

Adjunct Faculty Handbook



2010 – 2011

The University of Montana – Helena College of Technology
1115 North Roberts
Helena, MT 59601
www.umhelen.edu

Principles of Good Teaching and Learning

The best teaching and learning occurs when:

The classroom climate is one of mutual respect among all participants. It is a primary responsibility of UMH instructors to foster and exhibit respect for all students in the classroom, to hear every student's voice, especially those who have been silenced in previous educational settings. Respect involves a recognition of different points of view, different values, different styles of learning, different talents and different kinds of intelligence.

Students are motivated. The stronger the desire to learn something the more learning will occur. Instructors who display genuine passion for their subject matter and communicate high standards can generate a similar enthusiasm among students. Love of learning is the strongest motivation we can provide for our students.

The learning environment in the classroom is treated as a holistic, dynamic system designed to accommodate different ways of learning and knowing. Instructional methods should promote a cycle of learning that includes opportunities for direct hands-on experience; for reflection through reading, writing, and discussion; for students to derive personal meaning or make connections to their daily lives; and for discovering direct applications for the learning. The deepest learning states often occur when the whole brain is engaged, when analytical left-brain processes are accompanied by a range of right-brain understandings.

Content is presented with the big picture first as a context for the specific, differentiated information of the subject. The most meaningful learning generally occurs when students have a context for the specific content they are trying to learn. This content – information/material/activities – should be connected either to broader foundational concepts or to students' personal experiences. Learning that lacks a contextual framework tends to be superficial and of short duration.

The class encourages dialogue and collaboration among students, as well as between students and the instructor. Dialogue among classroom participants allows for the integration of new knowledge with what students already know, which in turn generates further understanding and fresh insights. Interactions among students and teachers can be the most effective triggers of meaningful learning.

The class provides opportunities for direct experience and active application of course content. Students generally learn things best if they experience them first hand or apply them directly to solve a problem. Providing students with opportunities to teach others what they are learning is one of the most effective ways to accomplish this kind of applied learning in the classroom.

Student development and transformation becomes an intentional goal of the teaching and learning process. Student development involves positive changes in students' frames of reference and their ability to think critically and abstractly. This transformation is most likely to occur in an environment that includes safety and trust and provides occasional experiences of cognitive dissonance (i.e. experiences which lead students to question their own taken-for-granted beliefs and frames of reference).

Assessment is an ongoing process that provides prompt feedback to students about their learning. Assessment is most effective when there is the least anxiety and the maximum potential to learn from the assessment procedure. Hence, students should perceive assessment as a natural and on-going part of the cycle of learning.

Introduction

The University of Montana – Helena College of Technology is privileged to count as members of its teaching faculty a diverse and extraordinarily talented group of part-time instructors. You perform an essential service to the College and to your community. The information in this packet has been provided to assist you as you prepare for the upcoming semester.

Our Mission

The University of Montana – Helena College of Technology a public, student-centered, open admissions two-year College, provides quality educational opportunities responsive to community needs.

Mission Statement

The University of Montana - Helena College of Technology promotes lifelong educational goals of learners, supports workforce development needs of employers, and fosters community involvement by providing a substantive, responsible, and accessible learning environment.

Core Value Statements

Learning:

We uphold the principles of lifelong learning for our community of students, faculty, and staff.

Success:

We promote the success of our community in meeting individual and common goals.

Community:

We foster our connections with partners in business, industry, government, local communities, and fellow educators.

Access:

We provide access to higher education, employment opportunities, continuing education, and personal and career development.

Growth:

We encourage growth and progress of our community members, curricula, facilities, and resources.

Service:

We serve our students, College, partners, and communities.

Degrees Offered

The University of Montana - Helena College of Technology delivers course offerings on-campus as well as at appropriate off-campus sites and through electronic technology. The college works to:

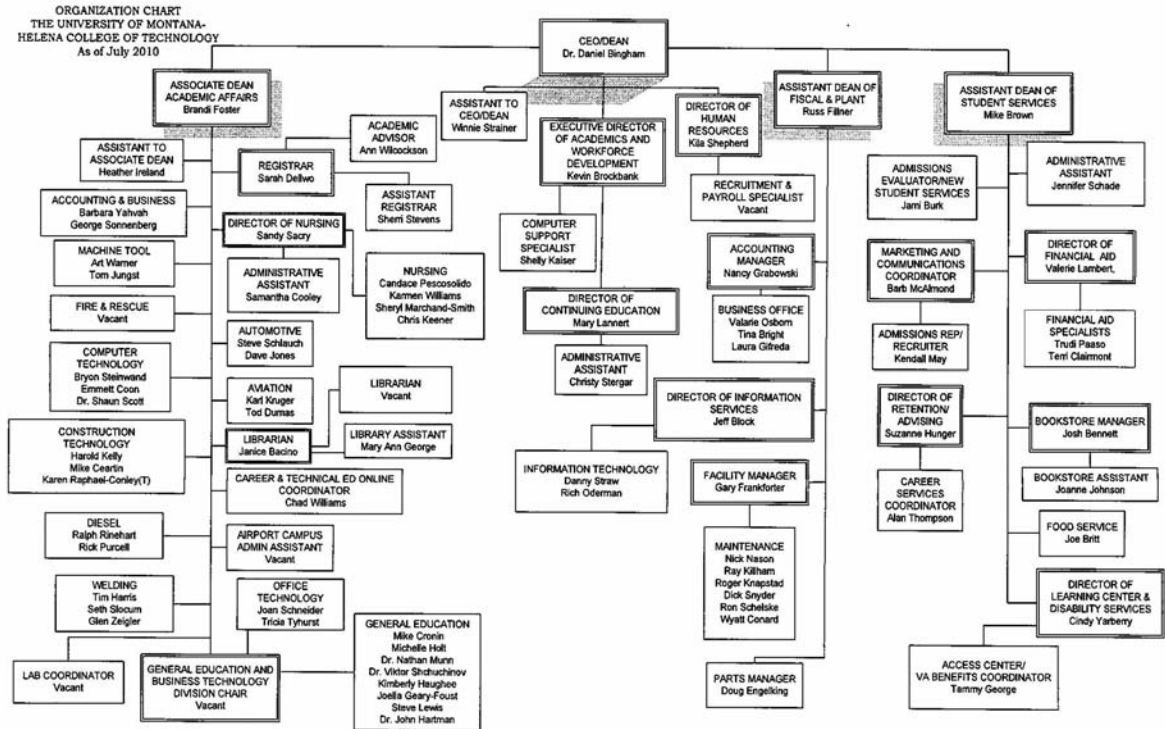
- award Associate of Applied Science Degrees or Certificates in the career areas of Nursing, Business, Technology and Trades;
- award Associate Degrees for transfer to four-year programs;
- offer general education courses reflective of the core curriculum requirements of the Montana University System;
- offer courses, seminars, workshops, and customized training to meet the educational needs of individuals, businesses, and other populations.

Academic Responsibilities

The University of Montana - Helena College of Technology designs its programs and courses to enhance the student's ability to:

- demonstrate competence in technical and related subject matter to attain lifelong career goals;
- demonstrate intellectual skills to realize advancement in higher education;
- acquire the knowledge and skills to live a productive life while achieving a balance between career, personal life, and service to others;
- analyze problems and identify and evaluate important information resources;
- recognize the importance of lifelong learning and gain the confidence to be a self-directed learner;
- think critically with a sensitivity to the human community and the ethics of the physical world;
- discover personal potential, and respect the uniqueness of others.

UM-Helena Organization and Leadership



Dean/CEO – Dr. Daniel Bingham

This is the executive officer for the college and he is vested with the responsibility of administering the policies of the Board of Regents under the supervision and control of the president of The University of Montana.

Associate Dean/Academic Affairs – Brandi Foster

This is the chief academic officer for the college and she is responsible for faculty and academic issues.

Assistant Dean/Fiscal and Plant – Russ Filler

This is the chief financial officer for the college and he is responsible for business matters and the facility.

Assistant Dean of Student Services – Mike Brown

This is the director of students and he is responsible for departments who provide non-academic services to students.

Executive Director of Academic and Workforce Development – Kevin Brockbank

This is an academic officer position that provides specific support in workforce development, Continuing Education and specific academic areas.

Director Human Resources – Kila Shepherd

This is the director of Human Resources, ADA/EEO/OSHA Officer for the college and she is responsible for faculty and staff human resources related issues.

Academic Leadership

Registrar

Sarah Dellwo

Librarian

Janice Bacino

Director of Nursing

Sandy Sacry

Continuing Education

Mary Lannert

Department Chairs

General Education – Nathan Munn

Technology – Tricia Tyhurst

Student Services Leadership

Disability Services/Learning Center – Cindy Yarberry

Retention – Suzanne Hunger

Financial Aid – Valerie Lambert

Commitment to Assessment

The University of Montana - Helena College of Technology, a student-centered two-year college providing quality educational opportunities responsive to community needs, is committed to the evaluation of institutional effectiveness and the assessment of student learning outcomes. This commitment is reflected through an assortment of activities and processes that all begin with a patent expression of the College's mission, vision, values, goals, strategic plan, and the espousal of these principles by the academic departments, their programs and all co-curricular divisions and departments.

Adjunct faculty are members of the academic staff who are appointed for a limited period of time during the year in which they are actively involved in teaching for the College. They are committed to serving and working with individuals to recognize their learning, life, and career aspirations through access, excellent academic programs, and support. Adjunct faculty members are hired on a semester-by-semester basis and the adjunct appointment does not extend beyond one semester.

I. Responsibilities

- A. The primary responsibility of this position is to provide quality instruction for student learning and maintain a positive learning environment in the classroom. The major emphasis will be on teaching and evaluating students in classrooms and laboratories.

- B. Functional responsibilities include:
 - 1. Planning and teaching classes as assigned and as outlined in the course descriptions and syllabi;
 - 2. Supervising the study and learning activities of students;
 - 3. Participating in an evaluation of teaching and classroom performance;
 - 4. Submitting requests through the Department Chair, Discipline Liaison, or Program Director for equipment, supplies, textbooks, and other instructional aids;
 - 5. Evaluating the academic progress of students;
 - 6. Demonstrating knowledge of services, regulations, outcomes assessment, and procedures as defined in the *Adjunct Faculty Handbook*;
 - 7. Submitting course grades and performing other administrative duties as required;
 - 8. Listing office hours and contact information in the course syllabus; and

Academic Freedom and Responsibility

To ensure that the College has an instructional program marked by excellence, the Montana Board of Regents of Higher Education supports the concept of

academic freedom (see Montana BOR Policy 302). In the development of knowledge, research endeavors, and creative activities, college faculty and students must be free to cultivate a spirit of inquiry and scholarly criticism. The faculty member is entitled to freedom in the classroom in discussing subject matter but should be careful not to introduce matters that have no relation to the field. Faculty and students must be able to examine ideas in an atmosphere of freedom and confidence and to participate as responsible citizens in community affairs.

It is the responsibility of the adjunct faculty member responsible for a course to agree collegially on the content of that course. It is his or her further responsibility to ensure that such content conforms to departmental standards and the UMH Catalog.

At no time shall the principle of academic freedom prevent the institution from making proper efforts to assure the best possible instruction and academic climate for all students in accordance with the objectives of the institution.

II. Selection

All adjunct faculty in the academic teaching areas will have the same academic qualifications as full-time faculty as specified by Montana Board of Regents policy 730.6. These qualifications do not apply to adjunct faculty teaching noncredit courses for Community Education. It is the responsibility of the department chair to review and verify the credentials and interview all applicants. Adjunct faculty are selected according to these four criteria:

- A. Academic degree; proficiency in the proposed course;
- B. References;
- C. Previous experience in business, industry, or teaching; and
- D. Completed application and transcripts on file.

The selection process for the hiring of adjunct must include a hiring interview by the Department Chair, appropriate faculty, and/or the Academic Dean. Other full-time faculty members in the academic departments shall be encouraged to participate in the hiring interview.

After the initial semester, rehiring depends on these factors:

- Student evaluation comments and numerical results;
- instructor attendance;
- maintenance of an appropriate learning environment;
- performance of administrative duties;
- classroom observations; and
- needs of the college.

All adjunct instructors will be employed subject to the laws of the state of Montana, the requirements and policies of the Montana Board of Regents, and the requirements and policies of The University of Montana - Helena College of Technology.

Adjunct faculty teaching assignments are dependent on sufficient enrollment in each course to be taught and/or other administrative considerations. Should the class(es) not have a sufficient number of students enrolled, the Letter of Offer (LOO) automatically becomes void. The University of Montana - Helena College of Technology reserves the right to transfer the class(es) to a full-time faculty member. Adjunct faculty appointments do not include any assurance, obligation, or guarantee of subsequent employment. Adjunct appointments may be canceled without prior notice and are not effective until approved by all College officials. The maximum teaching load combined for fall and spring semesters is 17 credits. The summer maximum is nine (9) credits. Maximum teaching loads may be exceeded in exceptional cases approved by the Associate Dean and the Dean/CEO prior to the first day of the employment period.

III. Human Resources

Equal Employment Opportunity

It is the policy of The University of Montana – Helena, College of Technology (UM-Helena) to recruit, appoint, assign, train, evaluate, and promote all personnel on the basis of merit and qualifications regardless of race, color, religion, creed, sex, national origin, age, disability, marital status, political belief, or sex distinction with the exception of special programs established by law.

Reasonable Accommodation

UM-Helena is committed to provide reasonable accommodation to any known disability that may interfere with a qualified disabled person's ability to compete in the selection process or to perform the essential functions of the job, except where the accommodation would create an undue hardship for UM-Helena.

Individuals who wish to request reasonable accommodation should call the Director of Human Resources (ADA/EEO Officer) at (406)-444-0845.

Discrimination/Harassment Complaint Procedures

Any faculty member, student, staff member, or applicant for employment to UM-Helena who claims to have been unlawfully discriminated against due to any UM-Helena regulation or policy or the official action of any UM-Helena employee may, as soon as possible but within one hundred eighty (180) calendar days of the alleged discriminatory occurrence, initiate complaint proceedings by notifying the Director of Human Resources (ADA/EEO Officer). Employee may notify the Director of Human Resources (ADA/EEO Officer, their immediate supervisor, or any UM-Helena supervisor, even if s/he is not the employee's direct supervisor. If the complaint is not filed within one hundred eighty (180) calendar days of the alleged discriminatory occurrence, you will lose your right to file an internal complaint.

You also have the right to file discrimination complaints with the following agencies:

Montana Human Rights Bureau (HRB)
PO Box 1728
Helena MT 59624
(406) 444-2884
(406) 444-0532 (TTY)

<http://www.erd.dli.mt.gov/humanright/hrhome.asp>

or

United States Equal Employment Opportunity Commission (EEOC)
Denver District Office
303 E. 17th Avenue, Ste. 510
Denver CO 80203
(303) 866-1300
(303) 866-1950 (TTY)

www.eeoc.gov

You must file the HRB complaint within one hundred eighty (180) calendar days of the alleged discriminatory occurrence.

You must file your complaint with EEOC within three hundred (300) calendar days of the alleged discriminatory occurrence.

It is necessary to file a charge with the HRB or EEOC in order to preserve your right to file a private lawsuit at a later date.

Complaints of Sexual Harassment are filed by notifying the Director of Human Resources (ADA/EEO Officer), their immediate supervisor, or any UM-Helena supervisor, even if s/he is not the employee's direct supervisor, but must be within sixty (60) calendar days of the alleged harassment.

Retaliation Prohibited

Employees shall be protected against retaliation for lawfully opposing any unlawful discrimination practice, including the filing of a complaint, grievance, or the initiation of an external administrative or legal proceeding, as well as testifying, assisting or participating in an investigation proceeding, or hearing. Retaliation is defined as taking any adverse action against an employee who has engaged in a protected activity and includes but is not limited to refusal to hire, refusal to promote or denial of a promotion; threats or reprimands; unsubstantiated negative job performance evaluations; harassment; adverse treatment; limiting or suspending access to an internal complaint or grievance process; and giving unsubstantiated negative job references.

Compensation

The following schedule will apply for compensation for adjunct faculty:

Starting at \$480.00 per credit

The rates described above will remain in effect until changed by The University of Montana – Helena College of Technology. Any exceptions to the above rates must be approved by the Associate Dean.

Payroll Cycles

Adjunct Faculty are paid on a monthly payroll cycle. A current payroll calendar can be obtained from the Human Resources office.

Direct Deposit/Deductions

Direct deposits of paychecks to a financial institution of choice are available to all employees. Direct deposits are allowed for payment to a maximum of two different accounts. For more information, contact the Payroll Department at 444-6877.

Personnel Files

The College maintains a personnel file for each of its employees. These files are kept in the Human Resources Office. See the CBA, section 7.2 for more information.

IV. Evaluation of Teaching

Purpose

The adjunct faculty evaluation procedure is a cooperative process involving the adjunct faculty member, a full-time instructor (peer) or academic administrator, and students. The purpose of the instructional evaluation is to provide constructive feedback to the instructor through external perspectives, teaching suggestions on classroom management, and methods of pedagogical delivery.

Process

The evaluation process shall be conducted as follows:

- Each adjunct instructor will be evaluated once each academic year for the first three years of instruction; the evaluation interval will then move to every other year thereafter. A capstone review – between the instructor and faculty/administrator evaluator utilizing all evaluation documentation from current and previous evaluations – shall be conducted at the conclusion of each evaluation period.
- Each evaluation shall consist of three components:
 - i. Self evaluation. The self-evaluation will be completed by the adjunct faculty member using the evaluation documents (functional area ranking and narrative summation) provided by the College. (Appendix A)
 - ii. Classroom Observation. The peer evaluation will be completed by the faculty/administrative evaluator using the evaluation documents (functional area ranking and narrative summation) provided by the College by making an appointment to visit the adjunct's course(s) to perform the evaluation. (Appendix B)
 - iii. Student evaluation. Using the evaluation documents provided by the College, the faculty member shall be evaluated by students in each class being taught during the evaluated semester at two intervals: once at mid-term and then at course conclusion. (Appendix C)
- Each adjunct shall have full access to the Faculty Support Center as a means to develop and improve classroom management and instructional pedagogy.

V. Training in Instructional Methodology

During the academic year, adjunct faculty will be offered the opportunity to participate in an instructional development program consisting of various sessions on appropriate methods and instructional designs. These trainings are optional; however, adjunct faculty are strongly encouraged to participate. Adjunct faculty are welcome to participate in any faculty training in instructional methodology offered on campus.

VI. Adjunct Faculty Orientation

All adjunct faculty members are asked to attend Adjunct Faculty Orientation at the beginning of fall and spring semester. The orientation shall include information about the mission of the College; the nature of the student population; College policies, procedures, and practices regarding professional expectations and performance; outcomes assessment, and other academic and student life information that will assist the adjunct faculty member in effectively carrying out his/her teaching assignments.

VII. Academic Complaints

The Academic Affairs office may facilitate (in conjunction with the Department Chair) academic complaints involving adjunct instructors.

General Information:

A. Absences

The adjunct is responsible to hold class as outlined in the letter of appointment. If it is necessary to be absent for any reason, it is the responsibility of the adjunct to notify the Department Chair and the Academic Dean in advance to arrange for a substitute who is an adjunct or full-time faculty member approved by the academic department. For emergencies and/or illnesses, call the Academic Affairs office so students can be notified if possible—or a note can be posted on the door to the classroom, etc.

B. Classrooms and Labs

Classrooms are assigned before enrollments are final. If there are any classroom problems or scheduling conflicts, contact the Department Chair immediately. Classrooms will be unlocked so no keys are necessary. Do not change classrooms unless permission has been granted by the Department Chair. It is essential for safety reasons that the location of

each class be accessible college-wide through the college scheduling system.

Do not remove or bring in additional chairs to your assigned classroom. If additional chairs are needed, contact the Academic Affairs Office and he or she will make the necessary formal request.

Please be courteous to the next class that occupies the room by ending class on time; cleaning chalk/white boards; asking students to straighten tables and/or chairs, and turning the lights off prior to leaving each class or lab session. Please do not leave posters, student projects or other items in the classroom and do not tape or tack anything to the walls. Classroom supplies, such as markers for the boards, erasers, etc. are available through your academic department. There are limited supplies located in the adjunct office or contact your department chair to facilitate a supply order.

In case of emergency, follow emergency procedures as outlined in the UMH Campus Emergency Action Plan in accordance with emergency protocol training as provided during adjunct faculty orientation.

C. Textbooks and Bookstore

The Bookstore carries many of the required books, tools, and supplies needed to complete an educational program. Many other items such as calculators, logo imprinted sweatshirts and jackets, and other miscellaneous items are available for purchase. The cost of the books, tools, and supplies varies with each course. The list of required items is provided for every course. The bookstore hours are posted on the store entrance. Check with your Department Chair for procedures for obtaining books and the necessary items needed to teach your class.



**The University of Montana – Helena College of Technology
Adjunct Evaluation Target Dates
Academic Year 2009 – 2010**

Fall 2010

September 3	Copies of Syllabus(i) Filed: 1 Electronic Copy to the Academic Affairs Office 1 Electronic Copy to Department Chair
October 15	Classroom Observations Should be Scheduled
November 15	Classroom Observation Cut-off Date. Submit Self-Evaluation at Time of Classroom Observation Schedule a Summary Meeting with Academic Officer
December 10	Cut-off Date for Summary Meeting with Academic Officer
December 31	Evaluation Summary will be Completed and Filed

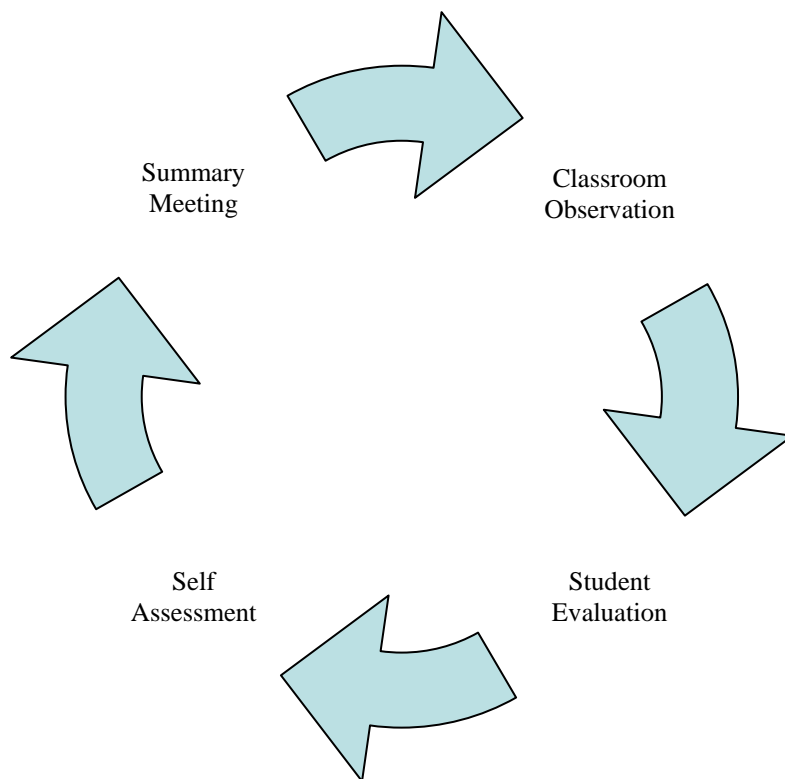
Spring 2011

January 21	Copies of Syllabus(i) Filed: 1 Electronic Copy to the Academic Affairs Office 1 Electronic Copy to Department Chair
March 4	Classroom Observations Should be Scheduled
April 1	Classroom Observation Cut-off Date Submit Self-Evaluation at Time of Classroom Observation Schedule a Summary Meeting with Academic Officer
April 22	Cut-off Date for Summary Meeting with Academic Officer
May 27	Evaluation Summary will be Completed and Filed

ADJUNCT FACULTY EVALUATION

The University of Montana – Helena College of Montana

Overview of the Evaluation Protocol for Adjunct Faculty



Procedures

All new adjunct instructors will be evaluated during their first year of teaching or for teaching a new class. Thereafter, they will be evaluated once every other year. Evaluation consists of a classroom observation, student evaluation, self-assessment, and the submission of a course syllabus. The Department Chair or a designee of the Associate Dean will conduct the evaluation.

PROMISES TO KEEP: THE COURSE SYLLABUS

Purposes of the Course Syllabus

At The University of Montana - Helena College of Technology, a course syllabus serves the following purposes:

1. The course syllabus tells students taking the course what they can expect and what will be expected of them.
2. The course syllabus is used by other institutions to evaluate whether a particular course is equivalent to a course they offer and therefore transferable.
3. The course syllabus is used by faculty, program directors, and department chairs to ensure that the content and objectives of the course remain consistent, regardless of the instructor teaching it, the number of sections provided, or the semester it is offered.
4. The course syllabus is used by the Curriculum Committee to evaluate the appropriateness of the credits allotted for the course, its placement in the curriculum, and its reflection of program and institutional standards.
5. The course syllabus is used by the associate dean to evaluate whether faculty instruction and assessment is well-suited to achieving the objectives of a course.
6. The course syllabus is a critical source document in any academic complaint.

In short, the course syllabus is a promise that UMH makes to its students, faculty, academic senate, administration, receiving institutions, accrediting bodies, and the public. Because the promise centers on the most important work of the College – teaching and learning – it is arguably the most important promise that it makes. If the College and its faculty are to be credible, keeping that promise is essential.

The Content of the Course Syllabus

Course syllabi often include information specific to the instructor of the course or the semester that it is offered—e.g., instructor's e-mail address, office hours, etc.—but all course syllabi at UMH must consist primarily of the following components:

1. **Course Description:** This brief summary of the content of the course should be identical to the description of the course in the College's catalog. *It may not be altered by individual faculty except through formal curriculum change processes.*
2. **Course Materials:** Any texts, supplies, or equipment that the student is required to purchase in order to take the course must be listed in the course syllabus. Although individual faculty may supplement these materials with additional materials of their own choosing, in order to keep expenses and expectations consistent and reasonable from faculty to faculty and semester to semester, supplemental materials should be easily accessible and inexpensive.
3. **Learning Outcomes:** The syllabus should clearly state the specific skills, knowledge, and/or understanding that successful students will achieve as a result of taking the course. The learning outcomes are perhaps the most important part of the syllabus because they are directly connected to almost every purpose that a syllabus serves. *Therefore, they may not be altered by individual faculty except through established curriculum processes.*
4. **Course Outline:** The course outline should give a clear indication of the content of the course--what, specifically, will be covered and, if the instructor prefers, in what order. The content of the course must remain constant, but faculty have the latitude to alter the *format* and the *sequence* of course content to suit their instructional purposes and circumstances. In order to distinguish sequence from content, many faculty attach as an addendum to the syllabus a Course Schedule, which provides the sequence and timeline for the course content in the syllabus.
5. **Course Evaluation:** This section of the course syllabus specifies the manner in which final grades for the course will be determined. Any activity related to the final grade should be listed in this

section, including class participation and attendance, if the instructor factors those elements into the course grade. Grading scales and other methods of grade calculation may also be included. Because the evaluation of learning is a distinctly professional judgment, faculty are encouraged to alter this section to reflect how they prefer to make these judgments, as long as they observe these three stipulations:

- State your expectations clearly. For instance, if attendance does affect the course grade, be specific about your expectations for attendance and explain how attendance influences the final grade.
- Adhere completely to the evaluation methods that you specify in your syllabus. Grade complaints become more difficult to resolve when you have not graded students using the methods you promised in your syllabus.
- Be able to defend the appropriateness of the evaluation methods that you identify in your syllabus. Do they have a logical connection to the course objectives? Do they strike the appropriate emphases and balances among objectives?

Location of the Course Syllabus

All faculty should have a course syllabus for every course that they teach. During the first week of each semester, all faculty should deliver a copy of the syllabus for each course that they teach that semester to their department chairs and the Academic Affairs Office.

All students should have a course syllabus for every course in which they are enrolled.

All departments should have a course syllabus on file for every course in every program in the department.

The Academic Affairs Office should have electronic and paper copies of all syllabi in effect at the College.



Sample Syllabus Template with Required Sections and Recommended Language

Course Title

Course Number and Section

Semester and Year

Instructor: Name, Telephone Number, ext. XX with voice-mail (if applicable)

E-mail: URL

Academic Web Site: URL, if applicable

Office Hours: Days and Times, and/or By Appointment

Office: If applicable

Course Description

[Should be from the Curriculum Guide Course Description]

Course Outcomes

[Should be from the Curriculum Guide Course Statement]

-
-
-
-

Required Texts

[Text(s) title(s), author(s), edition. Supplementary Materials by title and author (like a FacPac). Non-required yet recommended texts if applicable]

Attendance and Participation

[Your policy, including any penalties]

Grading Policy

[A fairly detailed explanation of your grading system, including late policy/penalties, assignment values (point system, letter grade, etc.)]

Academic Rigor

[Your general statement. The language below is from the UM-H Academic Rigor Value Statement]

Academic Rigor at the University of Montana - Helena

We, the faculty members of the UM-H, believe that academic rigor, as a core value, helps promote lifelong learning and is an integral aspect of providing a substantive, responsive and accessible learning environment. Academic rigor means sustaining a learning environment that challenges students to attain high levels of intellectual and technical skills in an ethical manner. Rigor should pervade every aspect of the college: teaching and learning, curriculum, evaluation of student and faculty, outreach, admissions, advising, and student life.

Rigorous Teaching

Rigorous teaching permits faculty members to create learning environments that encourage students to grow in confidence, competence, and control. Rigorous teaching requires a professional commitment to academic discipline and to inspiring students to develop their knowledge and understanding by developing their learning skills. Students should be able to expect faculty members to:

- 1) Strive to clearly communicate the course expectations and have them summarized on the syllabus, and to follow the curriculum;
- 2) Strive to come to class prepared, and to give students useful feedback on their assignments in as timely manner as the situation permits;
- 3) Strive to be available to students outside of the classroom;
- 4) Strive to make assignments relevant, meaningful and challenging;
- 5) Strive to create opportunities for learning in ways geared to students' diverse talents and abilities;
- 6) Strive to reduce, if not eliminate, the students' perceived need to plagiarize and to challenge plagiarism should it occur; and
- 7) Strive to evaluate our courses and ourselves.

Rigorous Learning

To make the most of the college experience, students should approach college in terms of a rigor complementary to the faculty's. Rigorous learning requires fortitude, persistence, preparation, hard work, and zeal. Since college shifts students from the teacher-centered style of high school learning to a student-centered style of learning, it places a higher level of responsibility for performance onto the students. Such high performance at a demanding institution can lead to a successful and satisfying career. Therefore, rigorous students should expect themselves to:

- 1) Set high expectations along with a strong sense of collegiate purpose;
- 2) Come to class prepared to work, and to submit assignments by the deadlines;
- 3) Make the most of their time with faculty members in and out of class;
- 4) Treat fellow students and the classroom with respect, and to participate in the academic process;
- 5) Manage their time so they can treat college as real work with real value;
- 6) Participate with complete honesty and integrity;
- 7) Understand that collaboration with classmates on assignments, when required or encouraged, is acceptable behavior as long as the products of those assignments are truly the student's own work;
- 8) Accept responsibility for learning and for the grades earned.

[Based upon the academic rigor statement of CSU-Chico.]

Academic Integrity

The University of Montana-Helena adheres to high standards of academic integrity. A single instance of the following violations will result in an F grade for that assignment; a subsequent violation will result in an FX grade for the course (see *Catalog*), and in both cases I will report the violation to the academic dean:

- Plagiarism: submitting the words, work or ideas of others without properly crediting them.
- Using work generated in another class, by you or someone else, for credit in this class without permission from the instructor.

Use (appropriate manuals, textbook,) and the “HCT Style Sheet,” or consult with me if you have any doubt about how to incorporate the words, work or ideas of other authors into your essays.

Library Services

[This section is suggested/recommended]

The Library is located on the Donaldson campus next to the main entrance and is open from 8:30 a.m. to 8:30 p.m. Monday through Thursday and 8:30 a.m. to 5:00 p.m. on Fridays. It is where you take makeup tests and where you drop off papers for or pick up papers from instructors – “Red Envelope Service.” A photo ID is required for testing or to pick up papers. For your research needs, the Library has a book collection and a large collection of electronic resources -- including books, encyclopedias, and journal articles – accessible from the UMH website, either on campus or from home. Library staff is a resource to help you with research and you can “Book a Librarian” for one on one tutoring. SEE: <http://umhelen.edu>

Current Students . . . Library . . .

Miscellaneous

[Your additional course policies, how assignments are to be formatted, breaks (for classes longer than 50 minutes), etc.]

This syllabus is subject to change. Please turn off cell phones during class.

Special Accommodations

[The following language is recommended by the Learning Center for this required section]

Students with physical, cognitive, or learning disabilities who seek accommodations should contact Disability Services Director Cindy Yarberry, located in the ACCESS Center, at 444-6897 or cindy.yarberry@umhelen.edu. All information will be kept confidential.

The Learning Center is open from 8:00 to 8:30 Monday through Thursday and until 4:00 on Fridays. It is fully staffed with tutors who can assist students in most academic areas of the college, and tutoring is free for UM-Helena students. Students may also use the Learning Center’s computers for papers, email, and homework assignments. Many of the school’s software programs are loaded on these computers.

Calendar/Course Outline

[This section is suggested/recommended. The days’ or weeks’ topics, reading and/or writing assignments, etc.; for example could be included]

8/23 M Introduction to class. Read Chap. 1. Assign Exercises 1 and 2 on page 20, due W 8/25.



APPENDIX A

ADJUNCT INSTRUCTOR EVALUATION

Instructor: _____ Date: _____

Course #/Title: _____ Class Days/Hours: _____

The University of Montana Helena - College of Technology seeks to ensure a quality learning experience for all students and a successful teaching experience for all faculty members. Your cooperation in providing meaningful feedback is appreciated and will be used to support the mission and goals of this institution.

Instructions: Please rate the below items as 5 (very effective); 4 (fairly effective); 3 (adequate); 2 (fairly ineffective); 1 (very ineffective); or NA (not applicable). Enter a checkmark in the appropriate space provided.

Engagement in Teaching	5	4	3	2	1	NA
I provide a syllabus to students at the beginning of the course which includes the expected learning outcomes and the criteria which will be used to evaluate student progress and final grades.						
I present an organizational plan for classroom lessons.						
I demonstrate an ability to communicate effectively.						
I demonstrate knowledge of subject matter.						
I use a variety of teaching methods.						
I maintain a positive learning environment in the classroom.						
I promote proper safety practices in lab, shop, field or clinical settings.						
I maintain accurate records of students' academic performance.						
I use the evaluation methods which are outlined in the syllabus.						
I give a fair and adequate evaluation of students' performance.						
I effectively and appropriately address individual student needs.						
I am available for individual student assistance.						
I motivate my students to learn.						
Engagement in Curriculum Development						
I provide input to my department chair for updating the curricula, curriculum guides and catalog.						
Engagement in the Institution						
I submit my syllabi to the Department Chair and the Associate Dean's office each semester.						
I maintain a professional appearance appropriate to the classroom and College.						
I follow institutional policy and procedures.						
I follow established administrative channels to resolve problems.						

Room for Additional Comments on the Reverse

Appendix B

FACULTY CLASSROOM OBSERVATION WORKSHEET

RAPPORT/INTERACTION

X	Observation	Okay, could improve	Does just fine	Comments
	Makes eye contact with students			
	Encourages questions, comments, discussion, and other contributions to the lesson			
	Uses positive reinforcement			
	Addresses individual students by name			
	Helps individual students with problems			
	Shows tolerance of other points of view			
	Invites students to share			
	Relates in a positive way with students			

PROFESSIONALISM

X	Observation	Okay, could improve	Does just fine	Comments
	Demonstrates a command of the material			
	Maintains adequate but flexible control of the class			
	Presents desirable role model of leader/officer			
	Promotes desirable officership/leadership attitudes			

ORGANIZATION/PACE

X	Observation	Okay, could improve	Does just fine	Comments
	Gives preliminary overview			
	Relates topic to whole course			
	Uses outlines, charts, steps, etc, to organize ideas			
	Keeps "on track" of major theme of lesson			
	Listens to students' questions, thinks before answering, and answers questions asked.			
	Polls for student understanding before moving on			

	Indicates transition from one topic to the next			
	Reviews or summarizes key points			
	Lesson is well organized, including boards and slides			

PRESENTATION

X	Observation	Okay, could improve	Does just fine	Comments
	Uses concrete, everyday examples			
	Presents challenging and stimulating examples, ideas, problems			
	Points out practical applications			
	Explains subject matter in familiar language			
	Defines new or unfamiliar terms			
	Reinforces difficult concepts by repetition or by use in multiple examples			
	Stresses important points (pausing, speaking slowly/loudly)			
	Speaks clearly and at an appropriate volume			
	Speaks at appropriate pace			
	Moves about the room			
	Varies activities			
	Varies presentation media			
	Promotes good student work habits			

Appendix C



The University of Montana-Helena
COLLEGE OF TECHNOLOGY

INSTRUCTOR ASSESSMENT

Instructor: _____

Date: _____

Course #/Title: _____

Class Days/Hours: _____

The UM – Helena College of Technology seeks to ensure a quality learning experience for all students and a successful teaching experience for all faculty. Your cooperation in providing meaningful feedback is appreciated and will be used to support the mission and goals of this institution. The information on this form will provide feedback to the instructor to assist him/her in presenting the course material in the best possible format to achieve a positive learning environment.

Please rate the instructor on following topics using these scores: 5) very effective, 4) fairly effective, 3) adequate, 2) fairly ineffective, 1) very ineffective, or NA, not applicable. Enter a checkmark in the spaces provided for each topic.

Course Content	5	4	3	2	1	NA
The instructor presented the course objectives in a clear manner.						
The instructor presented the grading system in a clear manner.						
The textbook, worksheets, or other course materials were useful in helping me achieve the course objectives.						
The instructor is knowledgeable about the subject matter.						
Method of Presentation	5	4	3	2	1	NA
Lectures are clear and understandable.						
Hands-on applications are relevant.						
Class discussion is beneficial to my learning.						
Group work is relevant to course content.						
Visual aids are effective and clear.						
Individual needs are effectively addressed.						
Assigns work that is meaningful to me.						
Instructor is always on time for class.						
Instructor is available for individual assistance.						
Instructor motivated me to learn.						
Instructor accommodates special disability requests.						

Student Information

Degree seeking _____ Non-degree seeking _____ Program of Study _____

I would take a course from this instructor again. Yes _____ No _____

Room for Comments on the Reverse