

Salish Kootenai College Faculty Handbook 2022-2023



Our Ways of Being

We hold ourselves accountable

We are:

Professional and Focused on the Mission and Vision of SKC
Appreciative and Respectful of Diversity of Thought, Experience, and Situation
Mindful and Transparent in our Communication and Actions
Traditional Beliefs Inspire Well Being

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For additional information and specific details, consult the SKC Policy Manual and the SKC Procedures Manual at <https://policy.skc.edu/>

Who Are You Going to Call?

What	Who/Where	Website	Phone
Admissions	Juan Perez Robert DePoe Bldg Rm. 106	admissions@skc.edu	406.275.4855
Books-Ordering	Dawn Benson Robert DePoe Bldg Rm. 139	https://bookstore.skc.edu/	406.275.4739
Campus Safety	SKC Security Office Security Building west of Big Knife	https://www.skc.edu/skc-campus-security/	406.239.6267
Career Services	Eva Oruste Robert DePoe Bldg Rm. 135	https://career.skc.edu/	406.275.4826
Catalog	https://skc.smartcatalogiq.com/2022-2023/Catalog		
Child Care	Sadie Saloway Child Care Facility	http://www.skc.edu/child-care/	406.275.8475
Counseling	Center for Prevention & Wellness Rm. 108	https://www.skc.edu/cpw/	406.275.4913 406.212.5454
Disabilities Information	Silas Perez Robert Depoe Bldg Rm. 121	https://www.skc.edu/students-with-disabilities/	406.275.4968
Emergencies			Call 911

Financial Aid	Jackie Swain Robert Depoe Bldg Rm. 108	https://www.skc.edu/financial-aid/	406.275.4854
Grants and Contracts Office	Greg Gould, Director Kara Westerfield, Deputy Director Risk Management and Compliance Big Knife Building		406-275-4991 406-275-4993
Health Center	Agnes Vanderburg Building	https://www.skc.edu/skc-health-clinic/	(406) 675-2700 X1630
Housing	Robert Depoe Bldg Rm. 132	https://housing.skc.edu/	406.275.4827
Student or Employee ID cards	IT Services Adeline Mathias Building	https://www.skc.edu/student-id/	406.275.4357
Library Services	Darcy McNickel Building	https://library.skc.edu/	406.275.4812
Math Tutoring	Dan Patrick Beaverhead Building Rm. 109	https://www.skc.edu/tutor-program/	406.275.4903
RAVE Emergency Alert		https://www.skc.edu/rave-alert/	406.275.4357
Registrar	Cleo Kenmille Robert DePoe Bldg	https://www.skc.edu/online-registration/	406.275.4773
Scholarships	SKC Foundation Rm. 117	https://www.skc.edu/scholarships/	406.275.4944
SKC Security	Security Building	https://www.skc.edu/skc-campus-security/	211 (from on campus phones only) 239-6267 (from off campus)
Success Coaches	EllenRose Bigcrane Kim Barber Quequesah Building		406.275.4970 406.275.4868

TRIO SSS	Allen Addison, Asst. Director Robert DePoe Bldg Rm. 133		406.275.4980
Transfer Specialist	Sally Shields Robert DePoe Bldg Rm. 115	https://www.skc.edu/transferring-credits/	406.275.4774
Vice President of Academic Affairs Administrative Asst.	Doranda Standing Rock (Adm.Asst.) Big Knife Building		406.275.4858
Work Study	Robert DePoe Bldg Rm. 135	https://www.skc.edu/work-study/	406.275.4826
Writing Center	Michel Building Rm. 103		406.275.4520 406.275.4760

Campus Map



Where can you find...

Academic Administration, President's Office
 Allied Health
 Business Office (Mail, Payroll)
 Division of Business
 Center for Prevention and Wellness
 Childcare
 Dental Assisting
 Division of Education
 Fine Arts, Digital Design Tech Program
 Human Resources, Institutional Research
 Information Technology Program and IT Services
 Natural Resources, Life Sciences Programs
 Liberal Arts
 Native American Studies
 Nursing
 Psychology, Social Work Programs
 Success Coaches, Tutoring
 Student Services, Registrar, Financial Aid Bookstore
 Writing Center

Big Knife Building
 Health Sciences Building
 Big Knife Building
 John Peter Paul Building
 Vanderburg Building
 Sadie Saloway Building
 Health Sciences Building
 Stevenson Building
 Three Woodcocks Building
 Big Knife Building
 A. Mathias Building
 Beaverhead Building
 Michel Building
 Michel / B. Mathias Buildings
 John Peter Paul Building
 Kenmille Building
 Quequesah Building
 Robert DePoe III Building
 Michel Building

About Salish Kootenai College

Mission Statement

The mission of Salish Kootenai College is to provide quality post-secondary educational opportunities and support for Native Americans, locally and from throughout the United States, to achieve their academic and career goals. The College will perpetuate the cultures of the Selis, Ksanka, and Qlispe' peoples. The College will impact its community through service and research.

Vision Statement

Salish Kootenai College aspires to be the pre-eminent educational center of excellence for American Indian students, grounded in the cultures of the Selis, Ksanka, and Qlispe' people of the Flathead Nation. The College will empower students to improve the lives of their families and communities through research, leadership, and service.

Mission Objectives

Salish Kootenai College identifies four Mission Objectives that encompass the mission and vision of the College. The Mission Objectives provide a focus for all activities at SKC.

1. Access and Success
2. Quality Education
3. Cultural Perpetuation
4. Research and Service

Accreditation

Salish Kootenai College is accredited by the [Northwest Commission on Colleges and Universities](#) (NWCCU), the regional accreditor for the northwest United States. According to NWCCU, "Accreditation is a process of recognizing educational institutions for performance, integrity, and quality that entitles them to the confidence of the educational community and the public." SKC maintains its accreditation status by meeting NWCCU's [standards for accreditation](#). The College provides reports and hosts evaluation visits according to an established schedule.

Other SKC Academic Departments maintain professional accreditation. These include the Nursing Department (AACN), the Social Work Department (CSWE), and the Elementary Education, Secondary Education - Mathematics, and Secondary Education - Science Programs (Approved by State of Montana). The Forestry Program is a candidate for accreditation.

College History

Salish Kootenai College (SKC) began as a branch campus of Flathead Valley Community College (FVCC) occupying office space donated by Polson School District. Beginning in the winter term of 1977, the Reservation Extension Center boasted 16 part-time faculty and 49 students. The Center offered 45 credits at seven sites around the reservation. That same year, a resolution passed by Tribal Council formally established a tribal college on the Flathead Reservation.

The College subsequently applied for membership in the new AIHEC (American Indian Higher Education Consortium) organization, at the time a consortium of 12 tribal colleges. The following academic year, the College had six full-time faculty and eventually moved to Pablo. The early years were difficult and

funding was largely through grants. However, in October 1978, the Tribally Controlled Community College Assistance Act was passed, providing a stable funding base.

In 1981, the college severed ties with FVCC and formally called itself Salish Kootenai College. The first academic catalog (1979-1981) listed three degrees and four certificate programs, 117 courses, and a total enrollment of 142 students. SKC became accredited in 1984, the first tribal college in the Northwest to accomplish this goal. In 1989, the registered nursing program was established, only the third in the nation at a tribal college. And by its tenth year, the new catalog (1989-1991) identified six buildings, nine degree and five certificate programs, 310 courses, and 540 full-time students. A ten-year accreditation occurred in 1994.

During the decade of the 2000s a number of new facilities were constructed on land purchased east and south of the original campus. Building continues on the east side of campus, including a new Allied Health and Nursing Building.

Institutional Governance

The Salish Kootenai College Board of Directors consists of seven members who have no contractual or financial interest and are not employed by the College. Members of the Board of Directors are appointed by the Confederated Salish & Kootenai Tribal Council for terms of three years. Board members must be at least 18 years of age and enrolled members of the Confederated Salish and Kootenai Tribes. The Tribally Controlled Colleges and Universities Assistance Act (TCCUAA) provides primary funding for the institution, and requires tribal colleges to remain tribally controlled to maintain eligibility for institutional support.

Roles and responsibilities of the Board of Directors are set forth in the original Articles of Incorporation, and further defined in SKC Policy 111.0, Duties Assigned to the Board. Further delineation of Board Roles and Responsibilities is contained in the Board Member Manual, which contains the Board's Bylaws. The Board holds regular monthly meetings; these meetings are open to all stakeholders, unless the Board is in Executive Session for discussion of personnel matters.

The President of Salish Kootenai College is appointed by the Board of Directors and has authorities detailed in SKC Policy 120.00.

The Administrative Team consists of the President, the Vice President of Academic Affairs, the Vice President of Business, the Vice President for Enrollment and Student Affairs. The Administrative Team is assisted by the Leadership Team, consisting of the Senior Administrators, the Director of IT Services, the Director of Institutional Effectiveness, the Director of Human Resources Officer, the Chief Executive Officer of the SKC Foundation, and a representative from the Faculty Council. The Leadership Team assists the President with the overall direction of the College, implementation of policies, and procedures, and prioritization of institutional work.

Each member of the Senior Administrative Team oversees Department Chairs (nonacademic departments) or Department Chairs/Division Deans (academic departments) that provide direction, supervision, and evaluation of employees in his/her department. The SKC Organizational Chart is available from the College Leadership webpage and provides further details of the chain of command and functional work divisions. Monthly administrator meetings provide an opportunity for communication and work across departments to foster accomplishment of mission objectives.

Department Chairs/Chairs are responsible for administration of their respective departments. Academic departments may include one or more degree programs and are administered by Department Chairs and Division Deans. Dean/Chair responsibilities include supervision of full- and part-time faculty members, coordination of class schedules, and management of the department budget. Each academic department designates one of its full-time faculty members as Department Chair. The Vice President of Academic Affairs must approve the Dean/Chair positions. Some department chairs may be hired by the institution.

When departments are organized into a division, the process for selection of the Dean will be determined with full participation by department faculty and the Vice President of Academic Affairs.

The Faculty Association at SKC is another component of institutional governance. The purpose of the Faculty Association is to promote effective and open communication; to provide formal recommendations of faculty specific matters; to continue to strive for shared decision making in the areas that directly affect faculty; and to provide support and safeguards for the faculty in the areas of academic freedom and quality. The Faculty Association elects a five member representative body (Faculty Council) to help provide leadership, organizational structure, and effective communication between the Association and the greater institution.

Academic Degrees Offered at SKC

The Curriculum Committee is a standing committee that has the authority and responsibility for design, implementation, and revision of the educational programs at Salish Kootenai College. The Curriculum Committee provides guidance and oversight to ensure that the curriculum is aligned with the institutional mission, responds to the educational needs of American Indian students and communities, and leads to a set of defined learning outcomes that provide students with the competencies to meet their educational goals.

Addition or termination of academic degrees follows a procedure that includes approval by the Curriculum Committee and the SKC Board of Directors. The Northwest Commission on Colleges and Universities (NWCCU) then approves all degree offerings and includes those offerings under the institution's accreditation.

Salish Kootenai College offers Certificates of Completion, Associate of Applied Sciences, Associates Degrees Arts/Sciences, and Bachelor's Degrees in Arts/Sciences.

- **Certificates of Completion** are 9-month (3-quarter) programs that primarily train students to enter the workforce in a vocational area such as Heavy Equipment Operation or Dental Assisting. Certificates of Completion consist of a minimum of 45 quarter credits.
- **Associate of Arts** and **Associate of Science Degrees** are designed as 2-year (6-quarter) programs that include a core of general education. A.A./A.S. degrees prepare students to enter the workforce or transfer to a Bachelor's degree program. A.A./A.S. degrees consist of a minimum of 90 credits.
- **Bachelor of Arts (B.A.)** and **Bachelor of Science (B.S.)** degrees are four-year, 12-quarter programs that contain a significant number of general education credits and upper division coursework in a particular academic major. B.A./B.S. degrees prepare students for entry into the workforce or graduate school. Bachelor degrees require a minimum of 120 quarter credits.
- **Master of Education in Curriculum and Instruction** and a **Master of Science in Natural Resource Management**. The M.Ed, C& I program is a 15 month cohort based program that includes 48 credits of either Integrative Indigenous Studies or Literacy Education, and Excellence. The M.S.

NRM consists of at least 60 credits including Core and Elective Curriculum in addition to Seminar, Advanced Topics and Research based credits.

SKC also offers short-term training programs, known as “**Workforce Certifications**”. These programs typically consist of 9 to 15 credits, do not contain general education requirements, and are designed to provide entry-level training for students who wish to directly enter a given occupation. Workforce Certifications are sometimes added by students who wish to have additional credentials on their transcript as they apply for jobs.

Degrees and Certificates

The following degrees and certificates are offered at Salish Kootenai College.

Degree	Dept. Chair/Division Dean	Location
Master Degrees		
M.Ed. Curriculum and Instruction	Elaine Frank, Ed. D. Tammy Elser Ed. D. Wren Walker-Robbins Ph. D Doug Ruhman, M.Ed.	Robert Depoe III Building Stevenson Building Stevenson Building Stevenson Building
M.S. Natural Resource Mgmt.	Elaine Frank, Ed. D. Rick Everett, Ph. D.	Robert Depoe III Building Beaverhead Building
Bachelor of Arts Degree (B.A.)		
Business	Rachel Andrews-Gould, M.B.A.	John Peter Paul Building
Psychology	Carol Baldwin, Ph.D.	Charlo Building
Tribal Governance and Administration	Patrick Lozar, Ph. D	Michel Building
Tribal Historic Preservation	Dean Nicolai, M.A.	Michel Building
Bachelor of Science Degree (B.S.)		
Early Childhood Education	Manda Davis, M.S.	Stevenson Building
Early Childhood Education P:3	Manda Davis, M.S.	Stevenson Building
Elementary Education	Doug Ruhman, M.Ed.	Stevenson Building
Forestry	Robert Kenning, M.S.	Beaverhead Building
Hydrology	Chris Frissell, Ph.D.	Beaverhead Building

Life Sciences	Christina Rush, Ph.D.	Beaverhead Building
Nursing	Kristine Hilton, MSN, RN, CNE	John Peter Paul Building
Secondary Education	Wren Walker-Robbins, Ph.D.	Beaverhead Building
Tribal Historic Preservation	Dean Nicolai, M.A.	Kenmille Building
Wildlife & Fisheries	Janene Lichtenberg, M.S.	Beaverhead Building
Bachelor of Social Work (B.S.W)		
Social Work	Kassandra Murphy, M.S.W.	Charlo Building
Associate of Arts Degree (A.A.)		
Business Management	Rachel Andrews-Gould, M.A. Kassandra Murphy, M.S.W.	John Peter Paul Building Charlo Building
Chemical Dependency Counseling		
Early Childhood Education	Manda Davis, M.S. /	Stevenson Building
Early Childhood Education P:3	LeighAnn Courville. M.A	Stevenson Building
Fine Arts	Taylor Clough	Three Woodcocks Building
Health Promotion Practices	Alana Bahe, B.S.	John Peter Paul Building
Liberal Arts	Effie Clairmont M.A.	Michel Building
Digital Design Technology	Lesli Anderson	Three Woodcocks Building
Grant Projects Management	Brittnee Broom	John Peter Baul Building
Psychology	Carol Baldwin, Ph.D.	Charlo Building
Tribal Governance and Administration	Patrick Lozari, M.A.	Michel Building
Tribal Historic Preservation	Dean Nicolai, M.A.	Michel Building
Associate of Science Degree (A.S.)		
Elementary Education	Doug Ruhman, M.Ed.	Stevenson Building
Forestry	Robert Kenning, M.S.	Beaverhead Building
General Science	Christina Rush, Ph.D.	Beaverhead Building
Hydrology	Chris Frissell, Ph.D.	Beaverhead Building
Information Technology	Drew Grennell, M.A.	A. Mathias Building
Mathematics	Matt Seeley, M.A.	Beaverhead Building

Native Language Teacher Ed.	Rosemary Matt M.S.	Stevenson Building
Certificate of Completion (C.C.)		
Computer Programming	Drew Grennell, M.A.	A. Mathias Building
Computer Science Transfer Track	Drew Grennell, M.A.	A. Mathias Building
Emergency Services	Valerie Johnson, R.N.	Health Sciences Building
Grant Projects Assistant	Brittnee Broom, M.A.	John Peter Paul Building
Office Professional	Brittnee Broom, M.A.	John Peter Paul Building
Medical Office Professional	Brittnee Broom, M.A.	John Peter Paul Building

General Education Requirements

SKC has a set of [general education requirements](#) for each level of academic degree. The requirements are included in the SKC Catalog. The learning outcomes for the general education program at SKC are known as the “4 Cs”: Communication, Critical Thinking, Cultural Understandings, and Citizenship. Each general education course emphasizes at least one of these 4 Cs. More information about the 4 Cs is provided in this document.

Getting Started As a New Faculty Member: Set-up Procedures

Kissflow

SKC uses an online system called “Kissflow” for many business procedures, including intake procedures for new employees. The Kissflow “Button” is part of the Google Apps in your SKC email. Many business processes occur via Kissflow, including purchase orders and check requests, new course forms, data requests, and social media platform requests. There are also academic Kissflows; you will submit all syllabi, request academic schedule changes, and request incomplete grades for students using this app. Finally, there are some special requests; If you want to speak to Tribal Council, that request must be approved by the President using a Kissflow. There are various Kissflow forms for grant applications and acceptance. And, note that all marketing materials such as department brochures go through a “Green Light Marketing Kissflow.”

New Employee Kissflow Form

This form is filled out by your supervisor when you are hired and submitted to the Human Resources Officer. Through it, you are approved for set-up of phone, email, JICS account, Schoology Access, Jenzabar faculty access, Jenzabar advising access, and other systems as needed.

The Business Office

The **SKC Business Office** is located in the Big Knife Building on the west side of campus. The front desk can help direct you to the department or person you need to see. Mailboxes and SKC forms are in the Big Knife building as well.

SKC ID

All employees must have an SKC ID. This can be obtained at IT Services in the A Mathias building. The SKC ID is a OneCard allowing you access to a number of services such as charging at Food Services and other places. It also allows you access to PaperCut, SKC's Managed Print System. See below for more info on printing. Your supervisor must complete a New Employee Kissflow form prior to you obtaining an SKC ID. You must provide some form of picture ID when obtaining your SKC ID.

Computers

Consult with your Department Chair regarding computer checkout. A computer will be assigned to you based on need and availability; your supervisor will request a computer via the New Employee Kissflow Form.

Computers are checked out through the **IT Services Helpdesk**, located in the Adeline Mathias Building on the east side of the SKC campus.

- Request help: <https://helpdesk.skc.edu/new>
- Outside line: (406) 275-4357

Email

Your Google Email account is created for you when IT Services receives your New Employee Kissflow form. Upon receiving the Kissflow form IT Services, creates the account and emails your **supervisor** your email address and temporary password.

- Faculty and staff SKC email addresses use the form: firstname(underscore)lastname@skc.edu
- Student email addresses use the form: firstnamelastname@student.skc.edu

All SKC employees are required to have an SKC email address and check it on a frequent basis. It is a formal channel of communication for the college. All SKC students are required to have an SKC email address as well. They are responsible for checking their SKC email for information sent out by the college or the instructor. Email expectations should be introduced and clarified on the first day of class. Some instructors require the students to test-email the instructor to assure that everyone in class is set up properly.

JICS Account

JICS (Jenzabar Internet Campus Solution) is a web-based framework used to access many different types of information at SKC. Your time card, employee benefits accrual, and other employment information is included under the "Employee Resources" tab. New employees are assigned a JICS login by the IT Service Department as the New Employee Kissflow form progresses through the system.

Many other materials are available on JICS, under the College Resources Section. Available materials include academic forms, the Strategic Plan and Environmental Scans, institutional data and grant resources, and a course syllabus template. Human Resources forms under "College Resources" include a position description template, a grievance form, and other general college information.

Printing, Scanning, and Copying

SKC has a managed print system with at least one large multifunction printer (MFP) in each building. These are managed by the PaperCut software system. IT Services manages this software. All students, faculty, and staff have a PaperCut account. In order to print or copy, your account must be associated with a college billing GL account number or you can deposit money in your account for personal printing and copying. The MFPs are capable of printing and copying to various sizes of paper. They can also scan to email or USB drives. To authenticate into a MFP you must have an SKC ID which has a RFID chip in it. To authenticate you wave your ID in front of the RFID area of the MFP located on the front of the device. Your PaperCut account is created for you when IT Services receives your New Employee Kissflow form. Contact the SKC IT Help Desk at helpdesk@skc.edu, 275-4357, or extension 4357 for help with the PaperCut system or when you have problems with the MFPs. When reporting a problem with an MFP, the Help Desk will ask you the Kelly number which is located on a sticker on the top of the device.

Phones and Voicemail

As part of your employee hiring process, your supervisor should complete a Kissflow New Employee Form, which has a place to request a telephone for you. This will be installed as soon as IT Services receives the Kissflow. The IT Services Telecom Technician will provide you and your supervisor with your phone and voicemail information. If calling in-house, use the 4 digits without the prefix. From outside, use the 7-digit number. The SKC Phone Directory can be accessed at <http://directory.skc.edu>. IT Services also periodically updates a document form of the SKC phone list and posts it on email.

Desire2Learn (D2L) Brightspace

SKC uses the D2L Brightspace Learning Management System for online and hybrid courses. Use the URL <https://brightspace.skc.edu/d2l/login> to reach Brightspace portal page. Various resources can be easily uploaded and shared with others. Course setup is simple and you can do things such as create tests and quizzes that can be graded automatically. Schoology also has an integrated mobile app available for Apple and Android devices. Accounts are automatically generated from Jenzabar, so please do not create your account. Your Schoology account is integrated with SKC's Google domain so you will use your SKC email to sign in. Contact Brandon Peterson, IT Services Social Media Specialist, or James Aspevig, Instructional Design Specialist for help with D2L Brightspace.

Storing Files on SKC File Servers

SKC has a campus network system with dedicated file server space for the use of SKC departments. This shared storage space can be accessed from workstations through the SKC internal network. Many departments share work-related information in this way.

Department Chairs or Supervisors grant employee access to their specific departmental file server shares, so check with your Department Chair to see if you will be included. IT Services assigns usernames and passwords for approved SKC employees.

Building Maintenance

All buildings are maintained by the Maintenance Department. For maintenance concerns, questions, or requests, contact SKC Maintenance. This includes requests for office keys, building codes, and office furniture, as well as issues of repair or replacement.

Office Keys

An office key will be issued to you after the **Employee Intake Form** is completed. You also may receive a key to certain classrooms, depending on the building and your department needs. Usually only one person per building has a master key. Determine who this is in case you lock yourself out.

Personnel Procedures

The following sections provide basic information on personnel policies and procedures. For more detailed information consult the **SKC Policy Manual** and the **SKC Procedure Manual**, located on the [Policy and Procedure website](#) accessed from the Faculty and Staff links.

New Employee Orientation

All new employees are provided with a comprehensive orientation. The Human Resources Officer will discuss issues such as employee contracts, employee benefits, the college organizational structure, and the location of the policy and procedure manuals. New employees also complete required online orientation modules, including modules on the Federal Educational Right to Privacy Act (FERPA), SKC Safety and Security, and SKC's Drug and Alcohol Free Campus. The Vice President for Academic Affairs provides components including policies related to academics. The Department Chairs of academic departments also provide specific orientation to position requirements as well as learning outcomes assessment processes for the department.

Length of Employment

Many faculty members are on 9 or 10 month assignments that begin in late August and end in mid-June. All faculty will receive an offer letter at the beginning of their employment stating the length of assignment for the academic year. Faculty may elect to pro-rate their pay to cover all 12 months of the year. This may affect benefit coverage, so please talk with Teresa Wall-McDonald or Teresa Sias, in Human Resources, about setting up the option that works best for you.

Insurance

See **Teresa Wall-McDonald** in the Big Knife Building about health, dental, and life insurance options that are available for full-time employees.

Time cards

Timecards are submitted online every two weeks via **JICS**.

- **Full-time** employees log 8 hours per day. Questions sometimes arise as to why full-time employees submit time cards, and this has to do with tracking hours for various grant-funded activities, including instruction.
- **Part-time** employees record variable hours depending on what they work per day.
- **Contract for Services** employees do not fill out timecards unless this is written into their contracts.
- **Part-time instructors** are generally paid in two pay sums and do not fill out timecards.

For assistance and training on accessing the web page to complete and submit your timecard, contact your department chair. For other questions and information about payroll, visit with the Business Office.

Paychecks

Employees may pick up printed paychecks at the business office or sign up for Direct Deposit.

- **Full-time instructors** are paid every other Wednesday.
- **Part-time instructors (adjuncts)** are hired through the Office of the Vice President of Academic Affairs. In order to begin employment part time instructors must have submitted an SKC application, a current resume, college transcripts, a W-4 form, and I-9 form. These are provided by the Administrative Assistant to the Vice President. Part time instructors are paid twice each quarter. Half of each contract is paid at the 5th week, with the balance paid at the end of the quarter. The course syllabus must be on file in order to be paid at the fifth week. All grades must be submitted prior to receiving the final paycheck at the conclusion of each quarter.

Types of Leave and Accrual Rates

The SKC Policy Manual describes the types and quantities of leave accrued by part time and full time faculty members. They include:

Sick Leave

Faculty members accrue 1 day of sick pay per month, for a maximum of 9 days per year and maximum accumulation of 30 days (240 hours).

Personal Leave

Annual Leave is not accrued by instructional, temporary or part-time employees. However, full time instructional employees (i.e., faculty) who do not accrue annual leave are granted 16 hours of Personal Leave per contract. Personal leave can be used during times that you are expected to be on campus and/or engaged in scheduled college activities such as instruction, meetings, or have scheduled office hours.

Education Leave

Educational Leave can be granted to full-time employees when the education is to the benefit of SKC and the employee's career development. Upon having prior approval by the employee's supervisor, up to six (6) hours of paid leave per week can be granted.

Full-time SKC staff and faculty members may register for 6 credits each quarter at no cost except for laboratory fees. Part-time staff and faculty members may register for 3 credits each quarter at no cost except for laboratory fees. Full-time SKC staff and faculty receive release time for classes during the normal working hours upon having prior approval by the employee supervisor. Part-time SKC staff and all faculty must schedule classes outside of their normal working hours.

Wellness Leave

A full-time employee who has accrued 240 hours of Sick Leave after the first pay day in October of each year may move 40 hours to the Wellness Leave category. Employees must use Wellness Leave hours by the end of the active fiscal year (June 30). Wellness Leave may be used for personal time off.

Cultural Leave

SKC has taken guidance from both the Ksanka/Ktunaxa and Selis/Qlispe Culture Committees to address cultural leave being considered by employees. The following links to SKC Policy can support your decision to participate in cultural activities in the community.
<https://policy.sk.c.edu/253-00-cultural-leave/>

Job Descriptions

Job descriptions are updated by the Department Chair. The Department Chair and the instructor review the job description, sign, make copies for themselves, and send the original to the Human Resources Officer to be placed in the employee's file.

Résumé/Curriculum Vitae

Faculty members are asked to update their C.V. during their evaluation process, and return an updated C.V. with their updated job description.

Faculty Evaluations

Teaching evaluations are conducted per SKC Policy 236.00. Currently, an alphabetical selection for student course evaluations ensures that each faculty member is evaluated according to SKC Policy. For example, faculty members with last names starting with A-M may be evaluated during winter quarter. Faculty members or Department Chairs may request more frequent evaluations.

The evaluation process is designed to improve teaching effectiveness and ensure fulfillment of instructional and other responsibilities. In addition to Teaching, evaluations include engagement in Scholarship and Creativity, Service to College and Community, Promotion of Cultural Understanding, Advising, and other duties identified in individual position descriptions.

Full-time instructors are evaluated in a three-part process:

- **Student Course Evaluations** are done for one course per quarter during the first year of employment and twice per year thereafter. A summary of course evaluations is provided to the faculty member, the Department Chair, and the Vice President for Academic Affairs. The course evaluation process is coordinated by the Office of Institutional Effectiveness.
- **Annual Self Appraisal** in which the faculty member identifies self and department needs and effectiveness. The Self Appraisal is submitted to the Department Chair and Division Dean.
- **Faculty Performance Evaluations** are completed by the Department Chair and are based on the employee's current Job Description. Performance Evaluations are conducted annually during the first two years of employment, and then at least every three years thereafter.

Part-time instructors are evaluated in a two-part process:

- **Student Course Evaluations** are conducted for each part-time instructor at least once per year.
- **Faculty Performance Evaluations** of part-time faculty are conducted by Academic Department Chairs during the second quarter of part-time employment, and at least every three years thereafter.

Upon completion of the Performance Evaluation, the Department Chair discusses the evaluation with the faculty member. The original evaluation, dated and signed by both parties, will be placed in the faculty member's personnel file. If the faculty member does not agree with the results of the evaluation, the faculty member may provide written rebuttal within ten working days. This letter will also be placed in the employee's file in the Human Resources Office.

Campus Handbooks and References

Several reference handbooks are available on campus, on the SKC Website, or on JICS. Visit the SKC website for these and other forms, information and links:

SKC Academic Catalog. The online SKC Catalog provides general campus information, department information, degree program requirements, course descriptions, tuition and fee information, faculty and staff lists, campus maps, etc. The Catalog also contains important information such as the Student Conduct Code, financial aid information, and information about other student services and supports. All faculty members may receive one spiral bound hard copy for advising purposes.

Business Office Procedures Handbook (on JICS) - provides information for completing all business processes, including copies of forms, how to fill out and submit, and who to go to with questions. Included are forms and instructions for filling out and submitting purchase orders, check requests (Goods), check requests (Services), travel requests, trip reports, and mileage reimbursements. Many business processes moved to Kissflow in summer 2019, including purchase orders and check requests. Specific instructions for completion of contracts for service are available on JICS and through the Grants and Contracts Office.

Quarter Class Schedules (on the SKC website)- provides a listing of courses offered per quarter. This includes information on fees, course type (online, on campus, hybrid), start/end dates, course sections, faculty, credit hours, etc. It is available under the STUDENT tab and the STAFF/FACULTY tab and can be printed. Students and faculty use this resource during the advising process. It is important to be aware that the schedule is UPDATED ONLINE as needed during pre-registration, so advisors need to make sure they are using the most recent iteration.

SKC Policy Manual – Policies are published on the Policy and Procedure website; provides faculty and staff with updated policies related to Administration, Personnel, Instruction, Student Services, and academic policies.

SKC Procedure Manual – This document is published on the Policy and Procedure website; provides faculty and staff with updated procedures for business, curriculum, safety, and other areas.

SKC Work-Based Learning Manual - Also on the Policy and Procedure website, this document provides guidance regarding having students in work-based learning such as internships, practica, externships, etc. For example, the manual provides information about the components to be included in orientation for students in a work-based learning experience.

Many departments have their own handbooks or manuals that provide guidance to students or employees about particular processes. These handbooks are available on the department website or from the Department Chair.

Faculty Roles and Responsibilities

At Salish Kootenai College, faculty members' roles and responsibilities are outlined in the offer letter and further explained in the Policy Manual.

The following policies pertain to the faculty role:

222.00 Faculty
237.00 Full Time Faculty Workload
248.00 Faculty Salary
and Academic Policies 401.00 through 417.00

Faculty roles include teaching, academic advising, student learning outcomes assessment, and participation in college committees. Many SKC faculty members write and manage grants; the Grants and Contracts Office (x 4991) will provide further information about writing grants if requested.

Faculty members are expected to participate in all in-service activities on campus. Faculty members are also encouraged to participate in college and community activities. Many SKC faculty provide community service, are involved in community-based research, or do community outreach such as activities in schools or with tribal departments.

Teaching Responsibilities

Course Types

A variety of standard and innovative courses have been implemented at SKC:

- **Face to Face:** Traditional Instruction approach in which students attend classes in-person according to the determined schedule.
- **Online & Face to Face:** An instructional approach where students and faculty work together in-person during scheduled instructional times AND through web based technology.
- **Online Synchronous:** An instructional approach where students and faculty work together synchronously through web based technology. There is an expectation that students connect with the instructor and classmates according to a determined schedule.
- **Online Asynchronous:** Instructional materials, coursework, and instructional guidance are provided through the Learning Management System (LMS). Learning and dialogue does not require in-person meetings and allows students to access at their convenience.

Note: SKC offers some courses at branch campuses in Toppenish, Washington, on the Yakama Indian Reservation; many of these classes are offered via digital technology. Faculty members are provided with training on use of the technologies if the class will be delivered to an off-campus location.

Independent Study and Directed Study

Independent Study and Directed Study are two different types of course offerings. Each has its own form and is used for a specific purpose.

- **Independent Study:** A student signs up to work with a particular instructor on an individual basis in a specific area of study/interest. Requests for Independent Study must be approved by the Instructor and require the signature of the Academic Vice President. Independent Study is not an alternative means of taking a standard catalog course. If a student needs to take a standard catalog course, they sign up for Directed Study.
- **Directed Study:** A student signs up for Section 77 of a currently scheduled class. Directed Study is used when a student has a time conflict between courses that is approved by the relevant instructors (e.g., 20-minute overlap at beginning/end of classes, lab/studio time that is different from scheduled time, etc.); or when a student must take a standard catalog course during a

quarter when the course is not normally offered. Requests for Directed Study are at the discretion of the instructor but require the signature of the Department Chair.

Course Credit Hours

Salish Kootenai College defines a credit hour as the amount of work required each week to achieve the intended learning outcomes of the course, equivalent to one hour of classroom or direct faculty instruction per week and a minimum of two hours of out-of-class work per week for each credit. Some courses have different requirements as necessary to meet the learning outcomes and these requirements are published in the course syllabus. However, all courses require a minimum of three hours of student work per week for each credit hour. Specific requirements for one credit hour for different types of courses are listed in SKC Policy 407.00 of the Policy Manual.

Course Development

Syllabus. The syllabus outlines the subject matter and clarifies the expectations of the class. An effective syllabus clearly explains expected behaviors and requirements of academic performance.

Developing the syllabus is an important part of course preparation. Think of the syllabus as the guide for your course. It should contain everything students need to know to maneuver through the quarter and expectations must be clear. The syllabus reflects your teaching plan and can play an important role in student retention.

The course syllabus is distributed to all students on the first day of class. It is important that the students and instructors share similar perceptions about the nature of the course and have a clear idea of what is required.

Students do not necessarily understand why the subject matter or course is significant to their education, and it is up to you to help them figure this out. The syllabus creates a roadmap for students in their learning process. Remember, a supportive learning environment helps develop trust and respect between instructor and student, and this process begins on the first day of class.

Syllabus Template. The **SKC syllabus template** can be found on the SKC website (*JICS login > College Resources > College Forms*). It contains certain required content and makes suggestions about optional content. Aside from that, syllabus style is up to you and your department. Samples of syllabi are available through your Department Chair, or you can request them from the Assistant to the Vice President for Academic Affairs, who keeps copies of all SKC course syllabi on file.

Syllabus Development. When developing the syllabus, include the following information:

- Course information: course number, credits, prerequisites, co-requisites, and the quarters the course is offered
- Instructor name, office phone number, email, other contact information, and office hours
- Required and recommended materials, properly cited in the format used by your department (e.g., APA, MLA, CSE Style). If available, include ISBN numbers.
- Description of the course. **Use the exact description from the catalog** and add to this if you wish
- Course Objectives that are measurable and reflected in course assignments.
- Course Objectives tied to the 4 Cs, ESPECIALLY if the course is a general education course.
- If the course is a General Education Course (Included in the General Education Lists in the SKC Catalog), add the general education course information per the syllabus template

- Explanation of how credit hours are earned, as per the course syllabus template. (This is a requirement of the College to meet accreditation standards and requirements of the federal Department of Education.)
- Grading information and policies
- Expectations related to attendance and dropping the course
- Expectations related to assignments, course requirements, late or incomplete work, emailing of assignments, etc.
- Cell phone policy (the college has a general policy described in the student handbook)
- Information on college policies including academic honor code and plagiarism
- Information regarding student disability services (PLEASE NOTE: use the standard SKC disabilities information paragraph, which is on the template)
- Information pertaining to support services that relate to the course, such as tutoring services, the writing center, the math lab, Student Support Services and so on.
- Weekly course outline (general or detailed), with test dates, assignment due dates, etc.

After each quarter, assess the syllabus and make appropriate changes for the next quarter. Be sure all information is up-to-date and relevant to each quarter.

Writing Learning Outcomes for Your Course

Establishing measurable learning outcomes is an important component of course and syllabus development. Learning outcomes focus on specific knowledge, skills, attitudes, and beliefs that you expect your students to learn, develop, or master (Suskie, 2004). They describe both what you want students to know AND be able to do at the end of the course.

Learning outcomes need to specify student actions that are **observable** and **measurable**. That way they can be assessed in an objective manner. In addition to being observable and measurable, learning outcome statements have to focus on **student action**. They are about students showing what they have learned, not about the instructor describing how they are teaching. For example, "The students can accurately describe the process of photosynthesis" is a learning outcome while "I will show a PowerPoint presentation on photosynthesis and give the students a quiz" is not.

In their basic form, learning outcomes are generally in this form:

(At the end of the course, students will be able to...) Verb + Specific Object of the Action.

[Bloom's Taxonomy](#) can be helpful in looking for a measurable verb.

General Education Curriculum and the 4 Cs

The general education (GenEd) curriculum at Salish Kootenai College supports the mission and goals of the College. The GenEd curriculum introduces students to major areas of knowledge in Native American studies, humanities, social sciences, mathematics, fine arts and natural sciences. Students acquire competencies applicable to the workplace, as well as knowledge and skills that help them meet the challenges of a rapidly changing tribal and multicultural world. Emphasis in general education courses is placed on inclusion and development of skills in **cultural understandings, communication, citizenship, and critical thinking** (the **4Cs**).

Salish Kootenai College defines the 4Cs as follows:

- **Cultural Understandings** at SKC emphasizes sustaining and perpetuating the living cultural traditions of the Séliš, Qíispé, and Ksanka peoples. This includes the tangible forms (places & artifacts) and intangible forms (language and ceremony). Understanding these traditions helps students recognize the importance and necessity of cultural traditions to all people and their roles in intercultural relations.
- **Communication** is clear, respectful sharing of information guided by critical thinking and mindful consideration. Skilled communicators connect with people through spoken, written, and media methods that effectively convey content knowledge and individual values.
- **Citizenship** includes informed and committed participation in the life of one's community at the local, national, and global levels. Citizens recognize and address community issues, apply ethical and legal knowledge and reasoning, and respect the rights of others.
- **Critical Thinking** is a self-directed process for refining thought. Critical thinkers validate and reflect on their thinking, consider the validity of information sources, context, and multiple perspectives, and apply both logic and traditional understandings to make decisions.

More information offering examples of how to incorporate the 4 Cs into assignments and assessments is provided in Appendix A.

Integrating the 4Cs into the Curriculum. The 4Cs (Communication, Cultural Understandings, Citizenship, Critical Thinking) should be woven into the curriculum at all levels. This is often a challenge for new faculty, so the best advice is: Ask around. Many people are willing to help and there are many good ideas. This is an evolving component of faculty work and an aspect of teaching at SKC that can be very satisfying. Some instructors write specific 4Cs objectives; others integrate the 4Cs into their overall objectives - this may be up to you or it may be department policy.

The 4Cs may be included in the course objectives for any course. However, courses that are general education courses are required to identify one of the 4Cs and have a specific course objective that relates to that competency as well as assignments that measure the course objective.

Integrating the 4C's into the Curriculum

- *Effective communication builds better relationships. SKC believes communication is an important foundation in the learning environment. Curriculum design should include activities that build interpersonal skills and promote collaboration in a safe and supportive learner-centered environment.*
- *The SKC curriculum helps build citizenship by preparing confident individuals who are able to apply their knowledge and learning to make responsible decisions and impact their communities.*
- *As a tribal college, SKC emphasizes building cultural understandings of Native American histories, cultures, and languages, particularly those of the Salish, Pend d'Oreille, and Kootenai. Additionally, the curriculum should focus on helping students identify how their own culture affects their values and assumptions. The learning environment includes activities that help students gain a deeper understanding, appreciation, and sensitivity toward the many cultures represented at SKC.*
- *Curriculum design should engage students and allow for immediate and relevant application of knowledge. Developing skills in critical thinking creates a successful student. The curriculum should include activities that help develop skills in comprehension, application, analysis, synthesis and evaluation of knowledge.*

Service Learning

SKC requires graduates from all degree programs to complete a service learning course, based on the belief that service to the community is a major component of ***citizenship***. Each department includes service learning in its curriculum, which involves 30 hours of volunteer service to the community outside of SKC.

Textbooks and Supplies

Discuss textbook selection with your Department Chair, because policies vary across departments and courses.

- **Established Courses:** If you are teaching an already established course, you may inherit a required text. Recent syllabi are useful in determining what materials you will need for the course. If you wish to change a textbook, consult with your Department Chair first.
- **New Courses:** If you are developing a new course, it may be up to you to research the available texts and make a selection. Discuss this with your department. As an instructor, you may sometimes order Examination Copies from the various book companies, so take advantage of this option when researching textbooks!
- **Book Ordering:** Contact your Department Chair for the current process for ordering textbooks.

Purchasing Classroom and Office Supplies. Most classroom materials and office supplies can be purchased at the bookstore. As needed, each department submits a monthly purchase order to the bookstore in advance to cover small purchases. Keep all receipts and give them to your Department Chair. If you need to make a large purchase, get permission from the Department Chair beforehand.

Absences and Substitutes

Planned Absences. For planned absences, you will need to obtain prior approval from your Department Chair and the Vice President of Academic Affairs before any leave is taken. Make arrangements for a substitute well in advance. This includes discussing the upcoming absence with your supervisor and faculty team, and preparing class materials so the substitute can take over with minimal disruption.

Unplanned Absences. In the event of an unplanned absence, contact your Department Chair and faculty team ASAP to arrange for a substitute plan and to inform students of the situation as needed.

Class Cancellation. College policy states that an instructor may not cancel class. However, due to circumstances beyond anyone's control, it occasionally happens. Please inform your supervisor and Department Chair immediately, and call the Assistant to the Vice President for Academic Affairs at 275-4858, so that the cancellation can be posted and students informed. Make arrangements to make up material as soon as possible.

Preparing for Emergencies in Advance. To facilitate a substitute assuming classroom responsibility, your curriculum and class meeting activities should be pre-planned. In an ideal world, you will have a binder for each course that includes all the material organized by class day. Since this is not always possible, at minimum, you should organize an information sheet that includes:

- Building and room number

- Class meeting time
- Brief description of the process you use to begin each class
- Student roster/sign-in sheets

For the curriculum, include:

- Specific instructions for the day's class activities
- Copies of handouts for the day

Even for emergency situations, a substitute should be able to step into your class and facilitate it, based on materials you have organized ahead of time.

Preparing for a Substitute. Occasionally, it is necessary for an instructor to miss class (e.g., attending a conference, having an appointment, family emergency, etc.). It is the instructor's responsibility to arrange for a substitute during an absence. Most departments rely on department faculty for this, but other arrangements can be made.

Unavailable Substitute. If you are unable to secure a substitute, you may organize an independent study activity for the students (e.g., film, essay assignment, Internet/email activity), especially if it fits well into the course curriculum. Some instructors keep a selection of appropriate films for use in such situations.

Reserving Rooms for Special Events. If you need to reserve a classroom or other area on campus for a special event, contact the room scheduler (currently the Assistant to the Vice President of Academic Affairs (275-4858). Reserve rooms well in advance because they fill up quickly.

Field Trips. Field trips need to be planned in advance and incorporated into the course syllabus. The Department Chair needs to be aware of any field trip, including date, which class, and names of students on the field trip for emergency purposes. If you need to schedule an SKC van for the field trip, do so well in advance. Contact Transportation (275-4846) to sign out a van.

COURSE MANAGEMENT

Getting Started

Good Instructors are...Courteous, Confident, and Prepared. Attitudes are caught more than taught. Our first concern at Salish Kootenai College is our students. Their dignity and self-esteem are always to be considered. It is an honor to teach these students and we hope each instructor will reinforce the belief that Salish Kootenai College cares about each one. They are here because they want to be and have paid for the privilege of being your students. Treat each student as you yourself would like to be treated.

As an instructor, it is up to you to set the atmosphere, develop the rapport, gain the confidence, and light the light in the student. If you have self-doubts, keep them to yourself! We have confidence in your abilities. You are going to do us proud!

Sometimes, the first class or two can be as scary for the new instructor as the student. Don't worry the class by telling them about your fears. Very often the students interpret your fears as "not knowing what you are doing." Be prepared and be patient. You are also encouraged to reach out to other faculty members for advice and support.

SKC also frequently offers faculty development opportunities that allow instructors to develop teaching skills. Those opportunities may be at regularly scheduled in-services or may be announced via email.

First Class Meeting

Your first class meeting is very important. During the first day it is important to set the atmosphere of the learner-centered environment. During this time ground rules should be emphasized, including boundaries, expectations, office hours, cell phones, attendance, the grading process, course requirements, and class time.

- Take care of all “housekeeping” at this time. It is at this time that the students are informed of what they are expected to do in the course, how grades are calculated and given, and all other information that orients them to their learning experience in your class.
- Students are responsible for their own behavior, but part of your job is to allow the students to make decisions based on adequate information.

Introductions on the First Day

Following is a suggested format for the first class meeting, or should be provided in a course introduction if the course is online:

- Take a few moments to introduce yourself. The students want to know a little about you. Mention your qualification for teaching the class.
- Let them know how to address you (e.g., Mr./ Mrs./ Ms./ Dr./ First name).
- Also include some information about yourself outside of school. The better students know you, the more comfortable they will be in your course.
- Inform the students of your office location and make sure they know your office hours.
- Ask if everyone has registered.
- Discuss the **prerequisites** for taking the class. Sometimes students sign up for a class without having taken the prerequisites. This can set them up for failure and can cause problems with their transcripts.

Class rosters. Rosters for all of your classes are available on your JICS account. You should print a roster and use it for taking attendance, especially on the first day and during the first week when students are still getting registered. The roster will keep you informed of students in your course. Students who are registered for the class will have a C (Current) beside their name. Students who have dropped the class will have an H (History). You are advised to check the class roster several times during the first few weeks to see if students have dropped or added the course.

Class Information

Course syllabus. Distribute and review the course syllabus if the course is on campus. If the course is online, you may add a short video or document in which you discuss the course requirements as described below.

- Discuss the course and instructor expectations. You may want to review highlights of the syllabus, such as assignments and grading criteria. **Do not assume that students will read the syllabus on their own time.**
- Your syllabus should provide the student with all the information they need about the course requirements. It answers (in writing) questions about objectives, topics to be covered, attendance policy, number and type of tests, assignments and evaluation procedures, including grades.
- Include the **weekly course outline** as part of the syllabus.

- Some instructors include a **checklist** in the syllabus that students fill out as they progress through the course. This can be a good tool for keeping students aware of the syllabus and its contents and helping them remain on-task.
- Some students will want to plan ahead for term papers, book reports, outside projects, and day-to-day assignments, so be as specific as you can.
- Discuss the **textbook or other required materials**. Let the students know why you chose a particular book and how to use it. If you are emphasizing or deleting certain parts or chapters, make sure the students are aware of this.

If you did not choose the book and have concerns about it, discuss this with your Department Chair. Be positive about the textbook to the students and if the book is required, use it. Understandably, students will be unhappy if they have to pay a lot of money for a text they do not use!

Student Introductions. Have students introduce themselves to the class. Students feel more comfortable if they know a few names and a little bit about others in class. A good way to do this is by using an icebreaker activity. There are many techniques for this. Check with other faculty for suggestions if you don't already have ideas.

Resources for Students: Many students do not know about **tutoring, Library resources, Writing Center, Math lab, Department of Academic Success**, and so on. Introduce these services during the first class. Talk to Student Support Services staff and your Department Chair to learn about available resources for students. The Student Success Coaches will visit your class if you wish. Library Staff and Writing Center Staff will also visit if requested.

Helping Students with Registration. Please help with the registration procedures. Many times students do not know where to begin. They figure class is square one. That seems logical. However, the admissions office must process each student before classes begin, even those who do not want credit.

- If students have not signed up for the class, they need to complete a "drop/add" form with the instructor's signature. This form needs to be submitted to the registrar prior to the next class meeting.
- Do not allow the student to return to class (for the second time) without completing the registration process.
- The student must get advisor and instructor permission before registering after the first day of class.

Prerequisites. In some cases, you may have a student who can be successful at a class without taking a prerequisite, in which case you may approve their entry into the class. However, *do not interfere with Degree Plan prerequisites because this can cause problems with matriculation through the program.*

Auditing a Course. A student audits a course by enrolling in the course as a **Listener**. A listener does not take tests or write papers, and participates in classroom activities at the discretion of the Instructor. A grade of L is assigned. Cost is the same as if taken for credit

Drop/Add. Explain the drop/add policy to the students. Once again, this is a new procedure for first year students.

- Make it clear that it is the student's responsibility, not the instructor's, to do the paperwork.
- Emphasize that instructors will not be angry with a student for dropping a class.
- Emphasize the importance of the paperwork because failure to submit a drop/add slip can result in an F grade.

Office Hours. All full-time instructors schedule **six office hours** per week. Part-time instructors should schedule office hours before and/or after class so they are available for student questions and concerns.

Check with your Department Chair regarding office space (this will vary according to department resources) and be specific about a time and place for meeting students.

Office hours must be posted on the instructor's door and are included in the course syllabus. Each quarter, instructors need to provide their schedule of office hours to their Department Chair and to the Administrative Assistant for the Vice President of Academic Affairs).

Teaching & Classroom Management Strategies

Student Demographics. Salish Kootenai College has a highly diverse population. The demographic data concerning SKC students is available from the Office of Institutional Effectiveness (275-4931, or in the SKC Facts Book on JICS). Commonly, SKC students come from over 20 states and more than 50 different federally recognized tribes. Each of these tribes has its own traditions and histories.

SKC students vary widely in age. Historically, SKC has served a large number of non-traditional students although in the last few years the number of traditional students (i.e., those just out of high school) has been on the rise.

Given the diversity of age, experience, and cultural backgrounds, classrooms at SKC tend to have a unique flavor and richness. Instructors are encouraged to use a variety of classroom activities and experiences to enhance student learning. Because classes are small, instructors have freedom and opportunity to include hands-on individual and group activities.

Classroom Activities

Suggestions for engaging students in your classroom:

- Arrange seating to promote discussion
- Assign roles
- Draw students into the discussion
- Give quiet students special encouragement
- Help students find meaning and value in course content
- Keep the atmosphere open and positive

Suggestions in teaching:

- Be prepared
- Encourage contact between instructor and student
- Give prompt feedback
- Communicate high expectations
- Respect diverse ways of learning
- Teach in the domains of cognitive, psychomotor, and affective learning
- Provide for immediate application of knowledge

Planning and creating class activities:

- Discuss teaching strategies with experienced faculty to gather ideas for classroom activities and teaching techniques
- Visit the library. There are many sources available that will assist in your course development.
- If you have the opportunity to attend conferences and professional meetings (when budgets allow), take advantage of this.
- Search the internet. You may find syllabi, course content, teaching ideas and other information. If you make use of information found on the Internet, be sure to properly cite sources.
- Engage in campus discussion groups. Topics over the years have covered a multitude of teaching strategies. You are encouraged to attend any that interest you. Options have included teaching

writing skills, integrating technology into the classroom, Online teaching and support, developing cultural competency, discussions of teaching philosophy, and others.

Suggestions for receiving feedback on your teaching:

It is important as professional educators that we receive feedback on our teaching styles and techniques. Self-reflection about teaching helps professional growth. Some suggestions for evaluation techniques are:

- Student questionnaires mid- and end of the quarter
- Student test results
- Outside faculty observation and feedback
- Student evaluations of achievement of course objectives
- Daily (at the end of class) evaluations by students of class activities

Final Examinations. There is no set schedule for the final examination and there is no Final Exam Week. Classes are expected to meet for the full 10 (or 11) weeks of the quarter. Exams should be given in one or more of the regularly scheduled classes at the end of the quarter (usually in the last week). If a student misses the final exam, you have several options (possibly including an Incomplete), but the student must receive a grade.

Social Media

Social media are powerful communications tools that allow Salish Kootenai College to communicate with students, employees, and community members. Social media also allows the College to tell its story to stakeholders and impact the College's reputation. SKC's Social Media Policy (Policy 240.00) sets forth the guidelines that must be followed to establish and maintain an official Salish Kootenai College Social Media Site or page or use Social Media for official college communications.

The Social Media Policy refers to blogs, collaborative websites (e.g. wikis), social networking sites (e.g. Facebook, Twitter), podcasts, video sharing (e.g. YouTube), and photo sharing (e.g. Instagram). The policy only applies to social media accounts created to represent SKC groups, departments, or programs.

Use of Facebook: Faculty members are mentors for students and leaders at the College. It is therefore important to maintain appropriate boundaries between personal and professional relationships at all times. Use of *Facebook* can involve many ethical issues when students and faculty become "friends." Some states actually prohibit instructors from interacting with students on *Facebook*. If an instructor wants to interact with students on *Facebook*, he/she should develop a separate grouping specific to the classroom, and provide clear rules and expectations in the **syllabus**. All *Facebook* interactions and pictures should be appropriate and consistent with what would be displayed in a classroom. For additional information about use of Facebook or other social media, please contact the Information Technology Services Department.

Plagiarism

SKC Plagiarism Policy: The SKC Plagiarism Policy was written by a Committee of SKC Faculty and approved by the Curriculum Committee. The Plagiarism Policy Handout shows several severity levels of plagiarism, discusses the process of dealing with a student who has plagiarized, and lists the possible consequences to the student. If you encounter plagiarism, seek advice from your Department Chair or an experienced faculty member. A specific process is in place for these situations.

The Plagiarism Policy Handout can be found on the SKC website as a .PDF (*Current Student tab >Plagiarism Policy*), and is also printed in the SKC Student Success Guide. It can be copied and handed out to students in your classes.

Turnitin is available for instructors and students. Turnitin is a robust plagiarism checker that students may use before turning in assignments to make sure they have cited appropriately. For more information, contact the Liberal Arts Department.

Defining Plagiarism

- At the beginning of the course or writing assignment, define plagiarism to the class. Use examples so that students can clearly see what plagiarism is.
- Provide students with a copy of the Plagiarism Policy handout and discuss the process that will take place if a student plagiarizes
- Let students know that you will assist them in avoiding plagiarism by teaching them the process of proper citation
- Alert students to the fact that plagiarism may be intentional, but in many cases it is done by mistake
- Teach students to make use of expert opinions, but to improve upon, or disagree with, those opinions, and to use their own words to summarize or paraphrase when writing about them
- Emphasize the importance of properly citing sources when using quotes or statistics

Recognizing Plagiarism:

- Instructors will come to recognize each student's writing style and voice, and will usually notice when something appears plagiarized.
- If you think a student has plagiarized, in some cases you can do a GOOGLE search for that particular section of writing.
- You can also access cited sources from the list of references, if provided.
- For writing assignments, it will help if you **REQUIRE rough or partial drafts** at different points during the assignment. That way you can check for progress and identify potential plagiarism early on.
- Keep in mind that students sometimes plagiarize when they are under pressure to hand something in, so assignments that are due in several parts can help some students avoid this problem.

Documenting Plagiarism in Student Files. Each department keeps files for all students in their degree programs. If a student has plagiarized, this should be documented in the student's file. If a student is not in the instructor's degree program, the instructor should document the situation and contact the student's advisor or the department in which the student is enrolled to report the incident.

Copyright/Fair Use. Educational institutions may function under the Fair Use laws. *Fair Use* is a protection that is extended to educational institutions, which allows for limited use of some copyrighted materials without seeking permission. This includes instances of minimal use that do not interfere with the copyright holder's exclusive rights to reproduce and reuse the work.

The distinction between *Fair Use* and infringement may be unclear and not easily defined. The safest course is always to get permission from the copyright owner before using copyrighted material. You may also contact the library, the writing center, or an educational technology specialist for help in determining Copyright/Fair Use issues.

Assessment of Student Work

Tools of assessment include traditional techniques, such as quizzes, midterm examinations, final exams, participation/observation, and rubric-based activities.

Rubrics. Some departments have created a wide variety of rubrics for assessing different assignments. For instance, if an instructor requires a verbal presentation, a rubric that focuses on content, organization of information, and behavioral aspects of presentation skills may be used. Department Chairs or experienced faculty can provide samples to use as models for developing your own rubrics.

Other Assessment Tools: Less traditional assessment may include student self-evaluation, group evaluations, student course evaluations, essays, combinations of group/individual activities and assessment, use of non-verbal media (art, posters, skits or other interactions), etc. Jeopardy games are used in some courses, and are fun for the students. Electronic Clicker systems have been introduced to SKC faculty, although they are not widely used at this time. If you want to use this (or other) type of technology, check with your Department Chair regarding budget for acquiring the necessary equipment.

Grades and Grading

Keep in mind that students EARN grades - you do not give them away! Courses are set up as either Letter Grade or Pass/Fail courses. In Letter Grade courses, each student on the roster must be assigned a letter grade. In Pass/Fail courses, the students are assigned a P or an F.

Letter Grades. Letter grades represent the number of points per credit hour earned by the student.

<u>Grade</u>	<u>Level of work</u>	<u>Points/credit hours</u>
A – Excellent	(Superior work in all aspects of course)	4.0
B – Above Average	(Very good work, quality effort throughout)	3.0
C – Average	(Average work, minimally adequate effort)	2.0
D – Passing	(Substandard work, inadequate effort)	1.0
F – Failure	(Unacceptable work)	0
W – Withdraw		
N – Audit		
I – Incomplete		

Withdraw (W). If a student withdraws from a course, they are assigned a grade of W for the course. Instructors cannot withdraw a student from a course. This is done through the Registrar’s Office and requires that the student fill out a **Drop/Add Form**, get signatures from their advisor (and sometimes the instructor or financial aid) and submit the Drop/Add form to the Registrar’s Office before the withdrawal deadline.

Incomplete (I). Incompletes are rarely given and must be approved by the Vice President of Academic Affairs. The Incomplete may be used in the event of an unforeseen emergency that makes it impossible for the student to complete the course. The student must be in good standing when the emergency occurs. An Incomplete is not used for students who choose not to finish, quit attending class, or simply get far behind in their work. The instructor, in consultation with the student, completes an **Incomplete Request Form** through Kissflow and submits it to the Vice President of Academic Affairs. If the form is approved, it is sent to the Registrar and the student is assigned a grade of ‘I’. Incompletes must be resolved by the time limit stated in the Kissflow form, or the grade will turn to an “F”.

Failing Grade (F). If a failing student stops attending class meetings and does not withdraw from the

course, you must assign a grade of F.

Pass/Fail Grades (P/F). Some courses are designed as Pass/Fail courses, in which case the letters P or F are assigned. Students receive credit for the course, but it does not affect their GPA.

Logging Grades into JICS. Quarter grades are entered into the system through the JICS account.

- It is the responsibility of the instructor of the class to enter grades into JICS.
- Contact **Sheldon** (4856) for help with grade entry, or check with your Department Chair.
- To enter grades, faculty must have advisor privileges or approval from the Department Chair if they are not the instructor of the class.
- In the JICS account under the **Faculty and Advisors Tab**, you will find the Grade Entry section.
- One week before the end of the quarter, **Grade Entry** is opened and instructors can enter grades for the students on their rosters.
- Withdraws and Incompletes cannot be entered by instructors; these should already show on the roster.
- Once you enter a grade and hit the “save” button, you cannot change that particular grade. However, you may go in and out of a course multiple times to add grades during the Grade Entry process.
- Currently, entering the number of student absences is not required unless the student grade is an “F”. The Financial Aid Office must document the number of absences if the student was receiving a PELL grant.
- Grade Entry remains open until the Grade Entry deadline (usually 5 days after end of quarter).
- If a grade is entered incorrectly, the instructor needs to contact Cleo Kenmille (x4864) or Chastity Wagner (x4854) and a Grade Change Form must be completed.

Policy Regarding Student Absences. It is the student’s responsibility to contact the instructor regarding planned or unplanned absences, making up work, getting notes, etc. Some instructors use a buddy system for students to collect notes and assignments that they miss. Be very clear in your syllabus about attendance, late work, missing class policies.

Grade Book and Course Records. It is important to keep permanent and accurate records of grades and attendance:

- Class records may be kept on paper and/or electronically
- Keep permanent records of all graded assignments
- Keep updated and accurate counts on student attendance
- It is up to the instructor to decide whether or not to keep records of late or partial attendance.

Keeping Records. Keep your records indefinitely, as documentation of student grades and attendance is needed for various reasons:

- Grants Accounting: Grant reporting may need to include documentation of course offerings, student numbers, student attendance, student grades, assignments, and other information.
- Grade Challenge by Student: If a student challenges or questions a grade, it is necessary to have accurate records on file.
- Departmental Learning Outcomes Assessment Reports (LOAP Report): Course grades, records of assignments and other information are needed for the yearly Outcomes Assessment reports required of all departments. The Department Chair will request records from you as needed.

A good place to store electronic grade book records is in your department’s share (section) of the network. Check with your Department Chair about maintaining electronic records.

Changing a Grade. Grade changes must be made through the Registrar’s Office and approved by the Vice President of Academic Affairs.

Grade Appeal by Student:

The process for a grade appeal by a student is provided in the SKC Catalog: [Grade Appeal](#).

Assessment at Salish Kootenai College

Salish Kootenai College assesses student learning in many ways. Assessment provides the College with a means to determine whether students are learning the expected knowledge and skills to become competent in their chosen field of study or career. Documentation of assessment processes and results is an important part of SKC’s continuous efforts to improve student learning. Through these efforts, SKC demonstrates accountability to our stakeholders as well as compliance with the standards of the accrediting organizations including the Northwest Commission on Colleges and Universities.

Assessment processes are monitored by the Vice President for Academic Affairs and coordinated by the Office of Institutional Effectiveness.

Definitions:

Assessment refers to the methods that an institution or program employs to gather evidence of student learning.

Student learning outcomes are defined and measured in terms of the particular levels of knowledge, skills, abilities, and attitudes that a student has attained as a result of his or her participation in a particular curriculum.

Salish Kootenai College uses a software product called “Improve” to document and track student learning outcomes. Training on Improve may be provided by your Department Chair or by the Office of Institutional Effectiveness (x4931).

Methods of Assessment:

- The General Education Outcomes are measured through a written essay that is taken by two groups of students: those who are graduating from an Associate degree program and those who are continuing from sophomore to junior year in a 4-year program. At the discretion of the academic program, the essay may also be used to assess students who are transferring into an upper division program (junior/senior level) from another college.

The current general education assessment process involves a written essay designed to provide data concerning existing students’ competencies in the four Cs. The written essay is given early in spring quarter, and administered as a joint effort of the Writing Center and the Office of Institutional Effectiveness. Information about the general education assessment is provided to students and faculty via email during winter quarter.

The essays are scored by SKC faculty members. Faculty members are asked to sit on the General Education Assessment Team on a rotating basis, every four to five years.

Scores on the essay are NOT used to delay individual student graduation or progress toward degree completion. Student achievement on the essay IS used to improve the general education program. However, student scores may lead to a recommendation to take additional support courses in writing or use other methods to improve the student's learning of the general education outcomes.

- Learning Outcome Assessment Program (LOAP). SKC's Learning Outcomes Assessment Program is designed as a continuous process for improvement of student learning. Each academic department has defined a set of learning outcomes for each degree program; these learning outcomes are published in the catalog in the section for each academic major. Student achievement of these outcomes is determined through a systematic process of collecting evidence about how well students demonstrate the expected learning outcomes. Each department then submits an annual report documenting student achievement of the student learning outcomes, as well as actions that the department will take to improve student achievement over the coming year.

SKC uses a course-embedded assessment process, which means that faculty members collect selected data from course assignments and use that information to measure whether or not students are meeting stated outcomes. The information is then aggregated and entered in the assessment software, Improve.

New faculty are asked to attend training in developing learning outcomes and assessing student learning during their first quarter at SKC.

FERPA Policy

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student educational records. Instructors should be familiar with FERPA policy regarding dissemination of student information and academic records. Please visit the FERPA website to learn about FERPA guidelines: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

There are some pieces of information about students that may never be shared with anyone – even the students' parents. These are:

- **Social security number.** You cannot ever give out the student's social security number. You may not post it or even use any part of this information to confirm a student's identification.
- **Citizenship.**
- **Gender.**
- **Ethnicity.**
- **Religious preference.**
- **Grades.**
- **GPA.**
- **Daily class schedule.** This is really important. Local police authorities may be trying to find your student. Parents may be asking what classes the student is in today. You can't give that out. This even means to parents who are paying the bills.
If approached by law enforcement attempting to locate a student, please call SKC Security.

Never:

- leave graded tests or papers in a place where students will retrieve them by sorting through the papers of other students.
- circulate as an attendance roster a printed class list with student names and social security numbers or grades.
- discuss the progress of any student with anyone (including parents) other than the student without the consent of the student.
- disclose any information about students over the telephone, via email, or fax to anyone other than Salish Kootenai College employees who are known to you. If you are not familiar with the person who is inquiring, ask that person to come see you.
- link the name of a student with that student's Social Security number in any public manner.
- provide anyone with student schedules or assist anyone other than college employees in finding a student on campus.

Directory Information Some information is considered public and is referred to as "directory information." This information may usually be released without the student's written permission. However, *students may also choose to restrict access to their directory information. In such cases, their directory information is also considered confidential.*

Directory information at SKC includes the student's name, campus address and phone, email address, dates of attendance, major fields of study and degrees, matriculation status, full-time or part-time status, and class level.

You have been granted the privilege of accessing this information for legitimate educational use in completion of your responsibilities as an employee of Salish Kootenai College. *"Need to know" is the basic principle.*

Other Classroom Issues and Procedures

Sexual Harassment. Sexual Harassment means: sex discrimination within the meaning of Title VII of the Civil Rights Act of 1964 and the Montana Human Rights Act. Included are such incidents as unwelcome sexual advances, requests for favors, and other verbal or physical contact of a sexual nature.

Sexual harassment occurs when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or a student's success in a class.
- Submission to or rejection of such conduct by an individual is affecting such individuals.
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working or learning environment.

Intimidating, hostile or offensive working environment is defined as a workplace in which:

- Unwelcome sexually oriented jokes, innuendoes, obscenities, pictures or actions with a sexual connotation occur that make an employee or student feel uncomfortable in the workplace or learning environment.
- Any aggressive, harassing behavior occurs that is directed toward an employee or student, based on the employee's or student's sex or gender, that affects the workplace or learning environment, whether or not sexual connotation is intended

Reporting Procedures:

- Employees and students are encouraged to try to resolve harassment complaints promptly within the system.
- An employee must begin the process by verbal or written complaint to his/her supervisor within 30 days after the alleged harassment.
- A student must begin the process by making a verbal or written complaint to the Academic Vice President's Office within 30 days after the alleged harassment.

Discipline. Class expectations need to be clearly stated in the course syllabus. The environment needs to protect the student and be culturally centered to promote growth and development. Let students be aware of what is acceptable and unacceptable behavior. There are many personality traits in the learning environment so set the tone for classroom conduct on the first day of class.

Students can quickly identify an unprepared instructor, which can lead to disruptive behavior. Fully engaged students minimize a disruptive classroom. As soon as a problem is identified, meet with the student to ascertain a cause, and work together to create solutions. Always stay in control of the classroom. A disruptive student is a student who may be seeking help, although inappropriately.

Referrals can be made at any time to the counseling center, if necessary. If a student is disruptive in the class, remove the student to promote and continue a productive learning environment. If a student continues negative behaviors, refer the student to the Academic Vice President.

Class time and Break time. The instructor is required to hold class for the entire scheduled time and is legally bound to provide the required number of instructional hours. For classes that are scheduled for more than one and one half hours, students may have a 10-minute break.

Last Class Session: The last class session must meet for the required number of instructional hours.

Room/Equipment Changes. Classrooms are assigned by the Academic Scheduler. Instructors may not change rooms without prior approval.

- If you need to change rooms for any reason, contact the administrative assistant for the VPAA.
- If you hold class on a regular basis in a different location (e.g., in the library), notify the room scheduler so that you or your students can be contacted if need be.
- Do not move furnishings from specific rooms. If you rearrange the tables and chairs, please return them to their places for the next class.
- For other specific needs, contact Breck Brock (x4789).

Cell Phone Policy

- Promoting civility in the classroom and expectations regarding cell phone use need to be addressed on the first day.
- Include information on cell phone use in the syllabus and make sure students are aware of your policy.
- It is the instructor's discretion how to handle cell phone situations.
- If a student is expecting an important phone call, they should inform you at the beginning of class and sit near the door where they can leave with minimal disruption.
- Alternatively, you may ask the student to leave until a time when the phone can be turned off and the full attention can be returned to the classroom.

Student Retention

SKC's Student Success System. For most classes, class attendance is necessary for student success. SKC uses an Early Alert system, known as the "Student Success Alert" system. Through Alerts, SKC faculty

and staff notify the Student Success Coaches if a student is not attending regularly, is not passing a course, or seems to be having personal or academic difficulties that will impact their success in a class.

When a student misses too much class, you should make note of this and take any or all of the following actions:

- Contact the student to inform them of the number of absences you have recorded, remind them of class attendance requirements, and get a sense for what is going on that is interfering with their attendance.
- Submit an Early Alert through the JICS Student Success module.

After you submit an Early Alert, one of SKC's Success Coaches will attempt to contact the student and work with him/her on whatever issues are impacting academic success. The Success Coaches may also refer students to other services including but not limited to the Center for Prevention and Wellness, which provides short-term student counseling, or the Financial Aid office. The Success Coaches commonly will report back to faculty members when they have talked to the student.

Attendance Log. Attendance statistics are used for grant reporting, grade challenges, outcomes assessment reports, and other purposes. Your department may have a policy, or it may be your choice whether or not to assign points for attendance/class participation. In any case, be sure to keep an attendance log (in a grade book or electronically) and do not discard it after the quarter is over.

Policy on Dropping a Course. Instructors and departments vary with regard to **drop policy**. If a student is in danger of failing your course, visit with them before the drop date established by Enrollment Services. In some cases, students are automatically asked to drop if they miss a certain number of classes. It will be up to you as the instructor to determine your own policy about dropping students, unless your department has a policy for all instructors to follow. If a student wishes to stay in the course, make an attempt to set reasonable goals for passing vs. failing. If there is no possibility of passing, encourage them to drop and retake the course when they are better able to be successful.

Sometimes students do just "disappear." The Success Coaches can be helpful in tracking them down so they can withdraw from the course with minimum harm to their GPA.

Helping With Retention

Instructors and advisors play a critical role in student retention. You can help with student retention by doing the following:

- Make sure students know that their goals and program of study are important
- Develop a consistent advising and mentoring relationship with students
- Encourage students to take ownership of their education and to believe they can succeed academically
- Encourage students to realize that class participation is important and they are missed when they are not there
- Make the class interesting and apply real life situations to the material so students can place their learning in a meaningful context
- Intervene with struggling students to provide academic, social, and personal support
- Pay attention to student progress and refer for tutoring, lab help, and/or study skills help as needed

Student Advising

Advising Procedures

The role of advising is a key role in retention of SKC students. Acting as an academic advisor is a responsibility of SKC faculty members. Advisors help with course selection and majors, but are also important sources of information, mentorship, and career advising.

When meeting with a new student, advisors should try to get to know them. For many American Indian students, having faculty ask about where they are from, what tribe they belong to, and who they are related to can be important icebreakers. It is also important to discuss career goals, as sometimes students have chosen a particular major because they don't understand the educational path to their career goal. Or, a student may be enrolling in a particular major to take classes before transferring to another institution; if the advisor understands a student's goals, the advisor can help choose the correct electives or advise the student to contact the receiving institution to make sure courses will transfer. Also, ask students if they have secured housing, childcare, and other necessities.

Departments vary with regard to advising duties for faculty members, but in general, the following processes apply to all students:

Student Files in Enrollment Services:

- Students apply for admission through the **Admissions Office**
- New Student files are established by the Admissions Director/Transfer Evaluator
- Degree-seeking students must have a **Completed Admissions File** before registering for classes, or they will not be allowed to register. No exceptions.
- Degree-seeking students must complete the **Safety and Security Supplemental Form**. (The most recent admissions application contains those questions, but earlier ones did not).

Declaration of Major and assignment of Advisor:

- As part of the application process, students fill out a Declaration of Major sheet . This enables Enrollment Services to keep student information current in the electronic Advising Module (JICS).
- The Advising Module lists all majors and advisors, and allows Advisors to see the student's academic information electronically.
- After registering, the student is directed to the appropriate Academic Department, where they are assigned an Advisor.

Advising in the Department:

- Each quarter, students meet with their Advisor in order to register for classes.
- Advisors work with the student on course selection according to the student's degree plan.
- After selecting their courses, students may register on-line or in person at the Registrar's Office located in the Robert Depoe III Building.

Transfer of Credits and Transcript Assessment:

Students wishing to transfer college credits to Salish Kootenai College must follow the processes provided on the website of the [Office of the Academic Transfer Specialist](#). The Academic Transfer Specialist reviews transcripts according to established procedures, and primarily reviews courses that may meet general education requirements.

- Transfer Students submit an Official Transcript for course evaluation. Unofficial transcripts are not evaluated.
- When the official transcript is received, the Transcript Evaluator evaluates the General Education requirements, and then forwards a copy of the transcript to the appropriate Academic Department.
- The Academic Department evaluates all other courses in context of the student's degree program.

Transfer Evaluator & Advisor:

- The Transfer Specialist coordinates **transfer credits, course substitutions** and **course waivers**.
- GenEd transfer credits are entered into the student's transcript by the Transfer Evaluator
- Non-GenEd transfer credits, course waiver forms, and course substitution forms are submitted by the Academic Advisor.
- If Advisors find incorrect information in the Advising Module, they contact the Transfer Evaluator.

Graduation Report (JICS Course Needs Report) and Graduation Application:

- The Graduation Report tracks the student's progress through their degree plan.
- The Graduation Report is maintained by the Academic Department Chair in conjunction with Academic Scheduler (Sheldon Shepherd) in order to ensure its accuracy
- Using the Graduation Report, the Advisor fills out the Graduation Application, makes sure all coursework is finished, and checks for all relevant paperwork. Application for Graduation is submitted the quarter before the student is anticipated to graduate (e.g., winter quarter for a June graduation). The SKC Registrar will notify faculty via email of the final due date for graduation applications.

Hints for getting help with advising:

- If Advisors need training or help to understand the JICS Advising Module, they should contact the Internet Campus & Training Specialist (Sheldon) at 4856.
- For any other questions regarding the process of advising at Enrollment Services, speak to your Department Chair or the Vice President of Academic Affairs.

Other Advising Information

Drop/Add Policy. The half-sheet **Drop/Add Slip** is filled out by the student and their advisor, and needs all appropriate signatures before being submitted to Enrollment Services.

- Full-quarter courses must be **added** before the Add Deadline, which is a designated day in the second week of the quarter.
- Short courses that start later in the quarter may be added anytime prior to the first day of the course, if the course is not full.
- Courses may be **dropped** anytime during the quarter up until 4:00 PM on the Friday of Week 7 of each quarter. The Advisor's signature is always required for dropping courses. Financial Aid or Instructor's signature may be needed as well.

Satisfactory Academic Progress. Advisors should advise students through their curriculum in such a way that the student makes satisfactory academic progress. Advisors should be aware that when students withdraw from a course after the census date (the drop/add deadline in the second week of the quarter), a W is entered on the transcript, and the credit hours are counted against financial aid eligibility. If a student withdraws before the drop/add deadline, the course does not show up on their transcript.

Full Courses. If a course is full, the student may visit with the instructor and ask if they can attend the first few classes to see if any openings occur. This is at the discretion of the instructor

Enrollment Services does not maintain a Waiting List for full courses. However, if a course is full, advisors should keep in mind that new sections are sometimes opened and be prepared to inform the students of this.

Short Courses. SKC departments have created a variety of Short Courses that begin later in the quarter. Students may sign up for them at any time prior to the first day of class. These are partly intended for students who have to drop a course and need to stay at 12 or more credits, but students may sign up for them at registration if they wish.

Late Registration Policy. Late Registration requires Advisor and Instructor signatures. This means that any student wishing to register for a class after the "First Day of Class" must have the signature of the instructor, as well as their advisor, on the Registration Form.

First-Day-of-Class Attendance. Please remind your students to attend class beginning the first day! If the student is registered and **does not attend** the first class, they may be asked to withdraw or their name may be submitted to the Student Success Coaches and dropped from the course. Some instructors may not allow students to add their course if they miss the first class. Implementation of these policies is at the discretion of the instructor.

Full-time vs. Part-time Student. If a student drops from full-time to part-time, their financial aid, enrollment status, housing status, and/or registration for next quarter may be affected. They may also need to speak with the Housing Office if they live in SKC on-campus housing.

Veteran Fee Waiver. Military veterans are eligible for the Veteran Fee Waiver. Send eligible students over to Financial Aid to check on this, or have them contact Cleo Kenmille in Enrollment Services.

Withdrawal Deadline. Students may withdraw from a course up until 4:00 P.M. on Friday of week 7 of each quarter.

Online Registration. Students who wish to register online must meet with their Advisor to discuss their current status in classes and plan for required courses for the next quarter. The Advisor checks JICS to make sure all Hold Flags are cleared. Any Hold Flag must be cleared through each respective department. Once Hold Flags are cleared, students may complete registration.

Transferring From SKC. If a student earns an AA/AS from SKC, when they transfer to another institution they are considered to have completed their GenEd courses and will transfer as a junior. If they have not completed the AA/AS, their transcript is evaluated by the courses they have (or have not) taken; hence, they may have to take GenEds and be further behind in their degree program. This varies with the transfer institution, but as a general rule, they are in a much stronger position for transfer if they have an Associate's degree. Students should be encouraged to complete all coursework required for the INTERSTATE PASSPORT if they are considering transferring to another institution.

Course Transferability. Salish Kootenai College is working on a process to ensure "articulation" of SKC courses to other Montana institutions. At this time, acceptance of courses from SKC to another institution is at the discretion of the receiving institution. Occasionally an institution will ask for a course description or a syllabus in order to evaluate a particular course for transfer. Students who are planning to transfer courses should contact an advisor in the receiving institution to make sure their coursework from SKC will be accepted at the institution to which they are transferring.

The Advising/Mentoring Continuum. One concern for the advising process is learning the differences among **Advising, Mentoring** and **Counseling**, and when to refer a student to Counseling Services. An important aspect of this process is to consult with other faculty members or the counselors in Student Support Services. When in doubt, ASK!

Other Duties/Opportunities

Reference Letters. As an instructor and advisor, you will often be asked to write letters of reference for students who are applying for scholarships, entry into graduate or other programs, or employment. A couple of useful tips:

- Keep electronic copies of previous letters and letter templates so you don't have to start all over every time.
- Have students fill out an information sheet that provides you with appropriate and current information, including: type of letter needed, addressee, deadline, academic information, job and volunteer experience, personal information (especially cultural involvement), educational goals, and anything else that will make the letter personal and factual.
- Keep this information sheet in the student's file and update as needed.

Faculty In-Service/Training. Several in-service/training opportunities take place on campus every year. Attendance at these trainings is a required component of your faculty position.

- **Fall Orientation/In-service:** The College has established time in the fall for in-service activities. This time is established to rekindle relationships and to refresh the college mission, goals, policies and procedures, and legal/ethical issues with faculty, administration, and staff. Cultural awareness and competencies are a focus for these days as well. Attendance is required for full time employees and part-time faculty are invited to attend.
- **Winter and Spring Faculty In-service:** One full day in January and another day in Apr or May are set aside for faculty and staff development. These days are scheduled on the academic calendar and no classes are held on in-service days. Activities may be led by in-house presenters or someone may be brought in from outside. Themes and activities vary by year. There are also various groups that meet throughout the academic year for informal training activities.
- **Community Service Day:** SKC has established one day in May for all employees to participate in off-campus community service activities. All employees are required to participate. If you have to miss the day, you must take a personal leave day. A number of different sites are available and you can sign up for the site of your choice.

Conferences and Campus Events. If budgets and/or time allow, faculty are encouraged to attend conferences and other training opportunities, on or off-campus. When on-campus events occur, you are encouraged to have your students attend or schedule class meetings at the event, if it is appropriate to your course and subject.

Grants and Grant writing. SKC encourages research by faculty, staff, students, and other affiliated investigators that is consistent with the mission of the College. If you are interested in writing a grant, check with Greg Gould (Director of Risk and Compliance) for permission to begin. This is to make sure the particular grant is appropriate to the mission of the college and is not already being sought by another department at SKC.

All research involving human subjects is subject to review by the SKC Institutional Review Board (IRB) to assure that the research activities meet ethical and legal standards. No research activities involving

human subjects or cultural or other resources of the Tribes may begin prior to approval by the IRB. It is the responsibility of the researcher to submit proposed research for review. Researchers are required to complete training in protection of human subjects and cultural intellectual property and follow the policies and procedures of the SKC IRB. Further information about IRB requirements is available on the SKC Institutional Review Board website (<http://irb.sk.edu/>) or from the Office of Institutional Effectiveness (x4931).

Taking Courses. Full-time faculty may take up to six credits each quarter without charge. Discuss this opportunity with your Department Chair. Additional course fees may be required outside of the tuition waiver provided to employees.

Committee Participation

Participation in college committees is one way to be involved in campus governance.

Instructors are required to participate in at least two campus committees. Other opportunities may come up during the year, for long- or short-term committee work. You can also see Teresa Wall-McDonald or Teresa Sias at any time during the year to volunteer for a committee.

Elected Committees. The following committees are staffed by election or by assignment:

- CURRICULUM COMMITTEE: All academic Department Chairs are members of this committee. The Curriculum Committee approves all new courses and academic programs as well as program curriculum changes. Issues of curriculum development and program administration are addressed in this committee which is chaired by the Vice President of Academic Affairs. Procedures for the Curriculum Committee are contained in the Procedures Manual.
- INSTITUTIONAL REVIEW BOARD: The IRB is made up of SKC faculty and CSKT members who are involved in or knowledgeable about research ethics and cultural considerations. Research proposals that involve SKC or the Tribes are reviewed and recommended for approval, revision, or disapproval. Its purpose is oversight of research involving the Tribes and/or the College. For more information, see the IRB website, www.irb.sk.edu
- FACULTY Council: Roles described above.

Volunteer Committees. There are numerous committees, including the following. A complete committee list is available on the Leadership website:

- BENEFITS COMMITTEE: reviews current benefits, and research new options; meets as needed
- HOLIDAY PARTY COMMITTEE: meets periodically to plan and organize the Christmas Holiday Party
- COMMUNITY SERVICE DAY COMMITTEE: meets periodically to plan and organize Community Service Day (in May)
- GEN-ED COMMITTEE: addresses academic and curriculum issues related to General Education requirements; meets when needed
- SCHOLARSHIP REVIEW COMMITTEE: works with the SKC Foundation to review applications for SKC scholarships.
- Budget Committee: Review and provide recommendations related to college budgeting, including planning of resource allocation for a three (3) year cycle

Other committees or task forces may be started throughout the year to provide guidance or effort on particular projects. Generally, announcements about those committees are made via email. Other committees include the CERT Team, Enrollment Management Team, the Data Team, the Behavioral Intervention Team, and the Marketing Committee.

Emergency Procedures

SKC Security – 211 (from on campus phone only)

SKC Security – 239-6267 from cell phones

Emergencies – 911

SKC's Emergency Plan

SKC has an emergency response and recovery plan that is updated regularly by a Campus Emergency Response Team (CERT).

Each of the main buildings on campus has one or more Building Emergency Coordinators (BEC) who have extra training and assists if there is an emergency on campus. To find out who this person is in your building, contact the head of Campus Security at x4994. The Emergency Plan is contained in a yellow binder in the office of the Building Emergency Coordinator(s). You should scan this book and make sure you are familiar with basic emergency escape routes and the location of fire extinguishers.

Accidents - Employees. For accidents involving employees, notify the appropriate supervisor and the Human Resource Officer (Teresa Wall-McDonald) as soon as possible after an accident has occurred, both verbally and in writing. Fill out an **Incident Report Form**.

Accidents - Students. If an accident involves a student, assess the situation and call 911 if necessary. DO NOT call Nursing for either advice or intervention – the Nursing Department has no authority in this. Refer to your Building Emergency Coordinator (to find out who this person is, contact 4931)

First Aid Kits. There is at least one First Aid kit in every building. Familiarize yourself with its location and contents. Kits are monitored by the Building Emergency Coordinators.

Emergency Calls to 911. For medical or crime-related emergencies, dial 911. If you dial 911, inform the front desk immediately, and also dial SKC Security at 211. Please be aware that 911 responds quite visibly, with sirens, ambulances, Tribal Police cars, etc., so SKC Administration needs to know right away when they have been called.

Angry or Disruptive Behavior. Intervene early when a student's negative behavior begins escalating. If a student needs to be removed from the classroom, the instructor may do so. Security (211) can be contacted for assistance if necessary. Other SKC personnel in the building can be alerted to call Security. If an angry student can be controlled, meet with the student as soon as possible and ask the student to write down what is causing the anger. Develop a remediation plan together. If necessary, notify security and administration and a direct supervisor regarding any incident.

Warrants. If Law Enforcement personnel come to campus to serve a warrant, they must first meet with, and then be accompanied by, SKC administration. Warrants cannot be served in the classroom.

Zero Tolerance. SKC is a drug and alcohol-free campus. This includes student housing and dormitories, all other SKC property and any SKC-supported activities. The Drug and Alcohol policy is clearly stated in the Student Conduct section of the SKC Catalog, including possible consequences.

Students Under the Influence: A student who is under the influence of alcohol or drugs, or is a threat to self or others, should be removed from the classroom. Contact Security at 211 if needed. If you suspect that a student is under the influence, or have concerns about their safety or behavior, alert the Counseling Center and they will take appropriate action. In some cases, you may alert the Department Chair or Academic Vice President, or assist the student in getting in contact with the SKC counselor. Students can be referred for screening but they are required to pay for the tests. Refer to the SKC Student Handbook for Drug & Alcohol Policy.

Emergency Notification System: Rave Alert

Faculty and staff have the privilege of signing up on their Cell Phones for the Rave Alert system. This system automatically informs them of school closures and other emergencies. IT Services runs a batch process that maintains accounts on the RAVE system synced with our Jenzabar Administrative System. This means that a RAVE account will be set up for you and you simply need to reset the password and login using your email address. The RAVE system can be accessed at <https://www.getrave.com/login/skc>.

The following textbox contains FAQs from RaveMobileSafety.com and posted on the SKC homepage.

Rave Alert FAQs

What is Rave Alert? SKC has partnered with Rave Mobile Safety, the leader in mobile safety, to offer an emergency notification system, Rave Alert, capable of sending text, voice, and email messages.

What type of messages will I receive?

- SKC will only send you messages related to emergencies.
- You will never receive ads and your information is never provided to advertisers.

Who can subscribe/use the service?

- Any student, staff, or faculty member of SKC can subscribe to the Rave Alert service.

What is my username?

- Your username is your SKC email address
- You will set up your own password when you sign up.

What mobile phone carriers are supported?

- All U.S. mobile carriers are supported.

What if my cell phone number changes?

- If you change your mobile number, login to the [getrave.com](https://www.getrave.com) site and update your contact details.

What if my cell phone provider changes?

- If you change phone providers and keep the same cell phone number, you do not have to make any updates
- However, it may take several weeks for your new provider to update the Rave Alert system. During this time, you may not be able to receive messages unless you login to update your carrier information.

Who do I contact for assistance?

- For assistance, please contact helpdesk@skc.edu.

How will I identify incoming messages from Campus Alert?

- You will be sent messages from short codes. Your messages will come from either 67283 or 226787.
- Save these numbers in your phone so you will recognize them when messages are sent.
- Some of the smaller carriers do not support short code messaging. If this is the case, you will receive messages from [@getrave.com](https://www.getrave.com).

How do I stop getting messages?

- To stop getting messages, login to the [getrave.com](https://www.getrave.com) site and remove your number, or text the word STOP to 67283.

Student Support Resources

Department of Academic Success (DAS)

Formerly known as the Adult Learning Center, the Department of Academic Success (DAS) was formed in 2009. It serves adult learners whose academic skills are limited and assists them in acquiring the skills necessary to do college coursework. The DAS is located in the Quequesah Building and is where students take college placement tests. As an advisor and instructor, you will be in frequent contact with the DAS during your time at SKC. The Department of Academic Success also manages the Early Alert system to track and address student attendance, academic and behavioral issues. The student is assisted by department staff and fellow campus programs to help the student achieve success.

DVSP Courses: At SKC, nearly 50% of entering students need at least one Developmental Studies (DVSP) course, and 20% need two or more. Keep this in mind when advising, and do not place students in other courses that may be above their skills level. If you have questions about appropriate courses for students who need DVSP classes, consult with DAS staff.

DAS Goals. The goals of the Department of Academic Success include helping students to:

- Complete their Hi-Set (which used to be called GED).
- Gain and retain employment
- Enter post-secondary training
- Succeed in college

DAS Services. The Department of Academic Success provides the following services

- Academic assessment
- On-site and distance instruction in basic academic skills
- Academic advising and counseling
- Advocacy and mentoring
- Referrals and coordination of support services
- Transition counseling

DAS Special Projects: The DAS oversees the following areas:

- **HiSET Preparation Program**

HiSet preparation and assessment takes place in the Department of Academic Success.

More information about the HiSet and the DAS program can be found at: <https://das.skc.edu/>

- **Developmental Studies (DVSP)**

The DAS does advising, placement, testing, teaching and course development for the Developmental Studies courses.

As an advisor and an instructor, you will encounter numerous students who are in various stages of skills development. The DAS is available to help with any questions you may have, either specific or general. Call the main DAS number or any department staff.

Media Services

Video Production. SKC Media provides video production services. Some projects can be accomplished at no charge but more complicated projects generally require a budget.

Services provided **without charge** include taping a presenter on campus, with a tape of the program to be housed in the library on DVD or digital format. Individuals should consult with supervisors and college administration. The SKC Media Center is located in the library but resides within the Native American Studies Division.

Services **requiring funding** include projects that require scripting, filming at remote sites, and post-production. Funding comes from either your department or from an outside agency. A good rule of thumb on documentary projects is \$500-\$5,000 per minute of finished program, depending on amount of editing time and desired end quality.

Johnny Arlee/Victor Charlo Media Systems Training. SKC IT Services is in charge of training for the lights, sound and control system in the Johnny Arlee/Victor Charlo Theatre. Contact the SKC IT Services Help Desk at 275-4357 or extension 4357 for help.

Important considerations in using Theatre media systems:

- If your computer uses anything other than a **15-pin VGA cable** to connect with the projector or DVI (used by most Apples except the very new ones), **You must provide the proper adapter.**
- The newer connectors are mini-DVI and Thunderbolt.
- Training for use of the theatre is **required!** You cannot use the media systems in the theatre unless you have been trained.
- Please contact the SKC IT Services Help Desk at 275-4357 or extension 4357 to set up training if you want to use sound, lights, or projection.
- Please **set up training** in advance. A minimum of 48 hours notice is recommended.

Not Provided. Services SKC Media does **not** provide:

- Laminating, poster printing, or printing services.
- PA systems, cameras, camcorders, tripods, projectors or light rentals to staff or to the public.

Information Technology (IT) Services

IT **Services** and the IT **Academic Department** are two separate entities, although both are located in the A. Mathias Building on the east side of campus.

IT Services. IT Services has a virtual Help Desk as well as an Educational Technology Specialist to help with your technical issues. IT Services provides help with all **computer and Internet related issues.** Contact the Help Desk by completing a request at <https://helpdesk.skc.edu/new>. You can log in with your Gmail account if you would like to be able to track your requests and provide IT with better information. You may wish to bookmark that website.

IT services can help with the following issues:

- Computers, office and lab
- Computer connections and accessories
- Internet equipment
- Internet related issues, needs and/or problems
- Theater setup and training for lights and sound
- Projector maintenance such as new bulbs, etc.
- AV equipment maintenance

JICS Accounts

IT Services manages all access and permissions for JICS. Contact the SKC IT Help Desk for assistance with your JICS account.

- A Jenzabar Internet Campus Solutions (JICS) Account is issued to students, faculty and staff through the IT Services Department. All JICS Account users must have an SKC e-mail address in order to receive this account.
- Access to your JICS account is specific to whether you are a student, faculty or staff and includes personal information, business account information, access to registration, and other campus information.

Enrollment Services

The Vice President of Enrollment Management and Student Affairs maintains oversight and authority for student services at SKC.

Enrollment Services, Financial Aid, Disability Services, and related programs are located in the Robert DePoe III Building on the east side of campus. Following is a list of personnel and services offered by Enrollment Services:

Director of Admissions

Juan Perez, Director of Admissions 275-4855

- Oversees Admissions & Transfer Evaluation, Financial Aid, Registrar, Retention, New Student Orientation agenda, JICS training, and all software modules.

Transfer Specialist

Sally Shields 275-4774

- Assists with the application process, forms, student files, and transfer evaluations.

Financial Aid Office

Jackie Swain, Director of Financial Aid 275-4859

- Provides Information and assistance with student funding, including federal financial aid.
- General student financial aid inquiries are directed to Chastity Wagner. Student Loan inquiries are directed to Chastity Wagner. Funding appeals are directed to Jackie Swain.
- Students who need assistance with their online FAFSA (federal funding application) should contact the Financial Aid Office for individual help.

Registrar and Graduation

Cleo Kenmille, Registrar 275-4864

- After a student has been admitted to SKC, all information on registering for classes is housed in the Registrars' office. All academic records are maintained by the Registrar as well
- The Registrar processes the Graduation Applications and is in charge of Commencement ceremonies.

Transcript Requests

- Students who need an **Official Transcript** place a request with the SKC Registrar. A fee of \$3.00 is charged for each request. **Unofficial** transcripts can be accessed on student **JICS** accounts and can be printed out by the student.

Career Center, TRIO, and Student Support Services

The Career Center and Student Support Services (SSS) are excellent resources when students have questions about just about anything. Staff members are always willing to visit your classes to introduce themselves and their services, and to provide brief workshops for students in your classroom.

Career Center. Eva Oruste x 4826. Robert DePoe III Building

Hours of operation: 8-4:30 M-F.

The Career Center offers the following services:

- Career counseling, advising, KUDER Program
- Tutoring
- Federal work study
- Career library and job bulletins
- Job placement assistance (resume writing, cover letters, interviewing techniques)
- Cooperative education
- Internships and Apprenticeships

The Career Center will also come to classes to discuss preparing for job searches, the interview process, and other areas related to job preparation.

Tutoring

Students at SKC have access to multiple free tutoring services.

A STEM Math and Science Lab (known as the SEM Lab) provides drop-in and online synchronous tutoring services. Tutoring is provided by student workers and instructors and is available during college business hours. Similarly, students can access the Writing Center that provides drop-in and online synchronous tutoring services. If students are qualified with TRIO, they have access to subject-specific tutors as needed.

In addition, the College now provides students with 8 hours of online tutoring through TutorMe.com. This service is available through the Learning Management System and is available 24 hours a day. Students are paired with subject qualified and certified Tutors. TutorMe services are provided fully online in a live session with the Tutor.

You may provide relevant information for tutoring in your course syllabi as follows:

- To access the **Math/Science Lab and Tutors**, email: stemtutor@skc.edu with the following: Class name & What you would like help with.
- To access the **Writing Lab and Tutors**, email: writingtutors@skc.edu with the following: Class name & What you would like help with.
- To access Online Synchronous 24-hour Tutoring, TutorMe, [CLICK HERE](#)

Student Support Services

Student Support Services (SSS) is a grant-funded TRIO program funding multiple supports for students who qualify for services, including first generation college students and students with disabilities. The goal of SSS is to increase college retention and graduation rates by assisting and motivating students to successfully complete their post-secondary education.

Hours of operation: Monday-Friday 8:00 A.M. -4:30 P.M.

Student Support Services offers the following opportunities for students:

- Instruction in reading, writing, math and study skills
- Tutoring
- Academic, financial and personal counseling
- Financial aid and Admissions assistance for students seeking to enroll in graduate and professional programs
- Assistance with financial literacy
- Mentoring
- Special services for students with limited English language proficiency
- Financial aid and Admissions assistance for students transferring to 4-year institutions

Facilities: SSS provides a large study area with computers, snacks, coffee, camaraderie, assistance for students and even a jigsaw puzzle now and then!

- SSS and the Career Center offer a selection of **textbooks** for students to borrow on loan (\$10/quarter) that are used in various courses at SKC.
- The SSS **Student Mentoring Program** provides the opportunity for students to sign up for and train as mentors to other students

D'Arcy McNickle Library

The D'Arcy McNickle Library serves as the SKC academic library, the CSKT Tribal Library, and public library for the residents of the Flathead Reservation. The Library makes a special effort to collect all materials relating to the Tribes, their history, culture, and Reservation affairs. These materials are housed in Special Collections, both circulating and non-circulating, and are important for their historical and subject value to students and researchers.

General Information

LIBRARY HOURS:

Monday-Thursday 7:30 A.M. -8:00 P.M.

Friday 7:30 A.M.-4:30 P.M.

Saturday 10:00 A.M. 4:30 P.M.

Library Main Line: [406-275-4875](tel:406-275-4875)

Library Director, Fred Noel

The SKC library is a member of the Library of Congress Library System

Information about library services may be found at: <http://skclibrary.sk.edu>

Special Collections

Tribal History Collection. The CSKT Tribal History Collection is a comprehensive collection of items about the Confederated Salish and Kootenai Tribes, Flathead Reservation history and issues, and Salish Kootenai College. One copy of each item in the collection is housed in the archives room for in-library use only. Circulating copies are housed in the CSKT public collection.

Native American Collection. The Library maintains a circulating collection of Native American materials at the advanced study level.

Historical Photograph Collection. The library's Historic Photograph Collection includes more than 700 historical and cultural photographs, including photographs of Salish, Kootenai, and Pend d'Oreille tribal members, and the Flathead reservation. These are accessed through the library's tribal archives.

Library Facilities

The library was remodeled in 2010-11, and a large new section opened in spring 2011. In addition to the stacks, the library includes:

- **Study Rooms.** Four new study/meeting rooms for library patrons or library staff can be scheduled for meetings or study time.
- **Video Rooms.** The large video room at the back of the library can be reserved for viewings of movies for classrooms. Two small viewing rooms can be used for individual or small group viewings.
- **Student Lounge.** The student lounge/study area is a place where students can relax, read, visit quietly, or take a break in between classes
- **Computer banks.** The library has 14 computers available for public use. For students who are having trouble printing from older word-processing systems, at least one of these computers has software that will work. Ask staff for help. The Children's section has one children's computer with pre-loaded educational software for ages up to 10 years.
- **Printers and Copiers.**
Students will use their Student ID to print.

Labs, Workshops and Tours

- **Computer-training Lab.** The lab can be scheduled for classroom use. This may be either with or without the participation of library training staff, depending on your need.
- **Tours.** Library tours can be scheduled. Please give 48-hour notice if possible, but if someone is available, library staff most certainly will do the tour on short notice.

Training Workshops. When scheduled in advance, Library staff members are available to train students and faculty in use of library resources.

- **INFORMATION LITERACY:** Understanding the credibility of information resources
- **WEB PAGE:** Navigating through the library web page
- **ONLINE CATALOG:** Using the online catalog
- **SEARCHES:** How to do a search and an advanced search by navigating through the tabs
- **INTERLIBRARY LOAN (ILL):** Going through the Interlibrary Loan process and doing a mock request
- **DATABASES:** Depending on the needs of the class/instructor, library staff will teach the Database that provides the most helpful resources. Other databases will be mentioned, so students are made aware of databases available in the Library. We will train on any/all Databases, per request of the instructor and the requirements of the class.

Materials and Procedures

Checkout Policies. The following general policies apply when checking books and other materials:

- 3-week checkout for books/books on tape/books on CD/CD's,
- 1-week checkout for VHS recordings/DVD's
- Faculty members may check out materials for the entire quarter
- Overdue policy: 3-week checkout = 10 cents/day; 1-week checkout = \$2.00/day

- Lost item policy: Automatic \$7.50 lost-item fee, plus cost of item replacement, plus overdue fee of \$2.50
- Reference material can be checked out by staff or faculty on an overnight basis

E-reserves and Databases:

- **E-reserves:** materials can be digitized/scanned for students to access electronically. Faculty should contact library staff to initiate this process.
- **Online Databases:** The Library provides access to multiple online databases. The most current list is available through the Library at: [Online Databases](#)

Interlibrary Loan (ILL). Any material that the library does not own can be ordered through interlibrary loan. The ILL technician will attempt to get the material without cost to the patron; however, occasionally there is a cost, for which the patron is responsible. If there is a cost, the patron will be notified before the ILL request is submitted. The item will only be ordered if the patron agrees to pay for the material.

Materials on Reserve. Faculty can place books, articles, photocopies, media materials, or links to Web Resources on Reserve or E-Reserve for classroom use. These may be personal copies or library copies. Please find the **Library Reserve Policy** on the Library Web Page for copyright policies and specific instructions on how to submit reserve items to the library.

Library Web Page. See the library web page for other information about the library, including:

- Library policies (Circulation, Reserve, Collection Development)
- Online Resources
- Library Programs
- Off-campus Access
- Digital news sources
- APA and MLA style guides

SKC Writing Center

The SKC Writing Center was created with the help of various grants and opened officially in January 2009. The Writing Center is a comfortable 2-room facility that provides computers, tables, couches and chairs as well as coffee and a hot water machine. Snacks are often available. The Writing Center offers free services to everyone in the SKC community. Students receive help in all aspects of communication for all discipline areas.

Location: Room 120 Michel Building, west campus

Hours of operation: 9:00–4:00, M-F

Goals. The goals of the Writing Center are to:

- Enhance student learning
- Encourage academic excellence
- Improve support services

Tutoring: The Center offers one-on-one tutoring or group tutoring by appointment (half-hour or hour sessions), or drop-in assistance without an appointment.

Online tutors. Tutors online are available by request. Users may submit portions of their writing with specific questions pertaining to areas they want to improve. For instance, if students wish to revise their thesis statement, they may submit their introduction and conclusion paragraphs with questions pertaining to the thesis. Students may schedule a virtual live session with tutors.

After-hours Tutoring. Tutors are available before 9:00 AM and after 4:00 PM **by appointment only.** For questions or to schedule a tutoring session, call 4784.

As an instructor, you can:

- Schedule one-on-one tutoring sessions for your students.
- Require documentation of tutoring sessions as part of your assignments.
- Refer students to the Writing Center for tutoring.
- Schedule a tutor led workshop for your course. Workshops are already available in Outlining, Citations, and Peer Editing.

Your students can:

- Schedule one-on-one tutoring sessions with a writing tutor.
- Join group tutoring sessions.
- Drop in for writing assistance.
- Use the Writing Resource Library.
- Work independently in the Writer's Lounge.
- Utilize the Writing Center Computer Lab.
- Enroll in **tutor certificate courses** (recognized by the College Reading and Learning Association) to become a certified peer tutor.

Purdue On-line Writing Lab

The Purdue Online Writing Lab (OWL) is an excellent resource for writers, both students and faculty. You can access this resource at: <http://owl.english.purdue.edu/owl/>

- *The Online Writing Lab (OWL) at Purdue University houses writing resources and instructional material, and we provide these as a free service of the Writing Lab at Purdue. Students, members of the community, and users worldwide will find information to assist with many writing projects. Teachers and trainers may use this material for in-class and out-of-class instruction.* (Source: OWL homepage)

Math and Science Skills Lab – Beaverhead Building

The Math and Science Lab provides a comfortable environment in which students can get help while developing critical math and science skills.

Location: Beaverhead (PQLAW) Building Room 109

Hours of operation: 8:00 am-7:00 pm, M-R; 8:00 am- 4:30 pm Friday

Math Lab Director: **Dan Patrick** 275-4997

With multiple whiteboards and a separate, large computer lab, the Math Lab offers an atmosphere that provides support, encouragement, and the opportunity for enriched understanding of math and science. Staff, faculty, or student tutors are available in the lab during all operating hours. Instructors are encouraged to send their students to the Math and Science Lab for help and support.

Other Services

Joe McDonald Health and Fitness Center. Full time employees are allowed to work out in the health and fitness center as long as they sign up for Fitness Class and have the approval of their supervisor.

SKC Transportation. SKC has contracted with the Confederated Salish and Kootenai Tribes DHRD office for student transportation services. Route schedules are available on the SKC website.

Faculty Involvement in Tribal Culture

An important question for any tribal college instructor is, "How involved should I be in the local tribal community?" Certainly, if we want to improve our educational practices by making our courses more relevant to a Native American student population, our involvement in the local culture at some level is helpful. In addition, it is critical for us to engage ourselves in the culture of our students, to the extent they invite us to do so. Students perceive non-intrusive faculty participation to be a sign of respect for the student's culture. The question becomes, how much involvement is helpful and at what level does it become intrusive?

The most important ability for the tribal college instructor is to be able to distinguish between cultural activities that are open to anyone and those that are generally done by invitation. Most people understand that powwows are open to the public, and many of these are announced through various media outlets. Celebrations include the Arlee powwow (4th of July weekend), Standing Arrow powwow (third weekend in July), Head Start powwow (usually held in Ronan in May), and a powwow at the People's Center in Pablo in late September. SKC holds a graduation powwow in May and Two Eagle River School hosts a powwow for Honoring Elders Week. Off-reservation celebrations, where you are likely to see our students, include the Kyi-Yo Powwow at the University of Montana in April and North American Indian Days celebration in Browning on the second weekend of July.

Powwow etiquette is fairly straightforward. During the grand entry and honor dances (announced by the emcee), everyone stands and males remove their hats. During an opening prayer, the same rules apply. If you are unsure what to do, observe those around you and ask politely if you are still unclear. Most people are glad to offer information. Taking pictures is allowed for personal use. It is always expected that you ask before taking a person's picture. When referring to a dancer's regalia, the customary terminology is "outfit," never costume. People typically expect that you do not touch their outfits. Intertribal dancing and round dancing are open to anyone whether in an outfit or not, and again these are announced by the emcee. If you are so moved, join in. Videotaping or audio recordings are permissible but again, there are certain songs and dances where that is not allowed. Listen to the emcee. Feel free to come and go as you wish, and stay as long as you want.

A more difficult question is the level of involvement at wakes and funerals. On the Flathead Reservation, this process may take two to three days. Typically, the deceased is prepared at a local funeral home, and in some families it is customary to be with the body at all times during preparation until the body is moved to either the Longhouse in Mission or the Longhouse in Elmo. In some cases the wake itself may be held at the funeral home. Other facilities may be used depending on the circumstances.

Wakes typically begin sometime during the day after the body arrives, and in most cases it is an open casket. Up front are sofas where immediate family sits. There is often simply quiet time where people visit and comfort one another and share memories of the loved one. At any time a person may go up, view the body, and then proceed to the immediate family seated up front to shake hands, hug, and perhaps visit briefly. During the wake at any time any person may go up, view the body, and then lead group prayers and songs. It is typically considered polite to stop eating or drinking until the prayers and songs have ended. Some people may choose to say a few words after leading prayers or songs. Meals are typically served at midnight and early morning and are always preceded by prayer and song. Food is available most of the time and any are welcome to eat or snack. Particularly the midnight meal is one where it may be said that we are sharing a meal with the lost loved one. The first night of a wake, there may be no organized activity, just prayers and songs as people are moved, and the customary midnight meal. Family and friends usually stay as long as they can, often sleeping on the sofas at the front. It is your choice as to how long you stay.

Typically, on the second night of the wake, there may be a rosary, which usually begins around 7:00 p.m. with organized prayers (either by traditional tribal prayer leaders and/or by a priest) and songs. A viewing of the body takes place right after the rosary. Again, if you chose to participate, it is customary to greet the family after viewing, usually with a handshake or a hug. If you chose not to view the body, that is fine. The wake continues throughout the night in the same fashion described above.

On the final morning, there will be morning prayers and a meal. Often, this is just close family and friends. A final viewing of the body takes place and then a funeral mass begins, accompanied by prayers and songs. The funeral mass may take place at the Longhouse (or other place where the wake was happening) or the body may be moved to a church or other location for the funeral mass. After the mass, the community proceeds to the place of burial. At this time, there may be additional songs, honor guard (if the loved one served in the military) or other activities. Graveside prayers are said and the casket is lowered into the ground. In some cases, small children are passed over the grave and then taken back to vehicles. Some say that it is to prevent the loved one from taking any of the little ones with them. This practice may or may not take place. Pallbearers then offer shovels of dirt for any who wish to come and toss a handful into the grave. It is customary to wait for immediate family and other relatives before proceeding. After any who wish to have tossed dirt into the grave, community members begin filling in the grave by hand with shovels. It is customary that close family does not participate. Some people will stay for the duration, while others will choose to leave. After the grave is filled in and all flowers have been arranged on the grave (unless the family chooses to give any away), the graveside services are complete. After the burial the community proceeds to the Longhouse or other location for a meal.

Funeral services therefore last much of the day. Again you are free to participate in as much or as little as you wish. Asking if you can help is always appreciated but not essential. Your presence is enough. People often expect that only family members are allowed or expected to do certain things. It is usually friends and in some cases relatives who do the bulk of the work (cooking, food preparation, hunting, drying meat, cleaning up after meals) for the family at these times. Also, it may be that the loved one was not a relative of your student, but rather was a family friend. That does not distinguish how much time your student may be in attendance or be expected to help or participate in wake and funeral activities.

Other important annual cultural events include the Bitterroot feasts (one in Elmo and one in St. Ignatius), River Honoring (May on the Flathead River), storytelling and craft events at the Three Chiefs Cultural Center, and others announced by the local media. You may choose to participate in these or at the very least be aware that your students may be participating. It is expected that they give you prior notification of their intention to participate.

In general, cultural events take place regularly that are not open to the public. An important time of the year is around the New Year, when jump dances take place. In Elmo, only tribal members are allowed to participate, while at the St. Ignatius jump dance, anyone can participate. It would be customary to approach someone at the Salish/Pend d'Oreille Culture Committee for advice and guidance on that event if you are unsure of expectations and conduct. At this time, individuals in the community may also sponsor jump dances in their homes that are by invitation only. Such events last several nights and are accompanied by sweat lodges. These events may require your students to miss classes, but again they should notify you if they are participating.

Gaining a greater understanding of the tribal community is one of the most rewarding actions SKC instructors can do. It will give you credibility with your students and provide you with valuable

information. It will also acquaint you with valuable resources (elders, community members) to help make your courses more culturally relevant.

Salish Kootenai College

Faculty Handbook

2022-2023

Appendix A

Communication is clear, respectful sharing of information guided by critical thinking and mindful consideration. Skilled communicators connect with people through spoken and written words that effectively convey content knowledge and individual values.

1. Written Communication

Outcome: Students demonstrate effective written skills in organization, voice, word choice, sentence structure, ideas, and conventions to communicate ideas to an audience.

Example 1a: Students write instructions to complete a process.

Example 1b: Students compose an essay that states and explains a position on a topic.

Example 1c: Students utilize creative language (poetry, etc.) to connect with an audience and express ideas.

2. Oral Communication

Outcome: Students develop the skills to verbally communicate information and / or individual positions to an audience.

Example 2a: Students articulate an oral report to actively participate in and contribute to the conversations of professional communities.

Example 2b: Students use verbal cues to guide peers through a task.

3. Visual / Non-verbal (Media)

Outcome: Students utilize one or more media formats (including but not limited to audio, video, and expressive arts) to convey information, messages, and /or individual values to an audience.

Example 3a: Students design a powerpoint presentation as part of a course presentation.

Example 3b: Students construct an expressive art project.

Example 3c: Students utilize audio and / or video to inform an audience about a topic.

Critical Thinking is a self-directed process for refining thought. Critical thinkers validate and reflect on their thinking, consider the validity of information sources, context, and multiple perspectives, and apply both logic and traditional understandings to make decisions.

1. Use of Valid Information Sources

Outcome: Students search and retrieve appropriate information resources and evaluate information and its sources systematically.

Example 1a: Students complete a literature review including an analysis of the methods used to gather the information sources and a summary of the literature.

Example 1b: Students complete an annotated bibliography.

Example 1c: Students critically examine multiple websites claiming to provide factual material on a given topic, and analyze the websites for evidence of validity.

2. Validation and Reflection of One's Thinking

Outcome: Students reflect on and refine their thinking based on intellectual or profession-specific standards or information resources.

Example 2a: Students complete a short presentation or paper in which they analyze their thinking based on intellectual or professional standards.

Example 2b: Students complete an assignment that asks them to reflect on their “pre- and post-” thinking about a situation, such as what they thought about a particular issue before and after a service learning experience.

Example 2c: Students complete a literature review on a particular topic and then refine their hypothesis or original ideas based on the new information.

3. Problem Analysis

Outcome: Students are able to clearly define and analyze a problem including the context and history of the problem, root causes, and multiple perspectives.

Example 3a: Students examine their family beliefs related to a topic of interest and discuss how those family traditions impact their current views or responses to an issue.

Example 3b: Students complete a root cause analysis or formal problem analysis of a technical or business issue.

Example 3c: Students interview community members about their perspectives of a topic and present a summary of how the different perspectives impacted their understanding of the issue.

Example 3d: Students complete a written analysis of the history and current context of a political issue in the news.

4. Synthesis of Ideas

Outcome: Students are able to effectively communicate their position on a topic or issue, taking into account available information resources and the complexities, opposing viewpoints, and/or traditional understandings of the topic.

Example 4a: A group of students explore a current controversial issue and develop a position statement.

Example 4b: Students write a research paper in which they clearly state their hypothesis, summarize current literature, and include opposing views or other understandings of the topic.

Example 4c: Students interview tribal elders or members of a particular cultural community to determine that community's views of a particular issue, and then present their findings in an oral presentation.

Cultural Understandings at SKC emphasize sustaining and perpetuating the living cultural traditions of the Séliš, Q'íispé, and Ksanka peoples. This includes the tangible forms [places & artifacts] and intangible forms [language and ceremony]. Understanding these traditions helps students recognize the importance and necessity of cultural traditions to all people and their roles in intercultural relations.

1. Social Structures Including Government and Economic Systems

Outcome: Students gain knowledge and awareness of how cultural traditions form the foundations of social structures including government and economic systems.

Example 1a: Students evaluate historical and contemporary maps of the flathead Reservation to document changes in tribal government and economic systems.

Example 1b: Students create a presentation that illustrates change in the tribal economic system resulting from the Hellgate treaty.

Example 1c: Students complete a written analysis of how federal and treaty law reflect different yet intersecting cultural traditions.

Example 1d: Students write a critique of the impact of the tribal college movement on local tribal government and economic systems.

2. Language

Outcome: Students gain knowledge and awareness of how languages embody cultural traditions that shape our perceptions of the world around us and the perceptions of people from other cultures.

Example 2a: Students develop knowledge and skills to speak Séliš, or Ksanka languages.

Example 2b: Students create a presentation to demonstrate how language conveys Indigenous knowledge and connection to place.

Example 2c: Students create a graphic to illustrate the conceptions rooted in different cultures' words for a given thing.

Example 2d: Students write a paper that analyzes word choice in a poem to illustrate how conventions of language (idioms, metaphors, inflection, etc.) convey culture beyond literal translation.

3. Arts & Literature

Outcome: Students understand how art and literature are processes that integrate historical and contemporary expressions of cultural traditions.

Example 3a: Students write a critique of Perma Red that focuses on the issue of missing and murdered Indigenous women to uncover the parallels between historical and contemporary experience.

Example 3b: Students create a research journal that documents how cultural traditions structure the question you ask and the way you seek answers.

Example 3c: Students create a personal journal to document the journey they undertake to create a piece of art or literature and how this is informed by their cultural traditions.

Citizenship includes informed and committed participation in the life of one's community at the local, national, and global levels. Citizens recognize and address community issues, apply ethical and legal knowledge and reasoning, and respect the rights of others.

1. Social and Civic Responsibility

Outcome: Students participate in activities within and outside of the class that serve to address an individual or group need.

Example 1a: Students design and implement a community service project, networking with a local service organization.

Example 1b: Students identify an elder in the community to work with, interviewing them and documenting their personal story.

Example 1c: Students volunteer time and assistance with an existing community event, connecting this work to course goals, and convey their experience using photo essays, class presentations, etc.

2. Ethical / Moral Development and Legal Reasoning

Outcome: Students articulate ethical, moral, and legal frameworks for an issue or profession and considerations for ethical reasoning.

Example 2a: In small groups, students explore and analyze case scenarios of practitioners in their chosen field who are faced with ethical dilemmas.

Example 2b: Students research and report on legal parameters and frameworks that impact practices in their field of study.

Example 2c: Students evaluate existing guidelines for practices and procedures associated with an aspect of professional, and work with others to develop improvements.

3. Political Efficacy

Outcome: Students address policies and issues of governance, including the belief that they can understand and influence political and civic affairs.

Example 3a: Students work individually or in small groups to research and analyze local, state, or national representatives' voting records with respect to specific topics related to their class.

Example 3b: Students create position statements on specific policies/issues and explore ways of communicating their proposals and ideas to stakeholders.

Example 3c: Students identify a social justice issue within or outside of the SKC campus that is connected to course content, then design and implement an action plan to address the issue.

4. Empathy and Respect for Diversity

Outcome: Students have an enhanced sense of empathy, a deeper understanding of human diversity and appreciate differing points of view and the rights of others.

Example 4a: Students research and explore the work of various diverse leaders in their field of study, and report on how those accomplishments have impacted their profession.

Example 4b: While studying a legal case that has impacted their field, students explore a stance on a topic that differs from their own, and write an analysis that expresses its foundational ideas.

Example 4c: Students engage with a guest speaker who represents a group of people who have been historically under- or marginalized in their field of study, and then compose a speaker's message and their own insights.

Salish Kootenai College

Faculty Handbook

2022-2023

APPENDIX B

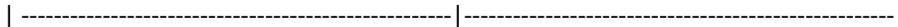
ADVISING, MENTORING and COUNSELING REFERRAL SHEET

This document was created to help faculty/staff distinguish between advising, mentoring and counseling.

ADVISING

MENTORING

COUNSELING



ADVISING – Focus on academic success

- How to be successful as a student
- Practical guide to academic programs and student's curriculum
- Academic rules
- Student advising sheet
- Financial aid referral
- Concrete advice on coursework, matriculating through the program
- Meet at least once a quarter and go over degree plan, check on academic goals
- Provide info on classes (content, when offered, prerequisites, when to take, skills needed)
- Assessment of academic skills, referral for tutoring or ABE
- Knowledge of curriculum and requirements
- Advice on core courses, and choosing or changing a degree program
- Advice on dealing with other departments or classes, if problems come up (help figure out how to deal with these)
- **Referral** when students are having serious problems academically, interpersonally or legally (engage in dialogue with counselors)

MENTORING – support in academic endeavors (in between Advising and Counseling)

- Guidance, direct decision-making, choosing a major, changing majors, etc.
- Looking at individual strengths and weaknesses
- Meet with student anytime, check in on current situation
- Emotional support and guidance regarding school-related situations and specific obstacles that come up
- Develop relationship, based on academic or teacher/student interactions
- Narrower role than that of a counselor, more like a confidante on *appropriate issues*
- Help organize study groups, tutoring
- **Referral** to counseling when issues are outside the mentoring role (below)
- Identify problems that may come up for the student (academically; sometimes interpersonal or legal); recognize need for referral
- **Referral** when students are having serious problems academically, interpersonally or legally (engage in dialogue with counselors, if needed, to help in the referral process)
- **Check in with peers when the boundary between advising/mentoring and counseling seems to be unclear**

COUNSELING – Referral (instructors do not engage in counseling) for:

- Psychotherapy, counseling, emotional issues outside the academic role
- Family, substance abuse, long-term, SI/SA, abuse, MH issues
- Things that are recognized as long-term, more acute, or will get student into trouble
- Getting the student connected with counselor in community (SSS has lists of referrals)
- Emotion-based, adjustment-based, combination, serious MH or behavioral issue