled to add alternatives. When courses clearly must be retained or have no reasonable chance to make minimum enrollment, decisions will be announced as soon as possible.

When an adjunct or part-time instructor's section is cancelled for low enrollment, the instructor's employment for the course ends. Adjunct and part-time instructors are informed that employment is contingent on enrollment when a teaching assignment is offered. When a full- time instructor or department chair's section is cancelled, workload adjustments, if needed, will be made in accordance with the Faculty Guidebook. These may include alternate duties, course reassignments, or adjustment in a non-current semester.

Course cancellations may result in instructor re-assignments when a full-time instructor's or department chair's course load falls more than three credits below or above the faculty member's designated teaching load. As with initial teaching assignments, instructors will only be re-assigned to courses they are qualified to teach. All reasonable efforts will be made to avoid displacing instructors who have prepared for a course. If a part-time or adjunct instructor must be displaced from a teaching assignment without being re-assigned to an alternative course or courses, the displaced instructor will be compensated at least the equivalent of teaching one week of the course in recognition of the preparatory work.

FREEDOM OF EXPRESSION

At Keweenaw Bay Ojibwa Community College (KBOCC), freedom of expression is of the utmost importance. Such freedom is felt to be critical to the growth, learning, and development of the individual because it allows for the exchange of knowledge and ideas. This right is applied equally to all individuals in the college community. KBOCC expects communication to take place in a manner that is respectful of divergent perspectives and opinions. No form of disrespect will be tolerated.

PUBLIC REPRESENTATION OF THE COLLEGE

KBOCC supports faculty participation in scholarly, professional, civic, and community activities and recognizes the importance of academic freedom and freedom of expression.

When speaking, writing, presenting, publishing, or participating in public events, faculty members should clearly distinguish between personal opinions and official College positions. Unless specifically authorized, faculty may not represent themselves as speaking on behalf of KBOCC.

Faculty members serving as presenters, panelists, speakers, authors, consultants, or subject matter experts must obtain prior approval from the appropriate supervisor and the President or designee when the activity:

- Represents KBOCC or may reasonably be perceived as representing KBOCC;
- Uses KBOCC branding, logos, or official institutional affiliation;
- References non-public institutional information, internal reports, or College data;
- Includes student information protected by FERPA;
- Involves compensation, honoraria, stipends, travel reimbursement, or other payments associated with the presentation or activity; or
- Could reasonably be interpreted as communicating an official College position.

When approval is required, faculty should submit information regarding the event, audience, topic, institutional data to be used, and any compensation associated with the activity at least two weeks prior to the event whenever practical.

GRADE CHANGES

Students who believe an error occurred on their grade reports are directed to contact the instructor as soon as possible. If they cannot reach the instructor or still question the grade, they have until the fifteenth day of classes of the following semester to submit a grade change request to the Dean of Academic Affairs. Grade changes will be granted only when evidence shows that an error was made in grading. If, after review by the course instructor or Dean, students still believe that their final course grades were in error, they may appeal to Faculty Council. Appeals must be presented in written form and must clearly explain the errors the students seek to have corrected. (See College Catalog, Grade Change Policy)

Instructors have up to one year after the end of the course to make grade changes, either to correct an error or upon the students' completion of an incomplete grade. After that, grade

changes may be possible under the College's academic recovery policy (see College Catalog, Academic Recovery Policy) or by special petition.

INCOMPLETE POLICY

Incompletes may only be granted in the event of serious illness or special circumstances. Whenever possible, students seeking an incomplete should request it before the end of the semester. An incomplete may only be issued when the student has completed most of the required coursework and has been earning a passing grade on completed work. (In courses with heavily weighted final exams, projects, or papers, consideration may be given to attendance and progress on the final assignment.) Incompletes should be approved only when students have a reasonable chance to complete their work and improve their grades.

Incomplete contracts must be accompanied by an agreement signed by the student, instructor, and Dean of Academic Affairs, specifying the work to be completed and the deadline for completion, which may be no later than the last week of the next semester. One copy of the contract will be kept by the student, one by the instructor, and one by the College. A final grade must be submitted to the Registrar's Office by the end of the following semester, or the grade will be assigned as specified in the Incomplete Contract. In extenuating circumstances, such as a lengthy illness or family crisis, the student may apply for an extension of the incomplete.

INSTITUTIONAL REVIEW BOARD

Research conducted under the auspices of the College or as a faculty member affiliated with the College is subject to institutional review by the College's Institutional Review Board (IRB). Projects including research interventions with humans or animals and those using unpublished photographs, audio or video recordings, or personally identifiable information must obtain IRB approval. Detailed information about IRB procedures is available from the Office of Sponsored Programs or the Dean of Academic Affairs.

NOTICE OF NONDISCRIMINATION

KBOCC does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. The notice of nondiscrimination is located at www.kbocc.edu/notice-of-nondiscrimination.

Inquiries about Title IX may be referred to KBOCC's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. KBOCC's Title IX Coordinator is Brittany Gates, brittany@icslawyer.com, 432-667-1838. For in-person inquiries, please contact Deputy Title IX Coordinator Corey Pietila, titleix@kbocc.edu, 906-524-8402, Wabanung Campus, Room 402W.

Policies on Faculty Classifications, Credentials, and Responsibilities

EMPLOYEE HANDBOOK

College policies which apply to all employees are found in the Employee Handbook. This section provides policies which are specific to faculty.

DEFINITION OF FACULTY

Administrative Faculty/Instructional Faculty

The college's faculty includes credentialed educators who work together to conduct the college's instructional programs:

A. Administrative faculty members are those who primarily administer, plan, or assess instruction, or who have other accreditation, student screening, and licensure duties for their programs and are appointed on 11 or 12-month contracts: Dean of Academic Affairs, Nursing and Health Sciences Department Chair, Assessment Coordinator, and potentially curriculum developers, faculty researchers, or academic librarians.
B. Instructional faculty members are those who primarily teach courses: Faculty Chairs, part-time, and adjunct instructors.

Position Descriptions are found in Appendix A.

CLASSIFICATION OF FACULTY

Instructional faculty members are classified as:

- Full-time: Faculty who teach a full-time load year (including summer session), or full-time equivalent of teaching and other assigned duties, on a regular basis. Full fringe benefits are allowable.
- Adjunct: Faculty who are hired on a per-course basis. Not eligible for benefits.
- Substitute faculty: Faculty working on an on-call or fill-in basis in the absence of the regular course instructor. Not eligible for benefits.

ACADEMIC FACULTY CREDENTIALING REQUIREMENTS

Faculty credentialing is reflective of the certifications required within the respective disciplines. At KBOCC, faculty are credentialed for either academic or vocational offerings.

In order of preference, satisfactory credentials for all academic teaching faculty are:

- Master's Degree or higher in the teaching subject or a closely related field, or
- Bachelor's degree plus 18 graduate credits in the teaching subject or closely related field, or
- Bachelor's degree in the teaching subject or closely related field and substantial teaching or applied experience

Among candidates with graduate credits but not a degree in the teaching subject, those who have completed a graduate degree will be preferred over those who have not completed any graduate degree.

Instructors of Anishinaabe language (Ojibwa or other tribal languages), or of Anishinaabe art or culture (other than courses which fulfill general education requirements) may be credentialed through official tribal verification of their expertise in the teaching subject. Tribal verification may be provided by a tribal government, such as the Keweenaw Bay Indian Community Tribal Council, or by a master teacher or educational organization officially approved by a tribal government.

Candidates with substantial teaching or applied experience may demonstrate qualifications based on evaluation of their documented experience, according to the College's Proven Experience Rubric. Candidates are responsible to submit documentation of experience for evaluation. Instructors who meet the criteria for qualification based on evaluation of experience will be considered fully qualified.

When no fully credentialed or qualified candidates apply, candidates with incomplete credentials will be considered, with order of preference based on the number of graduate credits and amount of post-graduate experience in the teaching area.

Instructors who are hired with less than a bachelor's degree plus 18 graduate credits in the teaching area must either seek that level of credentialing or demonstrate their qualifications based on proven experience. Instructors seeking academic credentialing must submit a plan of study to the Dean of Academic Affairs and complete an average of 6 credits per academic year until full credentials are reached. A master's degree with a minimum of 18 graduate credits in their teaching discipline is strongly recommended.

To demonstrate qualifications based on proven experience, the instructor must provide evidence applicable to the appropriate Proven Experience Rubric, found in Appendix B.

VOCATIONAL FACULTY CREDENTIALING REQUIREMENTS

Faculty teaching courses in a vocational degree or certificate program must satisfy the following requirements:

- Bachelor's degree or associate degree OR Certification in teaching area AND demonstrated competence in teaching discipline
- Four years full-time or equivalent years of employment in a professional setting.

Teaching experience is preferred but not required.

Vocational faculty credentialing focuses on certification by state or national licensing boards for the profession and/or by a combination of education and experience to demonstrate mastery in the field.

SUPPORT FOR NEW AND ALTERNATIVELY CREDENTIALED FACULTY

To assure high academic quality in all courses, faculty members who do not have a least a bachelor's degree plus eighteen graduate credit hours in the teaching area, as well as all new faculty, will receive support by being assigned a mentor to assist them with course design,

drafting syllabi, assessment, and instructional methods. All new faculty will be observed by the Dean of Academic Affairs during their first semester of teaching.

FACULTY DEVELOPMENT

KBOCC encourages its faculty to grow as teachers, scholars and, in the case of our career educators, as practitioners in their fields. All full-time faculty members are expected to complete a minimum of eight hours of professional development in an academic year. On-going part-time and adjunct faculty members are expected to complete a minimum of four hours of professional development per year. Typically, this can be fulfilled through on-campus or partner university events at no cost to the instructors.

Support for Professional Development

Keweenaw Bay Ojibwa Community College allows all employees who are not eligible for other financial aid to take one tuition-free KBOCC course per semester. Textbooks and course fees are the employee's responsibility. Full-time employees who meet eligibility criteria may be granted up to 4 hours of educational leave per week to take college courses. Educational leave requirements and processes are described in the Employee Handbook.

In addition, full-time instructors may be granted release time for professional development. For example, this may entail attending a conference covering several class days and requiring a substitute instructor. Alternately, when funding is available, instructors taking courses for professional development may be assigned a reduced course load.

Funding to offset costs for faculty professional development is determined on an annual basis depending on the college budget. Each departmental budget includes professional development funding, and many sponsored programs include support for professional development. To receive approval for use of college funds for professional development, faculty members should complete a professional development plan form and either a purchase request or travel approval form.

Professional Development Objectives and Options

Professional development activities should meet one or more of the following objectives:

- improving teaching
- enhancing knowledge in the teaching field
- staying current with and incorporating technology into the classroom, or
- increasing knowledge of Anishinaabe cultures, traditions, and values.

Development activities should be spread across these objectives, rather than focusing on just one. Possible activities include external or on-site workshops, conferences, seminars, credit, or non-credit courses, scholarly or creative publications or presentations, or faculty retreats. Use of release time or college funds for professional development must be pre-approved by the Dean of Academic Affairs. The Faculty Council will make recommendations for and plan on-site development workshops, seminars, or retreats. Any faculty member may suggest appropriate activities to the Faculty Council.

Institutional Service
KBOCC recognizes that faculty responsibilities extend beyond classroom instruction. Faculty members contribute to the success of the College through participation in institutional committees, assessment activities, accreditation efforts, curriculum development, student support initiatives, community engagement activities, and other service responsibilities appropriate to their role and appointment.

Service activities should support the mission, strategic priorities, and continuous improvement efforts of the College. Full-time faculty members are expected to participate in institutional service activities as part of their professional responsibilities. Opportunities for service may include Faculty Council participation, committee work, accreditation activities, assessment initiatives, student events, community outreach, recruitment activities, and special projects. Faculty members are expected to support institutional assessment, accreditation, strategic planning, and continuous improvement activities as part of their professional responsibilities.

Faculty Council
Faculty Council serves as the primary faculty governance body for academic matters at Keweenaw Bay Ojibwa Community College. Faculty Council provides recommendations regarding curriculum, academic policies, assessment, instructional quality, faculty development, academic standards, and other matters related to the educational mission of the College.

Faculty Council works collaboratively with the Dean of Academic Affairs to review and recommend new courses, program modifications, academic policies, assessment initiatives, and strategic academic priorities. Faculty Council may establish procedures and committees necessary to fulfill its responsibilities.

Membership, voting procedures, and operating practices are established by Faculty Council and approved by the Dean of Academic Affairs. Faculty Council recommendations are advisory in nature unless otherwise specified by institutional policy.

Professional Conduct, Conflict of Interest, and External Activities
Faculty members are expected to conduct themselves in a manner that supports the mission, integrity, and reputation of Keweenaw Bay Ojibwa Community College.
Faculty shall avoid actual, potential, or perceived conflicts of interest that could impair their objectivity, professional judgment, or ability to act in the best interests of the College. Conflicts may arise from outside employment, consulting activities, ownership interests, family relationships, financial interests, or other personal interests that intersect with College business.

Faculty members must disclose any actual, potential, or perceived conflict of interest in writing to the Dean of Academic Affairs and/or President as soon as the conflict becomes known. Faculty members may not participate in decisions, recommendations, evaluations, discussions, procurement activities, or other College matters in which a conflict of interest exists.

Outside employment, consulting, speaking engagements, and professional activities are encouraged when they contribute to professional growth and do not interfere with College responsibilities. Faculty must disclose outside activities when they:

- Relate to their area of professional expertise;
- Occur during normal College work hours;
- Utilize College facilities, equipment, materials, data, or resources;
- Involve organizations that conduct business with KBOCC; or
- Could reasonably create divided loyalty or interfere with assigned duties.

Faculty may not use confidential College information, institutional data, student information, College-developed materials, or College resources for personal financial gain without prior written authorization.

Release Time

Release time refers to the time when a faculty member is released from specified duties for a stated purpose with those duties being carried out by other employees. Most often the duties from which the faculty member is released are teaching hours. At KBOCC, release time is available for short-term absences from the College or for workload reductions throughout a semester. The College does not offer sabbaticals of a semester or more.

Key differences between release time and adjustments in duties are that 1) release time is scheduled in advance, for example to support a faculty member in obtaining an advanced degree or for participation in external research, 2) release time typically requires having another employee take on the released duties. A key difference between release time and educational leave is that educational leave only allows a full-time faculty member to reduce hours spent on campus and does not relieve the faculty member of any duties. In most cases, both educational leave and release time will be needed for a faculty member to pursue graduate education or external projects.

Short-term release time involves having a substitute instructor teach class sessions to allow an instructor to attend a conference, workshop, or short course. The College's professional development policy allows up to 16 hours per year for full-time instructors and up to four hours per semester for part-time instructors. This type of release time is arranged through the professional development process.

Semester-long release time is not assured to faculty members and is granted rarely, usually when external funding is available. For example, faculty fellowships for the completion of advanced degrees, such as the American Indian College Fund's Mellon or Nyswander- Blanchard Fellowships, may require the faculty member's college or university to pledge release time as a condition of the fellowship award. Funding for research or development projects may also require a faculty member to be released from some regularly assigned duties. Faculty members who receive funding or release time to support professional education will make a commensurate commitment to continue teaching at KBOCC.

Agreements on arrangements for semester-long release time must be reached by the faculty member, the Dean of Academic Affairs, and other faculty and staff involved and approved by the President at least 30 days before the start of the semester of release time, preferably earlier. The arrangements will be recorded on a release time arrangement form and the signed form filed in the faculty member's personnel file.

Work Schedules and Instructor Attendance

CONTACT HOURS

All Keweenaw Bay Ojibwa Community College employees are paid on an hourly basis. Adjunct instructors are not ordinarily paid more for additional time spent at the College but may adjust their class or office hours when needed. For example, when a weather closure leads to class sessions being cancelled, instructors may schedule make-up classes or meet longer to catch up.

OFFICE HOURS

All faculty members are required to post office hours and be available in the amount of .5 hours per week for each 1-2 credit hour course taught and 1 hour per week for each 3-4 credit hour course taught. All faculty semester schedules should be turned in to the Dean of Academic Affairs by the end of the first week of every semester. Office hours may be conducted in person, virtually, by appointment, or through other approved instructional communication methods depending on course modality and faculty assignment.

SCHEDULE REQUIREMENTS FOR INSTRUCTORS

Full-time and Department Chair

Full time instructors and Department Chairs must maintain a regular 40-hour work week with a minimum of 32 hours per week performed on campus during normal College operating hours (less a mandatory 30-minute unpaid lunch period each workday). Up to 8 hours per week may be performed remotely or off campus at designated times approved by the supervisor. Remote work arrangements are subject to operational needs and may be modified or revoked at any time.

Part-time/Adjunct

Adjunct instructors attend their classes, scheduled office hours, and mandatory events. At other times they are welcome to use College facilities for class preparation, etc. but are not required to be present.

Meetings and Events

Commencement is a mandatory event for faculty and will not be considered extra compensation. Other events or meetings may be designated as mandatory for all instructors or for full-time instructors.

Adjunct or part-time instructors may be paid for attending meetings at a flat rate. Instructors are not usually paid for attending optional college events. Full-time faculty members may adjust their schedules or earn compensatory time when attending meetings or events would result in more than 40 work hours in a week. When faculty members on ten-month contracts are asked to attend meetings or events during their breaks, they will be compensated at their non-pro-rated pay rates.

ABSENCES

Planned Absences

When instructors are able to plan ahead for missing scheduled class sessions, they should make appropriate arrangements for the class in advance, ideally without cancelling class. Department chairs and the Dean of Academic Affairs will assist adjunct instructors. Options include having a qualified substitute instructor, scheduling an exam with a suitable proctor, planning a film or guest speaker with a faculty or staff member monitoring, or holding a study or research session with a librarian or tutor.

Unplanned or Emergency Absences

When instructors must miss a class on an emergency or urgent basis, they should contact the Dean of Academic Affairs as soon as possible after they realize they will not be able to teach the class session so that arrangements for class coverage or cancellation can be made. If they do not reach the Dean promptly, they should contact the Student Services Assistant, Department Chair, or another colleague.

If cancellation of an in-person class session is necessary, instructors should notify students through KBOCC email and Canvas as soon as reasonably possible.

During weather-related or emergency closures, instructors may be required to transition scheduled instruction to Zoom, Canvas, or other approved instructional methods to maintain instructional continuity, academic engagement, and required instructional time. Faculty should maintain course materials within Canvas whenever feasible to support continuity of instruction during campus closures, technology interruptions, or emergency situations.

Instructors are expected to communicate modified instructional expectations, assignments, and participation requirements to students in a timely manner during emergency instructional transitions.

FULL-TIME AND DEPARTMENT CHAIR TEACHING LOAD

Full-time faculty members will fulfill a combination of teaching, administrative, and departmental development functions equivalent to fifteen contact hours each semester. Full-time instructors who are not department chairs and have few non-teaching responsibilities will be assigned 13-15 contact hours per semester. Department chairs, who have substantial non-teaching responsibilities, will be assigned 10-12 contact hours per semester.

When full-time instructors' teaching loads fall below 13 or above 15 contact hours for non-department chairs or below 10 or above 12 contact hours for department chairs, workload adjustments will be made through either change in teaching assignments or adjustment of non-teaching duties. Non-instructional work hours will be substituted for instructional contact hours at a ratio of approximately three to one.

When an adjustment of workload within the semester is not feasible, an adjustment in a subsequent semester may be negotiated. This will be documented in writing and signed by the

instructor, the Dean of Academic Affairs, and the President, or President's designee. Alternately, when adjustments cannot be made, non-chair instructors carrying more than 15 contact hours or department chairs carrying more than 12 instructional contact hours will be compensated at the appropriate adjunct instructor rate for contact hours above the maximum.

Teaching loads will be assessed at the end of the drop-add period following all course cancellations. If necessary, teaching assignment adjustments will be made in accordance with the course cancellation policy.

Any remaining underloads will be adjusted through a re-assignment of duties, either in the current or subsequent semester. Reassignments will be recorded on an *Instructor Workload Adjustment Form* or *Non-Current Semester Teaching Load Adjustment Form.* Completed forms will be filed in the instructor's personnel file, with copies retained by the instructor and the Dean. Completion of alternate assignments will be documented in the personnel file. Remaining overloads will be adjusted in the same way, if feasible, or will be compensated. Digital forms are available in the Faculty SharePoint, or from the Dean of Academic Affairs.

Faculty Evaluation

EFFECTIVE TEACHING DEFINITION

Definition of Effective Teaching: **An effective teacher is a scholar who shares knowledge, uses appropriate instructional methods, demonstrates enthusiasm for the subject matter, encourages student engagement, and supports student learning and success.**

The practice of effective teaching includes course planning, instructional delivery, assessment of student learning, professional development, reflection on teaching practices, and the use of assessment results to improve future instruction. KBOCC evaluates teaching effectiveness using multiple sources of evidence that collectively demonstrate instructional quality, student engagement, professional responsibility, and continuous improvement.

Evaluation of Teaching Effectiveness

Faculty effectiveness is evaluated through a variety of measures designed to provide meaningful feedback, support professional growth, and ensure the quality of instruction. The evaluation process utilizes information already collected through normal instructional and institutional processes whenever possible.

The following sources of evidence may be used in evaluating teaching effectiveness:

Evaluation Component	Evidence Reviewed	Purpose
Syllabus Review	Course syllabi reviewed by the Dean of Academic Affairs and/or Department Chair	Ensures compliance with institutional requirements, course outcomes, and instructional expectations
Student Course Evaluations	End-of-course student evaluations	Provides student feedback regarding instructional effectiveness, communication, engagement, and learning experiences
Classroom Observations	Observations conducted by the Dean of Academic Affairs, Department Chair, and/or faculty peers	Provides direct evidence of instructional practices, classroom management, student engagement, and teaching effectiveness
Faculty Self-Assessment	Annual faculty reflection and self-evaluation	Encourages professional reflection, goal setting, and continuous improvement
Professional Development	Participation in professional development activities and training	Demonstrates commitment to professional growth and instructional improvement

Learning Outcomes Assessment	Course learning outcomes reporting and assessment activities	Demonstrates the use of assessment data to improve teaching and student learning
Anishinaabe Content Integration	Course assessment reporting and supporting evidence	Demonstrates incorporation of Anishinaabe perspectives and support of College Learning Goal #1

Faculty Responsibilities

Faculty members are expected to:

- Submit course syllabi by established deadlines.
- Participate in student course evaluation processes.
- Complete required learning outcomes assessment activities and reporting.
- Complete annual self-assessments as requested.
- Participate in required professional development activities.
- Cooperate with classroom observations and other evaluation activities.
- Utilize assessment findings and evaluation feedback to support continuous improvement of instruction and student learning.

Evaluation Process

Faculty will complete annual self-assessments based on their professional responsibilities, accomplishments, goals, and areas for growth.

Students will complete evaluations of courses and instructors at the end of each semester. Results will be reviewed by the appropriate Department Chair and/or Dean of Academic Affairs. Classroom observations will be conducted periodically as part of the College's commitment to instructional quality and continuous improvement. All new faculty members will be observed during their first semester of teaching. Additional observations may be conducted as part of the College's ongoing commitment to instructional quality and professional development as needed.

The Dean of Academic Affairs will review evaluation information from all available sources and may provide feedback, recommendations, mentoring, professional development opportunities, or other support as appropriate.

The purpose of faculty evaluation is to support continuous improvement, student success, instructional effectiveness, and institutional quality. No single measure is used independently to determine teaching effectiveness. Rather, evaluation information is considered collectively to provide a comprehensive view of faculty performance. Faculty members are expected to use assessment findings, student feedback, and evaluation results to improve instruction, enhance student learning, and support continuous improvement efforts.

When evaluation results identify significant concerns regarding instructional effectiveness, compliance, or professional responsibilities, the Dean of Academic Affairs may require a professional improvement plan, additional mentoring, training, observations, or other corrective measures as appropriate.

Full-time faculty members will participate in an annual review process conducted by the Dean of Academic Affairs. Adjunct faculty members may be evaluated periodically through classroom observations, syllabus reviews, student evaluations, and other measures as determined by the Dean of Academic Affairs. Evaluation records will be maintained in accordance with College personnel record retention and confidentiality practices.

Department Chair Evaluation

In addition to instructional effectiveness measures, Department Chairs are evaluated on their administrative, leadership, and departmental responsibilities. Evaluation may include review of departmental planning, assessment activities, curriculum oversight, faculty support, program development, compliance responsibilities, and contributions to institutional goals and strategic priorities.

Department Chair evaluation is conducted through a collaborative process involving the Department Chair and the Dean of Academic Affairs and is intended to support continuous improvement and departmental effectiveness.

Course Planning

STRUCTURE OF THE CURRICULA

Keweenaw Bay Ojibwa Community College's curricula are defined by the parallel structures of program requirements and learning outcomes. Program requirements specify the courses students must take for their degrees and are specified in the College Catalog.

Course learning outcomes specify what students will be able to do upon completion of the course. General education or college-wide learning outcomes and program learning outcomes state what students will be able to do upon successfully completing their degree programs. Each course contributes toward students' attainment of general education and program learning outcomes. The course learning outcomes and related program outcomes provide a framework for planning courses and selecting materials. Readings, assignments, and activities should be selected to enable students to meet all of the learning outcomes.

ANISHINAABE CULTURAL INTEGRATION ACROSS THE CURRICULUM

All courses at Keweenaw Bay Ojibwa Community College will include Anishinaabe content that reflects our institutional commitment to Indigenous knowledge and values. This approach ensures that every learning experience, across all disciplines, is grounded in the cultural, historical, and contemporary perspectives of the Anishinaabe people.

How Anishinaabe content is included and related to College Learning Goal #1 (*Bezhig (Culture): Students are encouraged to think Anishinaabe, applying the Anishinaabek ways of knowing and being in their lives and education*) should be stated on the syllabus and reported at the end of the semester with the course outcomes reporting survey. Department chairs, KBOCC Cultural & Wellness Coordinator, KBOCC Cultural Advisor, Anishinaabe Advisory Committee and the Dean of Academic Affairs will assist instructors in locating appropriate materials.

GENERATIVE ARTIFICIAL INTELLIGENCE (AI) USE POLICY

The purpose of this policy is to guide appropriate use of generative AI tools (such as ChatGPT, Claude, Gemini, and DALL·E) within academic work at Keweenaw Bay Ojibwa Community College. These tools can support student learning, but their use must reflect personal effort, academic honesty, and transparency. Students may use AI to support tasks like brainstorming, outlining, or improving grammar, but not to replace critical thinking or produce uncredited work. All use of AI in coursework must follow instructor guidance, be properly disclosed, and never be used to generate false or fabricated information (such as sources). Students are encouraged to ask their instructor if they are unsure about what is appropriate.

Instructor-Defined AI Use

The use of generative AI tools in coursework is determined by each course instructor. Instructors must explicitly state their AI usage policy in the course syllabus. This policy should clearly outline whether AI tools are:

- **Prohibited**: No use of AI tools is allowed.

- **Permitted**: AI tools may be used with proper attribution.
- **Required**: Use of AI tools is an integral part of the coursework.

Example syllabus language:

- "AI tools such as ChatGPT may be used for brainstorming and outlining only. Use of AI to write or complete assignments is not allowed. Any AI use must be disclosed and cited."

Student Responsibilities

Students are required to adhere to the AI policy outlined in the course syllabus. If AI tool usage is permitted or required:

- **Attribution**: Students must clearly indicate any AI-generated content included in their submissions. This includes specifying the AI tool used and the extent of its contribution.
- **Transparency**: Students should include a brief statement detailing how the AI tool was utilized in their work.
- **Verification**: Students are responsible for verifying the accuracy and integrity of AI-generated content.

Unauthorized or unacknowledged use of AI tools constitutes academic misconduct. Such violations will be addressed in accordance with KBOCC's Academic Integrity Policy, which may include disciplinary action.

Given the rapid evolution of AI technologies, this policy is subject to change. Students and faculty will be notified of any updates, and it is the responsibility of both parties to stay informed about current policies.

Faculty should not rely solely on AI detection software to determine academic misconduct. Concerns regarding inappropriate AI usage should be evaluated using multiple forms of evidence and in accordance with the College's Academic Integrity procedures.
Faculty and students should avoid entering confidential, personally identifiable, or sensitive institutional information into public AI platforms.

WRITING-INTENSIVE (WI) COURSES

As part of Keweenaw Bay Ojibwa Community College's commitment to fostering strong communication and critical thinking skills across disciplines, all degree-seeking students must complete at least two Writing-Intensive (WI) courses in addition to EN102.

Writing-Intensive courses are designated in the catalog and the semester schedule with the (WI) tag. These courses integrate substantial writing as a mode of learning, assessment, and disciplinary practice.

A Writing-Intensive (WI) course must include:

- Require a significant amount of discipline-appropriate writing;

- Include at least one multi-draft assignment with opportunities for revision and instructor or peer feedback;
- Include assessment of writing with writing quality being a significant component of the course grade (at least 30%);
- Provide instruction in discipline-specific writing conventions;
- Use writing to foster critical thinking, analysis, and information literacy;
- Clearly identify writing expectations and how they support course outcomes in the syllabus.

(WI) courses may be part of General Education, program requirements, or electives.

Note: EN102 College Composition I is a foundational general education course that introduces academic writing, argumentation, and research and will be a pre-requisite for any Writing-Intensive (WI) designated course. While it is essential preparation for upper-level writing and (WI) courses, EN102 does not fulfill the (WI) requirement. Students must complete two (WI)-designated courses in addition to EN102.

TEXTBOOK SELECTION

Textbooks and other materials are selected by course instructors in consultation with department chairs and, if applicable, other instructors who also teach the course. Besides the course learning objectives and content, faculty members should consider readability of the materials, cost to students, cultural appropriateness, and representation of diversity in making their selections.

To participate in Federal Student Aid programs, the College is required to publish book lists on the website before the start of the semester to allow students to compare prices for textbooks. The bookstore manager must receive the information from instructors in a timely manner in order to fulfill this requirement, as well as to ensure that textbooks are in stock at the bookstore in time for the start of classes. Students can charge textbooks to their financial aid account at the college bookstore but are free to purchase or rent books from other vendors. Textbook and material orders should be submitted to the bookstore manager at least six weeks before the start of the semester. Earlier information is helpful. For book orders, course instructors should provide the title, author, ISBN, publisher, and edition. Textbooks are provided to instructors. The bookstore manager can also assist instructors in obtaining textbooks support materials.

Book Order Forms are available in digital form in the Faculty SharePoint or from the bookstore manager.

MATERIALS

Materials for student use, such as art supplies, notebooks, etc., may be ordered for the class through the bookstore or specified in the syllabus for students to obtain themselves. If

materials are purchased for the class, they should be supported through course fees. Instructors should confer with the bookstore manager and Dean of Academic Affairs to ensure that course fee estimates are reasonable. Considerations in deciding whether to purchase supplies for the class or have students obtain their own include the value of having specific items versus the learning involved in students making selections, the need for having the materials on hand at a specific time to conduct the class, the local obtainability of the materials, and the relative costs to students. Course fees are covered by students' financial aid, but will naturally decrease their credit balances.

COURSE FEES

In addition to materials, course fees also support expenses for software subscriptions, field trips and guest speakers. Whenever possible, these expenses should be estimated in advance and included in the course fee. However, if an opportunity for an excellent student learning experience arises during the semester, instructors should consult their department chair or the Dean. The College will support unanticipated field trips or speakers when feasible.

Course fees are not refundable. Students who prefer to bring in their own materials or miss class on the day of a speaker or field trip cannot obtain a refund or rebate. Students who withdraw from the course do not receive a refund of course fees, or a distribution of materials for the remainder of the course.

PLANNING COURSE ACTIVITIES

Plans for each course session should include sufficient learning activities to occupy the entire time, emphasizing interaction. Instructors are expected to meet their classes for the entire session and use the time productively. Individual activities such as sustained silent reading or in-class individual writing should be used sparingly in most courses' class sessions; these are usually assigned for outside class in college courses. Beyond instructor presentations, discussion, group exercises, and projects are encouraged.

Field Trips

Field trips should be clearly related to the content of the course and should provide sufficient added value as learning experiences to justify the travel time and expense. The college van may be checked out for field trips, please see the bookstore staff to reserve the vehicle. They will also provide the van driver forms which must be completed before driving the van. If needed, student services staff members or other instructors may be able to drive the van for field trips. Inquiries should be made well in advance of the trip.

For overnight field trips and field trips which would conflict with other classes, students must complete student travel forms and have them initialed by their instructors. This process should begin at least a week before the trip, preferably two weeks. If instructors do not give permission, students will not be allowed to travel in the van or have expenses paid by the college.

Arrangements to allow students to participate in field trips can usually be made if the request

comes far enough in advance.

Students on probation may be prohibited from optional field trips or co-curricular travel. The possible restrictions will vary from case to case.

Community Partnerships and External Engagement

KBOCC encourages faculty to engage community organizations, employers, Tribal entities, healthcare providers, governmental agencies, and other external partners to enrich student learning. Faculty who coordinate guest speakers, community partnerships, field experiences, internships, or external presentations are responsible for ensuring compliance with College policies regarding public representation, confidentiality, student privacy, conflict of interest, and applicable federal, state, Tribal, and institutional requirements.

Faculty should coordinate proposed partnership activities with their Department Chair and/or the Dean of Academic Affairs when institutional commitments, resources, branding, or external agreements may be involved.

LEARNING MANAGEMENT SYSTEM

Keweenaw Bay Ojibwa Community College uses a learning management system provided by Canvas which can be accessed through the College website using the *KBOCC Canvas* link from any page or at kbocc.edu/Canvas or https://instructure.kbocc.edu. Instructors, students, and staff have access to the system. Each course section has a page including informational spaces, calendar, assignment submission and test-taking sections, forum and chat functions, attendance, and gradebook. Students enrolled in the course will be entered into the course by the system after registering. Instructors need to add information to each of the pages as they deem fit for the course. Instructors are encouraged to use the system to provide information, receive and respond to student work, and communicate with students. Time invested in organizing the course on the learning management system typically yields substantial returns in time and effort saved later. In addition, course set-up and content can be copied to a new semester. Help documents for the system are available in the Faculty SharePoint as well as within the system itself.

GRADES

Graded assignments should be planned and specified on the course syllabus. The class web portals provide a gradebook function which can be used effectively to provide students with up-to-date information about their progress and standing and its use is strongly encouraged. Department chairs and the Dean will assist instructors in setting up the gradebook function for the intended course design.

Grade Reports

Final grades are reported through Canvas. The gradebook function does not submit reports automatically. Instructors can submit grades from the gradebook or by manual entry but must do so actively. If unable to supply a grade for an individual student, faculty should still submit grades for the remaining students so that grades can be distributed in a timely manner. See

procedures for “N” and “I” grades below. Final grades become a part of the permanent record.

Grading System
The College uses an A through F grading system with pluses or minuses for calculating GPA. No other grades in use at the College affect a students’ GPA. Other grades include:

- AU = Audit. No credits awarded. Does not affect GPA.
- Cr = Credit awarded through transfer, advanced placement, CLEP (College Level Examination Program), credit by exam, military training evaluation, prior learning assessment, or for certain internships, departmental and Research and Special Projects courses. Does not affect GPA.
- I = Incomplete. A temporary grade is issued until completion of required course work. A grade of “I” does not affect GPA.
- N = No grade was submitted. (Temporary grade only) Does not affect GPA.
- NCr = No Credit earned. Failure to complete all the requirements for a course enrolled in as Cr/NCr. Does not affect GPA.
- NP = No pass. Earned less than the equivalent of a C in a course enrolled as P/NP. Does not affect GPA.
- P = Passed successfully with course work equivalent to a "C" or better. Students must enroll as Pass/Fail at the time of registration. Does not affect GPA.
- R = Course was repeated. Only the last grade given in a repeated course is counted in computing the GPA, even if that grade is lower than the original grade. A grade of “W” for the repeated course does not replace the previous grade. Does not affect GPA.
- S = Satisfactory. Used as midterm grades only. Does not affect GPA.
- U = Unsatisfactory. Used as midterm grades only. Does not affect GPA.
- W = Withdrawal from course after drop/add period. No credit given. Does not affect GPA.
- X = Currently enrolled. Does not affect GPA.

SYLLABUS REQUIREMENTS

Course Syllabi
Each semester, instructors must prepare a course syllabus for each course they teach. A copy will be kept on file in the Dean of Academic Affairs’ office. Whenever possible, syllabi should be submitted in digital format (Word or PDF) via email to the Department Chair or Dean of Academic Affairs at least 20 days prior to the start of the semester. All syllabi must be approved prior to the first day of instruction. A fillable syllabus template will be provided to all instructors to assist with syllabus development. All syllabi must contain the following information:

- Keweenaw Bay Ojibwa Community College letterhead
- Course title and number
- Semester offered
- Modality

- Class day(s) and times
- Class location
- Number of credits
- Instructor information: name, office location, phone number, and email address
- Office hours (list if hours are in person, virtual or by appointment and specific day/times)
- Pre- or Co-requisites or other required conditions
- Course description:
    - You must use the course description as it appears in the current catalogue. You may supplement this with additional information about your course in a separate paragraph.
- Course learning outcomes:
    - The College's course learning outcomes ***must*** be included exactly as stated in the learning outcomes matrix.
    - Instructors ***may*** state additional objectives or goals in a separate section. If adding objectives, they should state what the student will be able to do after successfully completing the course. Use active, measurable terms such as: describe, identify, discuss, create, explain, compute, analyze.
    - There should be consistency between the learning outcomes and objectives and grading. In other words, a student receiving an "A" in the course must fully meet all of the outcomes and objectives.
- Program learning outcome alignment:
    - If the course supports a program learning outcome, list the program name and the PLO(s) addressed
- General education alignment:
    - If the course fulfills a general education requirement, list the general education requirement and which GELO is addressed
- Required materials and technology
    - List required texts
    - List required materials
    - List technology requirements including tech tools or platforms and the minimum requirements for participation
- Instructional materials
    - Describe how the course will be taught considering the balance of lectures, discussions, group work, etc.
    - If course is online or hybrid/blended, describe regular and substantive interaction requirements
- Evaluation and grading system:
    - Include your grading scale, grading procedures and a value for each major course activity, assignment and assessment.
- Anishinaabe content statement that includes how the content will be assessed to College Learning Goal #1: Students are encouraged to think Anishinaabe, applying the Anishinaabek ways of knowing and being in their lives and education.

- Writing-Intensive Course
    - If course is designated as Writing-Intensive, insert required information regarding number of pages, assignment types, percentage of final grade, etc.
- Content warning (optional)
- Required course policies
    - Attendance policy
    - Late work policy
    - Generative AI policy listing specific use allowed
    - Participation expectations
    - Communication expectations
    - Other course-specific policies, if any. These could include the use of electronic devices, lab safety, in-class conduct, etc.
- Academic integrity:
    - Specify your procedures for dealing with cheating, plagiarism, etc. Your disciplinary options may be limited if not specified.
- Statement regarding withdrawals and incompletes
- Statement regarding Assessment of Student Learning
- Statement regarding course credits
    - List specific time required in the course
- Statement regarding Computers/Information Technology
- KBOCC Disability Statement
- KBOCC Title IX Sexual Harassment and Non-Discrimination Policy
- List of all KBOCC student success resources
- Statement regarding possible school closures
- Academic calendar for the semester
- A course outline specifying the reading/lecture/discussion topic or studio, or lab assignment planned for each session.

STUDENT COURSE ATTENDANCE

Students are required to attend all scheduled classes. Attendance should be recorded at all class sessions. Each instructor must establish an attendance policy which states how absences will affect students' grades. The policy must be clearly explained in the course syllabus.

Students who miss class excessively must be reported to the Student Services department for follow-up. Instructors may contact students' advisors regarding absences at their discretion. In addition, absences early in the semester are a reason for an academic warning in the fourth week of the semester.

Special Courses

DIRECTED STUDIES

Directed Study provides the content of an existing course to a student on an individual basis. The coursework, materials, and assessment are as similar as possible to those used when the course is offered in its usual format. The course number and title are those of the existing course.

Directed study courses will be provided only in cases of demonstrated student need for the course in the current semester and capacity for individual work.

1. Student need for a course can occur:
    a. when the course is a prerequisite for taking the next courses in a student's program of study, so that the student cannot progress toward the degree until the course is completed.
    b. when the course is among the student's last few remaining graduation requirements and will not otherwise be offered soon enough to allow the student to graduate on schedule.
2. Directed study will be provided only when students cannot take the needed course in its usual form, generally because the course will not be offered in the current or coming semesters or its schedule conflicts with other required courses.
3. Directed study may be used as an adaptation to meet student special needs (learning disabilities, medical needs, etc.) only when no reasonable alternative for regular class instruction can be devised.
4. Departments may designate specific courses as inappropriate for directed study. Performance-based courses, courses relying on group activities, or courses which need special facilities or equipment are usually unsuitable for directed study.

For a student to take a directed study course, he or she must:

1. Provide a rationale explaining the need for the course. This is usually written with the assistance of the student's advisor.
2. Complete the student portions of a directed study request form.
3. Obtain faculty advisor approval and signature on the form.
4. Obtain the approval of the course instructor and signature on the form.
5. Submit the directed study request form with the rationale and signatures to the Dean of Academic Affairs prior to the end of the drop/add period for the semester of instruction.

Next, the Dean must approve offering the course as a directed study.

1. The Dean must obtain budget authorization, if applicable
2. The Dean may approve the student's request for the course but stipulate an alternate instructor. If an instructor change from the student's request is being considered:
    a. the student's advisor will be consulted.
    b. both instructors must sign the request form to acknowledge the change.

Conditions for Teaching a Course as Directed Study

The following conditions must be met for a faculty member to teach a directed study course:

1. The course must be in the instructor's teaching areas and within his or her maximum teaching load.
2. The department chair, if applicable, and Dean of Academic Affairs must approve the directed study request and may reassign the directed study course to another qualified instructor to provide a more equitable or feasible workload distribution or reduce costs.

Workload and Compensation Conditions for Directed Study

1. When a directed study course is taught by a part-time instructor or by a full-time instructor who already has a full load of courses plus other duties, the instructor will be paid at 1/3 of his or her current adjunct teaching compensation rate per student for up to three students per course in a given semester.
2. When taught by a full-time instructor who does not already have a full load, a directed study course is included in the instructor's regular teaching load at one credit per student per course.

RESEARCH AND SPECIAL PROJECTS

Research and Special Projects courses numbered 299 in each subject area, give students opportunities to conduct research or create projects in areas of special interest for credit with the guidance of a faculty member. Students may take additional Research and Special Projects courses with different topics or projects or may present project proposals which call for enrollment over more than one semester.

Conditions for Offering a Research and Special Projects Course

Research and Special Projects courses, numbered 299 in each area of study, are offered when an advanced student wants to pursue an area of interest independently, has the support of an instructor, and develops an appropriate plan for the project.

Approval Process for Student Enrollment in Research and Special Projects

A student must meet the following criteria to enroll for a research and special projects course:

1. The student must have at least a 3.0 grade point average and sophomore standing.
2. Working with the faculty mentor, the student must prepare a written proposal which will include a project schedule and evaluation methods.
3. The proposal must be submitted to the Dean of Academic Affairs for approval prior to the start of the semester of enrollment.
4. The Dean must approve the proposal.
5. The Dean must obtain budget authorization, if applicable.
6. If approved, a copy of the proposal will be retained in the Dean's office.

Conditions for Teaching a Research and Special Projects Course

The following must be met for an instructor to supervise a research and special projects course:

1. The topic of the project must be within the instructors' teaching areas or the project proposal must clearly show how the student will receive adequate guidance. For example, the student's project may involve working with community experts.
2. The instructor's teaching load including the Special Projects course must be within the allowable maximum.
3. The Dean of Academic Affairs and department chair, if applicable, must approve the proposal and obtain budgetary authorization if appropriate.

Workload and Compensation Conditions for Research and Special Projects Course

1. When a research and special projects course is supervised by a part-time instructor or by a full-time instructor who already has a full load of courses plus other duties, the instructor will be paid at 1/3 of his or her current adjunct teaching compensation rate per student for up to three students per course in a given semester.
2. If the project is supported by external funding, the instructor may be compensated regardless of her or his total teaching load, and at a rate determined by the terms of the funding.
3. When taught by a full-time instructor who does not already have a full load, a research and special projects course is included in the instructor's regular teaching load at a minimum of one credit per student per course.

DEVELOPING NEW AND SPECIAL-TOPICS COURSES

New course offerings must be presented to the Faculty Council based on the approved course and program proposal guidelines. Proposals should follow the submission calendar established by the Faculty Council with specific deadlines for courses and programs. These deadlines ensure adequate time for review and revisions before implementation, aligning with catalog updates, registration timelines, and strategic planning processes.

Proposal Type	**Submission Deadline**
New or Modified Course Proposals	April 15th for following Fall Semester
	October 15th for following Spring Semester
	February 15th for following Summer sessions
New Program Proposals	Concept Proposals: December 1st for consideration in following academic year
	Full Proposals: March 1st for consideration in following academic year ***complex proposals requiring lengthy HLC review are encouraged to finalize full proposals sooner as approval can take up to 9 months*
Modified Program Proposals	Full Proposals: April 1st

These deadlines allow the Faculty Council to thoroughly review each proposal and provide constructive feedback, as well as seek necessary approvals from the Board of Regents as well as external entities such as accrediting and licensing bodies. Late submissions may be considered on a case-by-case basis but are not guaranteed approval in time for the desired implementation date.

Faculty Involvement in Research

SPONSORED PROJECTS

Faculty members are encouraged to seek external funding to support research. Grant applications submitted on behalf of the college must have prior approval by the Dean of Academic Affairs in consultation with the President or the president's designee. A faculty member's involvement in work on sponsored projects may be initiated by the faculty member or by the college.

Full-time faculty members may serve as project directors or principal investigators (PI) of a grant-funded project. Exceptions to allow adjunct faculty members to serve as project director or PI may be granted by the Dean of Academic Affairs.

Contracts on behalf of the college must be signed or countersigned by an appropriate administrative official; individual faculty signatures are not sufficient.

Funded projects at KBOCC shall comply with the applicable regulations, particularly those for the protection of human subjects from risk and for the humane care and use of living beings. This includes seeking Institutional Review Board approval when appropriate, or other safeguards when applicable, for example, an environmental impact or response burden assessment. Keweenaw Bay Ojibwa Community College upholds the principles of academic freedom in research as well as in the classroom. The primary obligation of the faculty to their disciplines is to seek and to state the truth as they see it. To support the faculty pursuit of truth, the College promotes conditions of free inquiry and dynamic exchange of ideas. Sponsorship of research may not inhibit these freedoms. Specifically: 1) no project sponsorship can be accepted if a condition of sponsorship is that the College may not reveal the existence of the grant or contact (donors may remain anonymous if they so desire) and 2) the results of all research at KBOCC must be freely publishable. The publication requirement refers to post-analysis research results only. Research data and individual responses will be maintained as specified in the participant's informed consent and described in the research proposal. In special circumstances, the President or President's designee may approve negotiated agreements to withhold publication for a specified period of time, generally not to exceed 180 days from completion of the study.

Faculty Time for Funded Projects

During semesters, faculty time for funded projects may be either reassigned time or overload.

- Reassigned time for work on sponsored projects means that a faculty member's regular responsibilities are reduced to allow the work to be done within the faculty member's existing time commitment. When teaching duties are reduced, a teaching contact hour is counted as equivalent to three (clock) hours of project work.
- Faculty may also add the obligations of a sponsored project to their normal college workload as an overload. When project work is done as an overload, any compensation would be paid by the research sponsor, either directly or through the College.

For faculty involved in research, the total time commitment during Fall (15 weeks), Spring (15 weeks) and Summer (6 weeks) semesters (overload when more than 100 percent) shall be limited to 125 percent of full-time or 10 additional hours per week. Total time commitment outside of the semester shall be limited to 125 percent of full-time or 50 additional hours per week. Exceptions for short-term projects may be requested on a case-by-case basis. Faculty members conducting research as an overload are responsible for ensuring that their regularly assigned duties are carried out satisfactorily.

Pay Schedule for Research Duties

Typically, compensation for assigned time is the same as the faculty member's regular salary rate, unless the assignment involves a significant increase in responsibility level.
For released time, principal investigator compensation will be as stipulated by the grant. Compensation for new research project positions will be specified in the position descriptions, typically included in the grant proposal. Non-institutional awards made to individual faculty (e.g. fellowships, individual stipends) will be determined by the granting organization.

Student Research

The College encourages student involvement in research. Students may be involved in research as part of their course work, as an independent research project, as service learning, or as paid research assistants. The status and conditions of student involvement in research shall be clearly specified in writing at the beginning of their involvement. Student involvement in research may not interfere with students' regular course work. If appropriate, absences from classes to assist in research or report on research results must be approved in advance by the course instructors.

PROCEDURES FOR FUNDING AND RESEARCH

Procedure Steps for External Funding:

1. Faculty members may be assigned to prepare a proposal or may initiate a proposal.
2. If a proposal is initiated by a faculty member, approval in principle from an appropriate administrative official (the Dean of Academic Affairs in consultation with the President) should be sought before devoting time to proposal development. When approval in principle is given, the official will specify the form and timing of additional or final approval requirements.
3. If the initiating faculty member is an adjunct or part time instructor and intends to serve as Principal Investigator or Project Director, permission to do so must be obtained from the Dean of Academic Affairs. For projects unrelated to the college, adjuncts serving as PIs or PDs must inform the Dean of Academic Affairs of their commitments to avoid any potential conflicts of interest.
4. When the assignment is made or approval in principle is granted, the administrative official will ensure that the college's registrations for grant submission systems are up to date to allow on-time submission of the finished proposal.
5. Completed proposals must be submitted to an appropriate administrative official in time to allow for review for signature as administrative representative or financial

officer, as specified in the funding application instructions. Proposals may be presented for review in semi-final draft form. At least five business days should be allowed for review, unless prior arrangements have been made with the signing official (see step 2, above).

6. If the proposal is funded, the faculty member or members involved in the project will meet with the Dean of Academic Affairs to define the workload and compensation conditions for the project.
7. Upon receiving notification of funding, the Principal Investigator or Project Director will meet with the college President or the President's designee, the Dean of Academic Affairs, and the Director of Sponsored Programs to ensure that designated procedures are followed.

Procedure Steps for Internally Funded or Non-Funded Faculty- Initiated Research

1. Faculty members seeking assigned or released time for research not requiring external funding should make a written request to the Dean of Academic Affairs. Alternately, if educational leave is requested for conducting research, the usual procedures for requesting educational leave will apply.
2. The Dean will review the request in consultation with the President as appropriate.
3. If reassigned time is granted, the Dean may require a research proposal and may stipulate progress and final reports.
4. Internally or non-funded research must comply with all college research policies, ie, IRB approval when appropriate, no publication restrictions, etc.
5. If approved to go forward, the Dean and faculty members will meet to establish the conditions for the project, with the resulting conditions to be documented in writing.

Procedure Steps for Assigned Research

1. The Dean of Academic Affairs and other college officials involved, if any, will meet with the faculty members involved to establish and clarify the sponsored project assignment.
2. Faculty members will not be assigned research as an overload unless they volunteer for the overload and will be given appropriate compensation, either as wages or as a reduced load in subsequent semesters.
3. The research assignment, including compensation and workload agreements, will be documented in writing, including documentation in the instructor's personnel and academic files.

Documentation Steps for All Faculty Research

1. Research involvement and accomplishments will be appropriately documented as professional development and/or service to the college.
2. Copies of research reports or publications will be provided to the Dean of Academic Affairs.

Procedure Steps for Student Research

Appropriate procedures will vary depending on whether the research is course-based, independent study, or as a research assistant. Please see the College Catalog, Faculty

Guidebook, and Student Handbook for more information on each of these procedures.

RESEARCH, CONSULTING, AND EXTERNAL FUNDING CONFLICTS

Faculty involved in sponsored projects, consulting activities, grant-funded initiatives, or externally funded research must disclose any financial, professional, or personal interests that could reasonably affect the objectivity of the project.

Faculty may not use College-sponsored research, institutional data, grant-funded materials, or College resources for personal consulting activities or external contracted work without prior written authorization.

Any compensation associated with external presentations, consulting engagements, or professional activities connected to College programs, grants, or research must be disclosed in advance and approved through appropriate administrative channels.

Online Course Policies

To ensure consistency and quality in our online classes, KBOCC uses the following guidelines for online courses and instruction:

ONLINE AND HYBRID INSTRUCTOR COMMUNICATION POLICY

Timely communication among participants in any learning venue is vital. In online and hybrid courses and during the regular work week, instructors should reply to their students on the same day that the question is asked, to the extent that is practicable. Students asking questions after normal business hours should expect to receive a reply as soon as possible the next day.

Instructors working in online and hybrid classes should reply to college administrators, supervisors, and staff following the same guidelines. Response on the same business day, whenever possible, is best practice, but responses are required within twenty-four hours to communicate within the workweek and on the following Monday for communications occurring over the weekend.

ACADEMIC POLICIES

Because of the virtual nature of hybrid and online courses, specific and uniform policies across all courses are recommended. These should be presented to students within the common course shell that forms the basic design for all courses offered via our distance learning platform.

Academic Integrity Policy

The Academic Integrity Policy is the same for on-campus and online classes. This policy is published in the Student Handbook.

In a discussion board due in the first or second week of class, instructors should present the Academic Integrity Policy and require that students post in response to the policy to affirm their understanding of and intentions to abide by it. In the discussion, students should be encouraged to ask questions about the policy and how they might be sure to avoid any issues regarding the use of source material in their own writing.

Affirmation of Enrollment and Attendance Policy

Instructors will share the college's online attendance policy with students. This policy is designed to ensure that students know that they are required to attend their online classes every week, just as they are required to attend their campus-based classes at every meeting.

Online Course Attendance Policy

Students enrolled in distance education courses must actively affirm their enrollment and participation during the first week of class. Students are required to enter and participate in the course through academically related activity during Week One. Failure to actively participate as defined below may result in administrative withdrawal from the course. For students who add a course on the final day of the drop/add period, the participation requirement is extended

through the second week of class.

For distance education courses, attendance is defined as active academic engagement rather than simply logging into the learning management system. Academically related activities may include:

- Submission of assignments
- Participation in instructor-led discussions
- Completion of instructional activities
- Submission of assessments or quizzes
- Participation in faculty-guided instructional activities

Logging into Canvas or viewing course materials alone does not constitute attendance or academic engagement.

Faculty are responsible for accurately documenting attendance and academic engagement in accordance with institutional policies and federal financial aid requirements.

COURSE DESIGN AND STRUCTURE

Course Syllabus

Syllabi must clearly communicate and document:

- Course objectives
- Grading policies
- Academic integrity
- Instructor contract information (including office hours)
- Instructional modality
- Participation expectations
- Weekly instructional engagement expectations
- Estimated out-of-class student workload
- Technology requirements and instructional delivery methods

Recommended syllabus language:
"This is a [X]-credit course. Students should expect to spend approximately [X] hours per week engaged in instructional activities (class meetings, online modules, or equivalent) and at least [2X] additional hours per week on out-of-class work, for a total of approximately [45*X] hours over the term."

Faculty are encouraged to provide students with a general overview of a typical instructional week or module to support transparency and student planning.

Learning Management System (LMS) Usage

All online courses will be delivered through the institution's LMS (Canvas). Faculty are required to familiarize themselves with the platform and ensure that all materials are posted in a timely manner.

Content Delivery
Instructional materials should be delivered in various formats (videos, readings, interactive elements) to cater to different learning styles. Faculty are expected to make reasonable efforts to ensure instructional materials are accessible and compliant with ADA, Section 504, and applicable accessibility standards. This includes, when feasible:

- Captioned video/audio content
- Accessible PDFs and documents
- Descriptive hyperlinks
- Alternative text for images
- Readable formatting and headings
- Accessible Canvas course design

Faculty should work collaboratively with Student Services regarding accommodations and accessibility concerns.

Course Template
Faculty must follow any standard course template provided to ensure consistency in navigation, layout, and design across online offerings.

COURSE REVIEW AND QUALITY ASSURANCE
KBOCC utilizes a course review process to promote instructional consistency, academic rigor, accessibility, and compliance with institutional, federal, and accreditation requirements across all instructional modalities.

Courses may be reviewed prior to the semester or during instructional delivery to ensure:

- Alignment between course learning outcomes, assignments, and assessments
- Consistency between instructional modality and course design
- Compliance with credit hour and regular and substantive interaction (RSI) requirements
- Accessibility of instructional materials and course organization
- Appropriate use of Canvas and institutional instructional technologies
- Clear communication of course expectations, participation requirements, and grading practices
- Accurate attendance and academic engagement procedures

Course reviews may include evaluation of syllabi, Canvas course shells, instructional materials, assessments, communication practices, and instructional engagement activities.

Faculty may be required to revise course materials or instructional practices based on review findings. The Dean of Academic Affairs, Department Chairs, Faculty Council, Office of Institutional Effectiveness, or designated reviewers may participate in course review processes as appropriate.

COMMUNICATION AND INTERACTION
Instructor Presence
Instructors are expected to maintain a visible and active presence in the course through regular

announcements, discussion board participation, and timely feedback on assignments.

Response Time
Faculty are required to respond to student inquiries within 24-48 hours on weekdays. Weekend response time should be communicated clearly in the syllabus.

Office Hours
Faculty must hold virtual office hours using video conferencing tools (e.g., Zoom, Google Meet). A minimum of one hour per week is required, with additional availability by appointment.

ASSESSMENT AND GRADING

Grading Transparency
Clear rubrics and grading criteria must be provided for all assignments. Students should know in advance how they will be assessed.

Turnaround Time
Graded assignments should be returned to students within a maximum of seven days. Large projects may require longer, but this should be communicated ahead of time.

Assignment Submissions
All assignments must be submitted through the LMS unless otherwise noted. Faculty should ensure that due dates and submission guidelines are clearly posted in the syllabus and in the LMS.

ATTENDANCE AND PARTICIPATION

Attendance Policy
Attendance in online courses will be measured by active participation in course activities, such as discussion boards, quizzes, and assignment submissions. Faculty are responsible for monitoring and recording student attendance weekly in the gradebook.

Participation Requirements
Faculty should set clear expectations for student participation in discussions and group activities. Weekly participation on discussion boards is strongly encouraged, and guidelines for quality of responses should be provided.

STUDENT IDENTITY VERIFICATION PRACTICES

KBOCC requires that students enrolled in courses are the same individuals who participate in and complete coursework. Identity verification practices are intended to support academic integrity and compliance with federal and accreditation requirements while protecting student privacy.

Standard Identity Verification Practices
Student identity may be verified through:

- Secure student login credentials and institutional authentication systems

- Canvas access and participation monitoring
- Proctored examinations or assessments
- Instructor verification through regular academic interaction
- Other approved instructional technologies or verification methods

Faculty Responsibilities
Faculty should incorporate appropriate identity verification methods within course design and instruction, including:

- Proctored or timed assessments
- Written assignments demonstrating consistent authorship
- Interactive discussions, presentations, or instructional activities
- Regular communication and engagement with students

Faculty should monitor for irregularities such as:

- Significant unexplained changes in writing style
- Inconsistent participation patterns
- Unusual performance discrepancies
- Suspected unauthorized use of third parties or AI-generated work

Concerns regarding possible identity fraud or academic misconduct should be addressed in accordance with the Academic Integrity Policy.

Student Responsibilities
Students are responsible for:

- Maintaining the confidentiality of institutional login credentials
- Completing their own coursework
- Adhering to course policies and academic integrity expectations
- Following institutional AI use guidelines and technology policies

COURSE TECHNOLOGY AND RESOURCES

Learning Management System (LMS) Expectations
Canvas is the institutionally approved learning management system (LMS) utilized to deliver, document, and support instruction at KBOCC.

All online and hybrid courses must utilize Canvas as the primary instructional environment.

Faculty are expected to maintain active and organized course shells that clearly communicate:

- Course syllabi
- Assignment expectations and deadlines
- Attendance and participation expectations
- Course announcements and communication
- Instructional materials and learning activities
- Grades and feedback
- Instructor contact information and office hours

Faculty should ensure course materials, activities, and assessments are aligned with course learning outcomes, modality expectations, and institutional credit hour requirements.

Required Tools and Software
Instructors must specify any required software, tools, or resources in the syllabus. Faculty are encouraged to provide alternative formats or solutions in case students encounter technical issues.

Technical Support
Faculty should be knowledgeable about the resources available to students for technical support, and direct students to these resources when necessary.

Backup Plans for Technical Difficulties
Faculty should have contingency plans in place for assignments or assessments in case of system-wide outages or technical failures.

PROFESSIONAL DEVELOPMENT

Training Requirements
Faculty teaching online must complete required professional development on online pedagogy and the use of the LMS. Ongoing training will be provided, and participation in updates is encouraged.

Pedagogical Best Practices
Faculty are encouraged to apply best practices for online learning, including active learning techniques, diverse media use, and frequent low-stakes assessments.

EVALUATION OF ONLINE COURSES

Student Feedback
End-of-course surveys will be conducted to assess the effectiveness of the online course delivery. Faculty are encouraged to review feedback for continuous improvement.

Course Reviews
Online courses will be subject to regular reviews to ensure alignment with institutional standards, accreditation requirements, and best practices for online learning.

Peer and Supervisor Observations
Faculty should expect periodic peer or supervisor evaluations of their online teaching, as part of professional development and quality assurance processes.

PRIVACY AND SECURITY

FERPA Compliance
Faculty must ensure that student privacy is maintained in accordance with the Family Educational Rights and Privacy Act (FERPA) when sharing grades or student information. Online

course materials, including discussion boards and assignments, should not be shared outside of the course environment.

Privacy and Data Security
Identity verification practices must comply with FERPA and institutional privacy standards and should avoid unnecessary collection or storage of sensitive student information.

Secure Communication
Faculty should only communicate with students through official channels, such as the LMS, institutional email, or approved video conferencing platforms.

SUPPORT FOR STUDENTS WITH DISABILITIES

Accessibility

All course content must be accessible, with closed caption options for videos, alternative text for images, and screen reader compatibility. Faculty should work with the institution's disability services office to accommodate students with specific needs.

Assistive Technologies

Faculty should be familiar with and, where possible, integrate assistive technologies into their course design.

COPYRIGHT COMPLIANCE

Faculty are responsible for ensuring that all course materials comply with copyright laws. Use of open educational resources (OER) is encouraged where possible.

FACULTY OVERSIGHT

All faculty will be observed once each year by the Dean of Academic Affairs or the Dean's designee. These observations will use the Classroom Assessment Form (see Faculty SharePoint for observation documents) for the modality in which the classroom occurs.

Online Faculty Observations

The Dean of Academic Affairs (or the Faculty Chair as designated by the Dean) will observe online faculty performance a minimum of three times each semester for new faculty. Continuing faculty will be observed at least twice per semester by the Dean and/or the Faculty Chair. If performance guidelines are not being met, the Dean will offer support for addressing any faculty performance issues. The Dean of Academic Affairs will also offer support to resolve any student academic issues.

Online Faculty Orientation

Prior to being assigned an online course at KBOCC, new faculty will be assigned a faculty mentor, usually the Faculty Chair in their discipline, to support their professional development in the classroom, and they will be observed four times during their first semester by the Dean of Academic Affairs who will offer support for their development as effective teachers. The Dean will note faculty compliance with online course guidelines.

Online Faculty Performance Issues

Failure to follow policy will result in mandatory refresher training to support the development of the skills and practices required for effective instructor performance in the online classroom. Willful and/or repeated disregard of online course policies will result in the development of a plan by the Dean of Academic Affairs to bring instructor performance into line with expectations outlined in the Online Course Policies. If instructor performance does not show the desired improvements, the faculty member will be removed from the online classroom.

Instructional Technology

The College provides and maintains certain technological and office equipment services, including computer systems, use of the Internet, telephones, electronic mail, and voice mail. The College provides the systems for the use of employees in conducting College business.

CLASSROOM AUDIO-VISUAL EQUIPMENT

Classroom equipment includes markerboards, digital projectors, and document cameras. Most classrooms have installed projectors, and portables are available for the others. Most of the rooms are set up for instructors to plug in laptops. Instructors may use their own or check out a college laptop. The Dean of Academic Affairs and REMC-1 will work with instructors to provide the equipment needed for their courses.

COMPUTERS

PCs are available for instructor and student use in the computer lab, Wabanung room 119E, and the study area of the library. Desktop computers (PC) which are connected to the heavy-duty printer are available in the adjunct office and department chairs each have an individually assigned PC, laptop, or both. Adjuncts needing laptop computers are encouraged to reach out to the Dean of Academic Affairs. Under the KBOCC Student Laptop Initiative, students can receive computers via Student Services and are encouraged to visit the Dean of Students for more information.

COMPUTER USE

The College reserves the right to maintain, service, monitor, inspect, and access any part of the system. REMC-1 will create user accounts, reset passwords, and unlock computers. Detailed guidelines for the use of KBOCC computers are provided in the Employee Handbook.

COPIERS/FAX

Copy machines accept employee identification codes for login, so adjunct faculty can copy materials as needed. The Kyocera copier /printer/scanner in Room 200N Wabanung should be used for producing course materials. A fax machine is available in the Student Services offices. The unauthorized use of college copying, and facsimile machines is prohibited as are the following:

1. Excessive copying or facsimiles of personal material (more than 10 pages).
2. Copying material that violates the College's code of conduct, standards of behavior, policies or procedures.

E-MAIL AND OUTLOOK 365 SYSTEMS

Instructors are assigned College e-mail addresses which are to be used for college-related e-mailing. The e-mail address also provides access to functions of the office 365 system, which include user groups, cloud drive, calendar, and more. College E-mail is the primary means of communication with instructors and should be checked regularly.

TELEPHONES

Telephones are installed in the adjunct office and department chair offices for instructor use.

Student Support

COUNSELING

All KBOCC students are eligible to utilize our UWill Services. UWill offers an immediate appointment with a licensed therapist based on student preferences, a direct crisis connection & wellness event. UWill has modernized and enhanced the current mental health campus offerings by creating a two-sided technology-based platform connecting students with experienced mental health professionals for when the need arises.

DISABILITY SERVICES

Any student in need of reasonable accommodations due to a disability will need to inform his or her instructor or the Dean of Student Services. Requests for reasonable accommodations are processed in the Dean of Student Services office and require appropriate documentation. Questions or requests can be directed to Student Services at 524-8111.

TEST PROCTORING

The Student Services Department will provide test proctoring for students who need make-up exams or have quiet exams or spoken exams as accommodations. To arrange for a proctored exam, instructors contact the Student Support Coordinator for scheduling and provide a copy of the exam along with any special exam administration instructions, such as time limit, allowable materials or equipment (computer, calculator, ruler, protractor, etc.). If no special instructions are received, they will be administered with a time limit of the length of the regular class period and only a pen, pencil, and blank paper allowed.

TUTORING AND WORKSHOPS

Faculty provide assistance to students in their classes desiring additional individual help in meeting course requirements. In addition, KBOCC utilizes tutor.com, which provides services in over 250 subject areas. Tutor.com provides 24/7, expert, 1-to-1 academic and job support for learners from K-12 through college, graduate school, continuing education, and career preparation. Educational workshops such as employability skills and cultural awareness workshops are offered periodically throughout the year. Instructors and staff members are encouraged to suggest workshops.

INTERNSHIPS

Internships provide workplace experience for students either for credit, stipend (pay), or both in a wide variety of locations both in the U.S. and abroad. While many are summer programs, some internships are available during the spring and fall semesters. To be eligible, students must be degree or certificate-seeking, at least 18 years old and be in good academic standing (2.0 cumulative GPA or above) or as specified by the sponsoring agency. Internships may be required in some programs, in which case, special requirements may be specified. Detailed information about available internships can be found by visiting www.kbocc.edu/internship-opportunities.

REFERRALS

Students are encouraged to contact the Dean of Student Services, College Completion Coach or Student Support Coordinator if they are seeking services or need assistance with external issues, i.e., daycare, transportation, time management, financial concerns, personal issues, etc. If no college program is available to meet a student's needs, contact information for community programs can be obtained at www.kbocc.edu/community-programs/community-resources/.

TRANSFER SERVICES

Faculty advising students who anticipate continuing their education at a four-year institution should work closely with their advisees to ensure that their course selections will be compatible with the requirements of their intended four-year programs. The College maintains a collection of college catalogs and program brochures. Faculty should also assist students in accessing on-line information and facilitate direct contact with staff and faculty at transfer institutions if requested. To avoid confusion, transfer advising should only be conducted by the students' assigned advisors or designated alternate advisor.

LIBRARY

Keweenaw Bay Ojibwa Community College Library

The KBOCC library is located in Rooms 206N and 208N Wabanung Campus. Its developing collection includes academic resources for each of the College's programs. The library's digital access and study area, which has study seating for up to 26 students, three desktop computers, and wireless internet access, is open for student use during building hours. Currently, access to the library's college-specific collection of digital resources is provided through the web portal, allowing students to use the resources anywhere they can log on to the Internet. The library's collections will be available during regular library hours or by arrangement with a librarian. Library hours may vary based on course scheduling and student need and are posted throughout campus. The library phone number is 524-8206.

Ojibwa Community Library

The Ojibwa Community Library is located at 409 Superior Avenue, Baraga. Ojibwa Community Library's collection includes a large and frequently updated selection of popular fiction in print, large-print, and audio formats and community-oriented non-fiction, specializing in Native American culture, literature, and art. The Ojibwa Community Library provides computer workstations and wireless internet access. Students and employees are eligible to use the Ojibwa Community Library. The library phone number is 353-8163.

L'Anse School Public Library

The L'Anse School Public Library, located in the L'Anse Area Schools building at 201 N. 4th Street, L'Anse, is the public library for Baraga County, and all county residents are eligible for library cards. The library provides a varied public library collection along with secondary school resources. It has special collections for Native American and Finnish-American materials as well as for Upper Michigan authors. The public library provides digital materials through Great Lakes Digital Library and presents a variety of library programs. Its phone number is 524-6213 and its website is at http://joomla.uproc.lib.mi.us/lanse/.

All three libraries are members of the Upper Peninsula Region of Library Cooperation, and the Ojibwa Community Library and L'Anse School Public Library also participate in inter-library lending and borrowing which provides direct access to library materials across the region. The UPRLC library catalog can be accessed at http://ibistro.uproc.lib.mi.us/ and allows users to search individual or all libraries. The Michigan Electronic Library provides digital resources throughout the state and can be web-accessed at http://www.mel.org.

Student Discipline

Students have a responsibility to act consistently with the values of the College and to obey local, state, and federal laws.

STUDENT CODE OF CONDUCT

KBOCC integrates traditional Ojibwa values into all its programs. The Student Code of Conduct finds its foundation in the seven sacred grandfather teachings which include the following:

- Wisdom
- Love
- Respect
- Bravery
- Honesty
- Humility
- Truth

The Student Code of Conduct exists to help KBOCC maintain a safe and positive environment conducive to learning and to help promote student growth. Students are expected to behave in a manner that demonstrates behavior consistent with these teachings in all interactions with the College and broader communities.

Code of Conduct Violations

General Code of Conduct violations consist of, but are not limited to, the following:

1. Failure to comply with the directives of college officials including, but not limited to, faculty or administrators acting in the performance of their duties.
2. Violation of published college policies, rules or regulations, including academic integrity.
3. Violation or attempted violation of local, federal, or state laws.
4. Attempts to commit acts or encouraging others to commit acts prohibited by this code are also code violations.
5. Intentionally or recklessly interfering with college or college-sponsored activities.
6. Gambling at college-sponsored activities.
7. Threatening or insulting behavior.

Detailed information regarding disciplinary actions can be found in the Student Handbook.

Instructors' Role in Student Discipline

Instructors' role in student discipline is threefold, to exemplify positive, professional behavior, to teach traditional values, professional ethics, and appropriate conduct in an academic setting, and to respond appropriately to misconduct. A teaching approach within the instructional setting will be appropriate for most misconduct, but any incident involving violence or a credible threat of violence, or likely to result in formal disciplinary action, including grade penalties, should be documented using an Incident Report Form.

Instructors have authority to direct students to direct students to behave appropriately, to require students to correct or re-do assignments or exams, and to impose grade penalties up to a failing grade in the course. Instructors are authorized to direct disruptive students to leave a class session, to require individuals believed to be under the influence of drugs or alcohol to leave campus, and to call law enforcement if an individual does not comply. More severe penalties require a formal disciplinary process, which is detailed in the Student Handbook.

Academic Integrity

Instructors have a key role in teaching and monitoring academic integrity and should be attentive to providing clear expectations and structuring classroom procedures to support ethical behavior. This may be as simple as having students clear the tables before starting a test.

Providing clear expectations entails avoiding assumptions about what students already know. KBOCC students come to college with a very wide range of backgrounds and may have widely varying ideas about appropriate assistance, use of information, and classroom behavior.

Instructors should also consider intent in evaluating potential plagiarism, which often arises from ignorance. However, all instances of academic integrity violation call for correction, whether it is in the form of instruction or includes a penalty.

Emergency Procedures

HEALTH & SAFETY

Maintaining an environment that is safe and conducive to learning is an important part of the College's mission. While at College or any College-sponsored activity, employees have the right to insist that actions which threaten or insult them in any way stop immediately. If problem behavior persists, supervisors and/or employees will intervene to keep co-workers and students safe.

Every effort will be made to provide a safe environment in which to work. All employees are expected to perform their work assignments in a safe and proper manner, use appropriate safety equipment, and work with care and consideration for co-workers.

In the event of an accident or injury, employees will immediately complete the written accident report and submit it to the Human Resources Office.

Acts of violence and aggression include verbal or physical actions that are intended to create fear or apprehension of bodily harm or threaten the safety of others in our workplace. Written reports of any acts of violence must be reported to your supervisor and submitted to the Human Resources Office. In case of an emergency, contact the local police department. Incidents of violence at the College are serious misconduct and will not be tolerated. Violent incidents will result in disciplinary action including dismissal.

Additional information, including the discipline procedure, can be found in the Employee Handbook.

BUILDING SECURITY

All employees are expected to perform in a manner that ensures the safety and security of people and property. A surveillance system is utilized at the College. Employees are expected to comply with campus security procedures.

INCLEMENT WEATHER/EMERGENCY CLOSING

The College may close or delay operations due to inclement weather, emergency conditions, or other circumstances at the discretion of the President or an appointed designee. In the event of inclement weather, the President will determine whether a closure or delay is necessary. If the President is unavailable, the Board Chairman will make the determination regarding weather-related closures.

Emergency closures may also occur due to conditions such as mechanical failures, utility outages, public safety concerns, or natural disasters. Employees will be compensated during authorized closures according to their employment classification and applicable policies. Adjunct instructors whose classes are cancelled due to inclement weather or emergency conditions will not be compensated for missed class sessions unless approved make-up

instructional time is completed.

College closures and delays will be communicated through KBOCC email, the College's social media platforms, Eagle Radio 105.7 and/or 98.7, and WLUC TV6.

During weather-related or emergency closures, instructors may be required to transition scheduled on-site instruction to remote delivery through Zoom, Canvas, or other approved instructional methods to maintain instructional continuity, academic engagement, and required instructional time.

Appendix A: Position Descriptions

DEAN OF ACADEMIC AFFAIRS

The Dean of Academic Affairs is responsible for ensuring academic integrity and a quality learning experience for students, providing supervision and direction for the faculty and academic instructional programs including program development, curriculum, and articulation initiatives. The Dean of Academic Affairs shall

- Recruit, interview and recommend faculty to the President and Board of Regents.
- Provide orientation, mentoring, performance counseling, and recognition of faculty.
- Supervise faculty.
- Preside over Faculty Council meetings.
- Collaborate in creating and implementing new academic programs.
- Help create and approve faculty development opportunities that support curriculum needs and teaching excellence.
- Evaluate professional development plans for faculty members.
- Coordinate peer evaluation of faculty performance ensuring fairness and impartiality.
- Coordinate administration of student evaluations. Review and provide feedback to faculty in a timely manner.
- Administer the college's academic advising program.
- Supervise registrar functions and conduct transcript evaluations and degree audits.
- Coordinate with the Dean of Student Services in management and application of student data.
- Oversee the student academic grievance process.
- Collaborate with the Dean of Student Services in organizing and conducting graduation and other academic ceremonies.

FACULTY - DEPARTMENT CHAIRS - 10 MONTH

Each Department Chair serves as full-time instructor and program director for the respective department. The Chair is responsible for the planning and coordination of the instructional program; student advising; participation in the recruitment and selection of departmental faculty; supervision and peer performance review of departmental faculty; preparation of department reports and other documents; participation in the development and administration of the department budget; active participation in the Faculty Council and assigned committees; communication of administrative directives to faculty and students, and student and faculty concerns to administration; mediation of issues arising within the department. The department chair shall:

- Perform a full-time professional load of teaching and administrative duties.
- Maintain posted office hours.
- Prepare a syllabus for each assigned course which meets KBOCC content requirements.
- Assess and evaluate student performance in accordance with the Assessment of Student Learning.

- Maintain accurate records of student attendance and achievement.
- Advise and mentor departmental majors.
- Advise student organizations related to the department.
- Maintain currency in teaching and pedagogical methods.
- Assist with the development and implementation of the college's strategic plan.
- Manage departmental academic affairs including coordinating class schedules, approving syllabi, and submitting catalogue updates.
- Supervise and mentor adjunct and permanent part-time faculty within the department.
- Develop the departmental budget.
- Manage and maintain departmental equipment.
- Participate in interviewing and selecting departmental faculty.
- Coordinate textbook selection within the department.
- Recommend the selection of instructional materials and resources including library purchases.
- Participate in the College's accreditation process.
- Support faculty evaluation processes including syllabus review, classroom observations, mentoring, assessment review, and professional development activities.
- Participate in accreditation, assessment, strategic planning, institutional effectiveness, and continuous improvement activities.
- Support implementation of institutional academic policies, assessment processes, and accreditation requirements.
- Seek external funding for projects related to the department.
- Recommend and coordinate professional development activities for departmental faculty.
- Coordinate special department activities.
- Assist with student recruitment and community/college relations.
- Supervise student interns.
- Attend graduation and honor ceremonies.
- Perform duties as a member of the Faculty Council including the development, oversight and implementation of policies and procedures related to academic procedures, the college curricula, student and faculty performance evaluation, faculty professional development, student academic achievement, student grievances, and teaching and learning resources.
- Submit grades and other evaluative materials on or before the deadline.
- Perform other duties as assigned.

Note: Due to the extensive reporting requirements, the Nursing Department Chair may opt for a 11 or 12 month contract.

FULL-TIME FACULTY - 10 MONTH

Full-time faculty perform a full-time credit load of teaching (13-15 credits in the fall/spring and 3-4 credits in the summer) or teaching and other assigned duties on a permanent basis. Full-time faculty shall:

- Teach assigned courses, including lab sections where appropriate, and provide tutorial

support for students.
- Prepare a syllabus for each assigned course which meets KBOCC content requirements.
- Maintain posted office hours.
- Assess and evaluate student performance in accordance with Assessment of Student Learning.
- Maintain accurate records of student attendance and achievement.
- Submit grades and other evaluative materials on or before the deadline.
- Remain current in area of teaching and teaching methodologies.
- Participate in departmental and college events including graduation and honors ceremonies.
- Provide service to the college community through committee and student organization involvement.
- Participate in institutional service activities including committee work, assessment, accreditation, curriculum development, student support initiatives, and community engagement efforts.
- Participate in institutional service activities including committee work, assessment activities, accreditation efforts, curriculum development, student support initiatives, community engagement activities, and other service responsibilities as assigned.
- Participate in faculty evaluation processes including classroom observations, student evaluations, self-assessments, professional development activities, and learning outcomes assessment reporting.
- Advise students as assigned.
- Participate in curriculum development.
- Perform other duties as assigned.

FACULTY (ADJUNCT)

Adjunct faculty positions are one semester contract positions for teaching a specific course. Adjunct faculty shall:

- Teach assigned courses, including lab sections where appropriate, and provide tutorial support for students.
- Prepare a syllabus for each assigned course which meets KBOCC content requirements.
- Maintain posted office hours.
- Assess and evaluate student performance in accordance with the Assessment of Student Learning.
- Maintain accurate records of student attendance and achievement.
- Submit grades and other evaluative materials on or before the deadline.
- Participate in departmental and college events including graduation and honors ceremonies.
- Perform other duties as assigned.

Appendix B: Proven Experience Rubrics

PROCEDURES FOR QUALIFICATION BASED ON PROVEN EXPERIENCE

Gather Documentary Evidence

Instructor position postings specify that applicants must provide academic transcripts. When applicable, postings will also specify providing documentation of tribal certification as part of the application documents. Consequently, these documents will already be present.

When instructor candidates with less than full credentials make inquiries or are interviewed, they will be given information about qualification through proven experience, which will include the proven experience rubric, and the opportunity to present additional evidence documents.

Evaluate Evidence

Applicants' evidence will be evaluated by at least two reviewers from the following list, chosen to avoid potential conflicts of interest:

- Dean of Academic Affairs
- Department Chair
- Dean of Student Services
- Faculty Peers in the Discipline or closely related fields
- Human Resources staff

The evaluation will be conducted using the appropriate proven experience rubric. The stated criteria represent thresholds for considering instructor candidates to be qualified. Specific scores may be used in comparing candidates or designing professional development plans.

Four rubrics are available:

- Academic and General
- Anishinaabe Arts and Culture
- Native Languages
- Vocational Programming

Verify Qualification and Create Professional Development Plan

When the evaluation is complete, the candidate will be informed of the results and provided a copy of the scoring sheet. If the candidate is hired, a signed results document will be placed in the personnel file.

Instructors whose qualifications have been verified based on proven experience will still be encouraged to seek academic credentials, particularly if they are in early-to-middles stages of their careers. The Dean of Academic Affairs, or Department Chair, if appropriate, will meet with the instructor to discuss planning professional development.

PROVEN EXPERIENCE RUBRIC - ACADEMIC AND GENERAL

Use this rubric to evaluate academic faculty who may not meet the formal degree qualifications but possess significant relevant experience. Rubric evaluates the candidate's theoretical and practical experience in both academic and professional contexts, ensuring they possess the expertise to effectively teach and contribute to student learning. It emphasizes both academic knowledge and real-world skills, leadership, and innovation.

Criteria	Exemplary (3)	Proficient (2)	Not Evident (1)	Score
Relevant Professional Experience (Workplace)	10+ years of hands-on experience in key industry roles, with demonstrated leadership and innovation. Clear impact in the field.	5-9 years of relevant industry experience with increasing responsibilities. Contributions are visible but may not include significant leadership.	Less than 5 years of experience or minimal evidence of relevance to the field. Little to no leadership experience.	
Teaching and Mentorship Experience (Workplace/Academic)	5+ years of successful teaching or mentorship experience in both academic and workplace settings. Demonstrated ability to transfer skills effectively.	2-4 years of teaching or mentoring, with some success in both academic or professional contexts.	No teaching or mentorship experience, or limited experience with minimal success in knowledge transfer.	
Demonstrated Subject Matter Expertise (Academic & Workplace)	Published work or major professional contributions. Deep theoretical and practical understanding of the subject matter, recognized by peers or industry.	Moderate theoretical knowledge, supported by relevant professional experience. Some contributions to publications or workplace reports.	Limited subject matter expertise. Lacks depth in either theoretical or practical knowledge. No publications or professional recognition.	
Hands-on Expertise and Skills Application (Workplace)	Mastery in applying complex techniques or technologies in real-world settings. Recognized for enhancing workplace processes or skill transfer.	Proficient in key hands-on techniques. Able to contribute to workplace success and teach others core skills.	Minimal hands-on experience or limited application of skills in practical settings. No evidence of advanced proficiency.	
Workplace Leadership and Collaboration	Proven leader in managing teams, leading projects, and driving innovation. Demonstrated ability to collaborate across industries or departments.	Experience leading smaller teams or collaborating in professional settings, with clear contributions to success.	No leadership or collaboration experience in workplace environments.	
Industry Certifications and Practical Training	Holds advanced and relevant certifications or specialized training. Actively maintains and applies these skills in current work.	Holds basic certifications or has completed some practical training but lacks advanced credentials. Limited application in workplace settings.	No relevant industry certifications or evidence of practical training.	
Contribution to Discipline/Field (Workplace & Academic)	Actively contributes to the field through research, advisory roles, or	Some participation in research, projects, or industry-related activities.	No evidence of contributions to the field through professional or	

Criteria	Exemplary (3)	Proficient (2)	Not Evident (1)	Score
	professional organizations. Recognized for advancing the discipline or workplace.	Limited leadership or contributions to the field.	academic work.	
Workplace Innovation and Applied Work	Led significant innovations or improvements in the workplace. Recognized for developing new methodologies or technologies.	Contributed to innovations or new processes in the workplace but with limited leadership. Demonstrates adaptability to new trends.	No involvement in workplace innovations or applied work. Lacks familiarity with emerging techniques or trends.	
Community Engagement and Service (Workplace/Field)	Actively engaged in community or industry outreach, with leadership roles. Documented impact on community or workplace initiatives.	Participates in community or industry service, but with a limited impact or minimal leadership roles.	No engagement in community or industry outreach related to the field.	

Scoring and Evaluation

1. **Total Score:** Sum the scores from each category.
2. **Threshold for Approval:** A score of 20 out of a possible 27 is recommended for faculty approval without traditional academic qualifications.
3. **Required Documentation:** Reviewers should consider resumes, employment verification, licenses/certifications, training records, portfolios, sample work, employer references, and evidence of teaching/training effectiveness.

PROVEN EXPERIENCE RUBRIC - ANISHINAABE ARTS AND ANISHINAABE CULTURE

This rubric takes into account both academic and applied experience in Anishinaabe Arts and Culture, emphasizing the importance of lived cultural knowledge, professional recognition, and community involvement. It allows for flexible assessment of both formal and informal qualifications, which are key in culturally specific disciplines.

Experience Category	Exemplary (3)	Proficient (2)	Not Evident (1)	Score
Formal Education (College Credits or Training)	Extensive education in relevant field (13 or more credits or equivalent training)	Moderate education or training (5 to 12 credits or equivalent)	Minimal or no formal education or training (1 to 4 credits)	
Scholarly or Creative Work in Discipline	Extensive body of work; widely recognized; high quality or innovation	Moderate body of work; recognized regionally or locally	Limited or no scholarly or creative work in the field	
Applied Experience in Anishinaabe Arts/Culture	Extensive applied experience (10+ years); recognized achievements related to teaching subject	Moderate experience (5 to 9 years); some achievements relevant to the discipline	Minimal applied experience (less than 5 years); limited relevance	
Technical or Professional Skill Certifications	Fully certified in relevant technical or professional skills	Partial certification or in-progress	No relevant certifications	
Professional Recognition	National or significant regional recognition in the field	Local or moderate recognition	No recognition in the field	
Teaching Evaluations and Awards	Consistently exceptional evaluations; received teaching awards	Above average evaluations or informal recognition	Minimal evaluations or below average feedback	
Externally Measured Student Outcomes	Excellent student outcomes based on external evaluation (e.g., contests, projects, exhibits)	Good student outcomes; some external measures	Limited or no data on student outcomes	
Cultural and Community Engagement	Actively engaged in cultural activities, ceremonies, or community cultural preservation	Moderate engagement in cultural or community efforts	Little or no involvement in cultural/community activities	
Professional Development and Continued Learning	Regularly engaged in professional development related to Anishinaabe Arts/Culture	Occasionally engaged in professional development	No engagement in professional development	

Scoring and Evaluation

1. **Total Score**: Sum of scores from all categories.
2. **Threshold for Hiring**: A minimum score of **20** out of a possible **27** is recommended for hiring as an instructor in Anishinaabe Arts or Anishinaabe Culture.
3. **Required Documentation:** Reviewers should consider resumes, employment verification, licenses/certifications, training records, portfolios, sample work, employer references, and evidence of teaching/training effectiveness.

PROVEN EXPERIENCE RUBRIC - NATIVE LANGUAGE INSTRUCTION

This rubric provides flexibility in assessing Native language instructors, acknowledging both formal education and lived language experience, with particular consideration for tribal certifications and community-based expertise.

Experience Category	Exemplary (3)	Proficient (2)	Not Evident (1)	Score
Formal Language Instruction (College Credits)	13 or more credits in language instruction from an accredited institution	5 to 12 credits	1 to 4 credits or no formal instruction	
Tested Language Ability	Fluent / Conversational	Intermediate	Introductory	
Professional Experience Using Language (Interpreter, Translator, Author, etc.)	Extensive professional experience in language roles (interpreter, translator, author)	Moderate experience in language-related professional roles	Limited or no professional experience	
Tribal or Institutional Language Certification	Certified by a recognized tribal authority, accredited institution, or master teacher	Certification in progress or from a less recognized institution	No certification	
Speaking Language as First or Home Language	Fluent speaker with experience teaching or significant community engagement	Advanced home/community usage with some teaching or mentoring experience	Limited or no first/home language usage	
Teacher Education (General Pedagogy)	Fully credentialed as a teacher or has extensive training in pedagogy and methodology	Some formal teacher education or general teaching training	No formal education in teaching	
Semesters of Successful Language Teaching	11 or more semesters of language teaching in academic or community settings	6 to 10 semesters of teaching experience	2 to 5 semesters or limited teaching experience	
Teaching Evaluations and Peer Recognition	Recognized by peers or colleagues as an exceptional teacher; received awards	Above average teaching evaluations or informal peer recognition	No teaching evaluations or minimal peer recognition	
Cultural and Community Engagement	Actively engaged in cultural activities, ceremonies, or language preservation efforts	Some participation in language or cultural activities	No involvement in cultural or community language efforts	

Scoring and Guidelines for Hiring

1. **Total Score:** Sum of scores from all categories.
2. **Threshold for Hiring:** A minimum score of **20** out of a possible **27** is recommended for hiring as a Native language instructor.
3. **Required Documentation:** Reviewers should consider resumes, employment verification, licenses/certifications, training records, portfolios, sample work, employer references, and evidence of teaching/training effectiveness.

PROVEN EXPERIENCE RUBRIC - VOCATIONAL PROGRAMMING

Use this rubric to evaluate vocational, technical, workforce, CTE, skilled trades, or apprenticeship instructors who may not meet traditional academic degree qualifications but possess significant documented industry experience, technical skill, credentials, and workplace-based instructional ability. The rubric emphasizes safe and effective hands-on instruction, current industry practice, credential alignment, student skill development, and workforce readiness.

Criteria	Exemplary (3)	Proficient (2)	Not Evident (1)	Score
Relevant Trade/Industry Experience	10+ years of recent, directly related experience in the trade or vocational field, with progressive responsibility and documented success in industry roles.	5-9 years of directly related experience with increasing responsibility and clear relevance to the program area.	Less than 5 years of experience, outdated experience, or limited evidence that experience aligns with the vocational program area.	
Technical Skill Mastery and Hands-on Application	Demonstrates advanced mastery of tools, equipment, technology, materials, procedures, and industry-standard methods. Can model complex skills accurately and safely.	Demonstrates proficiency in core tools, equipment, techniques, and processes needed for entry-level workforce preparation.	Limited evidence of hands-on skill proficiency or inability to demonstrate essential trade techniques and processes.	
Industry Certifications, Licensure, and Specialized Training	Holds current advanced credentials, journey-level status, licensure, OSHA/safety credentials, manufacturer certifications, or specialized training strongly aligned with the program.	Holds relevant basic credentials, certificates, or documented training aligned with the field, though credentials may be limited in level or scope.	No relevant certifications, licensure, or documented practical training; credentials are expired or not aligned with the program area.	
Teaching, Training, and Skill Transfer Experience	5+ years successfully training apprentices, employees, students, or community learners. Strong evidence of coaching, demonstration, feedback, and skill assessment.	2-4 years of training, mentoring, or workplace instruction with evidence of effective knowledge transfer.	No teaching, training, mentoring, or supervision experience; limited evidence of ability to help learners develop skills.	
Safety, Compliance, and Risk Management	Demonstrates strong command of safety procedures, PPE, hazard communication, regulatory expectations, equipment protocols, and safe lab/shop management.	Understands and applies common safety practices and compliance expectations for the field.	Limited evidence of safety knowledge, compliance awareness, or ability to maintain a safe instructional environment.	
Curriculum Alignment and	Can clearly connect industry standards,	Can align instruction to common workplace tasks	Limited ability to connect instruction to	

Criteria	Exemplary (3)	Proficient (2)	Not Evident (1)	Score
Workforce Readiness	employer expectations, certifications, competencies, and applied assessments to course/program outcomes.	and basic course outcomes, with some connection to employer or credential expectations.	program outcomes, industry standards, or workforce readiness.	
Workplace Leadership and Professionalism	Proven leadership in supervising teams, leading projects, solving workplace problems, improving processes, and modeling professional conduct.	Experience collaborating in professional settings and contributing to team success; demonstrates dependable workplace professionalism.	Little to no evidence of leadership, teamwork, reliability, communication, or professional conduct in workplace settings.	
Industry Currency and Applied Innovation	Actively maintains currency through ongoing work, training, professional organizations, advisory boards, technology updates, or process improvements.	Some evidence of staying current with industry trends, tools, methods, or employer needs.	No evidence of current industry engagement; skills or knowledge appear outdated.	
Community, Employer, and Career Pathway Engagement	Actively engaged with employers, unions, workforce boards, schools, community partners, or industry outreach. Demonstrated impact on career pathways or student placement.	Some participation in employer, community, or workforce-related activities with limited leadership or documented impact.	No evidence of engagement with employers, workforce partners, or community career pathway efforts related to the field.	

Scoring and Evaluation

1. **Total Score:** Sum the scores from each category.
2. **Threshold for Approval:** A score of **20** out of a possible **27** is recommended for faculty approval without traditional academic qualifications.
3. **Required Documentation:** Reviewers should consider resumes, employment verification, licenses/certifications, training records, portfolios, sample work, safety documentation, employer references, and evidence of teaching/training effectiveness.