

COLLEGE OF MICRONESIA - FSM

Welcome to the College of Micronesia-FSM. This handbook is prepared by the Instructional Department as a quick reference to questions you may have about the College and its policies and procedures.

Additional information is available from the respective administrative offices, orientation meetings, faculty meetings, the General Catalog, Academic Advising Handbook, Curriculum Handbook, Student Handbook, Financial Aid Handbook, and Personnel Policy and Procedures Manual. Please spend some time familiarizing yourself with the contents of this handbook and getting to know your co-workers and other staff who make up the College of Micronesia-FSM family.

President Spensin James and his cabinet invite any inquiries regarding the College and welcome any ideas and recommendations you may have.

OVERVIEW OF THE COLLEGE OF MICRONESIA-FSM

The College of Micronesia-FSM (COM-FSM) is a multicampus institution with the National Campus located in Palikir, Pohnpei, and a State Campus in each state. The COM-FSM system also includes the FSM Fisheries and Maritime Institute located in Yap. The College is located in the Federated States of Micronesia, which includes about two million square miles of the western Pacific Ocean and a population of over 110,000.

The National Campus serves as the administrative and academic center for the College system. It offers most of the associate degree programs and all third-year certificate programs. When requested, the National Campus also offers short-term trainings and consultative services to the community.

As needed, academic and vocational programs are extended to the four state campuses located in the states of Chuuk, Kosrae, Pohnpei and Yap. The priority of the Campuses is to provide certificate and degree programs as dictated by the needs of the local communities and governments. Another priority is to provide courses and programs to bridge the gap between high school and college. In addition to instruction and extension services, the staff at the state campuses also provides support in the areas of student services, learning resources, and business services.

MISSION

Vision Statement: The College of Micronesia-FSM will assist the citizens of the Federated States of Micronesia to be well-educated, prosperous, globally-connected, accountable, healthy and able to live in harmony with the environment and the world community.

Mission: The mission of the College of Micronesia-FSM is: “Historically diverse, uniquely Micronesian, and globally connected, the college of Micronesia-FSM is a continuously improving and student centered institute of higher education. The college is committed to assisting in the development of the Federated States of Micronesia by providing academic, career and technical educational opportunities for student learning.”

College’s Values

In order for us to achieve our vision, mission, and goals we agree to uphold the following core values and behaviors. We value:

Learner-centeredness

Learners are our primary focus and we provide quality instruction and services in a nurturing and safe environment.

Professional behavior

We are competent, service-oriented professionals with a commitment to life-long learning and a commitment to provide excellent and exemplary service to students, colleagues and the community.

Innovation

We provide a dynamic, creative, up-to-date, and innovative environment to allow the college community to function effectively in a global economy.

Honesty and Ethical Behavior

We are honest and abide by the COM-FSM Code of Ethics in all our personal and professional interactions to create and maintain trust and unity among ourselves and with our community.

Commitment and Hard Work

We commit and invest our time, energy and resources to create a rigorous, high quality-learning environment.

Teamwork

We live in a community where collaboration, open-mindedness, respect and support for each other help us achieve our mission.

Faculty Handbook

Accountability

We are responsible for and accountable in our daily activities to our partners and the community we serve. We comply with all applicable regulations and use our resources efficiently and effectively to maintain a high level of trust and confidence.

Strategic Goals

The College of Micronesia-FSM, through a cycle of assessment and review, will continuously improve to meet or exceed current accreditation standards and will:

1. Promote learning and teaching for knowledge, skills, creativity, intellect, and the abilities to seek and analyze information and to communicate effectively
2. Provide institutional support to foster student success and satisfaction
3. Create an adequate, healthy and functional learning and working environment.
4. Foster effective communication.
5. Invest in sufficient, qualified, and effective human resources.
6. Ensure sufficient and well-managed fiscal resources that maintain financial stability.
7. Build a partnering and service network for community, workforce, and economic development.
8. Promote the uniqueness of our community, cultivate respect for individual differences, and champion diversity.
9. Provide for continuous improvement of programs, services and college environment.

Faculty Handbook

Philosophy and Objectives

The philosophy on which COM-FSM functions is the principle that students should have an opportunity for post-secondary education without leaving their islands. Also, inherent in the philosophy of the college is the idea that Micronesians should be offered courses and programs particularly suited to their unique island needs.

The objectives of the College of Micronesia-FSM are:

- 1) To provide associate degree programs in the fields of liberal arts/health career opportunity program, liberal arts-special education, business administration, early childhood education, teacher preparation—elementary, computer information systems, general agriculture, Micronesian studies, liberal arts/media studies, teacher preparation, marine science, and hospitality and tourism management;
- 2) To prepare students for further study in four-year institutions by offering a liberal arts degree;
- 3) To provide third-year certificate of achievement programs in teacher preparation—elementary, teacher preparation-special education, related services assistant, accounting, and general business;
- 4) To establish competency in the basic disciplines;
- 5) To continue to assist the entities of Micronesia in their efforts to upgrade their elementary teaching staff by providing an in-service education program;
- 6) To provide appropriate workshops and certificate programs when needed;
- 7) To offer courses at the State Campuses that are relevant to the needs and desires of their communities;
- 8) To provide a basic-skills program for allowing enrollment of under-prepared students;
- 9) To provide a program of counseling and guidance designed to assist students in achieving their educational goals; and
- 10) To collaborate with colleges and universities in offering bachelor's and master's degree courses.

ORGANIZATION AND ADMINISTRATION

Board of Regents

The Board of Regents is the governing body for the general management and control over the affairs of the College. The Board is comprised of five members; one respectively for each of the four states and one for the National Government. Regular meetings are held in May and December and special meetings usually in March and September to hear reports on the status of the College, to act on recommendations presented by the administration, and to discuss matters of interest to the College.

President

The President of the College has full charge and control of the administration and business affairs of the College. The powers of the President of the College are subject to limitation by the Board and by law.

President's Cabinet

The Cabinet serves as the President's management team and acts as an advisory body to the President on all matters relating to the welfare of the College. Its functions are to:

- a. Facilitate the flow of information and concerns to and from the President;
- b. Identify areas that are in need of new or revised policy and/or procedure and develop and approve the Policy Development Plan annually;
- c. Review final versions of policies and procedures, academic calendar and programs, budget, and strategic plan for clarity and consistency with the College's mission and objectives and recommend to the President those that are ready for implementation or presentation to the Board;
- d. Review all facilities renovation and/or development plans;
- e. Serve as a forum for discussing new ideas and/or direction for improving the operation and services of the College;
- f. Assist the President with strategic planning for accomplishing objectives.

Membership on the Cabinet includes the following positions:

- a. President
- b. Vice president for Administration
- c. Vice President for Instructional Affairs
- d. Vice President for Student Support Services
- e. Vice President for Research and Cooperative Extension
- f. State Campus Directors (4)
- g. Director of FSM/Fisheries and Maritime Institute
- h. Staff Senate President
- i. Student Body Association President

Faculty Handbook

Department of Instructional Affairs

The Department of Instructional Affairs is responsible for all instructional and related activities, which include the overall development, implementation, evaluation, and modification of curricular programs, and the Learning Resources Center. The Department constantly looks for better ways to meet the needs of its student clientele. Several significant academic and support services have been implemented in recognition that individuals enter college with different needs and academic backgrounds, for example; placement testing for English and mathematics courses, student advising, and vocational programs.

Established programs include:

Partnership BA Degree program in Elementary Education with University of Guam.

Associate Degree programs in liberal arts, liberal arts/health career opportunity program, liberal arts/media studies, liberal arts/special education, business administration, general agriculture, computer information systems, early childhood education, hospitality and tourism management, marine science, Micronesian studies, public health, teacher preparation, and teacher preparation—elementary.

Associate of Applied Science Degree programs in Electronics Engineering Technology, Telecommunications, and Building Technology.

Third-year Certificate of Achievement programs in teacher preparation-elementary, teacher preparation-special education, related services assistant, accounting and general business, and public health.

Certificate of Achievement programs in general studies, bookkeeping, public health, secretarial science, agriculture and food technology, career education, masonry, carpentry, construction electricity, cabinet making/furniture making, electronic engineering technology, small engine, equipment and outboard motor repair, trial counselors, pre-school teacher education, community health assistants training, building maintenance and repair, law enforcement, plumbing, refrigeration and air conditioning.

In addition, the Department of Instructional Affairs is always open to providing short-term programs, especially at the State Campuses, to meet identified needs when the resources are available.

INSTRUCTIONAL AFFAIRS

Office	Name
Vice President of Instructional Affairs	Jean Thoulag
Academic Programs	Karen Simion
Vocational, Community & Cont. Ed.	(vacant)
Vocational Training Coordinator	Grilly Jack
Learning Resources Center	Sue Caldwell
Pohnpei Instructional Coordinator	Maria Dison
Yap Instructional Coordinator	Gilmoon
Chuuk Instructional Coordinator	Alvios William
Kosrae Instructional Coordinator	Nena Mike
Fisheries & Maritime Institute	(vacant)
Executive Secretary	Quly Alex

Office of the Vice President for Instructional Affairs

The Vice President for Instructional Affairs, Jean Thoulag, heads the department. Her office is comprised of: Director of Academic Programs, Karen Simion; Director of Vocational Community & Continuing Education, (vacant); Director of Learning Resources Center, Sue Caldwell; and Executive Secretary, Quly Alex.

The Instructional Management team comprised of the above members meets biweekly and communicates with and involves the state campuses as much as possible.

Under the general direction of the President, the Vice President for Instructional Affairs is responsible for the development, implementation, direction, and evaluation of all instructional programs.

Duties and Responsibilities:

- 1) Assists the President in formulating and administering College policies and in developing long-range goals and serves as an advisor to the President on matters regarding his/her areas of responsibility;
- 2) Analyzes data regarding departmental operations and activities to determine departmental progress toward stated goals and objectives;
- 3) Reviews student learning outcome data and other measures of program effectiveness and makes recommendation for improvement;
- 4) Confers with President and other administrative personnel to review achievements and discuss required changes in goals or objectives resulting from current status and conditions;

Faculty Handbook

- 5) Under the general supervision of the President, develops and expands programs and services within the department as analysis and need dictate;
- 6) Reviews and analyzes reports, records, and directives, and confers with department directors to ensure designated functions or services are provided with minimum delay and optimum efficiency and accuracy;
- 7) Evaluates current procedures and practices for accomplishing activities and functions, and develops and implements alternate methods designed for improvement of work;
- 8) Conducts meetings of the departmental staff;
- 9) Prepares required reports and ensures supervisory personnel prepare their reports in a timely manner;
- 10) Prepares, with the assistance of the department Directors, department operational budget draft and submits estimates for compilation of the College annual budget;
- 11) Recommends applicants for vacancies within the department based on the results of interviews conducted by the Directors/Instructional Coordinators/Division Chairs;
- 12) Evaluates the performance of the Instructional Coordinators and reviews performance reports prepared by the staff;
- 13) Coordinates activities of department with interrelated activities of other departments to ensure optimum efficiency and economy;
- 14) Chairs the Curriculum Committee, which is charged with the responsibility of reviewing and recommending to the President for final action all matters pertaining to programs, curricula, academic policies, and procedures;
- 15) Establishes and maintains relationships with colleges, community organizations, and other schools to coordinate educational services;
- 16) Acts as liaison with other post-secondary education institutions for articulation of programs;
- 17) Coordinates for staff development for instructional staff;
- 18) May act as President during his/her absence.

Director of Academic Programs

Under the general direction of the Vice President for Instructional Affairs, the Director of Academic Programs is responsible for assisting in the development, planning, and implementing of academic programs, and serves as an advisor to the Vice President for Instructional Affairs regarding the academic faculty and activities.

Duties and responsibilities:

- 1) Plans, develops, and administers academic programs and policies to provide educational opportunities for students;
- 2) Facilitates the collection of student learning outcome data to evaluate the effectiveness and relevance of programs, instructions and support services;
- 3) Directs and coordinates activities of Instructional Coordinators and Chairpersons of academic divisions at the National Campus.

Faculty Handbook

- 4) Evaluates the performance of each division chairperson at the national campus and facilitates the evaluation of each member of the instructional staff by the division chairperson;
- 5) Serves as a member of the Curriculum Committee;
- 6) Prepares the academic calendar in cooperation with the Division Chairpersons & Instructional Coordinator.
- 7) Determines the scheduling of courses and prepares the semester schedule in cooperation with the Division Chairpersons;
- 8) Conducts meetings of division chairpersons;
- 9) Coordinates activities of academic student advisors;
- 10) Coordinates activities of his/her office with interrelated activities of other offices;
- 11) Interviews directly, or through supervisory personnel, and recommends applicants for vacancies within the academic divisions;
- 12) Prepares, with the assistance of division chairpersons, office operation budget drafts, and submits estimates for compilation of the overall department budget;
- 13) Prepares required reports and ensures division chairpersons to prepare their reports in a timely manner; and
- 14) May act as Vice President during his/her absence.

Director of Vocational, Community Based & Continuing Education Programs

Under the general direction of the Vice President for Instructional Affairs, the Director of Vocational, Community & Continuing Education Programs is responsible for assisting in the development, planning, formation and implementation of the vocational, community and continuing education programs and serves as an advisor to the Vice President for Instructional Affairs regarding vocational education faculty and programs activities.

Duties and responsibilities:

- 1) Develops, plans, and coordinates credit and non-credit programs and course offerings on and off campus, continuing education programs, technical and vocational trainings, or workshops for workforce development, adult education, and personal enrichment non credit offerings.
- 2) Coordinates the curriculum review and approval process of related programs, courses, training and workshop offerings;
- 3) Assists in determining needs, obtaining equipment and other learning resources required to support vocational and continuing education and training delivered by national and state campuses;
- 4) Conducts needs assessment for continuing education related to adult education, workforce development and training and local community needs;
- 5) Serves as liaison for community based programs such as the apprentices program, Center for Institutional Effectiveness and Leadership Development, Small Business Development Centers, and other similar community related projects;
- 6) Coordinates implementation of special training programs offered concurrently across campuses;

Faculty Handbook

- 7) Researches and writes grant proposals for the development and expansion of vocational and technical programs, adult basic education, and continuing education programs in cooperation with the Vice President of Instructional Affairs and State Campuses;
- 8) Coordinates the assessment, documentation and compilation of student/participant outcome data to evaluate effectiveness and relevance of related programs;
- 9) Directs and coordinates activities of chairpersons of vocational divisions;
- 10) Evaluates the performance of vocational education Division Chairpersons;
- 11) Supervises, trains, and evaluates the performance of the vocational training coordinator;
- 12) Serves as a liaison between the Office of Instructional Affairs and the College's Cooperative Research and Extension department to document, track and assess community based trainings and continuing education activities conducted by CES;
- 13) Serves as a member of the Curriculum Committee;
- 14) Prepares semester schedules of program offerings, workshops and trainings in cooperation with the Director of Instructional Programs, Campus Directors, Cooperative Extension Services and other training service providers within the college (SBDC, COELD, PCTI);
- 15) Conducts meetings with Instructional Coordinators and Vocational Chairpersons;
- 16) Coordinates activities of vocational advisors;
- 17) Interviews directly, or through supervisory personnel, and recommends applicants for vacancies within the program and office;
- 18) Prepares office operation budget drafts and submits estimates for compilation of the overall department budget;
- 19) Serves on vocational education advisory council;
- 20) Participates in review of course outlines and provides assistance and advice to faculty members who wants to develop new or modify existing course and program;
- 21) Prepares monthly and annual reports on program activities and accomplishments;
- 22) Serves as a liaison for distance education program partnerships in which COM-FSM participates;
- 23) Assists in the development of distance education plans and programs; and
- 24) May act as Vice President during his/her absence.

Director of Learning Resources Center

Under the general direction of the Vice President for Instructional Affairs, Director of the Learning Resources Center assists the Vice President by developing and directing effective Learning Resources Center sections including: Micronesia/Pacific Collection, the FSM Archives, the General Collection, the U.S. Government Documents, and Media and Instructional Technology Center.

Duties and Responsibilities:

- 1) Plans, develops, and administers programs and policies for the Learning Resources Center;
- 2) Directs and coordinates all activities of the Learning Resources Center;

Faculty Handbook

- 3) Evaluates the performance of each staff member of the Learning Resources Center;
- 4) Serves as a member of the Curriculum Committee;
- 5) Coordinates activities of the Center with interrelated activities of other offices, libraries, and the community;
- 6) Interviews directly, or through supervisory personnel, and recommends applicants for vacancies within the Learning Resources Center;
- 7) Prepares, with the assistance of the Learning Resources Center staff, the Center's operational budget;
- 8) Prepares required reports and ensures that the staff in the Learning Resources Center prepare their reports in a timely manner;
- 9) Procures books, supplies, and equipment for the Learning Resources Center;
- 10) Develops and maintains programs for in-service training and professional growth, and for staff and student orientation;
- 11) Provides and produces materials for instructional programs;
- 12) Advises and coordinates the activities of the COM-FSM Library Committee for the improvement of LRC services;
- 13) Negotiate for electronic information resources;
- 14) Participates and provides expertise to library-related activities in the community whenever applicable and possible; and
- 15) Performs other duties as assigned.

Academic Divisions

Under the supervision of the Director of Academic Programs, the National campus academic divisions are under the leadership of division chairpersons and the academic divisions at the state campuses are under the leadership of the Instructional Coordinator.

Vocational Divisions

Under the supervision of the Director of Vocational Programs, the vocational divisions at the state campuses are under the leadership of the Instructional Coordinator.

Duties and Responsibilities of Instructional Coordinators:

- 1) Instructional Coordination: Coordinates instructional programs, courses, workshops, and trainings for the campuses; acts as liaison between administration (VPPIA's office), department chairs, and instructional faculty; supervises department chairs and faculty; may teach one class per semester; sits on committees as assigned; coordinates professional development, student instructional and advising issues, classroom management, curriculum, and library services; communicates often with the Directors of Vocational and Academic programs.
- 2) Program Development: Helps develop credit and non-credit certificate or degree programs; develops or revises course outlines in all subject areas; develops non-credit training or workshops designed for the private and public sector; acts as liaison between the Campus and the community; writes or edits grant proposals;

Faculty Handbook

communicates often with faculty and staff on current, new, and revised programs; attends relevant training courses, workshops, conferences and seminars.

- 3) Assists the Director of Academic Programs in facilitating and collecting assessment data of student learning outcomes and program evaluations.
- 4) This person is supervised on a day-to-day basis by the director of the campus and is responsible administratively to the Vice President for Instructional Affairs.

Duties and Responsibilities of Chairs at all campuses:

- 1) Provides leadership in all instructional matters relating to his/her academic or vocational field such as development of new and revision of courses and curricula;
- 2) Assists the Director of Academic Programs, Director of Vocational Programs, or Instructional Coordinator in the preparation of term schedules with division course offerings and instructional assignment;
- 3) Manages division SLO's, PLO's, and assessment.
- 4) Consults with the Directors or Instructional Coordinators about staff needs within the division, recommends qualifications for new applicants, screens applications and advises on selection of qualified personnel;
- 5) Meets regularly with the instructors of the division to cooperatively solve divisional problems;
- 6) Presents divisional recommendations concerning instructional matters to the Instructional Coordinator or Director;
- 7) Assists in the orientation of the new faculty;
- 8) Provides either the Director for Academic Programs, Director of Vocational Programs, or Instructional Coordinator with performance evaluations of each member of the division;
- 9) Prepares and submits divisional budget for approval and supervises the expenditure of division funds;
- 10) Completes and submits monthly and quarterly reports as requested;
- 11) Maintains essential divisional records;
- 12) Aids in the management and development of the physical plant by recommending maintenance needs and proposing any modifications to meet instructional needs;
- 13) Processes divisional requisitions, correspondences, and requests for information;
- 14) Provides counseling for unsatisfactory faculty and staff performance;
- 15) Provides assistance in reducing, resolving, and preventing conflict among divisional faculty;
- 16) Communicates divisional needs to the Directors or Instructional Coordinators and interacts with upper-level administration on behalf of the division; and
- 17) Performs such other duties as assigned, which may include Curriculum Committee.

The Faculty

The faculty has three major responsibilities: teaching, advising, and performing certain necessary curricular and administrative functions.

Faculty Handbook

Duties and Responsibilities:

- 1) Instructs classes as they appear on the term schedule in accordance with the approved course outlines;
- 2) Prepares course syllabi and lesson plans to assist in the development of effective classroom instruction;
- 3) Provides academic counseling assistance to students during office hours;
- 4) Keeps daily attendance and accurate scholastic records;
- 5) Submits early warning and mid-term deficiency lists, final grades, class level assessment and other reports as required by the College to appropriate offices;
- 6) Writes and updates course outlines as required by the academic division;
- 7) Compiles, administers, and grades final examinations;
- 8) Prepares an incomplete contract for a student who has a legitimate reason for not completing the requirements of a course;
- 9) Schedules and holds make-up sessions for all canceled classes;
- 10) Recommends procurement of instructional materials and supplies, including textbooks;
- 11) Attends all faculty, staff, and academic divisional meetings;
- 12) Serves as academic advisor during the school year;
- 13) Assists the academic division in the registration of students for the academic term;
- 14) Improves professional competence through attendance at workshops, convocations, serves and participates on at least one standing committee, trials of new practices;
- 15) Performs student learning outcomes assessment and assists with program learning outcome assessment.
- 16) Performs such other duties as assigned.

GETTING STARTED

Keys

Your division chairperson or Instructional Coordinator will provide you with any necessary keys. If keys are needed for other areas, please request them through your Instructional Coordinator or the Vice President for Instructional Affairs and return them when no longer needed (at the end of the semester). The faculty is responsible for the keys in their possession and should not give them to students. It is recommended that you keep your office locked when no one is around. Loss of personal valuables and office equipment has occurred, and locking your office will prevent future occurrences. Lost keys should be reported immediately to your division chairperson or Instructional Coordinator.

Office Hours

Instructors are required to **schedule five office hours per week** to accommodate the students in his/her classes. If, through a conflict in scheduling, a student is unable to meet during the instructor's posted office hours, the instructor must set up a special appointment with the student. Instructors should announce their office hours and the location of their office at the first class meeting. Office hours should also be included on the syllabus and submitted to the division chairperson. Office hours must be posted in a clearly visible place.

Mail

At the National Campus, the central mailroom is located on the first floor of the administration building. Incoming mail can be picked up from your mailbox in the central mailroom. When a package is received, a notice will be left in your mailbox. Packages may be picked up from the other mailroom located next to the security office across the street from the gymnasium. The hours for picking up packages from the mailroom are 9:45—10:15 a.m. and 1:45-2:15 p.m. Monday to Friday. Outgoing mail can be dropped off in the COM-FSM outgoing mailbox at the VPSS office. Mail runs are 9:00 am and 2:00 pm Monday to Friday.

At other campuses, see your Instructional Coordinator or Campus Director.

Email

E-mail addresses are given to all faculty from Information Technology Services. Please see your Instructional Coordinator or division Chairperson for assistance in getting set up properly. Faculty are encouraged to use email and check it often. Here at the College of Micronesia-FSM, email is a main source of communication. Please use proper email etiquette. Encourage your students to use email as well.

Faculty Handbook

Textbooks

The required textbooks for courses are listed in the course outline and on VPIA website and are to be used in teaching the course. Faculty are encouraged to go to the publisher's on-line web site and request Instructor desk copies of textbooks for their use in the classroom. Faculty may use additional materials to supplement the required textbooks. However, substitutions of the required text with alternative materials must be approved in advance by the Curriculum Committee.

Books are ordered at least three months before the semester begins. See your Instructional Coordinator or Chair to help make sure this order gets in on time and is complete. In instances when insufficient textbooks are ordered, the number of additional textbooks needed should be determined by instructor(s) and the division Chairperson or Instructional Coordinator during the first week of instruction.

Textbook requests are to be approved by the appropriate division chairperson or Instructional Coordinator before the order is submitted to the Director of Academic Programs for forwarding to the bookstore manager. Deadlines for submitting textbook order requests are on October 1st for spring and summer semesters and March 1st for fall semester.

Instructors should encourage students to purchase the required textbook early in the semester. Students are able to charge textbooks at the COM-FSM bookstore if they are eligible for Pell Grant.

Course Outlines and Syllabi

Course outlines for all courses taught at the College are on file, on the VPIA website and may be obtained from the division chairpersons or the Vice President for Instructional Affairs. College policy requires instructors to follow the outlines. Faculty members should have a copy of the most recent course outline for each course taught and must prepare a course syllabus for each course using the following guideline:

- 1) Course number and title
- 2) Semester
- 3) Name of instructor, e-mail address, and office telephone number
- 4) Office location and office hours
- 5) Attendance requirements for the class
- 6) Course description and Student Learning Outcomes
- 7) Textbook(s) and other materials needed
- 8) Outline of course structure and assessment strategies organized by days or weeks
- 9) Grading criteria
- 10) Absence policy
- 11) Information on the academic honesty policy

Faculty Handbook

The course syllabus is to be distributed to the students during the first day of class and a copy submitted to your Chair. The Chair will then pass these course syllabi to either the Instructional Coordinator or the Director of Academic Programs. A copy of all syllabi should then be sent to the VPIA office.

Information regarding developing or revising a course outline is found in the Curriculum Handbook.

Duplicating

The College has a limited number of duplicating machines. Divisional clerical staff and workstudy students can assist with some duplicating and/or typing for you if you provide adequate lead-time. For large duplicating jobs, see the division chairperson or instructional coordinator for detailed information.

Procurement of Instructional Materials

Textbooks and reference materials for each course are listed in the approved course outline. Additional materials may be selected by a teaching faculty member, which needs approval of the chairperson or Instructional Coordinator. A purchase order should be prepared for submission to the Business Office through the division chairperson, Instructional Coordinator, and/or campus Director. The following procedure should be followed:

- 1) Prepare the purchase order in duplicate;
- 2) Have your supervisor review and approve it;
- 3) Forward purchase order to the campus Business Office;
- 4) For a purchase order \$500.00 and over, you must get quotes from several vendors.
- 5) Reimbursement of advance payments is not allowed without prior approval of the President.

Audio-Visual Material

At the National Campus, the Media and Instructional Technology Center (MITC) has a collection of audio-visual materials, such as videocassettes and DVDs. Instructors may bring their students to the MITC to show a video in one of the viewing rooms or view the video in the classroom. To reserve a room at MITC call extension 145 or visit in person. It is recommended that reservations be made at least 2 weeks in advance.

At state campuses, please see your LRC Director and Instructional Coordinator so they can show you what resources are available to you. Faculty at these campuses may request inter-library loans of videos or request duplicates.

Library and Learning Resources

Faculty are encouraged to use all that the library and MITC has to offer such as:

Faculty Handbook

- 1) Access to library materials
- 2) Borrowing materials
- 3) Place class materials on reserve
- 4) Recommending new materials for collections
- 5) Inter library loans
- 6) Scheduling class visits and projects

To check out materials, you will need a COM-FSM ID card. These ID's are prepared by the MITC staff. You will need to show them a copy of your contract.

Who Can Help?

We tell our students “Don’t hesitate to ask a question!” The same goes for you. Don’t hesitate to ask fellow faculty, your chair, or your Instructional Coordinator questions you may have. We are all here to help you better serve our students. The following people can also assist you with questions you may have on College policies and matters relating to the College:

Spensin James, President
Joe Habuchmai, Vice President for Administration
Jean Thoulag, Vice President for Instructional Affairs
Ringlen P. Ringlen, Vice President for Student Support Services
Jim Currie, Vice President for Research and Cooperative Extensions
Jimmy Hicks, Director of Institutional Research and Planning
Danilo V. Dumantay, Comptroller
Rencelly Nelson, Director of Human Resources
Karen Simion, Director of Academic Programs
Director of Vocational, Community & Continuing Education
Sue Caldwell, Director of Learning Resources Center
Quly Alex, Secretary to the Vice President for Instructional Affairs

Directors for State Campuses:

Yap Campus -----	Lourdes Roboman
Chuuk Campus -----	Joakim Peter
Kosrae Campus -----	Kalwin Kehpas
Pohnpei Campus ---	Penny Weilbacher
FMI – Yap -----	Matthias Ewarmai

Instructional Coordinators at State Campuses:

Yap Campus -----	Gilmoon
Chuuk Campus-----	Alvios William
Kosrae Campus-----	Nena Mike
Pohnpei Campus----	Maria Dison
FSM/FMI–Yap-----	(vacant)

POLICIES AND PROCEDURES

Channels of Communication

The normal line of communication for the faculty begins with the chairperson; from the chairperson to the Instructional Coordinator (if at a state campus); to the program directors; from the program director to the Vice President for Instructional Affairs; from the Vice President to the President; and from the President to the Board of Regents, who have the ultimate authority. A faculty member may, however, communicate directly with the President on matters of general interest to the College of Micronesia-FSM. For official College business with outside sources, initial communication must go through the normal line of communication.

Budgetary Process

The process begins with a directive from the College of Micronesia-FSM Board of Regents setting the parameters for preparing the annual budget. The President assigns the Director of Research and Planning the task of coordinating the development of this annual budget. Budgetary forms and pertinent data are distributed to the departmental vice presidents, program directors, divisional and activity heads along with specific instructions to involve division/activity staff in preparing the annual budget. Working closely with the staff, the directors, chairpersons, and activity heads develop their budgets, which include annual expenditures for budgetary items such as personnel, travel, recruitment and repatriation, housing, instructional materials and textbooks, supplies and equipment, contractual services, and miscellaneous items. The proposed divisional budgets are consolidated into departmental budgets for submission to the Finance Committee. In order to obtain a balanced budget the Finance Committee makes necessary adjustments after interviewing the vice presidents to ensure the total requested expenditure does not exceed the total projected income. The Finance Committee reviews the total proposed budget and submits it to the President for review and appropriate action before submission to the Board for final approval. After the official certification of the budget, the Comptroller is directed to implement it and to maintain records of expenditure of funds under specific object codes.

Curriculum Changes

The procedures for curriculum changes are outlined in the Curriculum Handbook. This handbook is available from the Director of Academic Programs or Instructional Coordinator and also available electronically on the VPIA website under Administration on the College's home page. Curriculum changes should first be carefully reviewed by the divisional faculty, and then forwarded to the Curriculum Committee for further review. The President, upon receipt of the Curriculum Committee's recommendation, makes final review and action. More detailed information can be found in the Curriculum Handbook.

Appointments

When a faculty position is vacated in an academic or vocational division, the Instructional Coordinator or chairperson informs the Vice President of Instructional Affairs of the need to fill the vacancy. If the Vice President for Instructional Affairs concurs, a personnel requisition is completed. With the President's approval, a vacancy announcement is prepared which includes the position title, campus and address, classification, salary, duties and responsibilities, and the minimum qualifications. Vacancy announcements are usually open for 30 days from the date of release. After the announcement closes, the personnel office compiles a list of applicants and forwards it to an ad hoc committee appointed by the President. Members of the ad hoc committee are usually composed of people supervising or working with the position. The committee's responsibility is to screen the applicants and make a recommendation to the President, who makes the final selection.

Instructional Faculty Work Calendar

Instructional faculty members and teaching assistants are required to be on duty two weeks prior to the first day of instruction for fall semester and one week prior to the first day of instruction of the spring semester. Faculty instructional responsibility will end immediately after graduation in the fall and spring semesters. Faculty duty for summer classes will begin one working day before classes begin and end on the day grades are due.

Faculty Workload

The full-time instructional faculty workload includes instruction, service to the students, service to the College and community, and professional development. Full-time instructional faculty at COM-FSM is subject to the following guidelines while on duty (as defined in Section VIII.5.g of the Personnel Manual). A full workload includes:

- Teaching 12 to 15 contact hours per week with one to four preparations
- Teaching classes in accordance with the student learning outcomes of the course as described in the course outline
- Maintaining accurate records of student attendance, student learning outcomes/grades in accordance with COM-FSM regulations
- Submitting records to Chairperson after the end of the semester/session
- Keeping at least 5 office hours per week
- Participating in one standing committee; may be asked to participate in adhoc committees
- Advising students
- Participating in special College functions such as graduation

Faculty Handbook

- Participating in Division activities. This includes meetings, curriculum development and developing procedures for improving current classes
- Participating in assessment activities
- Participating in professional development
- Attending to additional needs of the College or the community as agreed upon by the faculty member in consultation with their supervisor such as:
 - 1) In house workshops
 - 2) Workshops for business or other agencies in the community
 - 3) Participation in student activities (clubs)
 - 4) Public relations
 - 5) Technical assistance for the community

Under-load: An under load occurs when a faculty member's load is less than 12 contract hours due to cancellation of classes or insufficient enrollment. In the event of an under load, the respective administrative office through the Division Chair and in consultation with the faculty member is to determine an equivalent alternative work assignment.

Overload: When a faculty member's load is more than 15 contact hours, the additional course or section is considered an over load. After the Division Chair determines that a course or another section must be taught and assigns to a faculty member in addition to his/her full teaching load, an overload agreement is to be made after the core arrangement has been approved by the Vice President for Instructional Affairs. Each contact hour above the 15 contact hours will be considered an overload. The faculty member has the right to refuse an overload and the decision will not affect the instructor's status. In determining an overload for a Division Chair, refer to Section VIII 5.i of Personnel Policy and procedure Manual.

The faculty member is to be compensated above the amount of the regular salary. Compensation for the overload is to be computed at the current temporary instructor's rate and paid during the semester in which the overload occurs. Only faculty members with a satisfactory performance evaluation rating and those who have completed the one (1) year probationary period can teach an overload. The President or designee must approve exceptions. The overload rate for more than 4 preparations per semester within his/her required teaching load of 15 contact hours is to be compensated for each contact hour of the course requiring additional preparation. [A faculty member is to be compensated for each contact hour of the course requiring the fifth preparation.]

Equitable Workload: Instructors may initiate the grievance procedure if they believe their workload was not equitably assigned and their request for review was not satisfactorily resolved.

It is the responsibility of the Division Chair or IC to prepare an official report of the workload assignments of all faculty members teaching in the Division or Campus each semester (appendix D). The Chair and/or IC and each faculty member will by signature

Faculty Handbook

on the workload report certify that each workload assignment is in accordance with the policy.

Standing Committees

As part of the college scheme of shared governance members of the faculty are appointed to serve on standing committees, such as Accreditation Committee, Admissions Board, Assessment Committee, Cooperative Research & Extension Committee, Curriculum Committee, Endowment Fundraising Steering Committee, Facilities and Campus Environment Committee, Finance Committee, Financial Aid Committee, Information Communications Technology Committee, Learning Resources Committee, Personnel Committee, Planning and Resources Committee, Publications Committee, Sponsored Programs Committee, Staff Development Committee, and Student Services Committee.

Membership on some committees is determined by position. Faculty representatives on committees are recommended by the Faculty/Staff Senate at the beginning of the academic year. The President then appoints the committee members based on the recommendations.

Meetings

All faculty members are required to attend divisional and faculty meetings. As a member of the College staff, each faculty is a regular member of the Faculty/Staff Senate and is expected to attend all meetings of the Senate.

Faculty Appointment on standing committees is part of the faculty's load and as such, attendance at and participation in meetings is also required.

Reports

a) Monthly Report

Each division chairperson is required to submit to the Vice President for Instructional Affairs through the Director of Academic Programs or your Instructional Coordinator, a monthly progress report of divisional activities. The report covers progress on established college priorities, visitors, personnel information, highlights of the month, and the needs of the individual division. Its purpose is to disseminate information and to help provide direction for future activities. Faculty members are encouraged to submit information to their Instructional Coordinator or chairperson for inclusion in the monthly report.

b) Early Warning Deficiency Report

Instructors are to submit names of students who are having difficulty in their classes to the Office of Admissions and Records (or their campus office) after the fourth

Faculty Handbook

week of instruction. The purpose for the early warning deficiency report is to notify students early enough to seek help to ensure passing the course.

c) Mid-term Deficiency Reports

Halfway through each term, instructors evaluate the academic progress of students in their classes. Instructors are provided with a form for reporting students who are doing unsatisfactory work (D or F) in their classes. The list is to be submitted to the Office of Admissions and Records (or their campus office) at mid-term through the Director of Academic Programs or Instructional Coordinator. The list is compiled and distributed to the counselors and faculty advisors who are to provide academic counseling.

d) Incomplete Course Work

When a student has done passing work and has attended classes regularly, but because of illness or other unavoidable circumstances is unable to take the final examination or otherwise complete the course, the grade "I" is to be recorded to indicate incomplete course work. It is the student's responsibility to clear the incomplete grade by mid-term of the next academic term. When the course work is completed, the instructor is to submit the grade change form to the Office of Admissions and Records or their campus office. If a student fails to make up an "I" grade by midterm of the following semester, the "I" will be changed to an appropriate grade on the transcript.

e) Course Level Assessment Report

Course level assessment of student learning outcomes should be turned in to the Director of Academic Programs at the National Campus and the Instructional Coordinators at the State Campuses at the end of each semester and before the beginning of the next semester or summer session. An instructor who teaches more than one section of a course may combine the assessment report of all sections of a course. (Appendix E)

f) Final Grade Report

Final grades should be turned in to the Office of Admissions and Records (or your Campus office) through the Director of Academic Programs or the Instructional Coordinator not later than two days after the final examination of the academic term. At the National Campus, the final course roster form is prepared by the Admissions and Records Office and is placed in the instructor's mailbox before the last day of instruction. At the state campuses, the procedure is similar. Instructors should check the academic calendar for the deadline for submitting final grades.

Faculty Handbook

g) Student Files

Instructors should maintain major student assessment instruments for your classes for a period of at least one year. If you will be leaving COM-FSM, we ask that you give these files to your Chair or Instructional Coordinator.

Academic Advising

Academic advising is defined as “a decision-making process during which students realize their maximum educational potential through communication and information exchanges with an advisor”. All faculty will participate in this process and should have in their possession the “Academic Advising Handbook”. The handbook is also available electronically on the VPIA website under Administration on the College’s home page.

The primary purpose of the academic advising program is to assist students in the development of meaningful educational plans that are compatible with their life goals.

Academic advising at the College of Micronesia-FSM should be viewed as a continuous process of clarification and evaluation.

The ultimate responsibility for making decisions about educational plans and life goals rests with the individual students. The academic advisor assists by helping to identify and assess alternatives and the consequences of decisions.

Attendance at School Functions

All instructors are required to attend the official activities of the College such as graduation, orientation, and staff development. They are expected to participate in other campus-sponsored activities such as parties and Founding Day.

Trips

a) Off-island Trips

Instructors planning on attending off-island workshops, conventions or emergency calls during the regular academic term should first inform their division chairperson and Vice President for Instructional Affairs in writing. Final approval must be secured from the President in writing at least one week prior to departure. When the situation is an emergency, prior written approval time may be shortened at the discretion of the President. Before leaving on the trip, the instructor must present a plan for approval to the division chairperson on how classes will be covered to ensure instructional hours are not lost due to his/her absence. The

Faculty Handbook

instructor will not be paid for the time he/she is off-island unless the trip is college sponsored or prior administrative leave is approved.

b) Local Field Trips

Instructors planning on taking their class on a local field trip for enrichment experiences should inform their division chairperson of the field trip and complete the field trip request form and submit it to the Vice President for Administration through the Vice President for Instructional Affairs' office at least one week prior to the date of the scheduled field trip (Appendix F).

Personnel Information

The Human Resources Office maintains a file on all employees. It is the responsibility of each faculty and staff member to furnish current information to the Personnel Office to keep their files up-to-date. A faculty/staff member may review his/her file in the presence of the Human Resources Officer.

All personnel policies are compiled into a Personnel Policy and Procedure Manual. Each division and campus has been provided a copy of the manual.

Outside Activity

Employees may engage in outside employment and activities provided the activity does not negatively affect the employee's job with the College, complies with immigration and labor laws and would not damage the image of the College. Activities that enhance the professional status of both the employee and the College without hampering the employee's primary responsibility with the College are encouraged. However, contracting services that are in competition with typical College services are prohibited.

Neither college time, resources, nor name is to be used to perform non-college work. Employees may, with prior permission from his or her supervisor, take leave to perform short-term contracts.

Employees whose work declines because of outside employment or activities are to be disciplined by their supervisor as outlined in Section XV.2 in the Personnel Policy and Procedure Manual.

Outside Employment

The primary responsibility of a regular full-time employee is to render full and effective service for the College of Micronesia-FSM. Outside services should not interfere with an employee's duties and responsibilities at the College. A full-time instructor who carries a full workload in the regular program may teach one course after 4:30 PM in the State Campus' program with additional compensation. A regular instructor whose workload is lower than a full-time load may not receive additional compensation for teaching State

Faculty Handbook

Campuses courses. All outside employment requiring extra compensation should be done after the regular work hours. Instructional Coordinators or Chairpersons should be informed in advance of the professional activities undertaken by a faculty member. With the exception of U.S. citizens, expatriate employees cannot by law accept outside part-time employment in the private sector.

Incompatible Activities

Instructors are looked upon as professionals in their career areas and are expected to set good examples. Below are some unprofessional activities that should be avoided.

- 1) Use of office space and/or regular work hours for private gain.
- 2) College decisions made outside of proper and official channels of communication.
- 3) Assigned responsibilities neglected without good reasons.
- 4) Discrimination because of race, nationality, creed, gender, religion, or disability.
- 5) Activities that cause serious adverse effect in the confidence of the public on the integrity of the College.
- 6) Use of alcoholic beverages and drugs on campus.
- 7) Discussions with colleagues not within the normal limits of scholarly discourse, such as unprofessional emails.

CLASSIFICATION AND COMPENSATION

Full—time Instructor

Designation of academic rank is currently under review until a system is adopted to fit the current faculty salary schedule until a new system is adopted, current policy holds. The Manual of Administrative Policies and Procedures for Instructional Affairs states that the minimum qualification for all academic instructors is a master's degree in the teaching area or related field from a U. S. accredited institution AND two years of full-time teaching at the post-secondary level. However, some current faculty may still hold only a bachelor's degree and therefore are placed at pay level I or II. The exception to this rule is the minimum qualifications for the Exercise Sports Science instructors. The following are various options, all meant for pay level one on the part-time faculty pay scale: (1) Bachelor's degree in Exercise Science/Kinesiology/Physical Education from a U.S. accredited institution. (2) Bachelor's degree (or higher) in Education from a U.S. accredited institution, PLUS a widely recognized national or international certification in the area to be taught OR at least two years work experience in the area to be taught. See personnel manual section VIII.7.c for acceptable types of certification and work experience. (3) Certification from a widely recognized national or international organization in the area to be taught PLUS a mentor who meets qualifications 1 and 2 above. (4) Bachelor's degree in any field from a U.S. accredited institution, PLUS a widely recognized national or international certification in the area to be taught OR at least three years work experience in the area to be taught. (5) Associate's degree in any field from a U.S. accredited institution, PLUS a widely recognized national or international certification in the area to be taught OR at least four years work experience in the area to be taught. (6) High school graduate or GED with at least five years of work experience in the area to be taught. (7) Part-time Exercise Sports Science instructors must meet the described full-time minimum qualifications in order to be paid on pay level II through IV.

Qualifications for Vocational Instructor's can be found in the personnel manual, section VIII.5.

Faculty Handbook

Compensation

There are five pay levels in the current Faculty Salary Schedule.

Pay Level	Minimum Qualifications	Annual Salary Range
I	Earned Bachelor's degree in the teaching area or related field from accreditation institution and two years of full-time teaching at post secondary level.	\$12,636-19,630
II	Earned Bachelor's degree in the teaching area or related field from an accredited institution and thirty upper division or graduate units in the related area plus two years of full-time teaching at the post secondary level.	\$13,936-23,894
III	Earned Master's degree in the teaching area or related field from an accredited institution plus two years of full-time teaching experience at the post secondary level.	\$16,146-32,942
IV	Earned Master's degree in the teaching area or related field from an accredited institution plus 30 upper division or graduate semester units in the teaching or related area earned beyond the master's degree and two years of full-time teaching at the post secondary level.	\$18,694-38,000
V	Earned Doctorate degree from an accredited institution and two years of full-time teaching at the post-secondary level.	\$22,750-46,384

Other policies on initial placement and advancement on the salary schedule are found in Section VIII.5 of the Personnel Manual.

Part-time Faculty

Part-time faculty are instructors who are not full time College of Micronesia-FSM employees.

Approval of Part-time Faculty

Anyone interested in teaching at the College of Micronesia-FSM on an adjunct basis must obtain the approval of the Vice President for Instructional Affairs before teaching any course. The College will not award credits to a course that is taught by an instructor who does not obtain prior recommendation of the Curriculum Committee and the approval of Vice President for Instructional Affairs. The following procedures should be followed when approving adjunct instructors:

- 1) An applicant obtains an application form (appendix A) from division chair, instructional coordinator, or campus director.
- 2) Applicant attaches these documents to his/her completed application:
 - a. Official post-secondary transcript(s) with college seal on it. A recognized U.S. evaluating agency must evaluate Transcript(s) from foreign institution(s).
 - b. Two letters of recommendation. New letters of recommendation are needed each time an applicant applies to teach courses in a different subject area.
 - c. Faculty Certification Report (appendix B) (Submit only if the course is being offered for the first time on that campus.)
 - d. Resume

Appointment Procedures

All recommendations for part-time instructor appointments originate with the campus directors, Instructional Coordinators, or division Chairs and are presented to the Curriculum Sub-committee for review and recommendation. The Curriculum Sub-committee recommendation is then presented to the Vice President for Instructional Affairs for approval. The qualification guidelines for part-time instructors are given in appendix C.

Term of Employment

Part-time instructors include the following:

- 1) Positions which do not last more than a semester or two at the most;
- 2) Positions which are part-time and/or intermittent in nature;
- 3) Emergency time-bound (limited term) appointments; and
- 4) Evening classes at the State Campuses that are not part of a full-time faculty member's contract, a special contract.

Compensation Rates/Benefits for Part-time Faculty

The part-time instructors are compensated according to the Temporary Instructors' Rates Salary Schedules.

The Personnel Policies and Procedures manual has all the current rates of pay.

Faculty Handbook

The rate per contact hour is calculated by multiplying the hourly wage at Step 8 (or step 6) by two (an hour for class time and an hour for prep) times the number of weeks of the term times 20% incentive. The contact hour rate is then multiplied by the number of contact hours taught.

This amount is then divided by the number of pay periods for that term of employment and paid according to the normal bi-weekly schedule or divided into two equal payments to be paid at mid-term and after grades are submitted. The method of payment is negotiated between the employee and the Vice President for Instructional Affairs/State Campus Directors

Benefits given to regular employees of the College are not extended to adjunct instructors (e.g., tuition waiver, annual and sick leaves).

Part-time Teaching Load

The teaching load for Part-time instructors who have a full-time job elsewhere is limited to two classes per semester. Others are limited to 4 to 5 courses. The Vice President for Instructional Affairs must approve any exceptions to this policy.

Part-time and Full-time Faculty Responsibilities and Procedures

Part-time & Full-time Faculty Absences

Money is not provided for substitutes for part-time or full-time instructors; therefore, it is important for instructors to meet each class. However, if an absence is unavoidable, the instructor should make arrangements with the division Chair or Instructional Coordinator for anticipated absences. If a sudden illness or emergency arises, faculty must notify the division Chair or Instructional Coordinator as early as possible prior to the absence so that students can be notified about the schedule for make-up classes.

Part-time and Full-time Faculty Responsibilities

Part-time and full-time instructors have the following responsibilities to the College of Micronesia-FSM and to their students. These are the criteria on which they will be evaluated:

- 1) Meet classes on time and hold for specified time;
- 2) Maintain accurate student attendance, assessment and grade records;
- 3) Submit all required student reports to the Admissions and Records Office/Designee according to schedule;
- 4) Direct and evaluate the learning experience of the students in accordance with adopted curricula and approved guidelines and procedures;
- 5) Teach assigned classes in keeping with approved course outlines, syllabi, textbooks and other instructional materials;

Faculty Handbook

- 6) Counsel/provide guidance to students when there is a need;
- 7) Report students' problems needing special consideration to chair and/or appropriate Instructional Coordinator;
- 8) On the first day of class, provide to students and division chair/Instructional Coordinator course syllabus and a schedule of office hours and/or hours available outside of class;
- 9) Attend faculty and division meetings as scheduled and;
- 10) Perform other duties assigned in their area of responsibility.

Part-time and Full-time Faculty Evaluation

The purpose of faculty evaluation is to improve instruction. For instructors, the following procedures will be followed:

- 1) Faculty members will be formally evaluated at least once per year;
- 2) Faculty are evaluated by their division Chair, Instructional Coordinator, Director of Academic Programs, Director of Vocational Programs, Campus Director, or the Vice President of Instructional Affairs.
- 3) There can be several parts to the evaluation process:
 - a. student evaluation of full-time instructor – each fall semester
 - b. supervisor evaluation of the full-time instructor – before anniversary date
 - c. student evaluation of part-time instructor – each semester
 - d. supervisor evaluation of part-time instructor – each semester

Code of Ethics

Employees must maintain COM-FSM's Code of Ethics when engaging in any college-related activities. When employees act as representatives of the College, they must conduct themselves according to the COM-FSM Code of Ethics. Employees must not condone and/or participate in breaches of COM-FSM's Code of Ethics.

The College of Micronesia-FSM (COM-FSM) Code of Ethics exists to show all members of the College community the climate that is to be fostered, and to express the ethical principles and guidelines for the conduct of all COM-FSM employees. It also serves to inform the public of the standards of ethical conduct expected of all employees.

Faculty Statement of Professional Ethics

1. Faculty members, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their disciplines is to seek and to state the truth as they see it. To this end, they devote their energies to developing and improving their scholarly and teaching competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although they may follow

subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.

2. As educators, faculty members encourage the free pursuit of learning in their students. They hold before them the best scholarly standards of their discipline. They demonstrate respect for the student as an individual and adhere to their proper role as intellectual guides and counselors. They make every reasonable effort to foster honest academic conduct and to assure that their evaluation of students reflects their true merit. They respect the confidential nature of the relationship between faculty member and student. They avoid any exploitation of students for their private advantage and acknowledge significant assistance from them. They protect their academic freedom.
3. As colleagues, faculty members have obligations that derive from common membership in the community of scholars. They respect and defend the free inquiry of their associates. In the exchange of criticism and ideas they show due respect for the opinions of others. They acknowledge their academic debts and strive to be objective in their professional judgment of colleagues. They accept their share of faculty responsibilities for the governance of their institution.
4. As members of their institution, faculty members seek above all to be effective teachers and scholars. Although they observe the stated regulations of the institution, provided they do not contravene academic freedom, they maintain their right to criticize and seek revision. They determine the amount and character of the work they do outside their institution with due regard to their paramount responsibilities within it. When considering the interruption or termination of their service, they recognize the effect of their decision upon the programs of the institution and give due notice of their intentions.
5. As members of their community, faculty members have the rights and obligations of any citizen. They measure the urgency of these obligations in the light of their responsibilities to their disciplines, to their students, to their profession and to their institution. When they speak or act as private persons, they avoid creating the impression that they speak or act for the college. As citizens engaged in a profession that depends upon freedom for its health and integrity, faculty members have a particular obligation to promote conditions of free inquiry and to public understanding of academic freedom.
6. As members of a diverse, multicultural community, faculty members have a responsibility to cultural, gender and ability sensitivity that goes beyond tolerance and deference. They model these sensitivities in the classroom, on campus, and in the wider community.
7. As mentors, faculty members acknowledge the dual mission of a community college to prepare students for success in both careers and participatory citizenship. They maintain sound and fair standards while helping students to understand those standards provide a realistic view of what can be expected in other educational institutions and in the larger society beyond the college campus.

Faculty Handbook

Lowering standards to pass students along undermines their abilities to meet future challenges.

Faculty Code of Ethics

1. Recognizing that, at times, students will offer us gifts or favors, we must be aware of potential implications. Acceptance of such offerings should be avoided.
2. Recognizing that student sensitivities must be respected, we must appreciate that derogatory remarks based on gender, race, religious or ethnic group, physical handicap, or sexual orientation are inappropriate in the classroom environment.
3. Recognizing that instructors are concerned with the welfare of students and that students will, at times, wish to share information of a personal nature, it is appropriate for faculty to listen sympathetically to students but not to elicit, reveal or exploit confidential information.
4. Recognizing that while amorous relationships are appropriate in other circumstances, we accept that such relationships are always inappropriate when they occur between any faculty member and his or her student. Further, such relationships may have the effect of undermining the atmosphere of trust on which the educational process depends.
5. Recognizing that in their relationships with students there is always an element of power, it is incumbent upon those with authority not to abuse, nor appear to abuse, the power with which they are entrusted.
6. Recognizing that under certain circumstances touching students may be appropriate, we acknowledge that sexual touching of a student by an instructor is never appropriate.
7. Professional interaction between students and instructors should take place in an academic setting.
8. Instructors should never engage in nor condone sexual harassment. In the academic context, the term “sexual harassment” may be used to describe a wide range of behavior. The fundamental element is the unwelcome personal attention by an instructor who is in a position to determine a student’s grade or student employment or otherwise affect the student’s academic performance or professional future.
9. Recognizing individual’s rights to privacy, disclosure and discussion of confidential information obtained from official records, either during or after employment with the College (unless an employee is authorized to do so), is prohibited. Such information includes:

Faculty Handbook

- Personal and official information about students, such as academic and judicial records.
- Financial information about students.
- Information regarding the college's business transactions.
- The personnel records of college employees, except as may be required by law.
- The opinions, advice, recommendations and decisions as found on faculty evaluations.

Academic Freedom and Responsibility

1) Academic Freedom

The College of Micronesia-FSM recognizes the principle of academic freedom for each faculty member. This principle asserts that: each member of the faculty is entitled to freedom within his/her classroom to discuss his/her field of expertise; that each faculty member is free also to conduct research in his/her field of special competence; and that each faculty member is free to publish the results of his/her research.

The College recognizes that when a faculty member speaks and writes privately as an individual citizen, he/she will be absolutely free of any censorship or discipline imposed by the College.

2) Responsibility

Every faculty member is responsible for maintaining his/her professional standards of both scholarship and instruction in his/her field of expertise. When giving instruction upon controversial matters, each faculty member is responsible for setting forth clearly and objectively differing opinions in that particular field. Each faculty member is also responsible for not introducing into his/her instruction controversial matter, which has no relation to his/her subject.

When engaged in research, each faculty member is responsible for adhering to legal and ethical standards. A faculty member employed by, or funded by (e.g., through grants) an extramural unit is responsible for following the directions of his/her supervisor or principle investigator in conducting his/her research, or in fulfilling the terms of his/her contract or grant.

The commitment to academic freedom of research does not imply that a faculty member's research is not subject to critical review and judgment as to its value and its quality.

Faculty Handbook

Any faculty member, when speaking, writing, or acting as a private individual is responsible for taking all proper precautions to ensure that his/her acts, statements, or speech can not be construed as representing the College as a body .

Leave Time

Full-time instructors are on duty for ten months and do not accumulate leave time. They may use the two months non-duty time for vacation or, if they choose, teach during the summer on a special contract.

Each full-time employee accrues five hours of sick leave per pay period. An instructor using sick leave should inform the appropriate Instructional Coordinator or division chair or the division secretary of illness before 8:00 a.m. that sick leave will be taken. A physician's certification may be required for extended illness.

Maternity Leave

Maternity leave with pay is granted (by the supervisor and campus director and/or appropriate vice president) to regular employees who are absent from work due to confinement for childbirth. This is limited to 10 workdays from date of childbirth and is granted without charge against the employee's accumulated sick or annual leave. Further details are found in the Personnel Procedures and Policy Manual in section IX 4.

Administrative Leave*

Administrative leave is absence from duty authorized administratively with pay and without charge to the employee's sick leave. Administrative leave may be authorized by the President only for the following reasons:

- a. Judicial Duty – Attendance at a judicial or quasi-judicial proceeding where the employee has been subpoenaed to appear as a witness. However, when the appearance as an expert witness is compensated, it will be treated as leave without pay.
- b. Bereavement Leave – Bereavement leave for death of a member of the immediate family (spouse or children), parents, parents-in-law, grandparents, grandchildren, siblings, not to exceed two working days per occurrence. If an employee travels out of state they may take up to five working days per occurrence.
- c. Inclement Weather – Unusual weather condition when hazardous condition is announced by the appropriate government official.
- d. Personal Leave – One day of personal leave per contract year.
- e. Worker's Compensation – Line of duty injury.
- f. Voting – Voting for public elections not to exceed two hours.
- g. Community Service Leave – Volunteer work to perform a service for a community service organization or when requested to participate in a nation-wide or state-wide civic activity. Community Service Leave may not be used for any political or religious activity. (Annual leave may be used for such activities once approved).

Faculty Handbook

Community Service Leave is limited to ten working days per calendar year. Departments must maintain records of the number of hours of community service leave taken by each employee.

*Administrative leave policy is from section IX-4 of personnel manual.

Staff Development Leave

1) In-service Staff Development

Upon recommendation of the supervisor and approval of the President, release time may be granted to employees for in-service development programs or classes.

2) Exchange Teaching

Upon recommendation of a committee to the President and approval by the President, a leave of absence with or without pay may be granted for exchange teaching not to exceed one year at a time per instructor.

3) Educational Leave

Upon recommendation of a committee and approval of the President, a leave of absence with pay and benefits may be granted for professional growth to further the employee's educational background, not to exceed two years at a time per employee. The employee shall return to the College for two times the amount of time spent on the professional growth program or reimburse the College for all costs incurred during such leave of absence.

4) Sabbatical Leave

Upon the recommendation of a committee and approval by the President sabbatical leave will be submitted to the Board of Regents for final approval. Eligible employees include members of the full-time management and faculty staff. The purpose of sabbatical leave is to carry out programs contributing to the benefit or improvement of the College, the students, and the individual. All eligible employees are expected to make full use of their sabbatical leave. Such leave is not granted as a reward for work already performed but rather as a means of preparing for improved service in the future.

Employee Benefits

The following benefits are provided to all employees of the College:

- 1) Social Security
- 2) Tuition Waiver or Reduction
- 3) Optional Benefits

Faculty Handbook

- a) Group Life Insurance
- b) Group Health Insurance
- c) Retirement Plan

Employment of Relatives

The most qualified candidate should be given first and foremost consideration in the recruitment of staff. Employment of a relative should be determined by the same principles applied to the employment of any other faculty member, however, the College personnel policy states that “nepotism is prohibited in all cases of hiring within the College”.

Faculty/Staff Senate

All faculty, administrators, classified staff and other part-time employees and student representatives are designated members of the Staff Senate.

The by-laws may be amended by 60% of those voting in any meeting. At least a two-week public notice is given for any amendment.

The by-laws are ratified by two-thirds of those members voting in favor of adoption. One week's notice of ratification must be given.

Staff Incentive Awards

Annual awards will be given to selected faculty and staff at the end of the school year. The following are some of the recognition/appreciation awards currently in place.

- a. Innovative Idea Award: for outstanding ideas that have been implemented and have resulted in cost savings or improved performance in any area. \$100 per person + certificate.
- b. Service Awards for 5, 10, 15, 20, 25, 30 Years. Certificate.
- c. Award of Recognition: for an employee who goes above and beyond the call of duty for the good of the College. \$250 + certificate.
- d. Teacher of the Year Award: given to one full-time faculty member per year for outstanding teaching. Nominations from staff, department heads, and students. \$250 + certificate.
- e. Professional Recognition: Professional recognition in the form of a news release (President's Update) and a public recognition at the awards ceremony for individuals obtaining degrees, writing books, articles or publications, being appointed to leadership positions in professional associations or being promoted in the local campus.
- f. Employee Retirement: All employees retiring with a minimum of twenty years of service, will be recognized with an all-college luncheon or dinner, given an introduction by the supervisor or the COM-FSM

president, and presented with a certificate and gold watch. Those with less than twenty years will be presented with a certificate.

- g. Good Health Award: for non-faculty staff who have not taken a single sick day in a calendar year. Certificate and coupon for an extra vacation day.
- h. Student's Choice Award: Award presented to staff or faculty who support, assist, encourage, advise, and serve as a role model for the students. Nominations to be made by students. \$50.00 + certificate.
- i. Community Service Award: presented to an individual who has promoted the College in the community, or has performed outstanding community service. Certificate + gift.
- j. Staff of the Year Award: Given to one non-teaching staff member per year who shows the following qualities or criteria for selection: outstanding work performance; active participation on committees and teams; contribution of time and effort to extra-curricular activities, special projects, etc; demonstrated dedication to the College; and recognized for outstanding service to students and others. \$250 + certificate.

Appendix A
College of Micronesia-FSM
PART-TIME INSTRUCTOR APPLICATION

1) General Information:

Last	First	Middle	Birthdate	Sex	Social Security No.
Home Address					Citizenship

2) Courses: (Not more than four)

Title and Number of Course(s) to be Taught	Credit
1.	
2.	
3.	
4.	

3) Academic Training:

a. Kind of Degree(s)		Major		Minor	
		Major		Minor	
		Major		Minor	
		Major		Minor	

4) Job Experience:

a. Teaching Experience	Subject	Duration	Level
School			
b. Other Job Experience	Location		Level
Job			

Attach Official post-secondary transcript, 2 reference letters and resume' to the application. NOTE: All transcripts from non-U.S. institutions must be evaluated for U.S. equivalency.

I certify that information provided here is complete and true.

Signature of Applicant	Date
Verified by Campus Director: Signature	Date
Recommended by Curriculum Subcommittee	Date
Approved by Chairperson, Curriculum Committee	Date

LETTER OF RECOMMENDATION

TO BE COMPLETED BY THE APPLICANT

1. Name: _____
2. State Campus Director: _____
3. Courses Applying for: _____
4. Name and Title of Reference: _____

TO BE COMPLETED BY THE REFERENCE PERSON

1. Length of time you have know the applicant _____
2. Your professional association with the applicant _____

3. Your knowledge of the applicant's ability to teach the above course(s)

4. Your evaluation of the applicant's effectiveness as a teacher.

5. Personal qualities and characteristics that, in your opinion, make the applicant well suited for this assignment.

Signature of Reference Person

Date

Address

Please return completed form to State Campus Director.

Appendix B

College of Micronesia-FSM

FACILITY CERTIFICATION REPORT

1. Course number and title _____

2. Instructor _____

3. Expected number of students in the course _____

4. Textbook Title _____ Number of copies available _____

Author _____ Copyright date _____

5. List all required materials and equipment for the course.

6. List all available materials and equipment for the course.

7. Describe available laboratory facilities.

a. Capacity _____

b. Water supply _____

c. Electrical supply _____

d. Tables _____

e. Gas supply _____

f. Other important features _____

8. Describe available library facilities and information resources.

1. Describe available copying services and audio/visual equipment.

Signature of Campus Director

Date

Approved by:

Signature of Vice President for Instructional Affairs

Date

Signature of President, COM-FSM

Date

Appendix C
College of Micronesia-FSM

QUALIFICATION GUIDELINES FOR PART-TIME INSTRUCTORS

The guidelines which appear below are the established criteria for determining the qualifications of part-time instructor. The guidelines are identical to those employed for full-time regular instructors and are applicable to state campus instructors teaching COM-FSM credit courses:

1. Doctorate degree from an accredited institution with major in the subject area.
2. Masters degree from an accredited institution with major in the subject area.
3. Masters degree from an accredited institution with minor in the subject area and at least one year of teaching experience at a postsecondary institution, or appropriate equivalent experience.
4. Masters degree from an accredited institution with at least 12 credit hours in the subject area and at least two years of teaching experience at a postsecondary institution, or appropriate experience.
5. Baccalaureate degree from an accredited institution with major in the subject area and at least one year of teaching experience at a postsecondary institution or appropriate equivalent experience.*
6. Baccalaureate degree from an accredited institution with a minimum of 15 semester credits in the subject area and at least three years of teaching experience at a postsecondary institution, or appropriate equivalent experience.*
7. An applicant whose qualification is unquestionable because of his/her outstanding academic credentials and his/her affiliation with a prestigious organization may be given initial approval without his/her college transcript but should later provide a copy of his/her transcript for the file.
8. An applicant who graduated from foreign institution(s) must have his/her transcript(s) evaluated by recognized U.S. evaluating agencies.

*The Board of Regents in their September 2005 meeting approved an addition to this policy on minimum qualifications for part-time instructors. The approved policy requires the same minimum qualifications for both full-time and part-time instructors (Master's with major in the subject area) with

Faculty Handbook

the exception of Exercise Sports Science Instructors. Beginning Fall 2008, all teaching part-time instructors must meet the prescribed minimum qualifications in their respective areas to teach at the college.

Appendix D

College of Micronesia-FSM

FACULTY WORKLOAD REPORTING DOCUMENT

Department/Division: _____

Semester: Fall _____ Spring _____ Summer _____

Faculty Name: _____

CLASSROOM TEACHING: (lectures, labs, seminars, discussions)

Classroom Teaching Units:

COURSES TAUGHT IN LOAD:

Course Number, Section Number, and Title % Resp

	Credit	HRS	Contact	HRS/Wk
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____

TOTALS

COURSE TAUGHT FOR EXTRA COMPENSATION:

Course Number, Section Number, and Title % Resp.

	Credit	HRS	Contact	HRS/Wk
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____

CHAIR'S EXPLANATORY NOTES:

A. NON-CLASSROOM TEACHING: [independent study (non-SWES), internship, student teaching] Released-Time Units:

Course Number, Section Number, and Title	% Resp.	Credit	HRS
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____

Faculty Handbook

4. _____
5. _____

B. **ADVISING:** [Describe advising activities below.] **Released-Time Units:**

Total number of advisees this semester: Total expected contact hours per week of
advising activity this semester:

C. **OTHER INSTRUCTION-RELATED ACTIVITIES OR FACTORS:**
[Check all that apply.] **Released-Time Units:**

☐ Course Coordination Course:

☐ Curriculum Development Course:

☐ Technology-Assisted Instruction Course:

☐ Large Class Size Course:

☐ Extensive Contact Hours Course:

☐ Other Course:

D. **SCHOLARSHIP AND CREATIVE ACTIVITIES:**
[be specific. Attach extra sheets if necessary.] **Released-Time Units:**

E. **SERVICE ACTIVITIES:**
[be specific. Attach extra sheets if necessary.] **Released-Time Units:**

F. **ADMINISTRATION:**
[Position Title] **Released-Time Units:**

(Chairs would file release time units in this section)

Faculty Signature: Date: Chair Signature: Date:

APPENDIX E

College of Micronesia-FSM Course Level Assessment Report

Review of Performance: (Course, semester, number of students)

Submitted by:

SLO#	Program SLO#	I, D, M	Reflection/Comment
Enter one course level slo on each line Ex. 1.1 List and explain the five factors of physical fitness.	Enter the number of the Program level slo or Program slo that the course level slo meets Ex: Students will be able to describe the value of physical activity to a healthy lifestyle.	I = introduced D= demonstrate M= mastery at a level appropriate for graduation Is the course level slo I, D, M in this course. Ex: M	How many students were successful on this slo. At what level were the students successful and other comments on student learning. How was slo assessed (project, essay, quiz question, etc.)
1a			
1.2 1b			
1.3 1c			

Additional observations: (recommendations that might involve more than one division, or wider approval than the instructor making changes in the course. Ex: Making the course writing intensive. This is not a college policy as yet.

Faculty Handbook

Special comments: explanations on course grading, opportunities to achieve outcomes, how many students receive an A, B, C, etc.

Recommendations: any changes needed to improve student learning

Signature:_____

Date:_____

Name typed, position

Appendix F
College of Micronesia-FSM
Field Trip Request Form



College of Micronesia-FSM
P. O. Box 159
Kolonia, Pohnpei FM 96941

Date: _____

MEMORANDUM

TO: Vice President, Administration
ATTN: Director, Maintenance

FROM: Chairperson _____
THRU: Vice President, Instructional Affairs _____

SUBJECT: FIELD TRIP REQUEST

The Department of Instructional Affairs Instructor _____
(name)
who is currently teaching the course _____
(course number and title)
is requesting transportation and other support to take his/her _____
(number of students)
students on a field trip to _____
(name of place visiting)

at _____ on _____. (List transportation requests or other needs)

Thank you.