

### We Value:



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. The information contained in this handbook is provided as a general resource and is not intended to create any contractual right, obligation, or covenant with the College of Micronesia-FSM. The college makes every effort to ensure the information is accurate and current and is updated annually by the instructional department staff. This handbook is not a replacement for the official policies and regulations of the college. Visit the [college's web site](#) for the most current information regarding college policies and programs.

Additional information is available from the respective administrative offices, orientation meetings, faculty meetings, the [General Catalog](#) (public reports), [Curriculum and Assessment Handbook](#) (academics), [Student Handbook](#) (student services), 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.

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# **COLLEGE OF MICRONESIA - FSM**

Welcome to the College of Micronesia-FSM (COM-FSM). We are delighted that you have accepted a teaching position at COM-FSM and hope that this is the beginning of a satisfying professional relationship.

## **OVERVIEW OF THE COLLEGE OF MICRONESIA-FSM**

The College of Micronesia-FSM (COM-FSM) is a multi-campus institution with the National campus located in Palikir, Pohnpei, and a state campus in each state. COM-FSM also includes the FSM Fisheries and Maritime Institute located in Yap. The college is located in the Federated States of Micronesia. This former trust territory is comprised of 607 islands covering almost 2 million square miles of the Western Pacific Ocean and is populated by approximately 102, 843 residents from fifteen different and distinct traditional cultures and languages.

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

As needed, academic and career and technical education 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 programs, teacher preparation programs and short-term trainings as dictated by the needs of the local communities and governments. 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.

The college also operates the Fisheries and Maritime Institute located in Yap. The institute offers certificates in engineering, navigation and fishing.

### **Brief History**

The college began in 1963 as the Micronesian Teacher Education Center (MTEC) to provide in-service teacher training opportunities. MTEC changed its focus to pre-service teacher education and the center was renamed Community College of Micronesia (CCM). CCM expanded into additional areas such as business management, liberal arts, and continuing education. The Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) first accredited CCM in 1978. In 1993, when the Trust Territory of the Pacific Islands split into three independent nations, CCM became COM-FSM.

### **Accreditation**

The College of Micronesia-FSM is accredited by the [Accrediting Commission for Community and Junior Colleges](#) of the [Western Association of Schools and Colleges](#), 10

Commercial, Ste. 204, Novato, CA 94949, (415) 506-0234  
accrediting body recognized by the Council for Higher Education  
Accreditation and the U.S. Department of Education. All college employees  
are required to complete the [“Accreditation Basics”](#) online workshop to  
become familiar with accreditation processes. The certificate of completion is  
submitted to the vice president of institutional effectiveness and quality  
assurance.

an institutional  
*Tip!  
Complete the  
Accreditation  
Basics online  
course.*

## Mission

(Jan. 2014)

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.



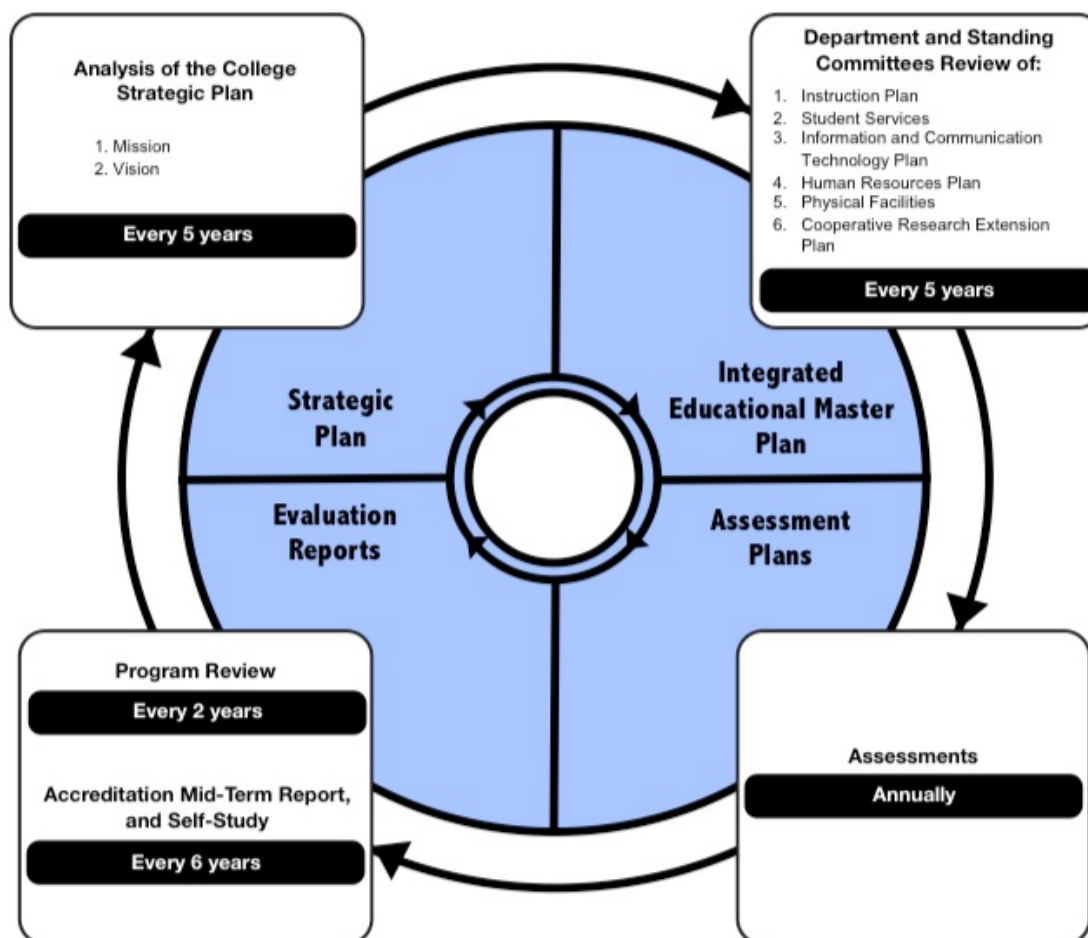
*COM-FSM campuses. Top left to right – Fisheries and Maritime Institute-Yap, National, and Chunk. Bottom left to right – Pohnpei, Kosrae and Yap*

## Planning at COM-FSM

<p><b>Vision</b></p> <p>College of Micronesia-FSM will provide educational opportunities of the highest quality and will embrace the life-long pursuit of knowledge and the enrichment of the diverse Micronesian communities we serve.</p>	<p><b>Strategic Directions 2013-2017</b></p> <p>The college of Micronesia-FSM has focused on six strategic directions for the COM-FSM vision of where we want to go as an organization over the next five years.</p> <ul style="list-style-type: none"> <li>▪ Focus on student success</li> <li>▪ Emphasize academic offerings in service to national needs</li> <li>▪ Be financially sound, fiscally responsible, and build resources in anticipation of future needs</li> <li>▪ Invest in and build a strong capacity in human capital</li> <li>▪ Become a learning organization through development of a learning culture guided by learning leaders</li> <li>▪ Evoke an image of quality</li> </ul>
<p><b>2013-2017 Integrated Educational Master Plan Goal and Objectives</b></p> <p>Goal: Increase Student Success and Employability</p> <p>The instructional objectives of the College of Micronesia-FSM Integrated Educational Master Plan are:</p> <ol style="list-style-type: none"> <li>1. Assure quality and consistency of credit and non-credit courses and programs across sites.</li> <li>2. Improve employability and job placement rates of students and graduates.</li> <li>3. Recruit, retain and cultivate a qualified, teaching/learner-centered faculty, learning resource staff, and student services staff.</li> <li>4. Provide adequate library and student services to support the students and college needs</li> <li>5. Provide timely communication and administrative support for instructional affairs across all sites.</li> <li>6. Integrate uniquely Micronesian language and culture.</li> <li>7. Assist in meeting the FSM maritime and fisheries employment and training needs under MOU with the FSM National</li> </ol>	<p><b>Institutional Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>▪ Effective oral communication</li> <li>▪ Effective written communication</li> <li>▪ Critical thinking</li> <li>▪ Problem solving</li> <li>▪ Intercultural knowledge and competence</li> <li>▪ Information literacy</li> <li>▪ Foundations and skills for life-long learning</li> <li>▪ Quantitative Reasoning</li> </ul>

Government. *Entire plan is available on the college website under: <a href="#">Academics</a> .	
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The diagram below illustrates the college’s planning cycle. The details are located in the [Integrated Education Master Plan](#) under “Academics”.



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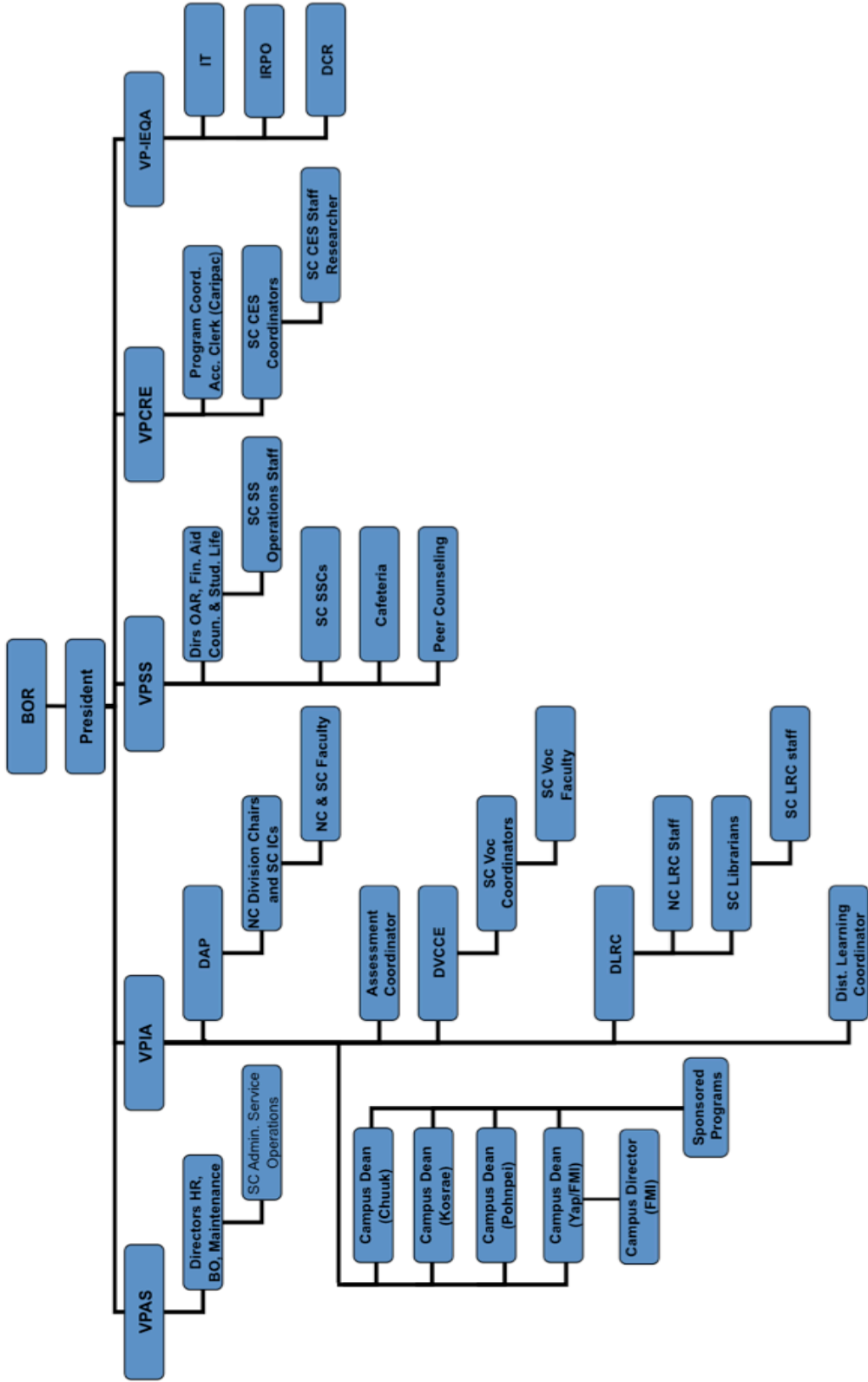
## Organization and Governance of COM-FSM

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.

The president of the college reports directly to the Board of Regents. The president oversees five vice-presidents and departments – instructional, student services, administration, institutional effectiveness and quality assurance, and cooperative research and extension. The organizational chart below shows the overall structure of COM-FSM.



# College of Micronesia-FSM Organizational Chart



Effective June 1, 2012

## Faculty/Staff Senate

The [senate](#) serves as a forum to discuss and debate new and existing policies or issues affecting the college, especially faculty and staff. Its members include all COM-FSM employees, whether full-time or part-time, with the exception of the college president.

Officers for 2013-2014 Academic Year:

<b>President</b>	Ross Perkins	rperkins@comfsm.fm
<b>Vice-President</b>	Ringlen Ringlen	rringlen@comfsm.fm
<b>Secretary</b>	(vacant)	
<b>Treasurer</b>	Universe Yamase	uyamase@comfsm.fm

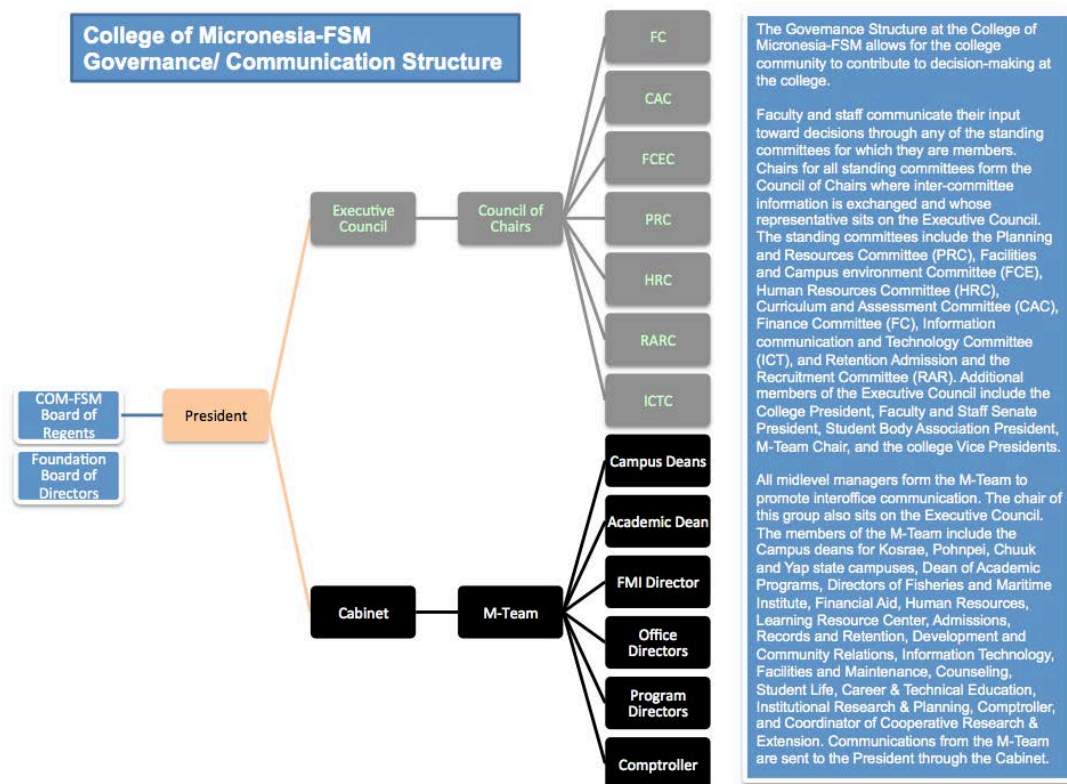
## Standing Committees

You are required to serve on at least one standing committee as part of the college scheme of shared governance. These committees are:

- Curriculum and Assessment
- Facilities and Campus Environment
- Finance
- Information Communications Technology
- Recruitment, Admissions, and Retention
- Human Resources
- Planning and Resources

The chairperson of each committee serves on the Council of Chairs where information is shared across committees and recommendations discussed. The chairperson of the Council of Chairs serves on the Executive Committee where recommendations from committees are either approved or disapproved.

You work with the division chair to select a committee of interest to serve on. The members of a division try to have at least one representative on each committee so that information to and from all committees can be shared in the division. The diagram below describes the governance structure. □□□□□□□□□□□□□□



## 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; entrance testing for English and mathematics courses, student advising, and career and technical education.

### ESTABLISHED PROGRAMS

**Partnership BA Degree** program in elementary education with University of Guam.

**Associate Degree programs** in liberal arts, liberal arts/health career opportunity program, business administration, agriculture and natural resources, computer information systems, hospitality and tourism management, marine science, Micronesian studies, nursing, public health, and pre-teacher preparation.

**Associate of Applied Science Degree programs** in electronics engineering technology, telecommunications, and building technology.

**Third-year Certificate of Achievement programs** in teacher preparation-elementary, accounting, general business, and public health.

**Certificate of Achievement programs** in bookkeeping, public health, nursing assistant, secretarial science, agriculture and food technology, career education-motor vehicle maintenance, carpentry, construction electricity, cabinet making/furniture making, electronic engineering technology, trial counselors, community health assistants training, building maintenance and repair, and 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.

Below is a list of people who can help with information and questions you may have about the instructional department or the college.

Office	Name
Vice President of Instructional Affairs	Karen Simion (Interim)
Academic Programs	Maria Dison (Interim)
Learning Resources Center	Jennifer Hainrick
Pohnpei Campus Director/Career and Technical Education	Grilly Jack
Yap Campus Dean	Lourdes Roboman
Yap Instructional Coordinator	Joy Guarin (Acting)
Chuuk Campus Dean	Kind Kanto
Chuuk Instructional Coordinator	Mariano Marcus
Kosrae Campus Dean	Kalwin Kephass
Kosrae Instructional Coordinator	Nena Mike
FMI Director	Mathias Ewarmai
FMI Instructional Coordinator	Alex Raiuklur
Executive Secretary	Quly Alex

(2013-14 Academic Year)

## The Faculty

You have four major responsibilities: teaching, advising, assessing student learning, and performing certain necessary curricular and administrative functions.

### **Duties and Responsibilities of all Faculty:**

- 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 course attendance and accurate scholastic records;
- 5) Submits early warning and mid-term deficiency grades, 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) Participates in college activities such as graduations, convocation, and founding day;
- 13) Serves as academic advisor to students during the school year;
- 14) Assists the academic division in the registration of students for the academic term;
- 15) Improves professional competence through attendance at workshops and trials of new practices;
- 16) Serves and participates on at least one standing committee;
- 17) Performs student learning outcomes assessment and assists with program learning outcome assessment.
- 18) Performs other duties as assigned.

# THE CLASSROOM AND TEACHING

This section provides information on pre-teaching, teaching and post-teaching activities.

## Course Outlines and Syllabi

Course outlines for all courses taught at the college are on file, on the college website at [course outlines](#) and may be obtained from the division chairpersons or the vice president for instructional affairs. College policy requires you to follow the outlines, which include assessment strategies for each course level student learning outcome. You 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 guidelines:

- 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 (Absence policy)
- 6) Course description and Student Learning Outcomes – Program and Course
- 7) Textbook(s) and other materials needed
- 8) Outline of course structure and assessment strategies organized by days or weeks
- 9) Grading criteria
- 10) Information on the academic honesty policy

### *TIPS!*

- *Distribute to students 1<sup>st</sup> day of class*
- *Provide a copy to the division chair*
- *Check book publisher websites for available resources*
- *Share ideas and syllabi with your colleagues*

Information regarding developing or revising a course outline is found in the [Curriculum and Assessment Handbook](#).

## Assessment and Program Evaluation

Assessment of courses, academic programs, and institution student learning outcomes is the responsibility of each faculty member. All assessment reports are maintained in Tracdat, the assessment software for the college. Tracdat training occurs at the beginning of each semester.

- Course level assessment is submitted each semester.
- Program level assessment is submitted each academic year.
- The assessment coordinator and assistant accreditation liaison officer coordinates institution student learning outcome assessment and general education student learning outcomes assessment. These two assessments are conducted each year with the report due before the end of the spring semester.
- Program evaluation is conducted every two years and due at the end of the spring semester. Directions for program evaluation are found in the Curriculum and Assessment Handbook.

## Textbooks

The required textbooks for courses are listed in the course outline and on the COM-FSM website and are to be used in teaching the course. You are encouraged to go to the publisher's on-line web site and request instructor desk copies of textbooks for your use in the classroom or seek the assistance of the bookstore personnel to secure instructional materials and resources. You may use additional materials to supplement the required textbooks. The Curriculum and Assessment Committee must approve substitutions of the required text with alternative materials in advance.



*Textbook Request Process*

You 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.

**Tip!**  
*The deadline for students to charge books at the bookstore is the 3rd week of each semester.*

## myShark Portal



[myShark](#) is the site to view campus schedules, class lists, advisee lists, advisee's transcripts and degree completion reports. You may export class lists, which also contain student email addresses, advisors, majors, age, first language, state of origin, enrollment status, enrollment date and credits. You must have a COM-FSM email account to sign-in to myShark and access the information.

**Tip!**  
*E-mail addresses are given to all faculty members from Information Technology Services. Please see your instructional coordinator or division chairperson for assistance in getting set up properly.*

## Academic Records

The college keeps educational records on individual students to facilitate their educational development. You may also keep informal records relating to your functional responsibilities with individual students, such as copies of withdraw slips, contracts for completing incomplete grades, or notes of advising sessions. Students have the right to know the purpose, contents, and locations of information kept on them as part of their educational

experience. They can expect that information in their educational records is kept confidential, and disclosed only with their permission or under provisions of the law.

## Grading

The final course roster form is prepared by the Admissions and Records Office and is placed in your mailbox before the last day of instruction. Complete the roster and make a copy of your grades for your division chair or instructional coordinator. Turn in your original final grades to the dean of academic programs or the instructional coordinator no later than two days after the final examination day of the academic term. At the state campuses, the procedure is similar. You should check the academic calendar for the deadline for submitting final grades.

The grading system is as follows:

GRADE	DESCRIPTION	GPA POINTS
A	Superior	4.0
B	Above Average	3.0
C	Average	2.0
D	Passing	1.0
F	Failure	
W	Withdraw*	
I	Incomplete**	

*\*You may withdraw a student from a class for excessive absences only if there is a mandatory attendance policy stated in the course syllabus and students are informed of the policy at the beginning of the semester. You obtain the form from the Admissions and Records Office. You cannot withdraw a student after the withdraw date listed in the college calendar.*

*\*\*The incomplete grade is used when the student experiences unusual circumstances that prevent the student from completing the course requirements. It is the student's responsibility to clear the incomplete grade by mid-term of the next academic term.*

## Early Warning Deficiency Report

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

## Mid-term Deficiency Grades

Halfway through each term, you evaluate the academic progress of students in your classes. You 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 your campus office) at mid-term through the dean of academic programs or instructional

**TIP!**  
*Submit the mid-term deficiency report blank if all of the students are doing satisfactory work.*



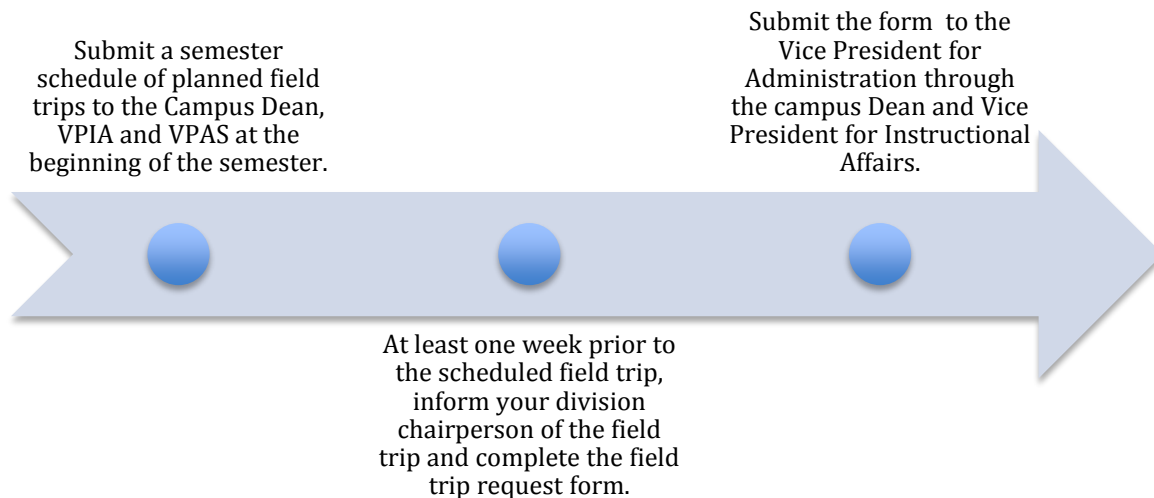
coordinator. The list is compiled and distributed to the counselors and faculty advisors who are to provide academic counseling.

## Attendance

Regular and prompt class attendance is expected of all students. It shall be the student's responsibility to inform the instructor(s) of anticipated or unavoidable absences and to make up work missed as a result of absences. Mandatory attendance is at the discretion of the instructor provided the conditions for attendance are included in the course syllabus and communicated to the students on the first day of class.

## Local Field Trips

If you are planning on taking your class on a local field trip for enrichment experiences, follow the process outlined below.



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### *The process for arranging a field trip*

## Academic Advising

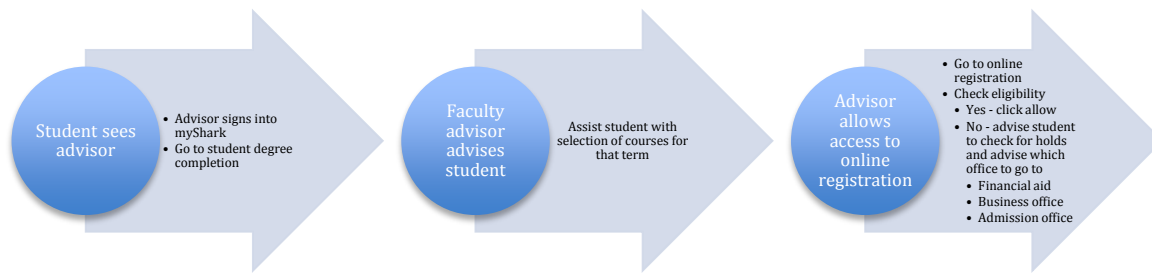
Academic advising is defined as “a decision-making process during which students realize their maximum educational potential through communication and information exchanges with an advisor”. You will participate in this process and should have in your possession the Academic Advising Handbook. The handbook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

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.

Students may now register online, but the advisor must provide access. The process is as follows:



*The process for allowing online registration*

## Office Hours

You are required to **schedule five office hours per week** to accommodate the students in your classes. If, through a conflict in scheduling, a student is unable to meet during your posted office hours, you must set up a special appointment with the student. You should announce your office hours and the location of your 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.**

## Part-time & Full-time Faculty Absences

Substitute instructors are not provided for part-time or full-time instructors; therefore, it is important for you to meet each class. However, if an absence is unavoidable, you should make arrangements with the division chair or instructional coordinator for anticipated absences. If a sudden illness or emergency arises, you 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.

## FACULTY SUPPORT

### Procurement of Instructional Materials

Textbooks and reference materials for each course are listed in the approved course outline. The bookstore will assist with ordering or

*\*Reimbursement of advance payments is not allowed without prior approval of the president.*

gaining access to electronic copies of instructor resources for textbooks. Additional materials may be selected by you, which needs approval of the chairperson or instructional coordinator. Provide:

- A list of materials you need for a course
- Where the materials can be purchased
- The cost.

The division chair/instructional coordinator will prepare the necessary paper work to obtain the materials.

## 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. You may bring your students to the MITC to show a video in one of the viewing rooms or view the video in the classroom. Call extension 145 or visit in person to reserve a room at MITC. 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. You may request inter-library loans of videos or request duplicates.

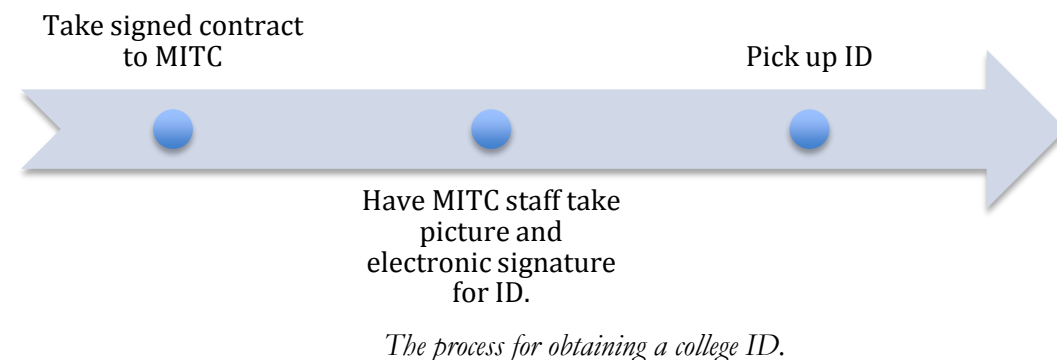
## Library and Learning Resources

You are encouraged to use all that the library and MITC have to offer such as:

- 1) Access library materials
- 2) Borrow materials
- 3) Place class materials on reserve
- 4) Recommend new materials for collections
- 5) Request resource materials
- 6) Request inter library loans
- 7) Schedule class visits and projects

### **TIP!**

*You will need a COM-FSM ID card to check out materials. Check with the instructional coordinator at the state campus for ID card.*



## Copying

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

## 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). You are responsible for the keys in your 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.

## Mail

The central mailroom is located on the first floor of the administration building at the national campus. You can pick up incoming mail from your mailbox in the central mailroom. A notice will be left in your mailbox when you receive a package. 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. You can drop off outgoing mail in the COM-FSM outgoing mailbox outside the business office window. Mail runs are 9:00 am and 2:00 pm Monday to Friday.

*TIP!  
The administrative  
assistant for vice  
president of  
administrative services  
will prepare a mailbox  
for you.*

See your instructional coordinator or campus dean at the other campuses.

## Email /Newsfeed/Wiki/Forum

You are encouraged to use email and check it often. Email is a main source of communication at the College of Micronesia-FSM. Please use proper [email etiquette](#). Encourage your students to use email as well.

*Tip!  
After clicking on email  
etiquette link, scroll to  
bottom of the page and  
open "B. E-mail"*

The Newsfeed on the COM-FSM home page is used to announce college events and post news items. Send the information through your division chair or instructional coordinator to be placed on the website. The administrative specialist for community relations will post the information.

The Wiki page is the place to find committee minutes, place course information and assignments for students, information on programs, program reviews and assessment, and faculty/staff senate information. Some pages require log in access. If you would like to have a wiki page for a course, contact IT personnel at extension 193, to assist with setting up a wiki page and provide the list of people who should have access.

The Forum is available from the COM-FSM homepage. This site is used to voice valid concerns, make announcements and discuss topics intelligently. This forum is open to all COM-FSM faculty, staff and students at all campuses.

## **STUDENT CONNECTIONS**

### **Academic Honesty**

To ensure the integrity of the educational process and the institution, the College encourages academic honesty, and therefore does not condone cheating, plagiarism, or any related form of academic dishonesty which prevents an instructor from being able to assess accurately the performance of a student in any facet of learning. Students found guilty of academic dishonesty, cheating, plagiarism, and facilitating academic dishonesty will be liable to dismissal or suspension from the College.

### **Tutoring**

The tutoring centers provide tutoring and supplemental education services to students at all campuses. At the A+ Center, tutors are committed to developing confident and competent students with improved educational results by providing individualized learning plans that build skills, habits, and attitude for success and accomplishment of their academic and personal goals.

Tutoring is available in math, reading, writing, study skills, homework help, test prep, and more at National, Pohnpei, Kosrae, Chuuk, and Yap campuses.

### **Student conduct**

See Student Services to view the student conduct policy.

### **Student Guide**

This guide provides brief information on registration procedures, student academic freedom, withdraw procedures, adding or dropping a course, course substitutions, changing a major, grade changes, repeating a course, incomplete grades and FERPA.

## **Student Handbook**

The handbook has detailed information for the student on policies and procedures and includes a planner for the student.

## **POLICIES AND PROCEDURES**

### **Budgetary Process**

The vice president for administrative services (VPAS) leads the development of the annual budget. The budget process starts in April with the VPAS preparing the budget guidelines and ends in December with the balanced budget approved by the Board of Regents (BOR) and transmitted to the FSM government. The 2013-2014 [Budget Handbook](#) provides the details for each of the twelve steps.

### **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. 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:
  - 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.

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.

## Communication

Improving communication at the College is a priority. In order to align the twin concepts of “participatory governance” and “purposeful dialogue,” the Board of Regents of the College of Micronesia-FSM hereby establishes this general policy governing communications. This policy shall apply to all employees and students at the institution and shall be in effect concurrent with the COM-FSM Strategic Plan: 2013-2017. The tenets of this policy are the following:

- Purposeful dialogue within an institution is not merely a goal but also a reflection of the institution’s values, culture and modes of governance.
- Purposeful dialogue must evidence civil discourse, respect for differences and freedom of expression.
- While the president is the public face of the institution and speaks for it in that role, purposeful dialogue is an everyday activity that must be tied to the Mission and Strategic Plan in terms that are measurable and active at all levels of the institution.
- Purposeful dialogue at COM-FSM must be multi-directional, of high quality, and subject to evaluation based on specific goals and objectives.
- Responsibilities for strengthening purposeful dialogue must be clear at institutional, program, unit and individual levels.

## Curriculum Changes

The procedures for curriculum changes are outlined in the 2013-2014 [Curriculum and Assessment Handbook](#). Curriculum changes should first be carefully reviewed by the divisional faculty, and then forwarded to the Curriculum and Assessment Committee for further review. The vice president of instructional affairs, upon receipt of the Curriculum Committee's recommendation, makes final review and action.

## **Faculty Evaluation**

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

- 1) You will be formally evaluated after the first 6 months, at the end of the first year and at least once per year after the probationary period; ([faculty evaluation form](#))
- 2) Your division chair, instructional coordinator, dean of academic programs, director of career and technical education, campus dean, or the vice president of instructional affairs evaluates faculty.
- 3) There can be several parts to the evaluation process:
  - a. student evaluation of full-time instructor – each semester (student evaluation of faculty and course)
  - b. supervisor evaluation of the full-time instructor – before anniversary date
  - c. peer evaluation – at the instructor's request (optional)
  - d. self-evaluation (optional)

## **Faculty Workload**

Regular load: Teaches 12 – 15 contact hours per week with one to four preparations. The regular faculty load includes faculty duties listed on page 12-13 of this handbook. A faculty workload report form is completed each semester ([faculty workload report form](#)). This policy and other personnel policies are found in the [Personnel Manual](#).

## **Faculty Work Calendar**

You 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.

## **Student Files**

Instructors should maintain major student assessment instruments for your classes for a period of at least one year. We ask that you give these files to your division chair or instructional coordinator if you will be leaving COM-FSM.

## Personnel Information

Important information in the [Personnel Manual](#) is:

### 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.

### Administrative Leave\*

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

- 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 –the appropriate government official announces the unusual weather condition when hazardous.
- 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 statewide 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).

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

- In-service Staff Development

Release time may be granted to employees for in-service development programs or classes upon recommendation of the supervisor and approval of the president.

### **Exchange Teaching**

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

### **Educational Leave**

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 upon recommendation of a committee and approval of the president. 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.

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

## **PART-TIME FACULTY**

Part-time faculty members are instructors who are not full time College of Micronesia-FSM employees. Part-time faculty members are encouraged to participate in college activities such as division meetings, in-house trainings, graduations, and other college celebrations.

## **Part-time Faculty Duties:**

- 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) Maintains at least one office hour each week per course taught;
- 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) Compiles, administers, and grades final examinations;
- 7) Prepares an incomplete contract for a student who has a legitimate reason for not completing the requirements of a course;
- 8) Schedules and holds make-up sessions for all canceled classes;

## **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.

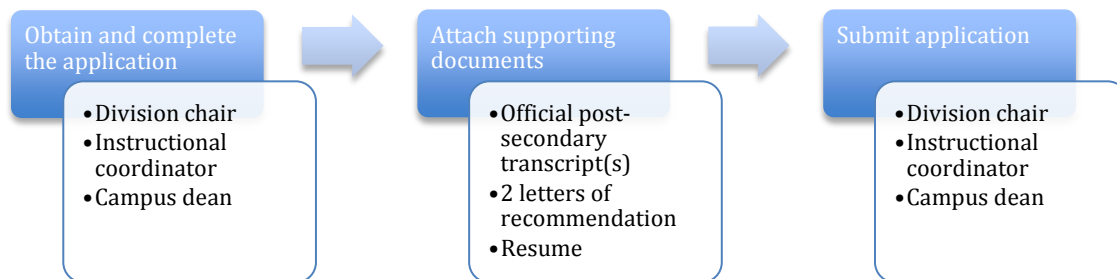
## **Part-time Faculty Evaluation**

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

- 1) You will be formally evaluated prior to mid-term of each semester you teach. If you regularly teach each semester, then you may be evaluated at least once per year ([faculty evaluation form](#)).
- 2) Your division chair, instructional coordinator, dean of academic programs, director of career and technical education, campus dean, or the vice president of instructional affairs evaluates faculty.
- 3) There can be several parts to the evaluation process:
  - a. student evaluation of part-time instructor – each semester
  - b. supervisor evaluation of part-time instructor – each semester
  - c. peer evaluation – at instructors request (optional)
  - d. self-evaluation (optional)

## **Part-time Faculty Application Process**

The following procedures should be followed when submitting an application for part-time teaching:



### *Part-time Application Process*

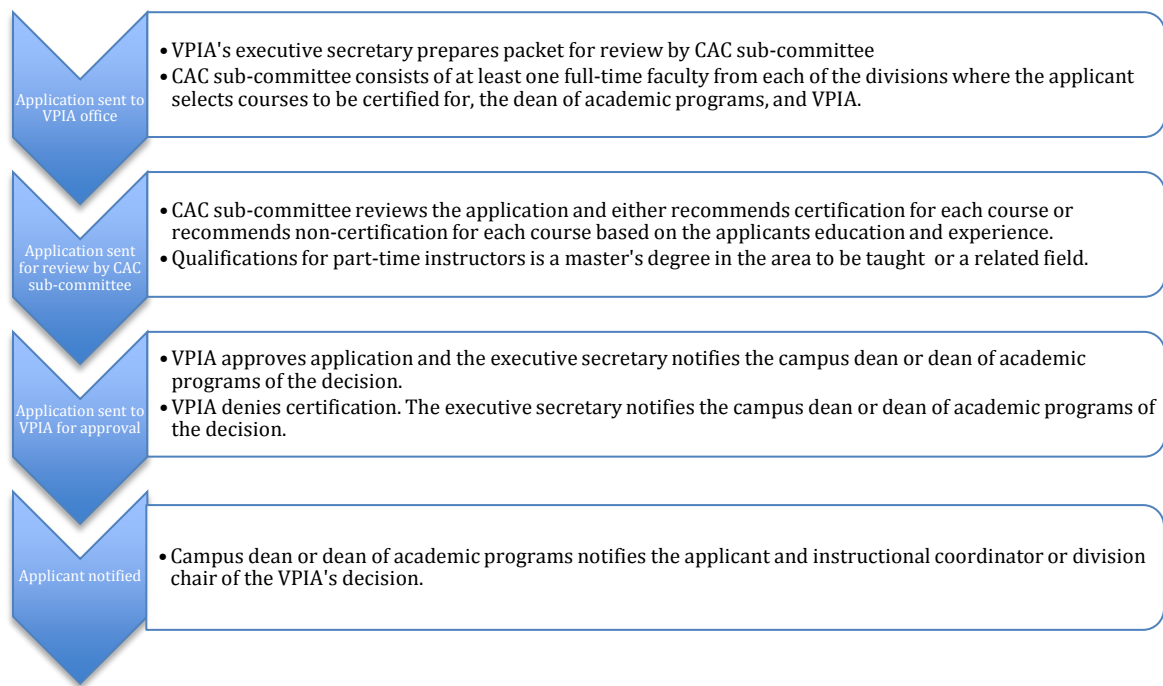
- 1) An applicant obtains a [part time application form](#) from division chair, instructional coordinator, or campus director.
- 2) Applicant attaches these documents to his/her completed application:
  - a. Official post-secondary transcript(s) with college seal on it.
  - b. Two letters of recommendation.
  - c. Resume
  - d.

#### **TIPS!**

- *A recognized U.S. evaluating agency must evaluate transcript(s) from foreign institution(s). <http://www.wes.org/>*
- *New letters of recommendation are needed each time an applicant applies to teach courses in a different subject area.*

## **Approval of Part-time Faculty**

Anyone interested in teaching at the College of Micronesia-FSM on a part-time 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 approval. The following procedures should be followed when approving part-time instructors:



### *Approval of Part-time Faculty*

## **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 rates are in the table below which is extracted from the [Personnel Manual](#).

APPENDIX B															
Temporary Instructor's Rates (with at least two years teaching experience) - Non Full-Time Faculty Only															
20th Market Percentile															
Grade / Step	PA	BIWkly	Hourly	1 Contact Hour	2 Contact Hours	3 Contact Hours	4 Contact Hours	5 Contact Hours	6 Contact Hours	7 Contact Hours	8 Contact Hours	9 Contact Hours	10 Contact Hours	11 Contact Hours	12 Contact Hours
Bachelors Degree + 30 graduate semester units + 2 years full-time teaching experience at a post secondary level															
M 4 D	14,743	567	7.09	\$272.26	\$544.52	\$816.78	\$1,089.04	\$1,361.30	\$1,633.56	\$1,905.82	\$2,178.08	\$2,450.34	\$2,722.60	\$2,994.86	\$3,267.12
Masters Degree + 2 years full-time teaching experience at a post secondary level															
N 4 D	16,954	652	8.15	\$312.96	\$625.92	\$938.88	\$1,251.84	\$1,564.80	\$1,877.76	\$2,190.72	\$2,503.68	\$2,816.64	\$3,129.60	\$3,442.56	\$3,755.52
Masters Degree + 30 graduate semester units beyond masters program + 2 years full-time teaching experience at a post secondary level															
O 4 D	19,667	756	9.46	\$363.26	\$726.52	\$1,089.78	\$1,453.04	\$1,816.30	\$2,179.56	\$2,542.82	\$2,906.08	\$3,269.34	\$3,632.60	\$3,995.86	\$4,359.12
Doctorate Degree + 2 years full-time teaching experience at a post secondary level															
P 4 D	23,010	885	11.06	\$424.70	\$849.40	\$1,274.10	\$1,698.80	\$2,123.50	\$2,548.20	\$2,972.90	\$3,397.60	\$3,822.30	\$4,247.00	\$4,671.70	\$5,096.40

You may be paid bi-weekly with the college's regular pay schedule, divided into two equal payments to be paid at mid-term and after grades are submitted, or in one lump sum payment after final grades are submitted. The method of payment is negotiated between you and the vice president for instructional affairs/state campus deans.

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



**Appendices**  
**Appendix A**  
**College of Micronesia-FSM**  
**Field Trip Request Form**

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.

# Appendix B

## College Of Micronesia-FSM

### Instructional Faculty Evaluation Form

Instructor's Name: \_\_\_\_\_ Division: \_\_\_\_\_

Evaluator's Name: \_\_\_\_\_ Period covered. From: \_\_\_\_\_ To: \_\_\_\_\_

☐ Annual Review ☐ Step Increase ☐ Contract Renewal ☐ 6 Months Review ☐ Other

Supervisor's summative review section (chair, state campus director, or other supervisor. Respond to applicable sections)	Satisfactory	Needs Improvement (include specifics in comments)
<b>1. SUBJECT MATTER CONTENT</b> (shows good command and knowledge of subject matter of the course)		
<b>2. STUDENT LEARNING OUTCOMES</b> (shows responsibility for student progress toward achieving stated learning outcomes, communicates desired learning outcomes to the students, shows a commitment to effectiveness in producing those learning outcomes)		
<b>3. ORGANIZATION</b> (organization of subject matters; methods of presentation, evidence of preparation; thoroughness; clear objectives; emphasis and summary of main points, meets class at scheduled time)		
<b>4. RAPPORT</b> (holding interest of students; commanding their respect; fairness and impartiality; encourages participation)		
<b>5. TEACHING METHODS</b> (use of teaching aids, materials, and techniques; variety; balance; imagination)		
<b>6. PRESENTATION</b> (delivery; projection; clarity and precision; use of English)		
<b>7. MANAGEMENT</b> (attention to classroom routine; leadership ability; discipline and control)		
<b>8. PROFESSIONALISM</b> (adheres to the professional code of ethics)		
<b>9. SENSITIVITY</b> (exhibits sensitivity to students' and colleagues' personal culture, and gender differences, in a non-threatening learning environment)		
<b>10. ASSISTANCE TO STUDENTS</b> (assists students with academic problems, participates in college advising system)		
<b>11. PERSONAL</b> (evidence of self-confidence; professional appearance)		
<b>12. DIVISION RESPONSIBILITIES</b> (recommends textbooks, performs assigned duties during registration, presents problems and recommendations to supervisor, prepares course outlines, submits syllabi, maintains regular office hours, submits deficiency lists, submits grades, submits other required reports)		
<b>13. SERVICE TO COLLEGE AND COMMUNITY</b> (attends and participates in commencement exercises, attends assigned committee meetings, service to the community)		

This section is for faculty with chair responsibilities

<b>Supervisor's summative review section</b> (state campus director, or other supervisor. Respond to applicable sections)	<b>Satisfactory</b>	<b>Needs Improvement</b> (include specifics in comments)
<b>C1. DUTY COMPREHENSION</b> (shows good understanding of his or her duties as a supervisor)		
<b>C2. PLANNING</b> (shows ability to effectively prioritize, create time lines, and delegate tasks to their staff)		
<b>C3. MENTORING</b> (works with staff and/or faculty if appropriate to improve their job performance throughout the year)		
<b>C4. LEADERSHIP</b> (inspires and directs faculty member to achieve department and institution goals)		
<b>C5. COMMUNICATION</b> (keeps faculty/staff informed on items that affect their jobs)		
<b>C6. FAIRNESS</b> (treats staff/faculty equally and consistently over time)		
<b>C7. CONFLICT RESOLUTION</b> (proficient at handling conflict in their department)		
<b>C8. EVALUATION</b> (follows through on the performance evaluation process)		

## EMPLOYEE'S COMMENTS:

**Employee:** My signature below indicates that I have read and discussed this evaluation with my supervisor.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

## Primary Supervisor or Coordinator

My signature below indicates that I have discussed the evaluation with the employee, given a copy of this evaluation to the employee, regularly and directly observed the performance of the employee on the job factors which I have evaluated, and read and understood the Performance Evaluation instructions.

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Co- Supervisor's Signature

\_\_\_\_\_  
Date

**Vice President of Instructional Affairs (VPIA)**

My signature below indicates that I concur with the supervisory rating evaluation of the employee and approve the recommended rating.

\_\_\_\_\_  
VPIA's Signature

\_\_\_\_\_  
Date

**HUMAN RESOURCES OFFICE**

(for HRO use only)

Received By: \_\_\_\_\_ Date: \_\_\_\_\_

Salary Increment Increase Effective Date: \_\_\_\_\_ Step: \_\_\_\_\_ Amount:  
\$ \_\_\_\_\_

Contract Renewal Effective Date: \_\_\_\_\_ NTE: \_\_\_\_\_ Step: \_\_\_\_\_  
Amount: \$ \_\_\_\_\_

**Human Resources Director:** \_\_\_\_\_  
Signature Date

**Appendix C**  
**College of Micronesia-FSM**  
**COM-FSM Student Evaluation of Instructor and Course**

Instructor:

Course # & Title:

Term & Year:

The purpose of this form is to help instructors and administrators improve the courses, teaching, textbooks, websites, and so on. This form will be read after the semester is over and has no relation to a student's grade.

1=strongly disagree 2=disagree 3=neutral 4=agree 5=strongly agree NA=not applicable							
<b>Instructor</b>							
1	Overall, this instructor was effective.	1	2	3	4	5	NA
2	The instructor welcomed and encouraged questions and comments.	1	2	3	4	5	NA
3	The instructor presented the course content clearly.	1	2	3	4	5	NA
4	The instructor emphasized the major points and concept.	1	2	3	4	5	NA
5	The instructor was always well prepared.	1	2	3	4	5	NA
6	The instructor made sure that the students were aware of the Student Learning Outcomes (SLOs) for the course.	1	2	3	4	5	NA
7	The instructor gave clear directions and explained activities or assignments that emphasized the course SLOs.	1	2	3	4	5	NA
8	The instructor planned class time and assignments that encouraged problem solving and critical thinking.	1	2	3	4	5	NA
9	The instructor demonstrated thorough knowledge of the subject.	1	2	3	4	5	NA
10	I received feedback on assignments/quizzes/exams in time to prepare for the next assignment/quiz/exam.	1	2	3	4	5	NA
<b>Course</b>							
11	Overall, this course was a valuable learning experience.	1	2	3	4	5	NA
12	The course syllabus was clear and complete.	1	2	3	4	5	NA
13	The student learning outcomes were clear.	1	2	3	4	5	NA
14	The SLOs helped me focus in this course.	1	2	3	4	5	NA
15	Classes started and ended on time.	1	2	3	4	5	NA
16	Assignments, quizzes, and exams allowed me to demonstrate my knowledge and skills.	1	2	3	4	5	NA
17	The testing and evaluation procedures were fair.	1	2	3	4	5	NA
18	There was enough time to finish assignments.	1	2	3	4	5	NA
19	Expectations were clearly stated.	1	2	3	4	5	NA

=strongly disagree 2=disagree 3=neutral 4=agree 5=strongly agree NA=not applicable

Course Materials							
20	Course materials were relevant and useful.	1	2	3	4	5	NA
21	The textbook for this course was appropriate for this level of course.	1	2	3	4	5	NA
22	The assigned readings were relevant and useful.	1	2	3	4	5	NA
23	The on-line resources were relevant and useful.	1	2	3	4	5	NA
24	The course online grade book ( <i>Please check which one</i> ) <input type="checkbox"/> Course Sites <input type="checkbox"/> Edmodo <input type="checkbox"/> Engrade <input type="checkbox"/> Jupiter <input type="checkbox"/> Schoology <input type="checkbox"/> Other ( <i>Please specify _____</i> ) was satisfactory.	1	2	3	4	5	NA

A. Changes Needed: Please write down specific suggestions you would like to make for this instructor, course, or course material.

Course Feedback

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Instructor Feedback

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Course Materials Feedback

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B. Other Comments:

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Thank you for taking the time to think through the items carefully and write down your thoughts honestly. We read your comments *after* grades are turned in and finalized.

COM-FSM/CAC/Approved: \_3/7/2014\_\_\_\_\_

**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	CreditHRSContactHRS/Wk
------------------------------------------	--------	------------------------

1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

TOTALS

**COURSE TAUGHT FOR EXTRA COMPENSATION:**

Course Number, Section Number, and Title    % Resp.

CreditHRSContactHRS/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.	CreditHRS
------------------------------------------	---------	-----------

1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
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:**

- |                                                          |         |
|----------------------------------------------------------|---------|
| <input type="checkbox"/> Course Coordination             | Course: |
| _____                                                    |         |
| <input type="checkbox"/> Curriculum Development          | Course: |
| _____                                                    |         |
| <input type="checkbox"/> Technology-Assisted Instruction | Course: |
| _____                                                    |         |
| <input type="checkbox"/> Large Class Size                | Course: |
| _____                                                    |         |
| <input type="checkbox"/> Extensive Contact Hours         | Course: |
| _____                                                    |         |
| <input type="checkbox"/> 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**  
**PART-TIME INSTRUCTOR APPLICATION**

**1) General Information:**

Last	First	Middle	Birthdate	Sex	Social Security No.
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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

School

Subject

Duration

Level

b. Other Job Experience

Job

Location

Level

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

**College of Micronesia-FSM  
LETTER OF RECOMMENDATION**

**TO BE COMPLETED BY THE APPLICANT**

1. Name: \_\_\_\_\_
2. State Campus Director/Dean  
of Academic Programs: \_\_\_\_\_
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.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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Signature of Reference Person

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Date

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Address  

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**Please return completed form to State Campus Director/Dean of Academic  
Programs.**

