



2025-2026

FACULTY HANDBOOK



**WHITE EARTH TRIBAL
& COMMUNITY COLLEGE**

GAWAABAABIGANIKAAK GABEGIKENDAASOWIGAMIG

Contents

Purpose of the Faculty Handbook.....	4
WETCC Mission, Vision, Purpose, Core Values.....	4
Faculty Appointment, Classification, and Credentialing	7
Shared Governance & Faculty Roles	8
Faculty Onboarding	8
Workload Expectations	9
Curriculum & Syllabus Standards	9
Student Information System and Learning Management System Requirements.....	10
Credit Hour	10
Student Attendance	10
Add/Drop/Withdrawal	11
Early Alert, Check-ins, & Faculty Initiated Administrative Withdrawals	11
Grading, Grade Changes, Incompletes, and Attendance	12
Independent Study	12
Assessment of Student Learning	13
Classroom Climate & Academic Integrity.....	13
Absences, Closures & Continuity of Instruction	14
Textbooks and Instructional Materials.....	14
Field Trips	14
Professional Conduct.....	14
Academic Freedom.....	15
Intellectual Property Rights.....	16
Research, Grants, IRB, and Community-Based Scholarship	17
Program Review	17
Academic Advising.....	17
Professional Development & Faculty Evaluation	17
Commencement Ceremonies.....	18
Children in Classroom.....	18
Disability Services	18
Title IX & Harassment.....	18

FERPA & Student Records	19
Library.....	19
Student Clubs	19
Students' Rights.....	19
Academic Calendar	20
Academic Policy Index.....	20

White Earth Tribal and Community College Gaawaabaabiganikaag Gabegikendaasowigamig

Purpose of the Faculty Handbook

The Faculty Handbook is a living document reflecting the growth of the college and is subject to revision. This handbook provides information about the organization and policies that affect the college's faculty and adjunct instructors.

Note that the Faculty Handbook does not constitute a contract between WETCC and faculty/instructors nor does it serve as the source of policy. Every effort has been made to provide current and accurate information. In the event an inconsistency is noted between the handbook and official WETCC policy, then WETCC policy is the binding agent. Whenever possible, the handbook provides citations, links, and other important sources of information.

All Faculty are considered employees of WETCC and must follow the employee policies found on the WETCC website and outlined in the Employee Handbook. For guidance on academic programming see the Academic Catalog.

WETCC Mission, Vision, Purpose, Core Values

Mission

White Earth Tribal and Community College is an institution of higher learning dedicated to academic excellence grounded in Anishinaabe culture, values, and traditions.

Vision

Gaa-miinigoowizid Anishinaabe gibimiwidoomin niigaanakeyaa "We all are carrying into the future the way the Anishinaabeg was gifted."

Purpose Statements

To accomplish its mission, WETCC is committed to the following Institutional Purposes:

- The College will present learning as a life-long process of discovery of knowledge embedded in the intellectual disciplines and the traditions of the Anishinaabe people.
- The College will support the self-determination of the Anishinaabe people through the preservation and promotion of our history, culture, and language.

- The College will seek to address the social, political, and economic needs of the White Earth Reservation through programs that encourage service to the community.
- The College will promote a philosophy based on the Seven Teachings of the Anishinaabe.

Core Values

The Seven Anishinaabe Teachings (Values) guide WETCC and serve as the values for the College:

Manaaji'idiwin (Respect) - Respect for All Beings and Things - The condition of being honored
When we live the value of manaaji'idiwin we give respect to all living things; in the Anishinaabe worldview, everything has a spirit and therefore deserves respect

- Respect yourself. Try your hardest in all that you do
- Respect your school and keep a positive attitude towards your classes, coworkers, and others
- Respect others. Return their property the way it was borrowed.
- Be mindful of the balance of all living things, honor them and live honorably in teachings and in your actions towards all things.
- Safeguard the dignity, individuality, and rights of others.

Zaagi'idiwin (Love) - Giving and Receiving Love - Is to know peace

If we act out of love for one another and ourselves in everything we do, we are living the value of zaagi'idiwin

- Love is unconditional
- Love yourself, eat a healthy diet and take care of your mind, body, and soul
- Love your school and teachers, they are there to help you
- Love others, show kindness and compassion
- Work cooperatively and harmoniously with others
- Be loving towards your parents, classmates, and Elders
- Show kindness to receive kindness.

Zoongide'ewin (Courage/Bravery) - Strength of Heart - is the ability to face danger, fear, or changes with confidence

When we have a strong heart, we can face challenges with courage and integrity

- Be courageous with yourself
- Always be willing to try something new
- Be courageous at school and work, do not be scared to talk in front of others
- Acknowledge your personal weaknesses and develop the strength to combat them
- Be courageous with others

- Do what is morally right and be proud of being Anishinaabe
- Find your inner strength to face difficulties.

Gwayakwaadiziwin (Honesty) - Doing the Right Thing - is speaking and acting truthfully and thereby morally upright

Living the values of gwayakwaadiziwin is doing what is right for the group and holding himself/herself and others to high standards of integrity

- Be honest with yourself
- Maintain truthfulness, sincerity, and fairness in one's actions
- To communicate with others and transmit information fairly and truthfully
- Set realistic short- and long-term goals
- Be honest at work, school with co-workers, teachers, and classmates
- Be honest with others - if you say you will do something, do it
- Be honest with yourself and understand who you are, accept who you are and know how to use the gifts you have been given.

Nibwaakaawin (Wisdom) - Abundance of Wisdom - is the ability to make decisions based upon your knowledge and experience

When we live the value of nibwaakaawin, we seek to learn all that we can in a respectful manner and take the time to reflect upon our teachings

- Reflect on all our experiences
- Use your wisdom
- Continue to gain wisdom with perseverance and time, nothing comes without effort, seek guidance from elders
- Show wisdom by helping others who are struggling to understand
- Share your wisdom with others, share your knowledge and be a good role model
- Know the gifts the Creator has given you to serve others.

Dabasendizowin (Humility)- Humility - is being humble, not arrogant

When we live the values of debwewin, zoongide'ewin, manaaji'idiwin, gwayakwaadiziwin, zaagi'idiwin, and nibwaakaawin, we can hold ourselves in low regard and conduct ourselves accordingly

- Humble yourself. Know your limits and abilities
- Be humble/modest, do not brag or boast to others who are struggling
- Demonstrate sensitivity to others, do not be mean to your family, friends, co-workers, or neighbors
- Recognize that we are all human beings and will make mistakes, be able to accept mistakes and understand the capacity for self-growth and change
- Do not make judgement on others.

Debwewin (Truth) - The Sound of the Heart - is to know and understand the 7 teachings given to us by the Creator and remain faithful to them

Each of us holds the truth in his/her heart and when we live the value of debwewin, we express that truth in everything we do

- Be true to yourself
- Be truthful at school and do all your own work
- Be true to others, do not spread rumors or lies
- Learn truth, live with truth, walk, and talk truth
- Have faith and trust in your teachings and show honor and sincerity in all that you say and do.

Faculty Appointment, Classification, and Credentialing

Faculty appointments include full-time and adjunct (part-time). Appointments specify teaching, advising, service, and other duties consistent with institutional needs.

Faculty Classifications

Faculty are classified in accordance with their approved contract. Different expectations follow full-time versus adjunct faculty. In addition, some staff serve as Instructors.

Full-Time Faculty

Full-time faculty refers to instructional personnel whose contributions to teaching and learning, scholarship, and service are integral to executing the College's strategic academic goals. Full-time faculty teach a full load (average of 15 credit hours per semester); hold regular office hours; serve on committees; provide academic advising to students, and attend the commencement ceremony in May. Full-time faculty may be asked to teach day or evening courses each semester, depending upon student needs.

Adjunct Faculty

Adjunct faculty members are contracted per course to teach specific classes (maximum 9 credits per semester) and are not considered full-time employees. Adjunct faculty members are maintained in a faculty pool and when classes are scheduled that require a specific level of expertise, those faculty members who possess the necessary qualifications are contacted to provide instruction for the semester.

There are no advertising or search requirements for Adjunct positions. The Academic Chair, in collaboration with Human Resources (HR), may hire a qualified candidate for Adjunct Faculty. Contracts are offered for a semester, academic year, or calendar year, as appropriate. Once an offer is made, an Adjunct Faculty Contract will be written and signed by all parties.

Faculty Credentialling

WETCC is committed to hiring and retaining qualified faculty who have field experience in their respective disciplines. WETCC adheres to our regional accreditor, the Higher Learning Commission (HLC), expectations for qualified faculty; credentials are the primary basis, with allowance for tested experience/tribal eminence when appropriate and documented.

Minimal Qualifications for teaching: An earned master's degree in the teaching discipline OR master's in another field with at least 18 graduate credits in the teaching discipline OR equivalent tested experience/tribal eminence as defined by policy.

Process: The Academic Chair uses the Credential Evaluation Summary form for determining if a faculty candidate meets credentialing requirements. If a faculty is to teach in a discipline for which they have not been previously credentialled, an additional Credential Evaluation Summary form will be completed. Official transcripts or other documentation such as CV, licenses/certifications, tested experience evidence, industry experience, or tribal eminence documentation will be stored in each instructor's official faculty file.

Shared Governance & Faculty Roles

Shared governance at WETCC ensures that college-wide decisions are informed by faculty, staff, students, administration, and the Board of Trustees (BOT). Faculty participate through the Faculty Senate, the Curriculum, Instruction, and Assessment (CIA) Committee, and other committees.

- Academic Chair: responsible for supervising faculty, collaborating with faculty on curriculum matters, and overseeing academic programming. The Academic Chair reports to the Provost.
- Faculty Senate: primary advisory body on academic matters; composed of all full-time faculty and open to adjunct faculty.
- Curriculum, Instruction, and Assessment (CIA) Committee: composed of all full-time faculty; leads curriculum review, course syllabi approval, program, general education, and institutional level assessment of student learning, and academic program review; supports evidence-informed improvements to instructional design, curriculum, and assessment of student learning practices.
- College Senate: chairs of the Faculty Senate and CIA sit on College Senate.

Faculty Onboarding

Onboarding is a faculty development process that continues for at least one semester. Successful onboarding is designed to set up every faculty member to succeed. New faculty may be paired with an experienced faculty for mentoring. New faculty will receive training on SIS and LMS systems, syllabus submission, textbook ordering, and other academic procedures.

Participation is mandatory for all new faculty and others based on recommendation from the Academic Chair.

Workload Expectations

Faculty demonstrate excellence in teaching, maintain subject-matter mastery, and support student success. Schedules are set to meet student needs and comply with credit hour expectations.

- Office Hours: Full-time faculty maintain a minimum of 6 posted office hours per week. Adjunct faculty do not have to post set office hours but must be available for student inquiries outside of class via email and videoconferencing.
- Full-time faculty:
 - are expected to work a minimum of 40-hours a week and participate in day, evening, and online teaching as assigned. Full-time faculty members are expected to be on campus at least 27 hours per week to be available for students and meet professional obligations.
 - A full-time teaching load is 30 credit hours over the fall and spring semesters, which is an average of 15 credit hours a semester. A full teaching load for summer is 9 credit hours. Any teaching appointments above full-time load will be paid the adjunct rate of pay.
 - If credit hours fall below the minimum typical teaching load, the Academic Chair will assign additional responsibilities to the faculty member to bring the number of hours to the minimum teaching load. One credit hour translates to 2.67 hours per week.

Curriculum & Syllabus Standards

- Curriculum: Curriculum advances WETCC's mission and is approved through the CIA committee. Course curriculum will have the rigor and use current educational resources (e.g., textbooks) appropriate to the course level and aligned with discipline specific best practices. Courses with articulated transfer agreements with partner 4-year institutions must maintain rigor and content aligned within those agreements.
- Course Syllabus: Faculty are required to use the WETCC syllabus template and secure pre-term syllabus approval by the CIA committee. Faculty have their course syllabi approved by CIA prior to start of the semester. Faculty upload approved syllabi to Canvas and Populi and review with students the first week of class. Faculty are to clearly state their course policies for late and missing work, including any penalties and/or time limits.
- WETCC faculty are responsible for ensuring comparable rigor, outcomes, and credit hour compliance across in-person, hybrid, and online course formats.

Student Information System and Learning Management System Requirements

- Student Information System (SIS). Populi is the SIS at WETCC and is used for class attendance and final grades recording. Many of the forms regularly used by faculty are in electronic form on Populi.
- Learning Management System (LMS): Canvas is the LMS at WETCC. All courses must use Canvas and are to follow Canvas shell guidelines. Distance learning courses follow additional Canvas shell requirements.
- Training is available for faculty on Canvas and Populi.

Credit Hour

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

- One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks for one semester credit hour (or equivalent over different term lengths); or
- At least an equivalent amount of work for other academic activities established by the institution (e.g., laboratory, studio, internship, practicum, fieldwork, clinical).
- WETCC recognizes the clock hour as a 50– 60-minute period of instruction, laboratory, shop training, studio time, or internship in a 60-minute period.
- A typical semester credit hour is anchored to 750 minutes of direct instruction (i.e., 50 minutes × 15 weeks) with the expectation of 1,500 minutes of student work outside class, totaling 2,250 minutes of student effort per credit over a standard term.

Student Attendance

WETCC is an attendance-based institution. Attendance must be recorded within 24 hours of each class session. Face-to-face classes have attendance recorded after each scheduled class session. Distance learning classes with no face-to-face component have attendance recorded weekly (Fridays). The syllabus for distance learning courses will clearly define how attendance will be recorded and what consists of being “present”. The registrar will remind faculty by email of missing attendance records which should be corrected immediately by the faculty.

Attendance is recorded in Populi following these definitions:

Present – Student arrived promptly and attended the entire class.

Absent- Student is not present during attendance and after class.

Tardy - Student comes to class more than 15 minutes late or leaves more than 15 minutes early without faculty approval.

Excused – The student communicated with the instructor that they would be absent, and the instructor approves of the reason for being absent. Instructors may request documentation.

Add/Drop/Withdrawal

WETCC's add/drop policy allows students to adjust their schedules during the official add/drop period at the start of each term without academic or financial penalty. The add/drop period is listed in the Academic Calendar. Adding a course after the first week of classes during the add/drop period requires instructor approval.

The administrative drop/withdrawal policy permits the College to remove a student from a course when attendance and/or participation requirements are not met. Administrative drops occur during the add/drop period. After the add drop period, administrative withdrawals are performed. This action helps limit academic consequences and financial liability for both the student and the institution. Faculty are required to keep attendance current in Populi. Student Services uses the attendance record in Populi to process administrative drops and withdrawals promptly.

Early Alert, Check-ins, & Faculty Initiated Administrative Withdrawals

All faculty participate in the Early Alert (also referred to as Smoke Signal) system and help connect students to the Student Services Department for tutoring, mentoring, emergency aid, and wellness resources.

Early Alert is a process that can be initiated by faculty or student support staff to identify students at risk of not successfully completing a course and may be in need of intervention. Faculty should routinely monitor the progress of each of their students and look for patterns of absenteeism, late submissions, missing coursework, and other signs that may be negatively impacting a student's performance in the course. If a faculty identifies a student at risk, they are to initially address the concern with the student and submit an Early Alert form (on Populi). The Early Alert form notifies Student Services support staff, which will then reach out to the student and provide support services/ referrals as needed and communicate back to the faculty about any improvement plans they may be working on with the student. If faculty have submitted an Early Alert for a student and have attempted to work with the student, but the student has made no significant progress and is likely to not finish the course with a passing grade, then faculty should submit a Faculty Initiated Administrative Withdrawal form on Populi to remove a student from the course. Students may appeal being administratively withdrawn; appeals are decided by the Academic Chair. The College may face financial penalties when a student fails a course.

Faculty are required to comprehensively review the progress of each of their students at the week 4, week 7, and week 11 check-in dates as listed on the Academic Calendar. Faculty are to ensure that students are aware of their standing in the course at each check-in and submit Early Alerts and/or Faculty Administrative Withdrawals as needed.

Grading, Grade Changes, Incompletes, and Attendance

WETCC uses letter grades to document achievement. Faculty publish grading criteria in their course syllabi, and update grades regularly. Attendance must be recorded within 24 hours of each class meeting; consistent non-attendance may trigger administrative drop/ withdrawal to limit academic and financial consequences for students and the institution.

Letter grades to document student academic achievement are as follows:

A = Excellent

B = Above Average

C = Average

D = Below Average

F = Failing

CR = Credit by Exam

AU = Audit

I = Incomplete

W = Withdraw

R = Repeat

- Final grades are due to the Registrar the Monday following finals week.
- Incomplete Form: Used when assigning an "I" (Incomplete) grade due to extenuating circumstances and at least 70% of coursework is complete. The form outlines the remaining work, deadlines, and requires signatures from the instructor and student. It must be submitted to the Registrar before the end of the semester.
- Grade Change Form: Used to correct a grade after submission (e.g., error in calculation, successful grade appeal, or completion of an Incomplete). Requires instructor justification and approval by the Academic Chair before processing by the Registrar.

Independent Study

Under certain circumstances, students may request that a course be offered outside of regularly scheduled course offerings as an independent study. If faculty are available, faculty and student must agree to an Independent Study Contract before entering an independent study and receive approval from the Academic Chair.

Assessment of Student Learning

Assessment of student learning is continuous and evidence based. Faculty articulate course level student learning outcomes, collect evidence, analyze results, and implement improvements. CIA and Faculty Senate articulate program level learning outcomes.

Faculty are responsible for collecting and analyzing assessment data for course level learning outcomes (CLOs), and assessing any course assigned Institutional Learning Outcomes (ILOs), General Education Outcomes (GenEd), and Program Learner Outcomes (PLOs). CIA is responsible for analyzing Institutional Learning Outcome, General Education Outcome, and Program-specific Learner Outcome data.

Faculty are to create and use rubrics in the LMS for assessing CLOs and any course assigned ILOs, GenEd, and PLOs.

Faculty are encouraged to use a variety of assessment methods following best practices in their discipline, including a mix of informative and formative assessments. Examples of assessment methods may include, but are not limited to: exams and quizzes, lab experiments, clinical demonstrations, artistic performances, portfolios, capstone projects or comprehensive research papers, oral or multimedia presentations, student surveys, and gamification.

Classroom Climate & Academic Integrity

Faculty are expected to uphold ethical scholarship and a respectful, inclusive classroom. Faculty are to clearly define expectations regarding collaboration, citation, and the use of AI and digital tools and address violations per policy.

Faculty should:

- Conduct a classroom environment aligned with the College's Core Values.
- Include Academic Integrity statement and AI usage statement in the syllabus. Define cheating, plagiarism, and collusion with course-specific examples. Communicate with the Academic Chair if you see evidence of academic integrity violations.
- Foster equitable participation and avoid favoritism.
- Maintain professional boundaries with students.
- Maintain a safe environment which promotes learning for all students.
- Maintaining a safe classroom environment within lecture, laboratory, or studio settings, and for informing students of all laboratory or studio safety rules and ensure student compliance.
- Report classroom safety concerns or disruptive student behavior to security when needed.

Absences, Closures & Continuity of Instruction

Faculty notify the Academic Chair of planned and emergency absences and ensure coverage or makeup instruction. Faculty notify students via WETCC email and Canvas when a class is cancelled.

Unless an official announcement is made, faculty may assume classes will be held as scheduled. When a full or partial closure is declared, all on-campus activities and events will be cancelled for the specified period. During campus closure, e-learning (synchronous teleconferencing, Canvas, and/or alternative assignments) may be substituted for face-to-face instruction to meet required instructional hours.

Campus notifications are sent via the College text alert system and WETCC email. Faculty are encouraged to register for text alerts.

Textbooks and Instructional Materials

Faculty members are responsible for ordering textbooks and supplemental materials for their courses. Faculty submit textbook order forms no later than 6 weeks before the start of each semester. Faculty are encouraged to use Open Educational Resources (OER) materials when appropriate and available. Faculty members are encouraged to request desk, or exam, copies of their textbooks from the publishers. If desk copies are unavailable, faculty will contact the Academic Chair about purchasing the text, and any supplemental materials. Faculty should submit requests to the Academic Chair for any required instructional supplies.

Field Trips

Faculty members are encouraged to plan field trips that are appropriate for their courses and will contribute to the knowledge or skill level of the participating students. A vehicle request form must be filled out and approved two weeks prior to an academic field trip if using college vehicles and faculty must be registered with Human Resources as active drivers for the college.

Professional Conduct

WETCC strives to be a collegial community where employees collaborate and share responsibilities in service of its mission. Professionalism in the field of education involves interacting with students, colleagues and other members of the community in an appropriate and respectful way that encourages a positive learning environment. Accordingly, all employees are expected to treat one another in a professional manner.

WETCC encourages a workplace culture where faculty and staff feel welcome to share their ideas and opinions, challenge or question decisions or policies, and are confident their ideas are heard and recognized. The Academic Chair supports dialogue in which asking questions, giving

actionable feedback, taking advice and implementing feedback, and sharing credit for success and empowering decision-making is conducted in a professional manner.

Indicators of professionalism in education include active listening, awareness of non-verbal cues and body language, maintaining a positive attitude, and the ability to frame communication with respect to varied individual communication differences. All employees, students and other members of the WETCC community, have the right to be treated with dignity and respect. Accordingly, intimidation, berating, threatening behavior, or aggression, whether verbal, written, or physical, is not acceptable professional behavior.

Professional conduct requires modeling integrity on and off campus, complying with HR policies, and maintaining appropriate relationships with students. Faculty members have a responsibility to be positive role models.

Academic Freedom

Academic freedom is the ability to engage differences of opinion, evaluate evidence and form one's own grounded judgments about the relative value of competing perspectives. This definition implies not just freedom from constraint but also freedom for faculty, staff and students to work within a scholarly community to advance knowledge.

Academic freedom protects teaching, research, and responsible expression, consistent with WETCC's mission and student-centered learning. Faculty exercise accuracy, restraint, and respect for diverse viewpoints, and clarify when speaking as private citizens. In support of the protection of academic freedom, it is the right of every WETCC faculty member and student to have access to a fair and objective appeal process in situations of alleged infractions of Academic Freedom, in accordance with WETCC grievance policy and procedure.

What is academic freedom?

Academic freedom is the freedom of a teacher in higher education to investigate and discuss the issues in his or her academic field, and to teach without interference from administrators, boards of trustees, political figures, donors, or other entities. Academic freedom also protects the right of a faculty member to speak freely when participating in institutional governance, as well as to speak freely as a citizen.

What are the main elements of academic freedom?

The academic freedom of faculty members consists of these interrelated elements:

- Teaching: freedom to discuss all relevant matters in the classroom.
- Intramural speech: freedom from institutional censorship or discipline when addressing matters of institutional policy or action.
- Extramural speech: freedom from institutional censorship or discipline when speaking or writing as citizens.

How does academic freedom apply to teaching?

According to American Association of University Professors (AAUP), faculty members must observe their institution's policies and procedures. The freedom to teach, however, includes the right of faculty members to select materials, determine the approach, design the assignments, and assess student academic performance in teaching activities for which they are individually responsible as long as it is within the parameters of the policies and procedures.

What are the main threats to academic freedom?

Some frequent threats include:

- Pressure from donors or board members: For example, when donors push administrators not to appoint a high-profile faculty member whose views or public utterances they dislike.
- Pressure from the community when the content of teaching or research is controversial: For example, students and parents have objected to the use of nudes in an art history class.
- Legislative interference: For example, legislators pushing legislation that would restrict what can be taught about US history.
- Targeted harassment: Over the last few years, targeted online harassment of faculty has emerged as a significant threat to academic freedom. Fueled by websites such as Professor Watchlist, Campus Reform, and College Fix, campaigns of threats and harassment are directed against faculty members for what they are reported to have said in the classroom or posted on social media.
- Lack of procedural protections: Faculty members being quietly non-reappointed (non-renewed), with no reasons given.

American Association of University Professors. Retrieved 2024 August 16 from <https://www.aft.org/position/academic-freedom>

Intellectual Property Rights

WETCC values the creative and scholarly contributions of its faculty. Faculty should consult the Academic Chair for clarification on ownership and usage rights before entering into external agreements or using significant institutional resources. Intellectual property rights are governed by the following principles:

- Faculty Ownership: Faculty members generally retain ownership of original academic works they create, including syllabi, lectures, assignments, research, and publications.
- Institutional License: WETCC reserves a non-exclusive, royalty-free license to use faculty-developed course materials for institutional purposes such as accreditation, instructional continuity, and student access.

- Use of Significant Institutional Resources: When materials are developed using substantial WETCC resources (e.g., funded projects, specialized equipment, or extensive staff support), the College may assert shared ownership or usage rights as defined in grant or contract terms.
- Cultural and Community Considerations: Works involving Anishinaabe cultural knowledge must respect community protocols and any applicable tribal intellectual property guidelines.

Research, Grants, IRB, and Community-Based Scholarship

WETCC encourages research that benefits the Anishinaabe community, serves the people and land of the White Earth Reservation, and advances disciplinary knowledge. Faculty are encouraged to integrate undergraduate course-based research into their course curriculum when appropriate. All projects involving human participants require approval from the White Earth Tribal Institutional Review Board (IRB) prior to data collection. Faculty who wish to pursue funding to support their projects must complete a grant approval form prior to applying for funding/grants.

Program Review

Academic Program Review is a comprehensive review of an academic program which is scheduled every 4 years. Annual assessment data informs the academic program review prepared by the CIA. The program review evaluates the effectiveness of an academic program at achieving its program learning outcomes, preparing students for post-graduation placement, meeting the mission of the College, and helps identify areas and resources for program improvement.

Academic Advising

Full-time faculty advise assigned students to support academic planning, satisfactory academic progress (SAP), transfer, and completion. As academic advisors, full-time faculty maintain advising records; review degree audits; encourage timely graduation applications; collaborate with Registrar and Student Services; attend advising meetings; and complete required advising training. Advisors receive Advising Packets from the Registrar which include degree audits of their advisees. Advisors contact their advisees prior to the opening of registration to set up appointments for course selection. WETCC's Advising Handbook provides additional guidelines and details procedures for academic advising.

Professional Development & Faculty Evaluation

Faculty are expected to maintain expertise in their discipline through conferences, memberships, workshops, and scholarship. Consult the Academic Chair regarding development plans and funding opportunities.

The CIA coordinates peer classroom observations for every faculty member yearly to identify areas of improvement in instruction design and classroom management. E- learning courses have a separate classroom observation process based on their Canvas course site.

The Academic Chair evaluates faculty on teaching, scholarship, and service using multiple measures: student feedback, peer observation, syllabus quality, assessment documentation, advising contributions, meeting posted deadlines, and participation in governance. Full-time faculty complete an annual Faculty Evaluation and Professional Development Plan based on self-reflection and self-evaluation. The Academic Chair will review the Faculty Evaluation and Professional Development Plan with the faculty member yearly.

Commencement Ceremonies

Attendance at commencement ceremonies is considered one of a faculty member's regular responsibilities. These ceremonies are held at the end of the spring semester in May. Academic regalia may be borrowed or faculty members may choose to wear their own. Full-time faculty are contractually required to attend graduation.

Children in Classroom

WETCC supports student success while maintaining a productive learning environment, and therefore children may be allowed in the classroom only at the instructor's discretion. Students must obtain prior approval from the instructor before bringing a child to class, and they are fully responsible for supervising their child at all times to ensure the child does not disrupt instruction or the learning of others. In cases where a child becomes disruptive or poses a safety concern, the instructor may require the student to step out or make alternative arrangements. This allowance is intended for occasional, short-term situations and is not a replacement for regular childcare.

Disability Services

WETCC provides reasonable accommodations upon documented approval by Student Services. Faculty implement approved accommodations and include the Academic Support and Accessibility Services statement in course syllabi. Faculty are not authorized to grant accommodation without official notification; refer students to Student Services. Faculty receive assistance as needed to implement accommodation plans.

Title IX & Harassment

Title IX prohibits sex-based discrimination, harassment, and retaliation. Faculty must complete annual training and follow reporting requirements. Report Title IX concerns promptly per policy.

FERPA & Student Records

The Family Educational Rights and Privacy Act (FERPA) is a federal law administered by the Family Policy Compliance Office in the U.S. Department of Education. This law was created to protect the privacy of students under several conditions. FERPA applies to all educational agencies and institutions that receive funding under any program administered by the U.S. Department of Education. White Earth Tribal and Community College (WETCC) is required to comply with FERPA.

FERPA protects the privacy of student education records. Examples of FERPA requirements include (but are not limited to) the following practices:

- Faculty may access and disclose records only with legitimate educational interest or as permitted by law (e.g., directory information, health/safety emergencies, subpoenas).
- Grades and attendance records must be secured and maintained in Canvas and Populi; safeguard student work; grades may not be posted.
- All student work must be safeguarded and not left in publicly accessible areas.
- Archiving: follow WETCC record retention schedules; coordinate with Registrar and Student Services. Electronic records in Canvas and Populi are maintained indefinitely.

Library

The WETCC library is available for students, faculty, staff, and community members. Non-reference library items may be checked out at the circulation desk in the library. Library resources are also available on the WETCC website.

Library late fees, or cost of replacement are the borrower's responsibility. If any library fees are not paid in full at the end of a semester, or if all items are not returned to the library, a Library Hold will be placed on the individual account resulting in transcripts, grades, and registration being withheld.

Student Clubs

Faculty are primary advisors for student clubs. Faculty may be the primary advisor for a particular club; they might share primary advising responsibilities with another faculty member; or they might assist the primary advisor(s) with the supervision of student activities. Student clubs are officially recognized by Student Senate. The Librarian/ Co-Curricular Coordinator oversees student clubs.

Students' Rights

Students are the reason WETCC exists. Faculty and staff are responsible for being considerate and empathetic in assisting students in fulfilling their educational goals while also assuring quality and maintaining accreditation standards.

WETCC maintains a Bill of Students Rights to ensure equity, empathy, and quality in operations. The rights of students include:

1. Protection of Freedom of Expression - Students are free to take reasonable exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.
2. Protection Against Improper Academic Evaluation - Students have protection against prejudiced or capricious academic evaluation. At the same time, they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.
3. Protecting Against Improper Disclosure - Information about students' views, beliefs, and political associations which the professors acquire in the course of their work as instructors, advisors, and counselors is considered confidential. Protection against improper disclosure is a serious professional obligation. Judgment of ability and character may be provided under appropriate circumstances, normally with the knowledge of the student

More information on student rights, including the grievance procedures, can be found under Student Bill of Rights Policies 700.04.

Academic Calendar

The WETCC Academic Calendar serves as the official source for all important academic dates, including semester start and end dates, registration deadlines, final grade submission, holidays, and other key institutional timelines. The Academic Calendar is subject to change; however, WETCC will make every effort to ensure the most current version is always available on the college's website. Any updates or revisions to the calendar will be communicated promptly to faculty via email to support planning and ensure consistency across the institution.

Academic Policy Index

All current academic policies are found on the WETCC website.

- [600.02.00 Curriculum Policy](#)
- [600.03.00 Faculty Credentialing Policy](#)
- [600.04.00 Adjunct Faculty Policy](#)
- [600.05 Academic Honesty Policy](#)
- [600.06 Academic Freedom Policy](#)
- [600.07 Assessment of Student Learning Policy](#)
- [600.08 Credit for Prior Learning Policy](#)
- [600.09 Course Test Out Policy](#)
- [600.10 Syllabus Policy](#)
- [600.11 Classroom Instruction Policy](#)

- 600.13 Low Enrollment Policy
- 600.14 Grade Appeal Policy
- 600.15 Academic Expulsion Policy
- 600.16 Academic Program Review
- 600.17 Grading and Grade Submission
- 600.18.02 Incomplete Grade Policy
- 600.19 Independent Study Policy
- 600.20.02 Graduation Requirements
- 600.21.01 Faculty Schedules and Workload Policy
- 600.22.01 Transfer for Credit Policy
- 600.24.01 Credit Hour Policy
- 610.01 Library Use Policy