



AD HOC REPORT

March 1, 2018

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Introduction

On July 6, 2017, following Northwest Indian College's Year Seven comprehensive evaluation, the Northwest Commission on Colleges and Universities (NWCCU) requested the College submit an Ad Hoc Self-Evaluation Report to address recommendations 2, 3, and 4 of the Spring 2017 report.

Recommendation 2

The committee recommends that Northwest Indian College regularly review, indicate review dates, and publish all academic, human resources, student, and other policies according to the NWIC Policy Review Calendar, to ensure compliance and currency with NWCCU Standards and applicable regulations. Additionally, the committee recommends that the College develop a policy on intellectual property that is aligned with the Standards (Standard 2.A.17, 2.A.18, and 2.A.29).

Recommendation 2 Response

In addressing this recommendation, the college has reviewed and updated its current Policy Review Calendar to reflect a list of current policies and indicated review dates in order to ensure compliance with the applicable standards and regulations. The college has also spent considerable amount of time creating an [Intellectual Property Policy](#) that is currently in draft form and both relates to and incorporates elements of the [Indigenous Research Policy](#), the draft Indigenous Academic Freedom Policy, and the developing Research Agenda that includes a Research Paradigm. The current draft Intellectual Property Policy has been discussed with the faculty at [Curriculum Committee](#) (meeting minutes are scheduled to be approved on March 8th). The policy will then be reviewed and approved by the Administrative Team and then will receive final Board of Trustees Approval, scheduled to take place in May 2018.

Beginning in 2013, Northwest Indian College (NWIC) began addressing the lack of a coordinated policy review effort and enlisted the support of the Human Resource Director to create a new policy template as well as to coordinate and create a policy review calendar and approval process. The Administrative Team approved an approach for the NWIC policy coordination initiative that resulted in four separate phases that would support the college's policy effort.

The four phases include:

- Phase 1: Articulate and approve a sustainable structure
- Phase 2: Bring the status of policies/other documents up to date
- Phase 3: Complete review and approval process
- Phase 4: Organize and publicize all Board of Trustees approved policies

Considerable work had been done to achieve both Phase 1 and Phase 2 of the policy coordination prior to the Year 7 review in terms of conducting a comprehensive inventory of all existing policies, developing a policy and procedural template with instructions, definitions, a numbering system, retention and dissemination structure, a review process for both the Administrative Team and Board approval, adopted policies, and a sample review calendar.

Many policies that were compiled during Phase 2 were outdated and prioritized in accordance with Accreditation guidelines and the requirements within that various standards. Since the start of the policy coordination effort (2013-2017), there have been a total of 42 policies, procedures, manuals, and handbooks reviewed and approved by the appropriate entities as outlined in the college's guidelines.

In preparation for the Year 7 review, all currently available policies, procedures, handbooks, and manuals were made available on the NWIC's website. The [Policies and Procedures Website](#) provided a comprehensive list of all policies even if a policy was considerably outdated or in draft form. The development of this website allowed for more visibility in terms of the continued work that needed to occur, although we now recognize that this effort may have not been the ideal process. The college has initiated a more intentional and continued monthly review at the leadership level to complete phase 4 of the process. Each department lead identified on the calendar has been provided with a list of their assigned policies in order to ensure that the standards are being addressed within each departmental area.

The college continues its commitment to the creation and updating of policies as an important part of effective institutional governance, decision-making, and operation. Currently, Phase 4 of the process has been completed by organizing the existing policies on the NWIC website. We removed many "draft" items and found that it was better to organize these separately within a spreadsheet than visibly on a website.

Since completion of the Year 7 report, the calendar has been revamped and organized to clearly see review dates and schedules for each policy. The [NWIC Policy Review Calendar](#) is divided into departmental areas that have oversight over policies, procedures, manuals, or handbooks that are applicable to that specific department. Significant work has been accomplished to update these sections where appropriate and set specific dates for review. Additional columns have been added to better track original approved dates, additional approval dates, and review dates.

Currently, the college is working to update many of the existing policies that have not yet been reviewed in a timely way, according to our calendar. There are 13 outstanding policies that are currently scheduled to be reviewed and updated, in accordance with the [Administrative Team Calendar](#) and the [Board of Trustees Calendar](#). These calendars reflect the content in the master review calendar. These separate calendars assist the administration in ensuring the calendar is maintained and a schedule is developed.

Standard 2.A.17 was specifically identified within the recommendation regarding co-curricular activities. The institution created a [co-curricular policy](#) in 2016 and will be reviewed again in 2019, according to the NWIC policy review calendar. This is a current policy that is compliant with the standard. In regards to assuring compliance with this standard, a draft of a student publications policy has been developed and is underway to be completed and approved in 2018.

Standard 2.A.18 was also cited within the recommendation. At the time of the year 7 report, a new manual was under development and revisions were made available to employees. In June of 2017 the board of trustees approved the new [Personnel Policy Manual](#) effective since October 1st, 2017. This allowed for staff, faculty, and administrative training throughout the entire college to occur. The new Personnel Policy Manual has been updated on the NWIC Master Policy Calendar and will be reviewed again in 2020.

Standard 2.A.29 was another standard cited within the recommendation and work has been done to ensure compliance. The College has developed an Intellectual Property Policy and it is currently in draft form, waiting final board approval.

Throughout the past year, the focus has been on updating the Indigenous Academic Freedom Policy, since it is very much related to intellectual property. The development of the Indigenous Research Policy and the Research Paradigm was also vital before work could be completed on the Intellectual Property Policy itself. The draft policy reflects cultural and indigenous values and how they are related to teaching responsibilities. Within these documents, scholarship is defined for faculty from an Indigenous perspective that indicates how it can be applied in the classroom. It further describes how this information should be published and disseminated. It also describes how the publication of Indigenous content should be considered in relation to personal views, beliefs, and opinions.

The college recognizes this policy is important and there are several other related documents that also needed development. Considerable time was spent discussing each document with faculty before moving forward. The process has been lengthy but necessary in moving these documents forward. Once final approval has occurred, there will be continued discussion on the applicability of the newly approved policies that includes both the Research Paradigm and the Indigenous Academic Freedom Policy.

Recommendation 3

The Evaluation Committee recommends that the College provide adequate information resources and library services including library orientation for all levels of degree programs and at all instructional sites. (2.E.1., 2.E.3)

Recommendation 3 Response

In order to address this recommendation, the librarian, in consultation with department chairs and subject faculty, will identify and acquire key resources for each degree program in electronic format, (electronic books and/or electronic databases) and make them available via the library's catalog or website. The librarian and faculty will also identify key materials for each four-year program that may not be available in electronic format to add to the library's tangible collections. These materials, as are most of the library's materials, will be available to distance users on request via USPS.

In addition, the librarian will create online resources, including LibGuides and tutorials which will be accessible via the library's webpage. Tutorials will be designed to cover all of the elements included in traditional library orientations as well as more topics necessary to more advanced students. Potential topics include but are not limited to:

- Introduction to the library web page
- Introduction to the library catalog
- Boolean logic
- Overview of the library's databases
- Introductions to specific databases
- Information literacy
- Evaluation of sources
- Advanced search strategies
- Electronic books
- Citation styles

The advantage of online resources is that they are available to all students at any time and in any location. In order to better promote instruction, including in modalities other than face to face, the librarian will visit each site once annually, as feasible.

In order to implement these activities, the librarian's time and effort will be the resource most necessary, although some additional software may be needed as well. Fortunately, the library received an American Indian College Fund grant that can be used to support these efforts.

Recommendation 4

The Evaluation Committee recommends that the College define the relationship between auxiliary services – such as the bookstore and Early Learning Center – and general operational funds. (2.F.6)

Recommendation 4 Response

Northwest Indian College currently has no existing auxiliary enterprises but we have auxiliary services that currently operate as non-academic programs. As with all non-academic programs, the referenced programs (bookstore, student housing, food service, and Early Learning Center) are paid entirely out of general operational funds. It is the expectation that any revenue generated by these programs go back into the general fund account to offset the expenses of the programs. The evaluation committee for the Year 7 report noted that the college is willing to subsidize auxiliary services, for example, the Early Learning Center and Cafeteria, as methods of removing barriers for students. This continues to be how the college defines the auxiliary services as part of and not separate from the college.

The current student population (276 main campus FTE) is not large enough to attract sustainable auxiliary enterprises. Therefore, the NWIC Board of Trustees is willing to financially support the aforementioned programs because they consider the services they provide to be essential to student success.

The auxiliary services are non-academic programs and underwent the same program evaluation that other non-academic programs did in 2014. All NWIC programs paid out of the general operations budget were evaluated during the previous accreditation cycle using the Robert C. Dickeson model, *Prioritizing Academic Programs and Services (reallocating resources to achieve strategic balance)*. A synthesis of ten quantitative and qualitative criteria were used to provide recommendations to program budget managers for planning and improvement. In addition, the results of prioritizing activity informed the 3-year planning of the institutional budget. The ten criteria used for the review included:

1. History, development, and expectations of the program
2. External demand for the program
3. Internal demand for the program
4. Quality of program inputs and processes
5. Quality of program outcomes
6. Size, scope, and productivity of the program
7. Revenue and other resources generated by the program
8. Costs and other expenses associated with the program
9. Impact, justification, and overall essentiality of the program
10. Opportunity analysis of the program

Based on the analysis of the above criteria the bookstore, student housing, food service, and Early Learning Center programs were recommended for continued support through funding in the operations budget.

In the future, a similar process will be used to evaluate programs and inform level of funding in the next 3-year budget cycle.

Conclusion

Since the completion of the Year 7 report in 2017 and receiving the official recommendations from NWCCU, Northwest Indian College has started to address each recommendation individually and has made significant progress on each. Recommendation two is mostly complete, with the finalized intellectual property needing approval from the Board of Trustees this May. The calendar has been approved and implemented and will need continuous follow-up to ensure it is adhered to. Recommendation three has implemented a plan to focus on the specific concerns and the plan is to address them within the departmental work plan of the library. Recommendation four has made progress in defining what auxiliary services are and the relationship they have to the college.