

ILISAĠVIK COLLEGE FACULTY HANDBOOK

Rev. October, 2023

Table of Contents

Preface	4
Directory.....	5
President’s Message	6
Iḷisaḡvik College.....	7
Academic Calendar	9
Iḷisaḡvik Organizational Chart.....	10
Academic Advising	11
Academic Council	14
Correspondence	22
Academic Freedom.....	22
Academic Guidelines and Regulations	23
<i>Add/Drop/Withdrawal from Courses.....</i>	<i>23</i>
<i>Audit</i>	<i>24</i>
<i>Prerequisites/Co-Requisites</i>	<i>24</i>
<i>Placement Testing.....</i>	<i>24</i>
<i>Accuplacer Scores (Next Generation).....</i>	<i>24</i>
<i>Attendance Policy.....</i>	<i>25</i>
<i>Late Assignments</i>	<i>25</i>
<i>Academic Honesty.....</i>	<i>25</i>
<i>Grade Point Average</i>	<i>25</i>
<i>Academic Petitions</i>	<i>26</i>
<i>Calculating Credit Hours.....</i>	<i>26</i>
<i>Grading Policies.....</i>	<i>27</i>
Accreditation	29
<i>Tribal College Status.....</i>	<i>29</i>
<i>Mission Statement of Iḷisaḡvik College.....</i>	<i>29</i>
<i>Vision.....</i>	<i>29</i>
Administrative Responsibilities	30

General Education Component	31
Distance Education	33
<i>Definition.....</i>	33
<i>MyCampus</i>	33
<i>Blended.....</i>	33
<i>Zoom Courses.....</i>	33
<i>Teleconference</i>	34
<i>Iḷisagvik College Village Liaisons</i>	34
Iñupiaq Culture	35
<i>Faculty Expectations.....</i>	35
<i>Iñupiaqatigiigñiq: Traditional Iñupiat Values.....</i>	35
<i>Iñupiat Cultural Calendar.....</i>	36
<i>Iñupiaq Culturally Responsive Instruction</i>	38
Shared Governance	44
Faculty Involvement: Committees.....	44
<i>Committees.....</i>	44
Faculty Roles	47
<i>Academic Advisors</i>	47
<i>Mentors</i>	47
<i>Program Chairs.....</i>	47
<i>Recruiters</i>	47
<i>Supervisors, Adjunct Faculty</i>	47
Faculty-Student Relations	47
<i>Study Plan.....</i>	48
<i>Internship/Practicum Learning Opportunities</i>	48
<i>Course Syllabus.....</i>	48
<i>Registration Events</i>	48
<i>Student Success Center and/or College-Wide Sponsored Events.....</i>	48
<i>Student Evaluations.....</i>	49
Faculty Workload Guidelines	50
Tuzzy Library	52
<i>Standard Library Services.....</i>	52

Preface

This Faculty Handbook is intended to be practical resource guide for full-time faculty members of Iḷisaġvik College in all matters pertaining to instruction. This Handbook does not address personnel matters as those are covered in the Iḷisaġvik College Employee Handbook, which addresses policies applying to all Iḷisaġvik employees and also includes a faculty section, Section 19. Although current at the time of distribution, this Faculty Handbook is a dynamic document and thus subject to regular review and update as needed.

Directory

Department/Position	Phone	Email
Operator/Main Line	852.3333	1.800.478.7337 (Toll Free)
Admissions	852.1754	admissions@ilisagvik.edu
Adult Education	852.1812	adulthood@ilisagvik.edu
Student Life Manager	852.1726	studentservices@ilisagvik.edu
Bookstore	852.1815	bookstore@ilisagvik.edu
Business Office	852.1834	businessoffice@ilisagvik.edu
Distance Education/Hotline	907.319.8743	edtechsupport@ilisagvik.edu
Financial Aid	852.1708	fin.aid@ilisagvik.edu
First Year Coordinator	852.1868	studentservices@ilisagvik.edu
Grants Office	852.1830	grants@ilisagvik.edu
Human Resources	852.1811	jobs@ilisagvik.edu
Information Services	852.1776	helpdesk@ilisagvik.edu
Iñupiaq Studies	852.1714	jerica.leavitt@ilisagvik.edu
Kitchen Services	852.1865	foodservice@ilisagvik.edu
Learning Resource Center	852.1726	studentservices@ilisagvik.edu
Maintenance and Operations	852.1852	tom.caraway@ilisagvik.edu
Marketing	852.1867	marketing@ilisagvik.edu
Office of Academic Affairs	852.1825	gemma.cruz@ilisagvik.edu
Office of the President	852.1820	clarissa.pelia@ilisagvik.edu
Testing Services	852.1802	testing.services@ilisagvik.edu
Recruiter	852.1798	recruitment@ilisagvik.edu
Registration	852.1757	registration@ilisagvik.edu
Student Lounge	852.1861	
Title IX Coordinator	852.1766	titleixcoordinator@ilisagvik.edu
Tuzzy Library/Front Desk	852.4050	tuzzy@tuzzy.org
Tuzzy Library/Toll-Free Village Line	907.478.6916	
Van/Transportation	907.319.8773	
Village Liaisons NSB/Teleconference Centers		
Main Liason (Marrietta Aiken)	852.5101	marrietta.aiken@north-slope.org
Anaktuvuk Pass (Larry Burris)	661.3441	lawrence.burris@north-slope.org
Atqasuk (Della Shugluk)	633.6418	della.shugluk@north-slope.org
Kaktovik (Noreen Kaleak)	640.6329	noreen.kaleak@north-slope.org
Nuiqsut (Olivia Cabinboy)	480.6515	olivia.cabinboy@north-slope.org
Metlakatla (Christina Martinez)	821.2887	christina.martinez@ilisagvik.edu
Point Hope (Kristi Frankson)	368.2935	kristi.frankson@north-slope.org
Point Lay (Sophie Tracey)	833.2811	sophie.tracy@north-slope.org
Wainwright (Verna Phillips)	763.2091	verna.phillips@north-slope.org
Workforce Development	852.1759/852.1837	workforce@ilisagvik.edu

President's Message

Hello Faculty!

My name is Justina Wilhelm, and I am lifelong resident of Barrow/Utqiaġvik. I have the great opportunity to serve as President since October 2020. I am pleased and honored to have this opportunity to welcome you to the Iḷisaġvik College faculty. Whether you have been with our institution for many years or you are new to Iḷisaġvik College, I greet you! I hope you find your time with our institution to be educationally exciting, challenging, satisfying, and rewarding.

Iḷisaġvik College is grounded in the Iñupiaq culture and is proud to be Unapologetically Iñupiaq. As we say at the College, "It is Iñupiaq to be respectful to all people. Being Unapologetically Iñupiaq means that everyone is welcome, but when you elect to attend Iḷisaġvik, or when you elect to work at Iḷisaġvik, — students, staff, and faculty are going to experience an Iñupiaq experience."

Iḷisaġvik strives to foster an organizational environment that perpetuates Iñupiaq language, values, and traditions for staff, faculty, and students. We are proud of our uniqueness, living in Arctic environment that encompasses a vital traditional culture. These factors provide you with the opportunity to learn about a world that is, in all likelihood, quite different from anything you've previously known, while sharing your subject knowledge with our students. Please know that we have an abundance of resources to help learn about and share in our rich culture and history. I encourage you to incorporate our culture and Iñupiaq values in your course materials, guest lectures, and and beyond.

Our Iñupiat traditions and values are very important to us. I hope you will take the time to learn them and understand more about the lives of the students you will teach. This is critical to helping them succeed in their educational goals.

There are some important facts you need to know about Iḷisaġvik College to help you appreciate how unique we are as a postsecondary institution. Iḷisaġvik College is the only federally recognized Tribal College in Alaska. We are a member of the [American Indian Higher Education Consortium \(AIHEC\)](#), and I encourage you to familiarize with AIHEC. We were created by the [North Slope Borough](#) to meet the educational and workforce needs of the local population. The population we serve is predominantly Iñupiat Eskimo and we cover a population base of approximately 10,000 people in 8 villages that are scattered across 90,000 square miles of Alaska's Arctic. Educational telecommuting is a vital part of our mission to extend our services across the entire borough.

At Iḷisaġvik College, we have a goal of putting our "Students First - Iḷisaqtuat Sivulligilugit". We are here for you, should you have any questions or need assistance. As the college president, it is my job to make sure you have all the support, assistance, and tools needed to succeed because, if you succeed, your students succeed. I am always ready to help make our institution better for our faculty, students, and employees. Please know my door, email, and phone line are always open. I value your feedback.

I look forward to getting to know and work with you in the coming year. Quyanapqak in advance for your service to our students, our communities, and our state.

Justina Wilhelm, President

Iḷisaḡvik College

Iḷisaḡvik College is small, public, non-profit, community college located on the North Slope, in Utqiaḡvik, Alaska, formerly known as Barrow. Iḷisaḡvik offers endorsements, certificates, two-year programs and one four-year program. The College serves the residents of the North Slope Borough, a 94,796 square mile area of northern Alaska consisting of eight incorporated communities with a total population of approximately 10,805 (2022 Census), most of whom are Iñupiat. In 2006, Iḷisaḡvik College was also designated as a Tribal College by the U.S. Federal Government and is currently Alaska's only Tribal College. The College has served an average of 370 credit students per semester, most of whom are part-time. On average, another 260 students participate in various short-term, continuing education, and workforce development programs each semester.

The College's student population is approximately 60% Iñupiat and most are first-generation college students. Postsecondary education is recent to the region and, thus, not yet well anchored into the ethos. For many local families, the transition from the secondary to the postsecondary level is gradually becoming a more common experience, and Iḷisaḡvik is in the vanguard of providing the region's first viable postsecondary education opportunities. Through these efforts, a framework for continuing education and advanced training is being constructed, which is positively impacting the local workforce. Gradually, people from this region are coming to see Iḷisaḡvik College as a way to enhance their future well-being and, with each passing year, more and more North Slope residents are beginning to realize the value of a post-secondary education to improve and determine their communal and individual future. Furthermore, local employers are gradually creating career ladders which include education as a component for career advancement and as a means to assuring the acquisition and retention of a skilled workforce. Iḷisaḡvik provides its academic, vocational and technical education in a place-based, culturally relevant context.

The Alaska Native Claims Settlement Act (ANCSA) of 1971 along with the discovery of oil brought many changes to the North Slope. Historically, the Iñupiat were predominantly subsistence people, living off the successful harvest of land and sea mammals. The last 35 years have seen the creation of locally available jobs that require a well-educated and trained populace. Iḷisaḡvik serves as that bridge for the Iñupiat people to enter into a modern economy while incorporating traditional culture and Iñupiat values with a modern education designed to meet the needs of local employers. Over the past five years, the College has witnessed a slow change in its constituencies beyond the North Slope region, and increasingly, Alaska Native people from other rural areas in the state participate in the College's programs. Most recently, the College has served 40 communities.

The roots of Iḷisaḡvik College date back to 1986 when the North Slope Borough instituted locally controlled, higher education programs in the region through the creation of the North Slope Higher Education Center, a cooperative effort between the North Slope Borough and the University of Alaska, Fairbanks. The people of this region have a long tradition of pursuing Iñupiat self-determination and looked forward to the day when they might establish and operate their own college. The first step toward becoming its own entity as a separate college, rather than as a higher education center, began in 1993 and culminated with the Borough's establishing, by ordinance, the Iḷisaḡvik College Corporation, a public, non-profit corporation with full power for governance of the College vested in the Board of Directors, i.e.

the Trustees of the College. This public corporation was established under the laws of the state of Alaska and became effective July 1, 1996.

In June 1998 Iḷisaġvik was granted candidacy by the Northwest Commission on Colleges and Universities (NWCCU) and achieved initial accreditation in 2003. The College has maintained accreditation since that time and is undergoing the usual reaccreditation process again in 2024.

The Board of Trustees has adopted a strategic plan for the College with clearly stated priorities and outcomes. It regularly monitors the progress the College is making toward achieving these goals through its annual planning update workshop. Modifications and changes to the plan are made when indicated. In accordance with the vision of the College, "To Help Build Strong Communities through Education and Training," the College offers both local programs in Utqiagvik and extended learning opportunities, as needed, in the villages of the North Slope Borough. It operates on a two-semester system with an additional, limited and variable length summer term. Historically, Iḷisaġvik has offered lower division academic and vocational/technical education resulting in certificates and associate degrees and has an active workforce development program.

Iḷisaġvik's main campus is located in the old Naval Arctic Research Laboratory (NARL) facilities two miles outside of the town. The NARL campus houses administration, student services, student dormitories, the bookstore, and the cafeteria in one large complex. Other structures on the campus house academic, business, and vocational programs, and also a student recreation center. There are three huts used as faculty offices and classroom spaces. Iḷisaġvik also operates a converted residential building (the Browerville Center) in a central location in town which provides an additional five classrooms for instructional purposes. The College's Tuzzy Consortium Library is located across from this center and serves as a community library resource in addition to meeting the needs of the students.

In the villages, the College utilizes local public schools for instruction and adult library operations through a Memorandum of Agreement with the North Slope Borough School District. In all, the College occupies 12 buildings with approximately 35,000 square feet of classroom/lab space to deliver its educational programs and related services in Utqiagvik.

Main sources of revenue for the College consist of appropriations from the North Slope Borough, federal Tribal College funding, tuition, fees, grants, donations, and contracts. Additionally, the Iḷisaġvik College Foundation has been established to help support faculty endeavors through various grants.

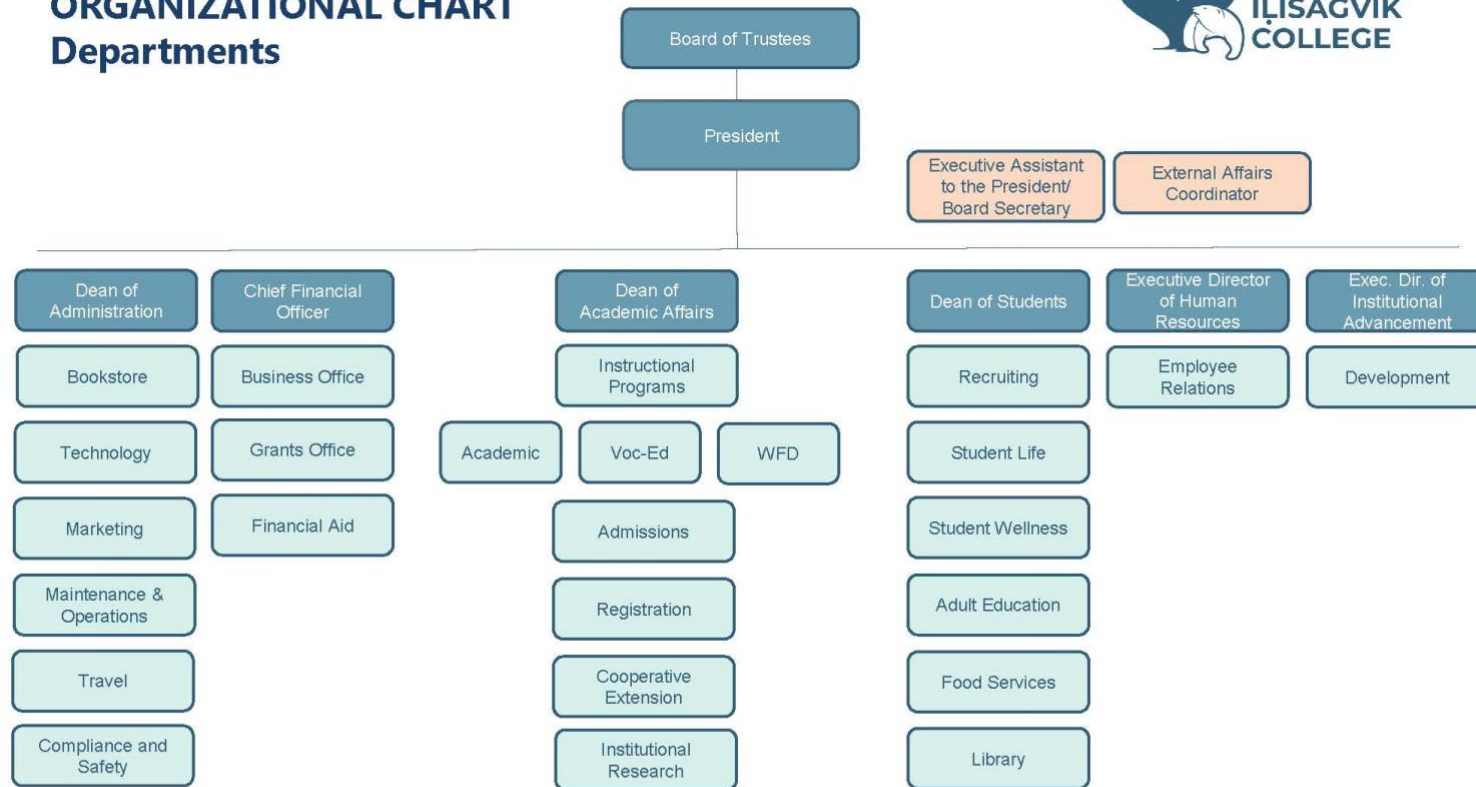
PRFR Year Six Report Submitted September, 2023

Academic Calendar

Fall Semester 2023	
Registration for the fall 2023 semester begins	Monday, April 24
Deadline for most scholarships	Friday, July 28
Deadline for applications for admission/residential center	Friday, July 28
Registration Event (Tuzzy Library)	Wednesday, August 16
Residence center opens	Wednesday, August 16
First day of instruction	Monday, August 21
Last day to add semester-long classes	Friday, August 25
Last day to add semester-long classes w/permission	Friday, September 1
Holiday – Labor Day	Monday, September 4
Deadline for student-initiated and faculty-initiated drops	Friday, September 8
Student progress reports due	Friday, October 6
Deadline for student-initiated withdrawals	Friday, October 6
Deadline for faculty-initiated withdrawals	Friday, October 13
Holiday – Alaska Day	Wednesday, October 18
Fall Graduation Application Deadline	Wednesday, November 1
Holiday – Inuit Day	Tuesday, November 7
Holiday – Veteran’s Day	Saturday, November 11
Holiday – Thanksgiving	Thursday/Friday, November 23-24
Last day of instruction	Saturday, December 2
Deadline for faculty to post grades	Monday, December 4
Residence Center closes	Monday, December 4
Spring Semester 2024	
Early registration for current students (on campus)	Wednesday, November 1
Deadline for most scholarships	Friday, December 1
Registration for the spring 2024 semester begins	Friday, November 17
Deadline for application for admission/residential center	Friday, December 8
Registration Event (Tuzzy Library)	Wednesday, January 10
Residence center opens	Wednesday, January 10
Holiday – Martin Luther King Day (Observed)	Monday, January 15
First day of instruction	Tuesday, January 16
Last day to add semester-long classes	Friday, January 19
Last day to add semester-long classes w/ instructor permission	Friday, January 26
Deadline for student-initiated and faculty-initiated drops	Friday, February 2
Holiday – Presidents’ Day	Monday, February 19
Deadline for Applications for Graduation	Friday, March 1
Deadline for student-initiated withdrawals	Friday, March 8
Student progress reports due	Friday, March 8
Deadline for faculty-initiated withdrawals	Friday, March 15
Seward’s Day	Monday, March 25
Graduating students’ preliminary grades to Registrar	Friday, March 29
Last day of instruction	Thursday, April 25
Commencement	Saturday, April 27
Residence center closes	Sunday, April 28
Alumni Day	Monday, April 29
Deadline for faculty to post grades	Tuesday, April 30
Summer Semester 2024	
Deadline for application for summer semester	Wednesday, March 13
Registration for the summer 2024 semester begins	Wednesday, April 3
Deadline for most scholarships	Friday, April 26
First day of instruction	Monday, May 06
Holiday – Memorial Day	Monday, May 27
Holiday – Juneteenth (Observed)	Wednesday, June 19
Holiday – Founder’s Day	Tuesday, July 2
Holiday – Independence Day	Thursday, July 4
Last day of instruction	Friday, August 16

Iḷisaḡvik Organizational Chart

ORGANIZATIONAL CHART Departments



Revised August 3, 2023

Academic Advising

Role of Academic Advising at Iḷisaḡvik

Rationale and General Description

Advising requires the *establishment of a caring interaction between faculty advisor and students*. The advisor is a role model responsible for the initial advising relationship, but both student and advisor contribute to sustaining it.

Academic advising is considered an important function at Iḷisaḡvik College and the College recognizes its responsibility to offer academic advising to all its students as an important factor in the retention and success of our students. Research indicates “first-generation college students, students needing remediation, and racial minorities each possess characteristics that have been linked to higher college attrition. Consequently, two-year colleges need strong support services to help students remain in the institutions and achieve their goals. Academic advising is perhaps the most critical of those services.” (King, M. C. (1993a). Academic advising, retention, and transfer. In M. C. King (Ed.), *New directions for community colleges, no. 82. Academic advising: Organizing and delivering services for student success* (pp. 21-31). San Francisco: Jossey-Bass.)

Academic advising is a developmental process designed to help students navigate the college years, a time during which they progress toward developing competence, managing emotions, developing autonomy, establishing identity, freeing interpersonal relationships, defining purpose, and building integrity. The advising process is concerned with all aspects of human growth and students are viewed in the context of their whole life. Furthermore, the process seeks to use all resources of the college community and is a collaborative effort between academic services and the Student Success Center. The advising process can be defined by the following components:

- *It is a process*, not a paper endorsing activity. It is a continuous and cumulative relationship with both direction and purpose.
- *It is concerned with human growth*. The cognitive, affective, career, physical, and moral areas are all legitimate concerns; personal goals and objectives are important considerations.
- *It is goal related*. Goals are collaboratively established to provide direction for planning academic, career, and personal growth.

Advising Guidelines

Responsibilities

By fulfilling advising responsibilities, a supportive faculty advisor helps students prepare for each semester, succeed in their coursework, and continue in their studies until they achieve their educational goals.

Advising responsibilities include:

- Ensuring that students chose an academic program that is consistent with their educational and career objectives
- Before or at the beginning of a semester, advising students on courses that best fulfill degree requirements
- Having purposeful advising contacts with students during a semester
- Updating student study plans

- Signing and submitting required forms to the Registrar's Office during registration, add/drop/withdrawal, and graduation periods
- Coordinating with Student Services to help students who may be struggling with coursework or other challenges
- Directing students to Financial Aid for scholarship help and other financial assistance
- Maintaining monthly contact logs

Guidelines

Advising contacts should be a positive, encouraging experience, geared towards the needs of each student. One structured advising session is recommended for each student per semester. However, some students will benefit from additional structured meetings. For others, many effectual contacts can be made informally, such as before or after class, during lunch, or an occasional phone call or email.

An important goal of advising is to build students' self-management skills and to help them take responsibility for their academic careers.

New Student Advising

- Long-term/short-term goals
- Review of study plan
- GPA conversation
- Credits and student time of involvement
- Course recommendations
- Number of programs/declaring a major
- First-year seminar

Ongoing Advising Contacts

Before semester	Registration deadlines; orientation; study plan; student time and credit load
Beginning of semester	Course load concerns; schedule; textbooks; technology comfort and off-campus connection; LRC ; add/drop dates
Middle/end of semester	Feedback; challenges; goals; study plan progress; next semester courses; withdrawals; semester reflection

Specific Advising Tasks Checklist

Task checklist	Task Description
○ Task 1: Review advisee folder	<ul style="list-style-type: none"> • Determine whether the student is new, transfer, or returning • Check student folder or Empower for a current IC transcript or a transcript from another institution (not on Empower yet, but supposed to be coming) • Include applicable transfer credits to the student's degree plan. • For returning students, make sure their degree plan is updated, if needed, from the previous semester of attendance.

○ Task 2: Establish contact with student	<ul style="list-style-type: none"> • Send an email, make a phone call, or set up a Zoom meeting with student.
○ Task 3: Review the degree plan <u>with</u> the student	<ul style="list-style-type: none"> • Share updated degree plan (with applied transfer credits) with student. • Discuss outside responsibilities and a compatible course load. • Discuss <i>minimum</i> credit load requirements, if applicable (for financial aid, dorm eligibility, or scholarships) • Discuss prerequisites for courses the student needs/wants to register for. • Determine if ACCUPLACER has been completed, which tests were taken, what the scores were <u>OR</u> contact Student Services Testing Coordinator to schedule a testing session if needed. • Discuss Tuition Waiver and/or additional financial support and refer to Financial Aid.
○ Task 4: Complete Registration	<ul style="list-style-type: none"> • A registration form (digital or paper document) is used with new students because they do not yet have an Empower account. Returning students may register directly on Empower <u>OR</u> submit a registration form. The forms should be turned into Registration Office, either in-person or via email. • Student registration may be labeled as PENDING if the student's account has "holds" or if advisor approval is required. • Advisors can register returning students (<i>without holds</i>) via Empower.
○ Task 5: Approve registration via Empower	<ul style="list-style-type: none"> • After a student has registered via Empower, PENDING courses may need the advisor's approval. Advisors indicate approval by checking the "force" box on the right-hand side of the course selection screen.
○ Task 6: Ongoing Contact	<ul style="list-style-type: none"> • Send an email, make a phone call, set up a Zoom meeting with advisee(s) to: • <u>Remind</u> about important dates/deadlines (e.g., drop date, withdrawal date, college-wide holidays, financial aid deadlines, opportunities, graduation applications). • <u>Check on</u> progress. • <u>Provide</u> support contact info as necessary (direct student to EdTech, Helpdesk, etc.)

Academic Council

Overview (Excerpts from Bylaws)

Purpose

The purpose of the Academic Council (AC) shall be to examine and approve proposed courses and instructional programs, conduct program and institutional reviews, and assess general education and degree outcomes. All approved proposals shall be forwarded to appropriate administrative officers for immediate implementation.

Academic Council reviews all proposals submitted by full-time faculty to create, change, or delete courses and instructional programs in order to maintain a high level of instructional quality. All such proposals shall be submitted to AC for approval, conditional approval pending changes, or disapproval. Approved proposals shall be forwarded to the Dean of Academic Affairs and the President of Iḷisaḡvik College (IC) for disposition. Iḷisaḡvik College shall sponsor no instructional programs for college credit that have not been reviewed and approved by AC.

The Academic Council shall review and offer recommendations about the status and content of each IC program at least once every four years. Selected general education and degree outcomes are assessed annually using evidence of student learning derived from current IC courses. Institutional reviews, such as foundational and workforce development programs, are conducted every two years.

Furthermore, AC shall review and approve or disapprove proposals for academic regulations such as admission requirements, grading, academic honors, and eligibility.

Members

The Council shall be comprised of voting and non-voting (*ex officio*), members. There shall be six (6) voting members; five (5) full-time faculty persons and/or coordinators that oversee academic programs elected by the Faculty Association, and one (1) full-time faculty person and/or coordinator that oversees academic programs appointed by the Dean of Academic Affairs. Of the six (6) voting members, five (5) must be full-time faculty persons. Non-voting members of the Council shall be the Dean of Academic Affairs, the Associate Dean of Academic Affairs, the Library Director, the Registrar, the Dean of Students, and a Native cultural specialist (see 8.1). When non-voting members are unable to attend meetings, they may designate representatives.

If a voting member resigns from the Council, a replacement will be sought immediately. If the resigned member was selected by the Faculty Association (FA), the chairperson shall notify the President of Faculty Association of the vacancy and request that the FA immediately select a replacement to serve the remainder of the resigning member's term. If the resigned member was appointed by the Dean of Academic Affairs, the chairperson shall ask the Dean to appoint a replacement. Any voting member who is absent from three (3) consecutive regularly scheduled meetings of AC shall be considered to have resigned.

Meetings

Regular meetings of the Academic Council shall be held on the third Friday of each month, or as deemed necessary by the chairperson, at a time and place convenient to the members. The chairperson shall prepare an agenda for each meeting and make it available to all members at least two days before the meeting.

A quorum shall be established when at least four (4) of the six (6) voting members are present. A voting member may be present via distance technology. In the absence of a quorum, no matters shall be given official consideration.

The council secretary shall take notes and prepare minutes of the meetings. The council secretary will be elected on the same schedule as the Chairperson, serving September 1 until August 31 of the subsequent year. The secretary will be a non-voting member of Academic Council.

By a majority vote of the voting-eligible members, Academic Council may establish any *ad hoc* committees it deems necessary to conduct AC business. The chairperson shall appoint the members of any *ad hoc* committee.

Academic Council Forms Guidelines: Which One Do I Use?

(Last Update: May 2023)

Forms Referenced are on the U Drive: (Universal/Forms/Instruction/Academic Council)

Course Origination Form

Syllabus (Using Proper Syllabus Template)

Major Course Change Form

Minor Course Change Form

Multi-step Procedural Documents: New Degree or Certificate Proposal; Deletion of Program Request

Program Requirements Proposed Changes Form

CONCERN OR GOAL:	FORM(S) TO USE:	THE FORMS GO TO:	Follow-Up
I want to submit a TRIAL COURSE (This means that I intend for the course to become permanent in the future.)	Course Origination Form Syllabus	Dean of Academic Affairs, then to the registrar (Academic Council NOT Required)	- Registrar's Office places course in relevant schedule
I want to submit a SPECIAL TOPIC COURSE (This means that the course will be offered only once ; it will not become permanent.)	Course Origination Form Syllabus	Dean of Academic Affairs, then to the registrar (Academic Council NOT Required)	- Registrar's Office places course in relevant schedule
I want to submit a NEW COURSE	Course Origination Form Syllabus	Academic Council If approved: Dean of Academic Affairs or WFD; Registrar	- Dean's Office adds course to the Catalogue - AC Chair sends notice to Curriculum Team - Department chairs review necessary program changes and either submit proposed changes or notify AC Chair that no revisions will happen - Registrar adds course to EMPOWER
I want to DELETE A COURSE	Major Course Change Form	Academic Council If approved: Department Chair; Dean of Academic Affairs or WFD; Registrar	- Dean's Office deletes course from the Catalogue - AC Chair sends notice to Curriculum Team - Department chairs review necessary program changes and either submit proposed changes or notify AC Chair that no revisions will happen - Registrar deletes course from EMPOWER

I want to RENEW A COURSE	Major Course Change Form	Academic Council If approved: Department Chair; Dean of Academic Affairs or WFD; Registrar	<ul style="list-style-type: none"> - Dean's Office adds course to the Catalogue - AC Chair sends notice to Curriculum Team - Division chairs review necessary program changes and either submit proposed changes or notify AC Chair that no revisions will happen - Registrar adds course to EMPOWER
I want to CHANGE THE COURSE TITLE	Major Course Change Form	Academic Council If approved: Department Chair; Dean of Academic Affairs or WFD; Registrar	<ul style="list-style-type: none"> - Dean's Office revises course in the Catalogue - AC Chair sends notice to Curriculum Team - Department chairs review necessary program changes and either submit proposed changes or notify AC Chair that no revisions will happen - Registrar makes any necessary changes in the course on EMPOWER
I want to CHANGE THE COURSE DESCRIPTION	Major Course Change Form	Academic Council If approved: Department Chair; Dean of Academic Affairs or WFD; Registrar	<ul style="list-style-type: none"> - Dean's Office revises course in the Catalogue - AC Chair sends notice to Curriculum Team - Department chairs review necessary program changes and either submit proposed changes or notify AC Chair that no revisions will happen - Registrar makes any necessary changes in the course on EMPOWER

I want to CHANGE THE NUMBER OF CREDITS OFFERED	Major Course Change Form	Academic Council If approved: Department Chair; Dean of Academic Affairs or WFD; Registrar	<ul style="list-style-type: none"> - Dean's Office revises course in the Catalogue - AC Chair sends notice to Curriculum Team - Department chairs review necessary program changes and either submit proposed changes or notify AC Chair that no revisions will happen - Registrar makes any necessary changes in the course on EMPOWER
I want to CHANGE THE DEPARTMENT DESIGNATION	Major Course Change Form	Academic Council If approved: Department Chair; Dean of Academic Affairs or WFD; Registrar	<ul style="list-style-type: none"> - Dean's Office revises course in the Catalogue - AC Chair sends notice to Curriculum Team - Department chairs review necessary program changes and either submit proposed changes or notify AC Chair that no revisions will happen - Registrar makes any necessary changes in the course on EMPOWER
I want to CHANGE THE FREQUENCY IN WHICH THE COURSE IS OFFERED	Minor Course Change Form	Department Chair; Dean of Academic Affairs or WFD; Registrar (Academic Council NOT Required)	<ul style="list-style-type: none"> - Dean's Office revises course in the Catalogue - Registrar makes any necessary changes in the course on EMPOWER.
I want to MAKE A <u>SMALL</u> EDITORIAL CHANGE TO THE TITLE OR DESCRIPTION	Minor Course Change Form	Department Chair; Dean of Academic Affairs or WFD; Registrar (Academic Council NOT Required)	<ul style="list-style-type: none"> - Dean's Office revises course in the Catalogue. - Registrar makes any necessary changes in the course on EMPOWER.

I want to CHANGE THE COURSE LEVEL (I.E. 100 TO 200)	Minor Course Change Form	Department Chair; Dean of Academic Affairs or WFD; Registrar (Academic Council NOT Required)	- Dean's Office revises course in the Catalogue. - Registrar makes any necessary changes in the course on EMPOWER.
I want to CHANGE THE GRADING METHOD (PASS/FAIL TO GRADE, OR VICE VERSA)	Minor Course Change Form	Department Chair; Dean of Academic Affairs or WFD; Registrar (Academic Council NOT Required)	- Dean's Office revises course in the Catalogue. - Registrar makes any necessary changes in the course on EMPOWER.
I want to CHANGE THE COURSE PREREQUISITE(S) <i>(THIS CHANGE WOULD NOT AFFECT COURSES OFFERED IN OTHER DEPARTMENTS—IF IT DOES, I NEED A MAJOR CHANGE FORM)</i>	Minor Course Change Form	Department Chair; Dean of Academic Affairs or WFD; Registrar (Academic Council NOT Required)	- Dean's Office revises course in the Catalogue - Registrar makes any necessary changes in the course on EMPOWER
I want to CROSS-LIST COURSES THAT ARE ALREADY JOINTLY APPROVED	Minor Course Change Form	Department Chair; Dean of Academic Affairs or WFD; Registrar (Academic Council NOT Required)	- Dean's Office revises course in the Catalogue - Registrar makes any necessary changes in the course on EMPOWER
I want to DELETE OR RENEW A CEU COURSE	Minor Course Change Form	Department Chair; Dean of Academic Affairs or WFD; Registrar (Academic Council NOT Required)	- Dean's Office revises course in the Catalogue - Registrar makes any necessary changes in the course on EMPOWER

I want to PROPOSE A PROGRAM	Follow the instructions on the New Degree or Certificate Proposal document	Academic Council If approved: Program Director; Dean of Academic Affairs or WFD; AC Chair; Iḷisaḡvik President	<ul style="list-style-type: none"> - Dean's Office revises program in the Catalogue - AC Chair sends notice to Curriculum Team - Department chairs review necessary program changes and either submit proposed changes or notify AC Chair that no revisions will happen - Registrar makes any necessary changes in the course on EMPOWER - Registrars office also makes up a degree checklist for the program
I want to DELETE A PROGRAM	Follow the instructions for the Deletion of Program Request document	Academic Council If approved: Program Director; AC Chair; Dean of Academic Affairs or WFD; Iḷisaḡvik President	<ul style="list-style-type: none"> - Dean's Office revises program in the Catalogue - AC Chair sends notice to Curriculum Team - Department chairs review necessary program changes and either submit proposed changes or notify AC Chair that no revisions will happen - Registrar makes any necessary changes in the course on EMPOWER - Registrars office also removes th degree checklist for the folder for current programs

<p>I want to CHANGE REQUIREMENTS IN A PROGRAM</p>	<p>Program Requirements Proposed Changes</p>	<p>Academic Council</p> <p>If approved: Department Chair; AC Chair; Dean of Academic Affairs or WFD; Iḷisaḡvik President</p>	<ul style="list-style-type: none"> - Dean's Office revises program in the Catalogue - AC Chair sends notice to Curriculum Team - Department chairs review necessary program changes and either submit proposed changes or notify AC Chair that no revisions will happen - Registrar makes any necessary changes in the course on EMPOWER - Registrars office also makes changes to the degree checklist for the program
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Correspondence

Note: The procedures outlined above include a good deal of correspondence to and from the AC Chair after completion of any of these changes, some of which may not have an obvious purpose. The goal here is to ensure that everyone all relevant parties are informed of changes to curriculum in a timely manner, and that department chairs consider the impact of curriculum changes to their own programs. In some cases, this may not lead to any significant actions, but it is important to ensure that all parties consider the potential impacts of changes in course offerings before decided whether or not to take action.

The following procedure is designed with a view toward minimizing the complications in this correspondence. It consists of two standard messages, one sent out from the AC Chair to a list of people called the “committee team” and another sent back to the AC chair from the department chairs.

The **committee team**: This consists of any parties who might need to know about changes to the curriculum in a timely manner. This includes the following:

- All department chairs and/or any staff or administration performing comparable duties
- All Deans
- The registrar
- The marketing department
- Any others deemed appropriate by the AC chair or requesting addition to the list.

Message from the AC Chair: Following every meeting of the AC, the AC Chair should send out a letter to the committee team detailing any official actions taken by the AC.

Messages from Department Chairs: Every Department Chair should review the actions of the AC to see if the changes might trigger changes to their own programs (e.g. because a change in course offerings will, or simply could, modify required courses in their own program). They should send a brief message back to the AC chair informing her of any changes planned in response to the actions of the AC. In many cases a simple message of “no actions” will suffice.

Of course, additional messages will take place as the dean’s offices and the registrars implement changes in the curriculum.

Academic Freedom

Integral to its mission and values, Iḷisaḡvik College supports the concept of academic freedom to ensure the excellence of the College’s instructional programs. Iḷisaḡvik recognizes the right of each individual faculty member to exercise considerable freedom in the application of their professional expertise in the classroom. Instructors may present course materials that are controversial or uncomfortable. While students are not expected to change their own personal opinions or beliefs, they are required to complete all assignments and activities related to the course. The principle of academic freedom is to foster open minds, creative imaginations, adventurous spirits, and a spirit of inquiry and scholarly criticism within the Iḷisaḡvik community.

Iḷisaḡvik adheres to the principles of academic freedom and independence that protect its students, staff, and faculty from inappropriate influences, pressures, and harassment that impact the integrity of the College's learning environment. At Iḷisaḡvik, freedom of speech and expression is not absolute: verbal and written speech that is libelous, slanderous, incites to riot, or is unlawfully harassing is not protected.

In affirming the principles of academic freedom and free expression, Iḷisaḡvik recognizes that our faculty, staff, and students are subject to applicable state and federal laws. In addition, faculty and staff must adhere to Iḷisaḡvik's employee policies, and students must adhere to the Student Handbook, which shall be consistent with this statement and the principles expressed herein.

Academic Guidelines and Regulations

ADD/DROP/WITHDRAWAL FROM COURSES

Adding a Course

Students may add courses after the semester has started. For semester-long classes, the last day to add a course is the last day for late registration, usually two weeks after the start of the semester. However, the exact date may vary depending on the number of credits of the course and the date of the first day of instruction. For the specific date, check with the registration office at ext. 1757 or 1763. To add a course, the student must (1) secure permission from the instructor of the course they wish to add; (2) complete an **Add/Drop/Change Form**, and (3) have their advisor sign the form.

Dropping a Course

A "drop" may be initiated by a student or a faculty member within the first 15% of the course term. Because a dropped course is not recorded, it will not show in future transcripts. Faculty are encouraged to review participation in their system during this period and consider dropping any student who has not substantially participated or not attended unless the absences were pre-arranged. For a semester-long class, students may drop without penalty (i.e., no tuition and fees will be charged within the "drop" period). Check with the registration office (ext. 1757 or 1763) to determine when a particular course can be dropped. To drop a course, the student must (1) complete an **Add/Drop/Change Form** and (2) have their advisor sign it. For a faculty-initiated drop, the **Faculty Initiated Withdrawal Form** is used (circling "drop*")

While the student is responsible for dropping a course they no longer want to participate in, faculty members should be watchful. Many students must take the initiative to complete the paperwork after they stop attending. As a result, they inadvertently put themselves in a position of having to withdraw or fail to earn a passing grade. Instructors are encouraged to be assertive and initiate drops if their attempts to engage and support students have not resulted in the desired behavior change.

Withdrawing From a Course

A student or faculty member may initiate a withdrawal during the first 60% of the term of the course. The exact date for semester-long classes is listed in the Academic Calendar. For other withdrawal deadlines, check with the registration office at ext. 1757 or 1763. Withdrawn courses are indicated on the student's transcript with a "W;" however, they will not affect the GPA. Additionally, to continue to qualify for financial aid, students must complete at least 67% of their coursework. To withdraw from a course, the

student must (1) complete an **Add/Drop/Change Form** and (2) have their advisor sign it. For a faculty-initiated drop, the **Faculty Initiated Withdrawal Form** is used.

AUDIT

A student may choose to audit a course, which means that she/she may want to attend class sessions and participate without the obligation of submitting deliverables for a grade. To audit a course, the student will complete a **Registration Form** and mark "AU" in the appropriate space. Tuition and fees will be assessed for audited courses. All prerequisites must be met to audit a course. If the course has a waiting list or the maximum enrollment is met or exceeded, credit-seeking students are given preference, resulting in auditors possibly being dropped from the class roster.

PREREQUISITES/CO-REQUISITES

With input from faculty members and approval from Academic Council, courses may require a student to have completed specific prerequisites and be concurrently enrolled in co-requisites. Frequently, course descriptions list "permission of instructor" as an option in the course description, leaving admission to the course up to the individual instructor's discretion. While the registration office screens potential students to ensure that they meet the course requirements, it is the responsibility of each instructor to verify that all enrolled students are indeed eligible to participate in the course. Therefore, all prerequisites and co-requisites are included in the course description.

PLACEMENT TESTING

ACCUPLACER SCORES (NEXT GENERATION)

Writing Scores		Reading Score				
	ENGL 075A	ENGL 075B		ENGL 111 w/031		ENGL 111
1	≤ 235	≥236	≤252	≥253	≤269	≥ 270
2	≤ 234	≥235	≤251	≥252	≤268	≥ 269
3	≤ 233	≥234	≤250	≥251	≤267	≥ 268
4	≤ 232	≥233	≤249	≥250	≤266	≥ 267
5	≤ 231	≥232	≤248	≥249	≤265	≥ 266
6	≤ 230	≥231	≤247	≥248	≤264	≥ 265
7	≤ 229	≥230	≤246	≥247	≤263	≥ 264
8	≤ 228	≥229	≤245	≥246	≤262	≥ 263

Math Test	MATH 055A	MATH 055B	MATH 060A	MATH 060B	BUS 105 w/031	BUS 105	MATH 105	MATH 107
Arithmetic	<250	250-300						
Quantitative Reasoning, Algebra, Statistics			<250	250-300	240-249	250-300		
Advanced Algebra, Functions							230-249	>250

ATTENDANCE POLICY

Regular attendance promotes student success and engagement. While the college does not publish an official attendance policy, faculty members are strongly encouraged to establish an attendance policy for their courses, outline it clearly in each course syllabus and review it with students during the first class session. Any attendance policy should include expectations as well as practical consequences for absences.

For the delivery of asynchronous online class formats, faculty members should establish an attendance policy based on certain days the students must log into the virtual classroom. This will help to keep students engaged with their classmates and their instructor.

LATE ASSIGNMENTS

Individual faculty members have different philosophies regarding student work that needs to be submitted on time. New faculty members are encouraged to consult with their colleagues to learn about their perspectives on the topic and experiences implementing their classroom policies before developing their own. Points to consider in developing a strategy dealing with late work:

- Will it be cumbersome and time-consuming to calculate late grades?
- How labor-intensive will it be to track late work?
- Penalizing vs. Rewarding (deducting points/percentage from late work vs. adding points/percentage for turning work in on time or early)
- Will the strategy motivate students or quickly create a sense of defeat?

ACADEMIC HONESTY

The catalog addresses various forms of scholastic dishonesty, such as cheating, plagiarism, and collusion. Faculty members are encouraged to address the importance of academic honesty and the consequences of dishonesty in their course syllabi. The various forms of dishonesty should be clearly explained to students, and examples should be given when necessary; for example, students may need help understanding the difference between paraphrase and plagiarism and find themselves inadvertently violating the Honor Code. In addition, faculty members may request a subscription to **Turnitin.com**. This service will function as a tutorial for students on avoiding plagiarism and a control mechanism for the faculty member to identify plagiarized assignments. For more information, please get in touch with the Distance Education staff.

GRADE POINT AVERAGE

The grade point average (GPA) is calculated by dividing the total number of grade points earned by the total number of credits attempted. Iñisaġvik College uses the following grade point system:

A	=	4.0	Exceptional
B	=	3.0	Outstanding
C	=	2.0	Satisfactory
D	=	1.0	Lowest Passing Grade
F	=	0.0	Unacceptable
I	=		Incomplete
W	=		Withdrawal
P	=		Pass

TR = Transfer Credit

Please refer to the section titled "Grading Policies" for additional information.

Student transcripts list the semester GPA and cumulative GPA (including grade points earned in past semesters). The cumulative GPA will affect students' eligibility for financial aid: Students must maintain a cumulative GPA of 2.0 or higher and complete at least 67% of their courses to continue to receive financial assistance. They will be placed on probation for a semester if they fail to meet these requirements. If they fail to meet their needs during the probationary semester, they will be suspended and unable to receive financial aid.

Many students do not understand how the GPA is calculated, its importance, and what factors affect the GPA. Faculty members may consider a short classroom activity/presentation to help students better understand the dynamics governing the GPA. In addition, an online GPA calculator may be a valuable resource.

ACADEMIC PETITIONS

Faculty advisors may petition courses for their advisees if:

- a course is no longer offered and can be substituted appropriately.
- the student has taken a similar course at a different institution.

To petition for a particular course, the faculty member must complete a Petition Form and obtain approval from the Registrar and the Dean of Instruction.

CALCULATING CREDIT HOURS

The semester credit hour at Iñiaḡvik College is based on the standard that to earn one semester of credit, a student is expected to be involved for 45 hours with their course content. Thus, a typical three-credit course would expect 135 hours of student involvement with the content. This standard evolved from the Carnegie Commission for Higher Education and was broadly adopted by higher education institutions to proffer some comparability of credit transfer between institutions. The 45 hours of student involvement is meant to include time in class, time in laboratory learning situations, and time in independent learning, which typically contains assignments, term papers, reading in the content area, and practica where the student is engaged in learning by doing. Class credit is calculated as follows:

- 1 credit = 45 hours of involvement
- 2 credits = 90 hours of involvement
- 3 credits = 135 hours of involvement

Academic classes typically rely on heavy out-of-class preparation by the student. In contrast, the typical vocational type depends on more in-class work and activity (because of the equipment-intensive nature of these courses) and less outside preparation. Student involvement in practicum courses and internships/apprenticeships is almost entirely out of class.

At Iñiaḡvik, a typical **three-credit class in a 15-week semester** could be structured as follows:

Lecture/Discussion – 3 credit hours (3 + 0)

3 hours class time per week x 15 weeks = 45 hours class time

6 hours per out of class preparation per week x 15 weeks = 90 hours individual study

Total student involvement = 135 hours per semester

Academic Lab Science – 4 credits (3 + 3)

3 hours class time per week x 15 weeks = 45 hours class time

6 hours per out of class preparation per week x 15 weeks = 90 hours individual study

3 hours lab time per week x 15 weeks = 45 hours lab time

Total student involvement = 180 hours per semester

Vocational/Technical – Discussion/Lab combination – 3 credits (1 + 5)

6 hours class/lab time per week x 15 weeks = 90 hours class time

3 hours per out of class preparation per week x 15 weeks = 45 hours individual study

Total student involvement = 135 hours per semester

Practica/Apprenticeship/OJT (0 + 9)

9 hours actual experience per week x 15 weeks = 135 hours class time

GRADING POLICIES

Grades are based on the following percentages:

Grade Categories

Grade	Description	Used to Calculate GPA
A	Indicates exceptional quality, originality, independent work, a thorough mastery of the subject, and the completion of more work than is required	Yes
B	Indicates outstanding ability above the average level of performance	Yes
C	Indicates a satisfactory or average level of performance and the lowest passing grade in program specialization requirements	Yes
D	Indicates work of below-average quality and performance—the lowest passing grades. Grades of D do not count toward required courses. They do count if course is taken as an elective.	No and Yes
F	Indicates unacceptable work and performance	Yes
P	Indicates satisfactory completion of course requirements.	No
AU	Indicates enrollment for informational purposes only. No academic credit is granted.	No
I	Indicates temporary grade for incomplete work. When the grade "I" is assigned, the instructor includes a statement of the work required to complete the course, the amount of time the student has to complete the work, and the letter grade the student will receive if the work is not met. The maximum time allowed to complete is three (3) months. At the end of the defined time limit, the grade will be changed by the Registrar to reflect the grade submitted by the instructor. Students cannot graduate with an "I" grade in any required course.	No

W	Indicates withdrawal from a semester-long course on the third Friday after the first day of instruction or 15% of the shorter courses. A student may initiate this process until the deadline for student-initiated withdrawal, or faculty may initiate it until the deadline for a faculty-initiated withdrawal if a student stops attending or lacks a prerequisite for the course.	No
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A "D" is the lowest passing grade; however, students must earn a "C" or better in core requirements for the course to count towards their program.

Grade "F" means that the student did not pass the course; however, they may repeat the course to earn a higher grade, which is noted in the transcript.

Accreditation

Iḷisaġvik College is accredited by the Northwest Commission on Colleges and Universities (NWCCU), one of six higher education, regional, accrediting associations recognized by the U.S. Department of Education. Iḷisaġvik College is authorized to operate by the Alaska Commission on Post-secondary Education (in accordance with the terms and conditions set forth in A.S. 14.48 and in accordance with the pertinent rules and regulations) and operates in an approved exempt status through the Alaska Commission on Post-secondary Education in the state of Alaska in accordance with the terms and conditions set forth in 20 AAC 17.015 (a) (3).

Iḷisaġvik College Catalog

The Board accepts the standards and related policies of the Northwest Commission on Colleges and Universities and agrees to comply with these standards and policies as currently stated or as may be modified in accordance with Commission policy.

Iḷisaġvik College Board of Trustees Approved Policy Manual 1.14

TRIBAL COLLEGE STATUS

Iḷisaġvik College is the first and only federally recognized tribal college in Alaska.

MISSION STATEMENT OF IḷISAġVIK COLLEGE

Iḷisaġvik College provides quality post-secondary academic, vocational, and technical education in a learning environment that perpetuates and strengthens Iñupiat culture, language, values, and traditions. It is dedicated to serving its students and developing a well-educated and trained workforce who meet the human resource needs of North Slope employers and the state of Alaska.

Iḷisaġvik College iḷisalluataġviqaqtitchiruaq, savaaqallasiñiaġniġmun sulī suna sivuniġivlugu iḷisaksraumman iḷisaġviqaqhutiñ sivunmun sulī suaṇṇaktaallavlugu Iñupiat iñuuniāġusiat, Iñupiuraāġnikun, piqpagirañich sulī piraġausiñich. Naparuq ikayuqsaġlugich iḷisaqtuat sulī inillaksaġlugulu iḷitchilluatanañuanik savaktiksrānik savagumiñaqtuani North Slope-mi Alaska-miḷu.

VISION

To help build strong communities through education and training.

Ikayugḷugi nunaāqqit sayyaāġginigat iḷisaqtitchivlutin miñuatugñikunlu, savaatigunlu.

Administrative Responsibilities

ATTENDANCE

Faculty are expected to regularly enter class attendance in EMPOWER.

BOOKSTORE

Book requests will be submitted in a timely manner.

CABINET REPORT

The President convenes a monthly Cabinet meeting at which the various departments/divisions report activities pertinent to the Strategic Plan priorities. Faculty and Coordinators enter their information using "Google Docs" prior to each month's meeting.

CATALOG

Catalog will be reviewed annually for appropriate updates. Minor edits can be addressed to the Dean of Academic Affairs. Major edits need to be approved by Academic Council.

SEMESTER COURSE SCHEDULE

Each semesters' schedule will be submitted in a timely manner.

COURSE SYLLABI

Each faculty member will submit course syllabi to the Office of Academic Affairs Executive Assistant prior to the start of the course. Each syllabus must be posted on Moodle by the first day of class. Syllabi should be reviewed and updated each semester for each course is being taught.

LIBRARY COLLECTION

At least once each year, faculty members will review the library resources for their discipline/program in an effort to maintain current/relevant collection. Either following a review or at appropriate times throughout the year, the faculty member will make recommendations regarding additions to or deletions from the collection to the Library Director.

PROGRAM ASSESSMENT

The program chair will complete an assessment of his/her program annually to ensure the program maintains currency and relevance to its constituency and verify the assigned faculty members have the appropriate degrees and certifications.

DEGREE OUTCOMES ASSESSMENTS

The program chair will complete assessments of selected degree outcomes (one or two per year) to ensure course materials reflect the desired outcomes.

COURSE OUTCOMES ASSESSMENT

Each department is responsible for meeting the course outcome objectives.

PROFESSIONAL DEVELOPMENT

Iḷisaḡvik considers professional development activities important for faculty to remain current in their fields and makes allocation of sufficient funding a priority. Upon completion of a professional

development activity involving travel, the faculty member will submit a trip report, using the departmental template.

STANDARD ACADEMIC EXPECTATIONS

Classes will meet regularly throughout the semester for the allotted class minutes and faculty may not stop holding class sessions before the end of the semester. Faculty must inform the Office of Academic Affairs when class sessions will not be held and must ensure course content is covered if class sessions must be cancelled.

STUDENT CONTACT LOG

Faculty are expected to communicate with their student advisees on a regular basis (can vary per student) and maintain a log of contact. The contact log can contain a variety of information to include review of study plan, course selections, assistance with financial advisee, etc. The Registrar's Office maintains the faculty advisees list in Empower.

STUDENT SUPPORT

Student support hours are to ensure that students have access to faculty outside of class for student-faculty interactions, including assistance with coursework and advising. Faculty should make themselves available to students during these hours and prioritize student interactions above other tasks. Faculty should express their willingness to make special appointments with students who are unable to utilize scheduled student support hours.

General Education Component

Definition of General Education Component

All Iqisaqvik College certificates (30 credits or more) and degree programs include a general education component consisting of a combination of courses and associated outcomes, which are considered foundational to developing essential competencies in today's college graduate. The General Education curriculum gives students critical reasoning skills to explore complex questions, grasp the essence of social, scientific, and ethical problems, and arrive at nuanced opinions.

Collectively, the courses comprising the General Education component address the following four areas:

1. *Evaluation and Decision Making*

Summary Statement

Evaluation and Decision Making engage the critical mind and instills problem solving methodology. Students will emerge with the requisite skills to effectively explore issues, raise questions, seek answers, interpret information, and identify appropriate computational methods with which to frame and solve problems. The category Evaluation and Decision-Making involves developing and augmenting the following skills:

- Critical thinking, interpretation, and inference
- Computational theory and techniques
- Scientific inquiry and methodology
- Synthesis and application

- Innovation and problem solving

2. *Communication of Ideas*

Summary Statement

Communication of Ideas emphasizes critical writing; public speaking; rhetoric and discourse; and sharing and synthesizing information within groups, networks and organizations. Students will effectively construct meaning, create and sustain arguments, and articulate their thoughts, ideas, theories, and discoveries. The category Communication of Ideas involves developing and augmenting the following skills:

- Oral, written, and visual expression of ideas
- Application of technology
- Collaboration
- Rhetoric and discourse

3. *Society and Ethical Engagement*

Summary Statement

Society and Ethical Engagement involves understanding and implementing principles of ethics. Students will appreciate different social traditions and institutions, think critically about them, and recognize how different layers of social order interact within the world at-large. The category Society and Ethical Engagement involves developing and augmenting the following skills:

- Ethical reasoning and social engagement
- Understand citizenship and civic duty
- Understanding of law and government
- Placing present-day institutions in historical context

4. *Cultural Perspectives*

Summary Statement

Cultural Perspectives explores the analysis, observation, and appreciation of humanity and existential theory through social, anthropological, artistic, and other approaches. Students will contemplate consciousness, creativity, and cultural values with special emphasis on Iñupiaq history, traditions, and culture. The category Cultural Perspectives involves developing and augmenting the following skills:

- Critical thinking about the human experience
- Traditional Iñupiaq knowledge and values
- Native/Indigenous ways of knowing
- Appreciation and expression of art and creativity

Distance Education

DEFINITION

As defined by Michael Moore, Director of The American Center for the Study of Distance Education, Penn State: "Distance education is planned learning that normally occurs in a different place from teaching and as a result requires special techniques of course design, special instructional techniques, special methods of communication by electronic and other technology, as well as special organizational and administrative arrangements."

Distance delivery at Iḷisaġvik College is guided by the following:

- Quality-accredited courses
- Career and technical education for personal development and job skills
- Programs that lead to lifelong learning
- Innovative learning opportunities utilizing emerging instructional technology
- Opportunities for developing partnerships with public and private agencies to address community and economic development needs within the North Slope Borough

Important video tutorials for faculty are located in the Media drive.

MYCAMPUS

Iḷisaġvik College uses MyCampus as the primary online interface for our classes. Typically, every course will get a MyCampus page, though instructors are free to choose how much use they make of it. Some classes are taught entirely online (80B) using an asynchronous approach to the lesson plan. Others are taught entirely in person, and some are considered blended course in which some in-person lessons are combined with extra online instruction to fill out the lesson plan. Instructors are also free to incorporate other online platforms as they see fit, bearing in mind that our students are likely to be more familiar with MyCampus than the alternatives.

BLENDED (80N)

A hybrid course or combination course has all the online advantages of MyCampus and Zoom/teleconference presence. Instructors use MyCampus for their content management (students are logged into a computer) and usually have the Zoom/teleconference for the video/audio. This can happen at the same time or not depending on how the instructor wishes to run the course. Hybrid courses can be time blocked, which means that the instructor can set up the meeting time for class. Students, no matter where they are located, can login into MyCampus and have as part of their course, a Zoom/teleconference meeting.

ZOOM COURSES (80X)

Zoom.us

Iḷisaġvik College utilizes Zoom as its live instructional and collaborative distance learning venue. Faculty and students are given password access by the IT Department. Faculty connect to Zoom.us as hosts. Students use provided links (usually via the class MyCampus page) to join the class and learn on this collaborative, distance format. Faculty teach in live audio and video. They can share MyCampus, Whiteboard, as well as many other materials and learning platforms.

Zoom.us offers a great variety of distance learning trainings at <https://www.zoom.us/> . On Zoom, classes can be recorded and edited, then posted on MyCampus for students' references.

TELECONFERENCE

A teleconference course is done using a conference phone. Conference phones are unique and built for the specific purpose of hands-free calling. The Distance Education Coordinator is responsible for set up and monitoring the teleconference service with a provider. Each faculty instructing by teleconference is given a 1.800 number to call with your moderator access code. Students only need call the 1.800 number with their participant access code. This system uses the latest in technology with 24-hour support and recording of conference calls. The moderator and participant codes are different and should not be confused when using the teleconference system. The moderator access code should never be given to students. Teleconference courses do not have the visual component unless the instructor incorporates it into the course using other methods. The new teleconference system has a component for recording sessions for students.

ILISAGVIK COLLEGE VILLAGE LIAISONS

The Village Liaisons are full time North Slope Borough employees that assist Ilisagvik College students and potential students. The program was developed to assist village students with their education goals. Liaisons assist the students with registration, financial aid, getting online, teleconference and computer troubleshooting. They serve as the bridge between Faculty and staff and the student. The teleconference centers all have teleconference phones, three to four Dell PC desktops with Microsoft Office Suite and an internet connection of 256 kbps. As technology improves, so will the connection.

The Village Liaison offices are available 8:30 a.m. to 5 p.m., but are open after hours for evening distance education students. Liaisons will assist your students with their building access, computer access and conference calls.

Village Liaisons		
Main Liason (Marrietta Aiken)	907-852-5102	marrietta.aiken@north-slope.org
Anaktuvuk Pass (Larry Burris)	907-661-3441	lawrence.burris@north-slope.org
Atqasuk (Della Shugluk)	907-633.6418	della.shugluk@north-slope.org
Kaktovik (Noreen Kaleak)	907-640.6329	noreen.kaleak@north-slope.org
Nuiqsut (Olivia Cabinboy)	907-480-6515	olivia.cabinboy@north-slope.org
Metlakatla (Christina Martinez)	907-821-2887	christina.martinez@ilisagvik.edu
Point Hope (Kristi Frankson)	907-368-2935	kristi.frankson@north-slope.org
Point Lay (Sophie Tracey)	907-830-2811	sophie.tracey@north-slope.org
Wainwright (Verna Phillips)	907-763-2091	verna.phillips@north-slope.org

Iñupiaq Culture

FACULTY EXPECTATIONS

Iḷisaḡvik faculty comprises a diverse group of professionals from varying cultural backgrounds with most not native to the region. By contrast, Iḷisaḡvik makes concerted efforts to Indigenize the curriculum to be culturally appropriate and relevant to the College's student body. Therefore, Iḷisaḡvik strongly encourages instructors to also be learners in their new environment. Opportunities for faculty members to familiarize themselves with the Iñupiaq culture and language include Iñupiaq Cultural Hour events hosted by the Iñupiaq Studies Department, Iñupiaq Studies for credit courses, utilizing resources and apps such as the Iñupiaq Rosetta Stone, getting out into the community and building relationships with community members. Some cultural events that you may want to attend are Nalukataq (whaling festival) held in June, Kivgiq (every two years typically in February), and community Iñupiaq dances. Additionally, other means of learning about the culture are available through the Tuzzy Library, Iñupiaq Heritage Center, or events sponsored by Piuraaḡvik or the local school district. Iḷisaḡvik's Iñupiaq Studies Coordinator, Community Education Facilitator, and Iñupiaq Studies Faculty will also gladly offer guidance and suggestions to faculty seeking to imbed Iñupiaq culture into their curriculum.

IÑUPIAQATIGIIGÑIQ: TRADITIONAL IÑUPIAT VALUES

Qiksiksrautiqaḡniq Iḡuuniāḡvigmun.....	Respect for Nature
Aviktuaqatigiḡḡniq	Sharing
Iḡupiuraallaniq	Knowledge of Language
Paammaaḡigḡniq	Cooperation
Iḡagiḡḡniq	Family and Kinship
Quviaḡuniq	Humor
Aḡuniallaniq	Hunting Traditions
Naglikkutigaḡniq.....	Compassion
Qiḡuiḡḡniq	Humility
Paaḡḡakkutaigḡniq	Resolution of Conflict
Ukpiaḡutiqaḡniq	Spirituality
Piaḡpakḡutiqaḡniq suli	
Qiksiksrautiqaḡniq Utuḡqanaanun Allanullu	Love and Respect for Our Elders and One Another

IÑUPIAT CULTURAL CALENDAR

AUGUST	<ul style="list-style-type: none"> ▪ Caribou hunting ▪ Ugruk (bearded seal) and aiviq (walrus) hunting ▪ Ugruk skins being prepared for boats and boot bottoms ▪ Some people still in summer fishing and hunting camps ▪ Duck hunting at Pigniq ▪ Some fishing with nets at Pigniq ▪ Skin boat frames built ▪ Young black brant hunting in Wainwright ▪ Tuktaq making time (walrus skin and meat rolled into a ball and sewn together) ▪ Fishing on the rivers ▪ Berry picking (salmonberries, blueberries, blackberries, cranberries)
SEPTEMBER	<ul style="list-style-type: none"> ▪ Some duck hunting ▪ Fall bowhead whale hunt ▪ Moose hunting ▪ Paṃmagrak (capelin, Mallotus villosus) come up on shores in Barrow
OCTOBER	<ul style="list-style-type: none"> ▪ Fall whaling continues ▪ Ice fishing on rivers and lakes ▪ Caribou hunting (first part of the month before bulls rut) ▪ Ice fishing along coastline for iqalugaq (tomcod)
NOVEMBER	<ul style="list-style-type: none"> ▪ Polar bear hunting on the coastline ▪ Seal hunting ▪ Some hunters still at fish camps ▪ Thanksgiving feasts Iñupiaq style
DECEMBER	<ul style="list-style-type: none"> ▪ Trapping season for fox, wolf, wolverine ▪ Seal hunting ▪ Polar bear hunting ▪ Christmas Feasts Iñupiaq style ▪ Games of skill and endurance Iñupiaq style ▪ Time to clean ice cellars and houses for the New Year
JANUARY	<ul style="list-style-type: none"> ▪ Trapping season continues ▪ Seal hunting ▪ Nalurritut (seal skins being prepared for bleaching) ▪ Polar bear hunting ▪ Build and repair skin boats

FEBRUARY	<ul style="list-style-type: none"> ▪ Trapping season continues ▪ Puvitquqtaq (animal skins being wind dried and bleached outside) ▪ Seal skins (natchiq and ugruk) bleaching ▪ Seal hunting ▪ Continue to build and repair skin boats
MARCH	<ul style="list-style-type: none"> ▪ Some polar bear hunting ▪ Seal hunting ▪ Trapping season continues for fox, wolf, and wolverine ▪ Women sew ugruk skins for skin boats ▪ New skins put on boat frames ▪ Hunting tools repaired ▪ Female polar bears bring out their young ▪ End of trapping season
APRIL	<ul style="list-style-type: none"> ▪ Whaling season begins ▪ Caribou and ground squirrel hunting inland ▪ Time to clean cellars (if not done during winter) ▪ Birth of young seals ▪ Whaling continues ▪ Geese and ptarmigan hunting inland
MAY	<ul style="list-style-type: none"> ▪ Duck hunting on ice ▪ Ice breakup on rivers ▪ Seals on ice at Qaaktuḡvik ▪ Ugruk have their young
JUNE	<ul style="list-style-type: none"> ▪ Caribou fawning period ▪ Nalukataq in the whaling communities (Kaktovik, Nuiqsut, Barrow, Wainwright, Point Hope) ▪ Going off to summer camps ▪ Fishing on rivers and lakes begins ▪ Seal hunting ▪ Fishing in Qaaktuḡvik ▪ Camping and hunting continues ▪ Fishing continues
JULY	<ul style="list-style-type: none"> ▪ Caribou hunting ▪ Gathering eggs in Point Hope ▪ Ugruk and walrus hunting ▪ Drying meat and making seal oil ▪ Preparing ugruk skins for boats

IÑUPIAQ CULTURALLY RESPONSIVE INSTRUCTION

Another Culture, Another World

Culture is “the game of life as you understand and play it.” Each cultural group plays the game of life differently, just as players in different sports use different skills and equipment, applying different rules to score points and win games.

Some games, for example, are timed. Basketball, football, hockey – and certainly all races – are won by the clock. Whoever has the most points when the time expires, or whoever crosses the finish line first, wins. Other games are not timed at all. Baseball, tennis, golf, poker, chess and billiards rarely rely on clocks and often ignore them completely. The game has an internal structure of its own which determines how long it will be played. Cultures are like this too. Some rely heavily on calendars, schedules and appointments, while others tend to operate along very different principles.

These are not differences of right of wrong, good or bad, practical or impractical. They are just different in the way baseball, football, hockey and tennis are different ball games. Comparisons do not equate with moral judgments. It is useful to understand what game you are playing before interacting regularly with another person. Otherwise, one risks playing a sort of “tackle basketball,” in which both sides are getting annoyed, confused, frustrated or depressed.

from Another Culture/Another World by Father Michael Aleksa (2005)

Cultural Standards

Alaska Native educators from across the state collaborated under the umbrella of the Alaska Rural Systemic Initiative to develop Cultural Standards to define student content and performance to guide what students should know as a result of their education and professional content and performance guiding the performance of educators and administrators. The cultural standards were developed for primary and secondary schools, but Martha Stackhouse, (formerly of Iḷisaḡvik’s Iñupiaq Studies Department) selected relevant standards and adopted them to the college level. The standards with performance indicators were finalized in 1998 and adopted by the State Board of Education and Early Development in 2010. The basic five standards are:

- A. Culturally-responsive educators incorporate local ways of knowing and teaching in their work.
- B. Culturally-responsive educators use the local environment and community resources on a regular basis to link what they are teaching to the everyday lives of the students.
- C. Culturally-responsive educators participate in community events and activities in appropriate and supportive ways.
- D. Culturally-responsive educators work closely with parents to achieve a high level of complementary educational expectations between home and school.
- E. Culturally-responsive educators recognize the full educational potential of each student and provide the challenges necessary for them to achieve that potential.

Below are select standards with corresponding performance indicators and activities.

<i>The Developing Instructor</i>	<i>The Exemplary Instructor</i>
Standard A 1. Recognize the validity and integrity of the traditional knowledge system.	
Includes students' prior knowledge and skills through cultural activities	Integrates students' prior knowledge and skills through cultural activities, language, and ways of life, the arts, and traditional knowledge system.
<ul style="list-style-type: none"> Acknowledges the Iñupiaq culture and values by displaying Iñupiaq values and posters on classroom walls Include traditional knowledge in the curriculum to promote learning: writing assignments on hunting/whaling/fishing activities 	<ul style="list-style-type: none"> Routinely greets and addresses students in similar manner that the community members do with correct pronunciation Relates all classroom activities to Iñupiaq values Routinely creates assignments that reflect cultural ways of knowing
Standard A 2. Utilize Elders' expertise in multiple ways in their teaching.	
Asks Elders to share expertise as guest speakers in the classroom and connects Elders' expertise with academic learning.	Co-constructs academic learning with Elders based on Elders' expertise.
<ul style="list-style-type: none"> Prepares students to be respectful of Elder visitors Remains attentive while Elder teaches (not working on something else while Elder is speaking) Uses correct protocol when inviting and Elder/cultural bearer 	<ul style="list-style-type: none"> Invites an Elder to talk to students about importance of college education and living in harmony with a subsistence lifestyle; a healthy lifestyle and incorporating traditional to the contemporary living Uses information gained from Elders/Culture Bearers to provide developmentally appropriate cultural activities in the classroom; i.e., writing assignments, use info for research Shares knowledge gained from Elders and Cultural Bearers at Dean's Council meetings; shares ideas with colleagues; possibly community.
Standard A 3. Provide opportunities and time for students to learn in settings where local cultural knowledge and skills are naturally relevant.	
Describes local community events and identifies classroom lessons and activities that intersect with these events	Integrates student learning in the community's natural cycle of people, ceremonies, and place into classroom lessons and activities
<ul style="list-style-type: none"> Identifies a list of cultural activities with his/her students for each month throughout the year. Uses the place; i.e., tundra, whaling activities or preparations, hunting activities or way of life as assignments for class. If students are involved, assign them to write about what they did. 	<ul style="list-style-type: none"> Routinely ties lessons to seasonal cultural events and values the culture in which they live: butchering process; cutting up birds, fish etc. in the classroom. Students bring in the birds or animals. Relates politics and/or business to cultural events that impact students' lives: ANCSA, ASRC, AEWC, NSB local government, oil companies and how they relate to the state level, federal level and global level such as International Whaling Commission (IWC), Inuit Circumpolar Conference (ICC); encouraging leadership

Standard A 4. Provide opportunities for students to learn through observation and hands-on demonstration of cultural knowledge and skills.	
Provides several opportunities for students to observe Elders and other local resource people demonstrate their cultural knowledge.	Consistently integrates Elders and other local resource people into classroom activities to demonstrate cultural knowledge for students
<ul style="list-style-type: none"> Working with students identifies local experts to be special speakers that are applicable to lessons in the content areas of math, science, social studies, English etc. Provides opportunities during class time to bring in Elders or local experts to have students observe in demonstrating their cultural knowledge. 	<ul style="list-style-type: none"> Routinely brings in Elders or culture bearers to demonstrate their cultural knowledge and gives assignments relating to the subject. Works with students to prepare a presentation for college community attend: play, reenactment, demonstration, PowerPoint etc.
Standard A 5. Adhere to the cultural and intellectual property rights that pertain to all aspects of the local knowledge they are addressing.	
Acts in accordance with the cultural and intellectual property rights of the community and its members.	Integrates the concepts of cultural and intellectual property rights into classroom activities.
<ul style="list-style-type: none"> Researches the cultural and intellectual property rights. Encourages those who are visitors to the Arctic not to write books when they hear oral stories. Invites an elder or cultural bearer to talk about the Iñupiaq cultural and intellectual property rights 	<ul style="list-style-type: none"> Critically evaluates any information about the Arctic for cultural authenticity and blend with other Alaska Native cultures. Introduces students to critical inquiry. Assigns research projects involving critical analysis on sources about the Arctic. Encourages students to evaluate material using their prior traditional knowledge.
Standard A 6. Continually involve themselves in learning about the local culture	
Demonstrates knowledge of the local culture by participating in community events.	Is fully integrated in the community and is seen by the community as a valued and contributing member.
<ul style="list-style-type: none"> Discusses Iñupiaq seasonal calendar; community celebrations such as Nalukataq, Kivgiq; when it was revived; research at Tuzzy library. Encourages students to participate in cultural activities and incorporates activities into instruction to promote and assess student understanding of their significance. Examples of activities: Apugauti, Nalukataq, Thanksgiving and Christmas feasts; New Year's Kalukaq; Kivgiq, whaling preparations such as making trails etc. 	<ul style="list-style-type: none"> Attends cultural events such as Kivgiq, community whaling services, community celebrations, preferably with your students to explain. Asks students to be given an Iñupiaq name. Participates in events, i.e., volunteers during Kivgiq; helps prepare foods for the guests with ASRC, UIC or NVB; attends a culture camp; observes butchering of whale, ugruk, seal, caribou etc. Learns about the significance of naming a child; who are they named after? Why are some children called "papa" or "little mama?"
Asks students, families, paraprofessionals and other community members about seasonal activities and discusses these in class.	Integrates seasonal cultural projects and experiential learning activities across content areas on a daily basis.

<ul style="list-style-type: none"> Plans outdoor activities, including walks on beach, tundra to observe and identify plants or animals common names, scientific and Iñupiaq . Visits NSB, ASRC, Savaat Center, ASNA, UIC or NVB to inquire about job possibilities. Works with students to create resumes. 	<ul style="list-style-type: none"> Butchers fish or any animal, identifies body parts Cuts meat further for eating; takes foods over to Assisted Living quarters Invites a leader from various organizations to talk to students about qualities they seek in the jobs they offer. Follows up to presentation about job qualities; gives a writing assignment on those qualities and ties them to the Iñupiaq values. Explores applications of values in today's work place
Inquires the knowledge and skills that are learned in traditional seasonal and cultural activities that are practiced by the community.	Integrates curriculum for seasonal traditional activities bridging cultural and academic components.
<ul style="list-style-type: none"> Inquiries from students and community about different seasons in which the community goes camping, fishing, whaling etc. Visits Pigniq (Shooting Station) to put up a tent (get permission from UIC); makes dinner there. Spends the night in the tent; makes breakfast. 	<ul style="list-style-type: none"> Do above plus go duck hunting, possibly fish with nets, collect drift wood to make art or tool; make dry fish/duck soup/carve tool or art; camp for several days instead of overnight. Tie the above experience to a PowerPoint presentation.
Inquires about local themes in the classroom organized thematically by seasonal activities.	Integrates local cultural knowledge across the subject areas.
<ul style="list-style-type: none"> Find out from students what is being hunted in the area; learn certain celebrations. What is the proper action for the first catch of an animal or bird? What plants are picked and where? If students do not know, then ask the elders. 	<ul style="list-style-type: none"> Invite an Elder/Culture Bearer to demonstrate "how to" do something or to tell a story of a legend and/or about life experiences; or global warming they have seen in their lifetime. In the internet, find out the scientific relation to what they demonstrated or talked about. What is the history of whaling controversies? Are they still applicable today? What can they do as students to help? What is the history of International Whaling Commission (IWC) and the Alaska Eskimo Whaling Commission (AEWC); what is the current status between IWC and AEWC?
Inquires about local history and cultural traditions guided by culture bearer.	Utilizes the expertise of the culture bearers and mentors other instructors on local history and cultural traditions.
<ul style="list-style-type: none"> Inquire about local history and cultural traditions; how did NSB , ASRC and NVB get started? Invite people who are knowledgeable about these entities. Know the appropriate times of hunting/celebrations before making statements that may be wrong: in late May or early June, whaling has ceased and now geese hunting. 	<ul style="list-style-type: none"> Organizes the class to contribute towards helping during a cultural activity Invites an Elder to talk about the controversies in Whaling Moratorium, Barrow Duck In, Project Chariot, State Land selections right after statehood in 1959, formation of the Alaska Federation of Natives (AFN), formation of Inuit Circumpolar Conference (ICC), the formation of the Alaska Eskimo Whaling Commission (AEWC) and their

	bouts with the International Whaling Commission (IWC); assignments from these talks. Are these controversies still occurring?
Identifies local activities and participates in multiple, cultural events.	Routinely mentors new instructors to make positive and culturally-appropriate contributions to the wellbeing of the community.
<ul style="list-style-type: none"> • Finds out about class contributing to Thanksgiving and Christmas feasts; Nalukataq feasts if class is in session for the summer • Promotes student participation in Kivgiq activities • Provides assignments, including writing assignments, relating to these events. 	<ul style="list-style-type: none"> • Includes Iñupiaq values in assignments on regular basis in relation to community activities. Tie whatever you are teaching to what is going on in the village. • Gives assignments as to the responsibilities the students carry in doing these cultural activities; always emphasize the leadership qualities as they prepare to take over some day. Those with college education are always picked to be leaders, reluctant or no. • Leads discussions on healthy lifestyles; the need to speak up for indigenous rights such as whaling quotas, pros and cons on off shore drilling.
Identifies diverse community members and uses local cultural protocols to establish relationships with them.	Routinely mentors other instructors in use of local cultural protocols to integrate entire school community in all aspects of curriculum, instructional planning and implementation.
<ul style="list-style-type: none"> • Leads discussions with students as to who they think can make class visits about their knowledge. Brain storm about things the class could do to be Iñupiaq culture inclusive in the instructional planning. • Creates critical thinking opportunities; i.e., if the students were leaders, what would they do strengthen their communities? 	<ul style="list-style-type: none"> • Assigns the class to interview Elders, leaders or culture bearers: make PowerPoint Presentations to be used for future class assignments. • Makes correlations between the Inupiaq values and leadership qualities for the North Slope: i.e. how does humility play into being a leader for your community?
Utilizes appropriate resources to establish relationships with community members, and begins to enrich the curriculum with cultural knowledge.	Routinely mentors instructors new to the community on local cultural knowledge.
<ul style="list-style-type: none"> • Assesses students' prior knowledge about the Inupiaq culture • Creates a cultural calendar to refer to throughout the semester • Explains to the non-Iñupiaq that they are guests in the Iñupiaq homeland, the associated implications; encourages students to respect and learn about the culture. 	<ul style="list-style-type: none"> • Routinely mentors instructors new to the community, about the local cultural knowledge • Does not make negative remarks about the Iñupiaq people's lifestyles, traditional ways of learning, about the Arctic weather, esp. when students are around but are not included in the conversation. (Do not act like they are invisible)

Demonstrates awareness of local heritage language(s) in the classroom to raise awareness of the students.	Engages in conversational heritage language, and mentors students' uses of heritage language(s) in the classroom
<ul style="list-style-type: none"> • Ask students or Iñupiaq instructors to show you how to say certain Iñupiaq phrases that are currently commonly used. • Try to learn how to say every day greetings, etc. 	<ul style="list-style-type: none"> • Routinely greets students in Iñupiaq language, using heritage name if that is what they are normally called • Continually learns more and more Iñupiaq phrases along with those who are not speakers; even the young adult Iñupiaq students may not know many Iñupiaq phrases • Continually assign students to interview Elders or culture bearers on how to say Iñupiaq phrase
Explores the various cultural identities of students in the classroom and identifies the positive attributes of those cultural groups.	Integrates students' home, family, and community culture into the curriculum to celebrate diversity and promote community building.
<ul style="list-style-type: none"> • Introduce each other at the beginning of the semester, stating nationalities, where their ancestors originally came from and their favorite holidays. 	<ul style="list-style-type: none"> • Give assignments that give information on cultural diversity, including the Inupiaq culture; compare contrast between other cultures and the Inupiaq culture. • Sponsor a potluck of different cultures and taste each other's ethnic foods to celebrate holidays. • At a different time, expand the potluck into selling these ethnic foods to the community as a fund raiser.
Explains and illustrates the importance of learning about other cultures to students	Mentors other instructors to promote learning about and appreciating the value of other cultures

Shared Governance

Iḷisaḡvik College is committed to a shared governance process. Shared governance ensures opportunities for faculty, staff, students and administrators share their intellectual gifts and passion to make Iḷisaḡvik College strong. As in all College processes, the Iḷupiaqatigiigñiq (Iḷupiaq values) guide our work together. Values such as respect, sharing, cooperation, humor, compassion, humility and resolution of conflict ensure we are working together effectively to ensure our mission is fulfilled.

Dean of Academic Affairs

Faculty Involvement: Committees

COMMITTEES

At the beginning of the fall semester, faculty are voted into leadership roles for the Faculty Association President, Vice President, and Secretary and the Academic Council Chair. Each faculty member must be on at least 2 committees.

Academic Council (AC) | Monthly (3rd Friday) | Faculty Chair | 6 FT faculty or 5 FT faculty and AH Coordinator

Purpose: Academic Council ensures the integrity of the curricula and academic processes through review by faculty-led council. The Council makes recommendations on curricula, academic policies and program proposals in accordance with the role and mission of the College.

Accreditation Steering Committee | Bi-weekly | Dean of Academic Affairs | 2 faculty

Purpose: The Accreditation Steering Committee is an interdepartmental working team that supports the College's status as an NWCCU accredited institution by ensuring compliance with Commission Standards through preparation of required self-studies and active monitoring/facilitating continuous improvement as outlined in Commission-sponsored peer evaluations. The Committee reports to the President's Cabinet.

Adjunct Management Committee | Bi-monthly | Dean of Academic Affairs | 1 faculty

Purpose: The Adjunct Management Committee is an interdepartmental group with representatives from those departments who engage with adjunct faculty. Participants work together to ensure that adjunct faculty have the most up-to-date information regarding all aspects of their work at the college. This information is disseminated via the Adjunct Faculty Handbook and during Adjunct Faculty Orientation. Participants include staff from the Business Office, Human Resources, Registration, IT, Ed Tech, and the Bookstore.

Benefits Review Committee | Quarterly/As needed | Executive Director of Human Resources | 1 or more faculty

Purpose: To seek input into the development and analysis of benefits plans available to Iḷisaḡvik employees, educate employees on different plans and make recommendations.

Catalog Management Committee | Bi-monthly | Dean of Academic Affairs | 1 faculty

Purpose: The Catalog Management Committee is responsible for editing, revising, and updating the Course Catalog each year prior to publication. Participants include interested staff from various departments, faculty members, and Marketing.

Dean's Council | Monthly (4th Friday) | Dean of Academic Affairs | All faculty

Purpose: Dean's Council is a department-level body whereby department faculty and staff share issues of concern, provide updates, and highlight successes. It can include select representation from other departments.

Dual Credit Coordinator and Advisor | Ongoing

Purpose: Advising Dual Credit students and coordinating with school districts, parents, and students.

Enrollment Management Committee | Bi-weekly | Dean of Academic Affairs | 2 faculty

Purpose: The Enrollment Management Committee connects various departments and divisions to exchange information, identify gaps, and provide comprehensive follow-up to students. Participants include staff from Registration, Student Services, Recruitment, IT, Ed Tech, Financial Aid, Finance, and Marketing as well as faculty members.

Faculty Association | Monthly (2nd Friday) | Faculty Association President | All faculty

Purpose: Faculty Association is a professional organization within the College that provides a forum for discussion and presents pertinent items during regular meetings of the Iñsaḡvik College Board of Trustees.

Grants & Title III Committee | Quarterly and Ad Hoc | Executive Director of Institutional Advancement | 2 or more faculty

Purpose: The Grants & Title III Committee informs decision-making as related to pursuing various external funding sources, such as grants, corporate donors, foundation funds, and more. It serves as both a decision-making body and a place for the Director of Development to update committee members on various funding actions. The Committee also serves as the Title III steering committee, which includes discussing and approving Title III projects, budgets, and changes.

Graduation Committee | Varies | Dean of Administration & Registrar | Not required

Purpose: The Graduation Committee is comprised of a group of Iñsaḡvik staff/faculty/students who are willing to help with the planning and execution of Iñsaḡvik College's commencement ceremony. This committee does not have a fixed set of members, and everyone is free to join and share their ideas.

Student Government Advisor | Weekly | 1 faculty

Purpose: Mentoring and supporting Student Government. Student Government at Iñsaḡvik provides students with a participatory role in the college's mission and serves as a platform to gather and communicate student concerns to Administration and Faculty. The Faculty Advisor works with Student Services to mentor and demonstrate leadership skills and guide Student Government ideas into completed projects. The Student Government Advisor will attend weekly Student Government meetings, provide guidance concerning Student Government bylaws and Robert's Rules of Order, facilitate the election process, and help manage Student Government funds.

Student Mentoring Access Retention for Students (SMARTS) | Monthly | Dean of Students | 2 faculty

Purpose: Originating from Achieving the Dream (ATD), SMARTS is a group of various staff from student services, faculty, and administration that supports our students with a holistic approach that supports student engagement, retention, and persistence supporting student success. Identifies ways to increase awareness and adopt procedures to increase communication, data, and the overall success from admission to graduation.

IPEDS Integrated Postsecondary Education Data System /AIHEC AIMS Sub-Committee | Quarterly | Dean of Academic Affairs/Institutional Research Coordinator | Not required

Purpose: To ensure these mandatory reports are monitored, completed, and submitted in a timely and accurate manner. The AIHEC AIMS and the Title IV Higher Education Act (HEA) IPEDS reports are required to remain compliant in order to receive Title IV Federal Funding. The AIHEC AIMS reports are required.

Long Term Facilities Master Plan LTFMP | Quarterly | Dean of Administration | 1 or more faculty

Purpose: The LTFMP Committee is primarily responsible for updating the LTFMP document. This document includes Strategic Plan, LTFMP Goals, Programs Needs Analysis, Existing Conditions Analysis, and the Implementation Plan.

President's Advisory Committee (PAT) | Weekly | President | No faculty

Purpose: The PAT is comprised of direct reports to the President who come together as an advisory team to support the President and one another. The PAT commits to ask the hard questions, sharing information, providing feedback, being willing to disagree and facilitating communication throughout the organization. As the leaders, we work in partnership to support and advance the mission and the strategic vision of Iñisaḡvik College.

President's Cabinet Meeting | Monthly | President | FA Pres., 2nd faculty, and alternate

Purpose: The President's Cabinet is a forum for collaboration and communication across departments, which results in informed decision-making. It is a formal body, which acts in partnership to support and advance the mission and strategic plan of Iñisaḡvik College.

Safety & Emergency Action Plan Committee | 1-2x per Semester | Dean of Administration | 1 or more faculty

Purpose: The Safety & Emergency Action Plan Committee's goal is to address current facilities safety concerns in all Iñisaḡvik College facilities. This committee reviews and updates both print and web-based copies of the EAP Plan document. The committee also plans and discusses all items related to emergency planning (fire drills, first- aid, AEDs, etc.)

Scholarship Committee | 1-2x per Semester | Financial Aid Manager | 1 or more faculty

Purpose: Scholarship Committee meets to select scholarship recipients designated by scholarship agencies for Iñisaḡvik College to award.

Technology Committee | 1-2x per Semester | Dean of Administration | 1 or more faculty

Purpose: The Technology Committee's purpose is to evaluate technology needs for the College and make recommendations to senior leadership regarding technology initiatives and prioritization of these initiatives. The committee also works with the Educational Technology and IT staff to set schedules for major Moodle and Empower updates, class availability, and training needs.

Vocational Education Committee | Weekly | Dean of Academic Affairs | 1 or more faculty

Purpose: The Vocational Education Committee comprises representatives from Construction Trades, Heavy Equipment Operations, Workforce Development, and Faculty representatives. The committee serves four essential functions: it meets the NCCER advising committee requirements for Vocational Education's external accreditation; it provides a venue for stakeholders and partners to assist in the selection of courses; it fosters communication between Voc. Ed., WFD, and IC faculty; and communications with the Iñisaḡvik College Administration

Faculty Roles

ACADEMIC ADVISORS

At this time, advising is not a centralized function at Iḷisaġvik; rather, academic advising is one of the responsibilities included in the annual contracts for full-time faculty members. In addition, for some programs (ex: Allied Health), the program coordinator also functions as the academic advisor. Faculty advisors mostly advise students from their own departments; however, faculty are encouraged to monitor that the workload is equitable and solicit the support of faculty outside their departments as needed.

MENTORS

All returning faculty should provide assistance to new faculty as needed. New faculty are encouraged to reach out to returning faculty to help with any questions about working at Iḷisaġvik College about specific roles or even general questions about life in Utqiaġvik.

PROGRAM CHAIRS

As a small college, some of Iḷisaġvik's instructional departments have only one faculty member, and by default, that faculty member is also the department chair. It is the responsibility of the department chair to ensure that programs are assessed annually; updated portfolios are maintained for accreditation purposes; adjunct faculty are evaluated each semester; curriculum is relevant and actively developed, and the program has an advisory committee, consisting of internal as well as external members.

RECRUITERS

Although the College employs full-time recruiting staff, whose primary purpose is to recruit students from the North Slope and throughout rural Alaska, all College employees are representatives of the institution and as such are expected to promote the institution to members of the community. Student recruitment is one of the responsibilities outlined in faculty contracts and may take many forms, such as sharing information about courses, programs or other activities with others. The opportunity to do so may arise during participation in official college functions, community events, and/or travel to the North Slope villages or other destinations. For this purpose, business cards are available to faculty through the Marketing Office. Faculty members should be familiar with the College's mission and programs so as to communicate information accurately, and should connect any interested, prospective students with the appropriate personnel.

SUPERVISORS, ADJUNCT FACULTY

Full-time faculty members are expected to guide, coach, mentor, supervise, and evaluate the adjunct instructors for their departments. Although the Dean and Instruction administrative staff will provide administrative and other support as needed, the supervising faculty should establish a constructive relationship with the adjunct, such that he/she does not hesitate to contact the faculty member when direction is needed.

Faculty-Student Relations

Faculty members have many formal and informal occasions in and out of the classroom that may present the opportunity for building relationships and conversation. Listed below are such potential points of intersection.

STUDY PLAN

A Study Plan is a chart listing all course requirements for a particular program. The purpose of Study Plans is to track a student's progress towards program completion throughout his/her course of study. The chart is a valuable, visual tool that will help the student to strategically plan his/her selection of courses as it enables him to compare remaining course requirements against the rotation in which they are offered. For example, if the student needs to take INU 121 (Elementary Iñupiaq I) as part of the program, a check in the catalog will show that this course is offered every spring semester.

In most instances, it is the advisor who will review the Study Plan; however, any faculty member can easily engage in conversation centered on the Study Plan and by extension, focus the student on the progress he/she has made, discuss potential course selection and, depending upon the student's standing, discuss career and job prospects.

INTERNSHIP/PRACTICUM LEARNING OPPORTUNITIES

Internships and/or practicums are effective ways of gaining knowledge in an experiential manner, and faculty are encouraged to connect students with available opportunities as well as network to create new ones. Internships may be coordinated in partnership with local employers or can otherwise be arranged by faculty. Depending upon the employer, the intern may receive a stipend for the duration of the internship. For students to earn college credit for an internship, a faculty member will be the sponsor and outline appropriate activities to be completed. A modified course syllabus will stipulate the course requirements and expectations. Internships are currently available within some programs.

COURSE SYLLABUS

The course syllabus functions both as a contract and roadmap for students and instructor, outlining expectations, explaining course components, listing the topical course outline, and providing essential information necessary to effectively navigate the course. Instructors will distribute the course syllabus during the first day of instruction and post an electronic version on the MyCampus companion site. A thorough review of the syllabus during the first class session is strongly recommended to ensure that students have a good understanding of the expectations and policies for the course.

Iḷisaḡvik College has adopted a syllabus template for each program to ensure consistency in the information presented to students and the overall presentation format.

REGISTRATION EVENTS

Although students may register informally through the registration office throughout the academic year, Iḷisaḡvik holds several formal registration events each year to give students the opportunity to meet faculty advisors, receive their Student Identification Cards, connect with Student Services and distance education staff, set up their email accounts, purchase books and address other responsibilities associated with registrations. Faculty members are expected to participate in these events, which are also an excellent opportunity to meet new and prospective students.

STUDENT SUCCESS CENTER AND/OR COLLEGE-WIDE SPONSORED EVENTS

Throughout the year, numerous events are sponsored to promote student engagement and participation. Although Iḷisaḡvik faculty have many responsibilities in and out of the classroom, select participation in

these events helps to establish connections with students. These events are an opportunity to demonstrate care about students' lives and interests outside of the classroom.

STUDENT EVALUATIONS

At the end of each course, students are given the opportunity to provide feedback on the course content and quality of instruction. Students should be encouraged to openly share their perceptions without any reservations as all student evaluations are anonymous and results forwarded to the instructor after grades have been issued at the end of the semester.

Student evaluations are collected using Survey Monkey; however, for those students not having access or expressing a preference, paper copies will be provided. Expressing to students that all feedback is a valuable component in improving instruction may increase participation and alleviate concerns over critical comments.

Faculty Workload Guidelines

This document constitutes a set of guidelines to promote constructive faculty/administration working relationships; it is not a guarantee of employment and does not create obligations binding upon Ilisagvik College.

- **A full workload is fifteen (15) credits per semester/thirty (30) credits per year. Any earned credits beyond thirty (30) in a year will be considered an overload and compensated at a rate of \$1,725.00 per credit.**
 - **Total faculty credit load (teaching and non-teaching) including overload will not exceed 39 credits in the academic year. Faculty will not be compensated for any credits exceeding the 39 credit limit.**
- 1) Credit for coursework is to be fixed no later than seven (7) days following the final drop date for semester-long course, at which time each faculty member will receive from the Dean of Academic Affairs a workload report showing teaching and non-teaching credit load for the current semester.
 - a) Workload credit is normally fifteen (15) credits per semester/thirty (30) credits per year.
 - b) Workload credit is given for course instruction and other non-teaching responsibilities, the guidelines for which are outlined in Table 2.1.
 - c) Faculty members who feel the approved credits on the workload report inaccurately represent their workload, may seek an open forum with the Dean of Academic Affairs and the Faculty Association President as needed to discuss and resolve the matter.
 - 2) Any faculty member who falls short of the regular workload credits will be allowed to fulfill his/her responsibilities through alternative tasks, as approved by the Dean of Academic Affairs and faculty member. Such tasks will be decided within two (2) weeks following the final drop date. An updated draft of the workload report will be forwarded to the faculty member. The final workload report will be made available prior to the start of the next semester.

Table 2.1: Non-teaching workload credits

Coursework	
<ul style="list-style-type: none"> • Preparation of a new, trial course outside of the faculty member's designated field. 	1 cr
<ul style="list-style-type: none"> • Stacked courses (2 courses taught during the same time periods) <ul style="list-style-type: none"> ○ Each course w/3 or more students ○ One course w/fewer than 3 students 	1.5 x # of credits for one course Credit for one of two courses
Internships (3 cr/semester long)	
<ul style="list-style-type: none"> • 1-3 interns 	0.5 cr
<ul style="list-style-type: none"> • 4-6 interns 	1.0 cr
<ul style="list-style-type: none"> • 7-9 interns 	1.5 cr
<ul style="list-style-type: none"> • 10-12 interns 	2.0 cr

Service	
<ul style="list-style-type: none"> • Faculty Association President • Department Chair • Academic Council Chair • General tutoring services through LRC (3-4 hrs/wk) • Dual Credit Coordinator • Lab/Hut Maintenance 	<ul style="list-style-type: none"> 1 cr/semester 2-3 cr/semester 1 cr/semester 1 cr/semester 1 cr/semester 1-2 cr/semester
Examples of Other Non-Teaching/Non-Credit Faculty Responsibilities	
<ul style="list-style-type: none"> • Annual program assessment • Participation in Faculty Association, Academic Council, Dean's Council and other regularly scheduled committees/meetings • Participation in Search Committees • Faculty supervisor for adjunct instructors in program, including adjunct faculty evaluation and classroom observations • Administrative duties including but not limited to: entering data into CAMS, accreditation reports, Cabinet reports, submitting course syllabi • Program/course development to include maintaining an active advisory committee with two annual meetings, curriculum development within designated subject area • Providing student support, such as tutoring, make-up sessions for missed classes, counseling • Student Advising • Annual self-evaluation 	

3) CEU/Credit Conversion:

Occasionally, full-time faculty may be asked to teach workshops for CEU (Continuing Education Units). One (1) CEU represents 10 instructional hours. For contractual purposes, instruction will be converted as follows:

- a. 20 hours of instruction equal 1 credit
 - b. For village instruction, the faculty member will receive ¼ additional credit per trip.
- 4) Other workload adjustments should be made when any course starting after the standard start of the semester is canceled at any time during the semester, based on the course's designated drop date.
 - 5) A faculty member's workload credits must be 80% course instruction in order to be eligible for overload.
 - 6) Depending on institutional need, a faculty member may accept a separate, non-instructional, non-credit, contracted position, which is negotiated at the beginning of the year/semester. (Ex: Fleet Maintenance, LRC Coordinator).
 - 7) Individual faculty workloads will be made available electronically to all faculty members using a drive available on the College computer network.
 - 8) Faculty will include non-teaching responsibilities on their workload report. To acknowledge general administrative responsibilities, each faculty member who carries a full load (15 cr/sem or 30 cr/yr) may report 1.5 credits/semester or 3 credits annually.

Faculty credit loads beyond the contractual 30 credits must be agreed upon prior to delivery. Total faculty credit load (teaching and non-teaching), not counting administrative credits, will not exceed 39 credits in the academic year. Any exception must be authorized by the President.

Tuzzy Library

The Tuzzy Consortium Library serves as a Tribal academic library for Iñisagvik College as well as a public library service for the entire North Slope Borough. The Library is named in honor of Evelyn Tuzroyluk Higbee of Point Hope, who was a member of the original Board of Higher Education for the College. The Tuzzy Consortium Library is located in the Iñupiat Heritage Center facility. The Library maintains library services in each village of the North Slope for distance education students.

As such, it is the mission of the Library to support the college curriculum with resources in all subject areas taught by the college. Resources held by the Library include: books, DVDs, musical CDs and, newspapers, periodicals and periodical databases, and local, state and federal documents. Special collections include a growing Alaskan section with particular emphasis on Arctic and the Circumpolar North Regions, and the North Slope Borough and Iñupiaq history, language and culture. The Library has a variety of online services which include the library catalog (the physical library collection), archival resources, and databases. There are computers for student and public in-library use are available as well as a wireless internet connection for those with personal laptops. Copying and faxing services are also available and are free for students, Iñisagvik staff and faculty.

STANDARD LIBRARY SERVICES

The following services are available to you and your students:

Student Circulation

Students may check out up to twenty items at one time. This includes books, videos and CDs. Materials can be renewed twice. All items that have been checked out are available for at least two renewals. Renewals are extended for their circulation period. For instance, if a student has a video checked out, they can renew for an additional week. Students can renew their items over the phone, by email or in person. The Library no longer charges for overdue items. If students lose their books or videos, they must pay the fine for each item.

Interlibrary Loan (ILL)

Tuzzy Consortium Library is a member of OCLC, the largest library network in the world. Any materials that are not held by Tuzzy Library can usually be acquired from other libraries through the interlibrary loan (ILL) process. The average turnaround time for an ILL request is about one month, as they are typically sent via Library Mail Rate service. The circulation period for borrowed materials varies due to the individual lending institution's circulation policy. ILL requests can be made over the phone at (907) 852-4050 or (800) 478-6916, emailed to ill@tuzzy.org, or come in person to the library.

Reference

Library have been trained in the basics of the reference process and initially handle all reference questions. More advanced research concerns and requests for database searches should be addressed to any of the following librarians: Academic Librarian, Public Services Librarian, Archivist or Library Director.

Library Services Available to Faculty

- Four-month circulation for course related materials
- Reference service

- Customized class instruction on library resources
- Cultural information and curriculum development assistance
- Reserve shelf
- Requests by email accepted (tuzzy@tuzzy.org)
- Delivery and return through interoffice mail
- No fee interlibrary loan (circulation periods varies)
- Custom bibliography and research preparation
- Individual research assistance
- Village library operations