

Faculty Handbook

The University of Montana-Helena
College of Technology



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Introduction to the Faculty Handbook

The purpose of this handbook is to provide Faculty members of the University of Montana – Helena College of Technology (UM-Helena) with a guide to personnel policies and benefits that have been affirmed through past practices and/or currently negotiated agreements between the College and its faculty in order to foster clear communications, amiable work relationships, and consistency in personnel administration.

In addition, the handbook will serve to apprise personnel of applicable College, Board of Regents, State of Montana, and/or federal policies that have a bearing on them as faculty but may not be directly associated with terms of employment, benefits, and responsibilities that are a part of current negotiated agreements.

This handbook is not intended to pre-empt or circumvent current negotiated agreements, Board of Regents, and/or State of Montana policies or to serve as an employment contract. Rather it is anticipated that the handbook will be a useful resource in regard to matters of employment and relevant information about UM-Helena, its mission, philosophy, goals, and objectives.

This handbook is not all-inclusive, and suggestions for modifications and/or inclusions are invited. Suggestions may be communicated to Department Chairs, or the Office of the Academic Dean.

In the event that any portion of the handbook conflicts with current negotiated agreements, Board of Regents, State of Montana and/or federal policies, the aforementioned policies shall govern.

Moreover, college policies and procedures described herein are not conditions of employment. The college reserves the right to modify, revoke, suspend, terminate, or change any or all of its policies or procedures, in whole or in part at anytime, with or without notice.

Welcome from the Associate Dean of Academic Affairs

It is my pleasure to present you with this information to assist you in your service at UM-Helena and to welcome you to our campus. You will be joining a group of dedicated and knowledgeable faculty and be supported by a wonderful and helpful team of staff members. The students you will get to know come to us from many different places, with a variety of academic preparations, experiences and goals. You will be challenged as an educator, but will hopefully grow to love the UM-Helena experience. Don't hesitate to ask questions, or to get involved. In fact, we depend on you to do so. You are now part of our team to help educate our community and I wish you the best of luck.



Brandi Foster, Associate Dean of Academic Affairs

Welcome from ECOS

Welcome, faculty, to The University of Montana- Helena College of Technology. As a faculty member, you are now a voting member of the Faculty Senate. Your experiences, talents, and energies are both welcomed and appreciated in contributing to the growth and development of Faculty Senate. Faculty Senate offers an opportunity to shape the purpose and character of the institution and define its future in education. Active participation in Faculty Senate ensures quality education and promotes a life- long learning experience for the student, faculty, institution, and community.

Two – Year Education

The University of Montana—Helena College of Technology provides educational opportunities to its community as a two-year college. Two-year education is different than four-year education, with a different focus and a different mission. In the state of Montana, two-year education has the following attributes:

- Community Focused—programs at UM-Helena are in direct response to our regional needs and typically do not focus on preparing individuals to work outside of our region
- Lifelong Learning—UM-Helena is committed to providing opportunities to individuals throughout the age spectrum, beginning with high school programs all through retirement age
- Accessibility—UM-Helena provides open entry to any individual interested in pursuing educational opportunities with a minimum level of requirements. We provide developmental courses to assist folks in skill development who may not be ready for college-level work, as well as provide a variety of access points to classes including evenings, weekends and on-line.
- Workforce and Economic Development—UM-Helena is a vital contributor to the economy by working with local business and industry to ensure a skilled and ready workforce.
- Transfer Education—UM-Helena offers courses in its Associate of Arts and Associate of Science programs that are geared to transfer to a four-year institution. Courses include math, communication, fine arts, social sciences, and natural sciences. Students in transfer courses make up about 60% of our enrollment.
- Technical and Vocational Education—UM-Helena offers a variety of credentials and courses that are specifically tailored to provide skills used in technical professions. The Associate of Applied Science and Certificate of Applied Science credentials package courses in a variety of technical areas for employment purposes.

Programs of Study

The College's academic programs of study are organized into five major areas: General Education, Fire and Rescue, Nursing, Technology and Trades. The specific programs of study offered are described in the College's catalog.

About UM-Helena

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, responsive, 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.

Vision Statement

The University of Montana – Helena College of Technology will be recognized as a responsive regional center of technical and academic education, as a partner in economic and community development, and as a diverse and accessible community of learners. UM-Helena will promote excellence in education; maintain fiscal and operational integrity; and cultivate an environment of fellowship, inclusiveness, and respect.

Strategic Direction and Priorities

Student Success

Direction: UM-Helena develops and offers instructional programs and student services that help students succeed in reaching their goals.

Priorities for action:

- Assist students in balancing life and school demands.
- Provide transition services for students from application through graduation.
- Develop and evaluate quality educational programs.
- Increase access to student resource areas for the various student populations.

Connect with the Community

Direction: UM-Helena builds connections with a broad range of groups to respond to the diverse needs of the communities we serve.

Priorities for action:

- Work collaboratively with business and industry, local and state governments, community organizations, and educational partners to accomplish common goals for statewide economic development.
- Create communication avenues with the surrounding community.
- Fully develop internships and service learning opportunities for students.
- Identify and incorporate community interests/ business and industry needs in future planning.
- Foster faculty, staff, and student involvement in community organizations and events.

Create Access

Direction: UM-Helena makes access to higher education possible for the communities we serve.

Priorities for action

- Develop alternative delivery methods for courses and degree obtainment including distance learning, evening and weekend offerings and collaboration with other educational institutions to enhance access to higher education.
- Lessen the financial burden of higher education through the development and marketing of scholarship opportunities.
- Improve access and services for people with disabilities.

Develop Resources

Directions: UM-Helena proactively develops its fiscal, capital, technological and human resources to ensure the effective, efficient management of quality programs and services.

Priorities for action

- Improve technological infrastructure and services including electronic mail, wireless networks, and computers.

- Develop criteria for managing enrollment to sustain the quality of our programs and services including marketing and development.
- Develop staffing and salary structure plans.
- Expand the college's fiscal resource base through grants, private funding, and entrepreneurial activities that support college priorities.
- Develop public/private partnerships and corporate sponsorship and in-kind donations.
- Promote legislative awareness and support.
- Support the excellence and growth of college faculty and staff members through professional development programs.

Accreditation

UM-Helena is accredited by Northwest Commission on Colleges and Universities. In addition, programs offered at UM-Helena are approved by the Montana Board of Regents, Montana State Board of Nursing, Federal Aviation Administration, and the National Automotive Education Foundation.

UM-Helena will be seeking re-accreditation in Spring 2010.

Administrative Organization

The Board of Regents

The Board of Regents has full power, responsibility, and authority to supervise, coordinate, manage, and control the Montana University System, and supervises and coordinates other public educational institutions assigned by law. The Board consists of seven members appointed by the governor and confirmed by the Senate to seven-year overlapping terms. The Governor, Superintendent of Public Instruction, and Commissioner of Higher Education are ex-officio members of the Board. Information taken from the Boards website:

<http://mus.edu/board/BORinfo.asp>

The Office of the Commissioner of Higher Education

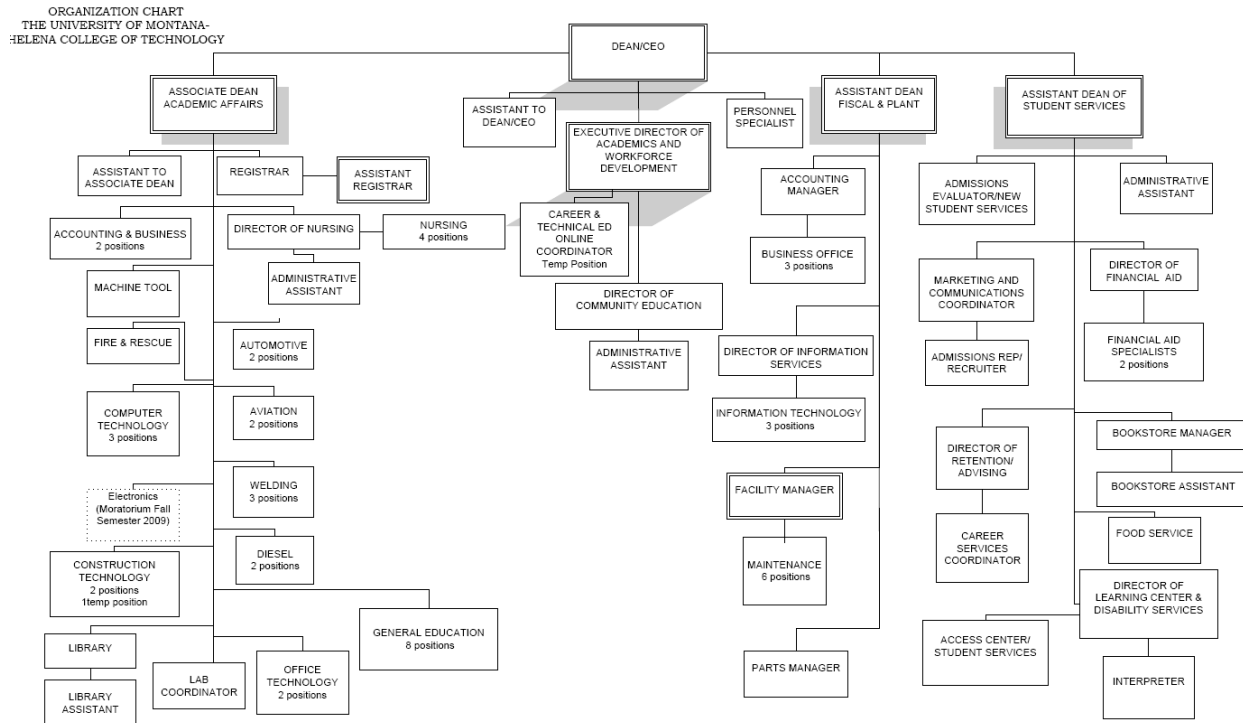
The Commissioner of Higher Education is appointed by the Board of Regents and serves as the chief executive officer of the Montana University System. Policies and directives of the Board of Regents are communicated and implemented by the Commissioner Sheila Stearns and her staff, using the Regents' statutory and constitutional authority in an effective and professional manner. Programs assigned to the office are administered in a successful and accountable fashion.

Information taken from the Commissioners website: <http://www.mus.edu/che/che.asp>

The President of the University of Montana

UM-Helena is part of the University of Montana system and as such falls under the direction and authority of the University President, George Dennison.

UM-Helena Organizational Chart



UM-Helena 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 Fillner

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 who provides specific support in workforce development, Continuing Education and specific academic areas.

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

Trades – Dave Jones

Faculty Senate

During Fall Semester 2004, the faculty voted to organize itself into a senate for the purpose of defining the duties, authority and responsibilities of the faculty on all matters academic. The senate thus entered into shared governance of the institution and formally became part of the College's decision-making process. The articles of organization and bylaws will appear on the College's website.

Faculty Senate committees:

Academic Standards Curriculum Review Committee

Professional Development

Student Services Leadership

Disability Services/Learning Center – Cindy Yarberry

Retention – Suzanne Hunger

Financial Aid – Valerie Lambert

Advisory Committees

Advisory Committees are utilized by each of the educational programs at the College and are comprised of volunteers who have special expertise and knowledge in a career field and/or occupation. Committee members provide administrative and instructional staff with input and recommendations regarding emerging or changing industry needs in order to validate the sequence and scope of the curriculum, to assure correlation with industry standards, to provide insight into student recruitment and placement strategies. The College has authorized each program and department to maintain advisory committees that meet at least twice a year.

The following purposes and guidelines have been outlined to assist in the development of advisory committees.

Purposes

1. To survey community needs
2. To supply job information
3. To provide realistic advice on curriculum construction and materials
4. To advise on development of the student placement program
5. To interpret programs to the community
6. To support appropriation requests and legislation
7. To review facilities
8. To assist in program evaluations
9. To connect with business, industry and community organizations

Guidelines

1. Each program of the UM-Helena College of Technology shall be represented by an advisory committee.
2. Members of advisory committees shall be selected by the faculty and staff with approval by administration.
3. Advisory committees will consist of not more than five (5) members selected from the field of occupation that concerns the department.
4. Members shall be appointed to serve a term of not more than three (3) years.
5. Advisory committees shall meet at least once each year.
6. An agenda, including the date, time and location of the meeting, shall be sent to members of an advisory committee one week in advance of a scheduled meeting.
7. Staff members and a representative or representatives of the administration shall attend advisory committee meetings.
8. Minutes shall be kept of each advisory committee meeting.
9. Advisory committees have no administrative or governing authority. Their objective is to provide a link between the school and the world of work.

Institutional Committees

Information obtained from the current Collective Bargaining Agreement (CBA)

4.11 COMMITTEES

The employer recognizes the value of faculty member input in decisions regarding such academic and other matters as the following: program evaluation, curriculum, faculty member development and sabbaticals, professional standards and qualifications, calendar, the selection of academic related faculty members, workplace safety, strategic planning, and employee wellness. The union recognizes that responsibility for making final decisions rests with the employer. Faculty members shall be included on committees which may be established to make recommendations on the aforementioned matters. Appointments on such committees shall be done in consultation with the local union leadership at the College and other appropriate employee groups.

College Council Members

Chair, Dean/CEO

Academic Dean

Fiscal & Plant Dean

Student Services Dean

Executive Director of Academics & Workforce Development

Faculty Senate President

Staff Senate President

Student Senate President

Committee Chairs:

IT Committee

Grants Committee

Enrollment Management & Institutional Advancement

Budget

Facilities & Safety

Program Assessment

Quality of Work Life

Daniel Bingham

Brandi Foster

Russ Fillner

Mike Brown

Kevin Brockbank

Art Warner

Wyatt Conard

Jennifer Skartveit

Jeff Block

Sarah Dellwo

Suzanne Hunger

Janice Bacino

Mike Ceartin

Joan Schneider

Steve Lewis

College Committees

Budget Committee

Based on the Strategic Plan of UM-Helena and utilizing campus-wide input, the mission of the Budget Committee is to create a responsible and realistic budget recommendation for submission to College Leadership and communicate this process to the College at large.

Russ Fillner, Chair

Brandi Foster

Kevin Brockbank

Sandy Sacry

Mary Lannert

Dave Jones

Tricia Tyhurst

Nathan Munn

Mike Brown

Valerie Lambert

Suzanne Hunger

Cindy Yarberry

Janice Bacino

Nick Nason

Jeff Block

Nancy Grabowski

Emmett Coon

Student Senate: TBD

Dean/CEO (ex-officio): Daniel Bingham

Recorder/Minutes (ex-officio): Winnie Strainer

Enrollment Management & Institutional Advancement Committee

The mission of the Enrollment Management & Institutional Advancement Committee is to evaluate institutional policies and practices pertinent to the enrollment, retention, and progression of students towards their educational and/or vocational goals in support of the college's strategic plan and objectives.

Mike Brown, Chair

Suzanne Hunger

Barb McAlmond

Terri Clairmont

Kendall May

Jami Burk

Tammy George

Shelly Kaiser

JoAnne Johnson

Steve Schlauch

Kim Haughee

Rick Purcell

Tod Dumas

Information Technology Committee

The mission of the IT Committee is to align responsible/realistic planning and budget decisions/allocations with the strategic plan of college.

Jeff Block, Chair

Kevin Brockbank
Bryon Steinwand
Nathan Munn
Mike Cronin
Janice Bacino
Winnie Strainer
Danny Straw
Trudi Paaso

Facilities & Safety Committee

To Create and promote a safe learning environment for students and employees at the University of Montana – Helena College of Technology.

Mike Ceartin, Chair

Joe Britt
Cindy Yarberry
Roger Knapstad
Nick Nason
Karmen Williams
Rob Yaw
Kevin Brockbank
Tim Harris
Doug Engelking
Fiscal Dean (ex-officio)

Program Assessment

The Assessment Committee of UM-Helena directs the various aspects of the assessment process, which leads to continuous improvement in the delivery of service to the College's many constituencies. The committee provides training and assistance to faculty and staff to ensure quality and efficiency in the writing and submission of goals and assessment reports on a timely and consistent basis.

Joan Schneider, Chair

Sarah Dellwo
Brandi Foster
Michelle Holt
Candace Pescosolido
Tricia Tyhurst

Quality of Work Life Committee (includes Wellness and Social)

To best support our students and be positively involved in our community, the faculty and staff at UM-Helena must be happy and healthy in their work environment. Therefore, our mission is twofold: we aim to encourage and promote camaraderie among all members of the school community (faculty, staff, administration, students) as well as aspire to encourage healthy lifestyle practices and general wellness among all school employees. To meet these goals, we provide a variety of activities campus wide.

Steve Lewis, Chair

Ray Killham
Susan Kirley
Sherri Stevens
Sheryl Marchand-Smith
Jennifer Schade
Valarie Osborne
Mary Ann George

Grants Committee

The Grants Committee at UM-Helena is dedicated to coordinating grant applications, awards, and reporting; providing access to resources that will assist in grant proposal creation; and providing faculty and staff with educational opportunities related to grant writing.

Kevin Brockbank, Chair

Sarah Dellwo
Russ Fillner
Shelly Kaiser
Alan Thompson
Emmett Coon
George Sonnenberg
Nancy Grabowski
Sandy Sacry
Tina Bright

College Leadership Team

Dean/CEO
Academic Dean
Fiscal and Plant Dean
Student Services Dean
Executive Director of Academics & Workforce Development
Dean/CEO Admin Assistant
Human Resources

Daniel J. Bingham, Ph.D.
Brandi Foster
Russ Fillner
Mike Brown
Kevin Brockbank
Winnie Strainer
Susan Kirley

Collective Bargaining Agreements (CBA)

Faculty at UM-Helena are employed under the terms and agreements specified in a collective bargaining agreement. This agreement has been negotiated in accordance with the Public Employees Collective Bargaining Act and establishes the terms and conditions of employment. A copy of the Collective Bargaining Agreement is available from each union's campus representative.

Collective Bargaining Agreement between the Montana Board of Regents of Higher Education and the Helena Teachers' Union, MEA-MFT, NEA, AFT, AFL-CIO.

Employment Procedures and Terms of Employment

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.

Emergency Action Plan

The College has created an Emergency Action Plan through the solicitation of various administrators and officers, faculty and staff and combining the emergency activities of all College offices and Departments. When circumstances warrant, the Dean/CEO or their designee may declare a state of emergency and activate the Emergency Action and Crisis Protocol plan for the College. The Emergency Action and Crisis Protocol Manual is available on the College web site:

<http://umhelena.edu/facstaff/policiesprocedures/docs/100.2%20%20Emergency%20Plan%20Policy-signed.pdf>

Employee Benefits

Benefits for faculty are administered by the Personnel Specialist at UM-Helena, with the assistance of the Human Resources Department at The University of Montana. Benefits of employment that are provided to College employees include: Workers Compensation Insurance, Unemployment Insurance, and Social Security benefits. Eligible employees receive sick and annual leave, membership in a retirement plan, and health and dental insurance coverage through the Montana University System. Dependent coverage, vision, additional group term life insurance, and accidental death insurance are also available.

For specific questions regarding benefits, please contact the Personnel Specialist at 444-0845.

Faculty Evaluations

Evaluations are a cooperative effort between the instructor and the Academic Affairs Office for the purpose of achieving excellence in the areas of effective and purposeful instruction and job performance. Formal evaluations may include components such as self-evaluation, supervisory evaluation, and student evaluations (CBA 7.1). Faculty will be contacted by the Assistant to the Academic Dean to schedule a classroom observation. ([Attach Eval Packet as appendix](#))

Grievance Procedures

Faculty of UM-Helena who feel that informal problem solving has been unsuccessful or that they have been unfairly disciplined or terminated may file a grievance.

The grievance procedure and time limits for filing a grievance for Faculty are described in the CBA, Article 8.

Hiring Procedures

All hiring processes are outlined through the Human Resources Department and follow the University of Montana hiring policies.

The hiring supervisor works closely with the Leadership Team of UM-Helena to approve the hiring of benefit eligible personnel. The process for hiring a person on an appointment will differ. After the position approval process has been completed, the hiring supervisor works with Human Resources to write a Vacancy Announcement and the position is advertised on the UMH website, the Montana Job Service, the major 5 newspapers in Montana and, depending on the position, other regional newspapers and trade magazines or only the local newspaper.

A list of Search Committee members is submitted to HR and should include a variety of men, women, non-faculty, and/or student. An initial screening sheet is used by each committee member to determine if the applicants meet the minimum qualifications required of the position. A list of the top applicants is then submitted to HR, and the ranking of the top applicants is verified. At this point, HR may request the committee consider other candidates from the list. Applicants who are requesting preference would be checked at this time and may be moved into the top candidate list. The top candidates are invited to campus for an interview or, if out of town, a phone or SKYPE interview may be scheduled. Depending on the situation, several interviews may take place.

The Search Committee chooses the top candidates and recommends the top person's name to the Dean. An appointment is scheduled for the Dean to meet with the top candidate, and if the Dean concurs with the decision of the Search Committee an offer of employment is made to the person by the Supervisor.

If the person accepts the offer, they are required to submit to a background check, and all new hire paperwork must be submitted before they begin work.

The Associate Dean of Academic Affairs is authorized to hire adjunct employees (those teaching a course), and the Director of Continuing Education is authorized to hire Continuing Education instructors. The hiring of these positions follows a different procedure.

Job Descriptions

Information obtained from the current Collective Bargaining Agreement (CBA)

4.8 FULL-TIME EMPLOYEE PROFESSIONAL RESPONSIBILITIES

The academic year calendar shall consist of one hundred sixty-four (164) scheduled work days and up to a maximum of four (4) flexible work days. The flexible work days will be decided upon with the Associate Dean. Disagreements concerning use of flexible days shall be referred to the Labor-Management Committee for resolution. It is recognized that the Labor-Management Committee may not have an opportunity to resolve the disagreement until after the fact. The professional responsibilities of instructional faculty members may include but are not limited to the following: teaching, laboratory supervision, lab/shop/equipment maintenance, curriculum development, professional development, departmental and institutional planning, committee activity, and student advising. Therefore, the obligations of teaching faculty members for an academic year contract shall start with the beginning day of faculty orientation activities fall semester and shall extend until the completion of commencement ceremonies and record keeping activities at the end of spring semester. Faculty may be assigned an alternative calendar to include the same number of work days at the time of hire or may accept an alternative calendar by mutual agreement. The Helena Teachers' Union shall be informed in writing within twenty (20) working days of any faculty member's alternative calendar. It is presumed the College has priority on the working time of a full-time teaching faculty member.

Payroll Cycles

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

Personnel Files

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

Probationary Period

Information obtained from the current Collective Bargaining Agreement (CBA)

9.2 PROBATIONARY EMPLOYEES

Prior to achieving tenure, faculty members in positions not identified as temporary with full time academic year teaching contracts are denominated as probationary faculty members.

Probationary faculty members have the right to serve to the end of the contract period but not

beyond unless terminated for cause during the term of the contract. Unless an individual contract expressly provides to the contrary, the contract period for all faculty members shall be the academic year. Regardless of the term of any individual contract, no such person has, or shall acquire, a right to reappointment for a period in excess of the academic year.

The employer may terminate probationary faculty members by giving written notice of termination by March 1st in the first and second years of service, by February 15th in the third and fourth years of service, and by September 30th in the fifth or later years of service. No reasons for the termination of probationary faculty members at the end of the contract period need be provided. The employer shall have the option of providing employment or severance pay in lieu of any portion or all of the notice to which the faculty member is entitled, so long as the extension of employment or severance pay is commensurate with the notice to which the faculty member is otherwise entitled.

Travel Policy

UM-Helena follows Montana State law, and UM policies on travel. For the most current information regarding travel policies, go to <http://www.umt.edu/bussrvcs/travel.htm>

Academic and Instructional Issues

The following information is based on Board of Regents policy, UM policy, UM-Helena policy and past practices.

Academic Calendar

The committee meets every Fall and is made up of representatives from Faculty Senate, Staff Senate, Student Services, Information Technology, Business Office, and Academics. The committee takes input from all areas before recommending the calendar to Leadership. Once approved by Leadership the calendar is send out to the campus.

Faculty representation includes three Faculty members assigned by Faculty Senate. The Faculty Senate president will ask for volunteers to serve on the calendar committee at the beginning of the Fall semester.

Academic Freedom

Board of Regents Policy 302 on Academic Freedom reads:

Effective: March 11, 1963; Issued: April 8, 2004

Board policy

The portion of the 1940 statement of principles on academic freedom and tenure of the American Association of University Professors (AAUP) set out below is endorsed by the board of regents of higher education. That statement was revised by the governing bodies of the AAUP and the

Association of American Colleges in November 1989 and January 1990, in order to remove gender-specific references from the original text. Those revisions have been incorporated into the statement.

"Academic Freedom"

“(a) Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

“(b) Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

“(c) College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.”

The regents place particular emphasis on paragraphs (b) and (c) of the above statement relating to the responsibilities as well as the privileges which members of the profession and professional organizations associate with this important concept of American life.

The University of Montana Policy 101.4 on Academic Freedom reads:

II. Academic Freedom

The University of Montana has had a long tradition of, and a deep commitment to, academic freedom. The welfare and strength of the University and of society at large depends upon the free search for truth and its free expression. To this end The University of Montana shall recognize and protect full freedom of inquiry, teaching, research, discussion, study, publication, and, for artists, the creation and exhibition of works of art, without hindrance, restriction, equivocation, and/or reprisal. This right extends to other facets of campus life to include the right of a faculty member to speak on general educational questions or about the administration and operation of The University of Montana and the Montana University System. The right of academic freedom shall be the right of every faculty member whether tenured or untenured.

This policy recognizes that each faculty member is also a citizen and a member of a learned profession, as well as an employee of an educational institution. When the faculty member speaks or writes as a citizen, the faculty member shall be free from institutional censorship or discipline. When acting as a private citizen, in writing, speech, or actions, the faculty member has an obligation to make it clear that the action, speech, or writing is as an individual and not as a representative of The University of Montana or the Montana University System.

The Collective Bargaining Agreement (CBA) Section 4.15 on Academic Freedom reads:

4.15 ACADEMIC FREEDOM

The parties to this agreement acknowledge that academic freedom is important to the fulfillment of the purposes of the Montana University System. The parties encourage the continuation of an atmosphere of confidence and academic freedom while recognizing that academic freedom is accompanied by a corresponding responsibility of the faculty members to their colleagues, the Montana University System, and students to maintain the highest standard of academic integrity and scholarship.

Academic Integrity Policy - In Process

The University of Montana - Helena College of Technology expects its students to adhere to a high standard of academic integrity. It is a violation of academic integrity to present the ideas, designs, or works of another person as one's own efforts or to permit another person to do so. The following guidelines are intended to clarify these issues for students, faculty, and administration.

The College will regard the following acts as violations of academic integrity constituting academic dishonesty:

Plagiarism - A student will be considered in violation of academic integrity if he or she submits an assignment, whether written, oral, graphic, or computer-generated, which consists wholly or partially of the words, work, or ideas of another individual without giving the original author proper credit.

Copying - A student will be considered in violation of academic integrity if he or she uses crib notes, cheat sheets, books, or any other material or electronic device as aids in an examination or any other graded exercise, unless the instructor of the class has given permission to use such materials. Collaboration with another student on an examination or other graded exercise, unless the instructor has given permission, also constitutes copying.

Contributing to Academic Dishonesty - A student will be considered in violation of academic integrity if he or she willfully assists another student in an act of academic dishonesty.

Academic dishonesty will not be tolerated. Academic sanctions for a first violation are at the discretion of the instructor and range from a failing grade for the particular instance to a failing grade in the course in which academic dishonesty occurs. When a faculty member assigns a failing course grade on the basis of academic dishonesty, he or she shall assign a grade of "FX." The student may petition the Registrar's Office by letter to remove only the "X" portion of the grade after successfully completing an Ethics course with a grade of "C" or better from any accredited college within three academic years of the original failure. Retaking the failed course does not remove the "F" or "FX" designation from the transcript. A student may not represent the College in any official manner nor hold a student government office with an "FX" grade.

Faculty must report all violations of academic integrity to the student involved, the appropriate Department Chair(s), and to the Associate Dean/Academic Affairs; in cases of repeated offenses, the Associate Dean/Academic Affairs will recommend disciplinary sanctions that may result in expulsion from the College. Students retain their right to due process and may refer to the Student Handbook or the Executive Director of Enrollment Services regarding any academic or disciplinary sanctions.

Academic Rigor Core Value Statement

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.]

Access to Building

Keys to the appropriate building will be provided once all appropriate paperwork is completed.

Donaldson Campus

Facility Hours:

Monday – Friday

6 am – 11 pm

Saturday and Sunday

9 am – 6 pm

Do not attempt to enter facility after posted hours, the alarm will be activated.

For access to the Airport Campus after hours (8-5 M-F) please contact the Academic Affairs Office

Advising

Students are initially advised through the First Semester Advising process which is housed in Student Services. This process is designed to wrap services around students to facilitate success as well as determine course selection. After the first semester, students are then assigned to a faculty advisor within their program. Each program determines how students will be assigned to advisors and what the protocol will be. All faculty should expect to be responsible for a group of students through their department advising process.

Assessment

UM-Helena uses assessment for the continual improvement of services, including instruction. Faculty are responsible for assessing individual student performance as well as documenting the overall progress towards the learning outcomes on a course by course basis. Faculty also assist in program assessment as determined by the department chair and/or institutional assessment process.

Books: Adoption, Ordering, Exam Copies

Selecting texts for courses (textbook adoptions) should be done in consultation with one's department chair and consideration should be given to the text's availability and price. Texts are ordered through the department chair who uses a master list of texts used previously which is provided by the Bookstore. Instructors should order exam/desk copies themselves using the internet, mail-in cards or publisher's toll-free telephone numbers. Information about texts, publishers, and contacts is available on the bookstore's website through MBS Faculty Center. The link to MBS Faculty Center can be found in the lower left hand corner of the bookstore's home page. There is also a vendor list available on the bookstore's website. It is extremely important that the information you provide to the bookstore is correct and complete. The text edition ordered for the Fall semester is to be used for Fall, Spring, and Summer semesters. If a class only runs in the spring, then the instructor has his or her choice of edition. A list of any supplies needed for the class also should be submitted at the same time, if the instructor needs these supplies to be carried in the bookstore.

Cancellation of Classes

When instructors must cancel class due to illness or an emergency, they are required to notify the Registrar's Office at 444-6884 as soon as possible. The Registrar's Office will also notify the Academic Affairs Office. The need to notify the Department Chair is determined by each department and should be communicated to faculty through that avenue.

For planned absences, instructors must have prior approval from the Department Chair and the Academic Dean, and are responsible for finding teaching substitutes or finding appropriate activities the students can do during class time.

The Academic Dean may compensate substitutes for full time faculty members; however, substitutes for adjunct faculty members are generally not compensated by the College except under special circumstances in which the compensation is deducted from the adjunct's stipend.

Course Placement and COMPASS

Students may be required to show prior knowledge to enter into a course, including meeting prerequisites.

Students must submit COMPASS test scores to assist with placement in Math and English. A writing sample may be required from students to assist with placement into the appropriate writing course. ACT and SAT scores, the Montana University Writing Assessment (MUSA), and transferable college credits will also be considered for math and English placement in accordance with Board of Regents policies. Placement testing results demonstrating a need for developmental coursework preparatory to program requirements may require lengthening a student's program of study. Placement test scores older than three years from the time of enrollment are not accepted.

Confidentiality/FERPA

FERPA Basics for Faculty/Instructional Staff

The Essence:

- Federal law designed to protect the privacy of education records. It also provides guidelines for appropriately using and releasing student education records.
- It is intended that students' rights be broadly defined and applied. Therefore, consider the student as the “*owner*” of his or her education record, and the institution as the “*custodian*” of that record.

Key Terms/Definitions:

EDUCATION RECORDS: Include any record maintained by the institution that is related to the student (in whatever format or medium) with some narrowly defined exceptions:

- Records in the “sole possession of the maker” (*e.g.*, private advising notes).
- Employment records (unless the employment is based on student status). The employment records of student employees (*e.g.*, work-study, wages, graduate teaching associates) are part of their education records.
- Medical/psychological treatment records (*e.g.*, from a health or counseling center).
- Alumni records (*i.e.*, those created after the student was enrolled).

DIRECTORY INFORMATION: Those data items that are publicly releasable, so long as the student does not have a “No Release” on his or her record. Each institution establishes what it considers to be directory information. Common examples include: name, address (local, home and e-mail), telephone (local and home), academic program of study, dates of attendance, and degrees and awards received.

- Directory information *cannot* include: race, gender, SSN, grades, GPA, country of citizenship, or religion.
- Every student must be given the opportunity to have even directory information suppressed from public release. That is referred to as a “No Release.” Everyone within the institution must respect a student’s No Release on his or her record.

PARENT: With reference to FERPA, the term “parent” refers to either parent if the student is financially dependent (IRS definition).

When do FERPA rights begin?

A FERPA-related college education record begins for a student when he or she becomes 18 or enrolls in a higher education institution at any age.

Basic Rights of Students:

- Be notified of their FERPA rights at least annually.
- Inspect and review their records.
- Amend an incorrect record.
- Consent to disclosure (with exceptions).

Annual Notification

Every institution must notify students of their basic FERPA rights at least annually.

Inspection and Review

Students have the right to see everything in their “education record,” except:

- Information about other students,
- Financial records of parents,
- Confidential letters of recommendation if they waived their right of access (which cannot be required).

There is no records retention policy under FERPA. It does not state what records you must make or how long you must keep them. Those are institutional decisions. You cannot destroy records once requested.

Right to Consent to Disclosure

Start with the premise that the student has the right to control to whom his or her education record is released. Then, there are several exceptions when that permission is not required. Historically, we had to have a *signed* release. Regulations now provide more flexibility for utilizing electronic signatures.

When is prior consent not required?

The institution may release records without consent, but is not required to do so. Some examples of the exceptions for having a release include:

- “School officials” with a “legitimate educational interest”/“need to know;” Employees and legal agents have access to education records in order to perform their official, educationally-related duties.
- Disclosure to organizations conducting studies to improve instruction, or to accrediting organizations;

- To comply with a judicial order or lawfully issued subpoena;
- Disclosure for a health/safety emergency; and
- Disclosure of directory information.

Please note that even if parents would like to talk about a student's record they need to have a signed release on file. This is true for every student regardless of their age.

Some Specific Issues for Faculty and Instructional Staff

- **POSTING GRADES:** Since grades can never be directory information, it is generally inappropriate to post grades in a public setting. However, if the instructor posts grades in such a manner that only the instructor and the individual student know the posted grade (*e.g.*, with a personal ID; however not any portion of a SSN or institutional Student ID Number), that is acceptable. It is recommended that such a posted list not be in the same order as the class roster or in alphabetical order.
- **COURSE WEB SITES:** In this age of increasing technology, many courses are supported by class Web sites and/or discussion groups. Only directory information can be available to the general public and other class members, so it is recommended that such Web sites have a security layer such that only class members and instructors can access appropriate information.

For specific questions regarding FERPA, please contact the Registrar's Office at 444-6881.

Curriculum

The following was taken from the Curriculum Policy and Procedure Manual. For more detailed information, please refer to complete document located on the Employee Share Drive.

Curriculum defined

Curriculum at UM-Helena is defined as any Degree, Certificate, or course that currently appears or may appear in the college catalog.

Purpose

The purpose of curriculum is to facilitate student learning through an integrated body of knowledge, principles, values and skills. Curriculum provides guidance for learning experiences that enable individuals to function effectively in school, workplace, home, and community. Curriculum reflects the educational goals and the stated mission of the college.

The purpose is fulfilled through the following curriculum objectives:

- To develop courses and programs that support the college's vision of an educated person and a commitment to education as a lifelong process

- To provide educational experiences designed to facilitate the individual's progress toward personal, academic and work-based goals
- To encourage the development of individual ideas, insights, the acquisition of knowledge and skills that together result in an appreciation of cultural diversity and a quest for further discovery;
- To respond to the changing educational, societal, and technological needs of diverse student and community populations.

Functions

The functions of curriculum procedures include the following:

- To facilitate the planning, development, delivery, and evaluation of the courses and programs offered by the college
- To ensure the integrity of the college curriculum by communicating its goals, purposes and outcome measures with consistency, clarity, and efficiency
- To promote the continuous improvement and enhancement of the College curriculum through dialogue and collaboration with external and internal constituents of the College
- To provide faculty with a system that contributes to the effective and innovative delivery of skills, knowledge, values, and inspiration
- To provide a path for the approval of curriculum as follows

Academic Standards and Curriculum Review Committee (ASCRC)

Mission:

ASCRC is established by the Faculty Senate to:

- Make a continuing study of the academic standards and curriculum of the College;
- Review and recommend action to the Senate for all proposed alterations of the academic program;
- Make recommendations to the Senate regarding academic standards.

Disability Services

Services for students with disabilities are provided at UM-Helena under the guidelines of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Access to the College's programs is provided for all qualified students regardless of ability or disability, and discrimination based on disability against any student is specifically prohibited under these laws.

Students who wish to inquire about disability services should call the Disability Services Director at (406)-444-6897 and request a meeting or an application for disability services.

Drop/Add Classes

Students registered for fall or spring semesters and attending classes may drop or add classes during the first 15 instructional days of the semester. The student must initiate the drop/add process which can be done online for the first five days for adding classes and for the first fifteen

15 days for dropping classes. After the online drop/add window has passed, a drop/add form must be completed and returned to the cashier along with a \$10 processing fee. If a student drops a class AFTER the first 15 days and prior to three weeks before the end of the course, a “W” (withdraw) will be given. Students cannot drop a class during the last three weeks of the semester and will receive a letter grade from the instructor based on coursework completed. Drop/adds are not used to withdraw completely from the College. Drop/adds for summer semester courses are computed on the same ratio stated above for hours attended to total course hours, see the course schedule for summer deadlines.

For specific questions, please contact the Registrar’s Office at 444-6881.

Duplication of Printed Materials

The following information was provided by The University of Montana regarding copyright issues and resources:

<http://libguides.lib.umt.edu/data/files//1251/copyrighthandout.pdf>

E.A.R.S. (Early Alert Referral System)

E.A.R.S. is a retention program designed to identify and reach out to students who are experiencing academic, learning, behavioral, or personal concerns. The program encourages faculty to address concerns directly with the student whenever possible. If this is not possible, or does not satisfactorily resolve the problem, then submitting an E.A.R.S. form will prompt the Director of Retention and Advising to contact the student and discuss the concern with him or her.

Procedures

1. Whenever possible the faculty member is encouraged to discuss the concern with the student and/or inform the student that an E.A.R.S. form has been submitted.
2. Faculty can access an E.A.R.S. form from the ACCESS Center or from the forms folder on the H drive. Sending an email to hungers@umhelen.edu with E.A.R.S as the subject line works. Or you can call Suzanne Hunger at 444.2799.
3. Once the E.A.R.S. form is received the Director of Retention will do one or more of the following:
 - a. Contact the faculty member to discuss the referral before making contact with the student.
 - b. Contact the student by phone and attempt to identify a solution (unless otherwise requested, the student will be informed of the referring faculty member’s name).
 - c. Contact other college personnel to check on the status of the student.
 - d. Contact the student by letter or email and request the student follow-up with the faculty person or the Director of Retention.

4. The Director will send a follow-up note to the faculty person indicating the student has been contacted. It is always appropriate to contact the Director if you have not had a reply concerning the student.

NOTE: If a faculty person has a concern about a student and is unsure of how to intervene or is reluctant to get involved, he or she can contact the Director of Retention and discuss intervention options before taking action.

When to Refer a Student

Some instructors would like some hard guidelines for referring students through E.A.R.S., but truly the best indicators are low grades, consistent absences, and teacher intuition; however, here are a few suggestions for when to refer a student.

- A student who does not show up for the first few classes at the beginning of the semester; a student who shows up once or twice and doesn't return but remains on the class roster
- A student who has not logged on to an online course within two days of class starting but is on the roster
- A student who has a pattern of absences (example: every Monday; two days out of a week for two weeks) or is tardy often
- A student whose behavior changes (ex: starts missing classes, grades suddenly drops, no longer participates in class or lab, gets easily frustrated with new material, sleeps through class, disrupts class, is late to class)
- A student who asks for help finding a counselor, or money resources, or housing, or food, or a doctor (we have many resources to which we can refer students)
- A student who mentions being abused or controlled by a significant other
- A student who mentions a learning disability, mental health issue, or a mobility issue
- A student who mentions withdrawing or dropping out (we can help students with the withdrawal process and help them understand options)
- A student who appears to be struggling with how to learn or with test anxiety (does well in class and on homework, understands material, but can't pass tests)
- A student who is struggling to understand the concepts of a course

When the Director meets with students she asks them how things are going for them and then tells them that one or more of their instructors are concerned about them. This concern is most often appreciated. The Director and student discuss the class or classes where things are not going well. Students hear about tutoring, mental health counseling, disability services, and UMH policies and procedures. Often the Director finds out that there is an underlying problem that complicates the students' lives: need for more money, child care issues, relationship troubles, and so on. The Director and student discuss coping strategies, outside resources, and ways of improving class performance, and options of withdrawal and dropping classes if appropriate.

The Office of Retention and Advising spends a lot of time helping students navigate

Electronic Resources

Network Accounts for Faculty

1. All network account login names are firstname.lastname
2. Your initial password will be your Employee ID.
3. All employees are required to login to the network on campus to update their passwords.
4. All adjunct employees are required to login to the network on campus to update their passwords. This will need to be done prior to using your Outlook email account through the internet.

Faculty Resources

1. Secure Space Resources
 - a. All Faculty employees will be given the following drive mappings to save and share files that are located on a secure server.
 - b. G Drive: Referred to as the Classes Share. This shared space is used to share files with students. Faculty and students have read and write rights to the files and folders located in this shared space.
 - c. H Drive: Referred to as the Employee Share. This shared space is used to share files with all employees. All employees will have at least read rights to files and folders located in this shared space.
 - d. K Drive: Referred to as the Instructor Share. This shared space is used to share files to both students and faculty. Faculty has read and writes access to files and folders located in this shared space; students have read rights only.
 - e. Y Drive: All Faculty employees will be given personal space on a server referred to as their "Y" drive. This space should be utilized for work related documents. Students and other faculty members do not have access to your Y drive.
2. Wireless Resources
 - a. All Faculty have the capability of logging into the wireless network on Airport and Donaldson campuses using UM-Helena owned computers. No employee will be allowed to join their personal computer to the UM-Helena domain and use wireless resources.
3. Print/Scan Resources
 - a. All Faculty have the ability to print and scan documents. Donaldson Faculty will print to the Toshiba printer located in room 103A. Airport Faculty will print to the Toshiba located in room 110.

Outlook Tips

1. Outlook Web Mail
 - a. URL: <http://messaging.umt.edu>
 - b. Enter username and password
 - c. There is limited services when using Outlook Web Mail
 - d. All adjuncts are required to use Outlook Web Mail
 - e. Users cannot create Personal Folders when using Outlook Web Mail
 - f. Your email address will be firstname.lastname@umhelena.edu or lastnamefirstinitial@umhelena.edu depending on hire date and whether you worked here in some capacity in the past.

2. Recover Deleted Items
 - a. You have seven days to recover a deleted email
 - b. Click on Tools/Recover Deleted Items
 - i. Select All Icon: Click on this icon to recover all deleted emails.
 - ii. Recover Selected Items Icon: Click on this icon to recover the deleted email that you have highlighted.
 - iii. Purge Selected Items: Click on this icon to delete all emails permanently.

3. Create A Signature
 - a. In Outlook click on Tools/Options/Mail Format
 - b. At the bottom of the page click on Signature Picker
 - c. Click on New Button
 - d. Enter a name for your signature
 - e. Choose Start with a blank signature and click on Next
 - f. Type in your signature. You can be creative here and use different fonts and colors. 😊
 - g. Click on Finish, okay, apply and okay

Working with your Calendar

Calendar appointments and meetings

To set or remove reminders in appointments and meetings, do one of the following:

For all new appointments or meetings that you create

1. On the **Tools** menu, click **Options**.
2. To have a reminder automatically turned on or off for new appointments or meetings, on the **Preferences** tab, in the **Calendar** group, select or clear the **Default reminder** check box.
3. If you select the check box, enter the amount of time before the appointment or meeting when you want the reminder to appear.

For existing appointments or meetings

1. Open the appointment or meeting.

Note: If the **Open Recurring Item** dialog box is displayed, you must decide whether to change the reminder for the occurrence that you opened or for the entire series. Click either **Open this occurrence** or **Open the series**, and then click **OK**.


2. On the **Appointment** tab, in the **Options** group, in the **Reminder** list, select the amount of time before the appointment or meeting when you want the reminder to appear. To turn a reminder off, select **None**.

Note For all-day events, the default reminder time is 18 hours in advance. Although you can't change the default for all of the all-day events you create, you can change the reminder time individually on each appointment.

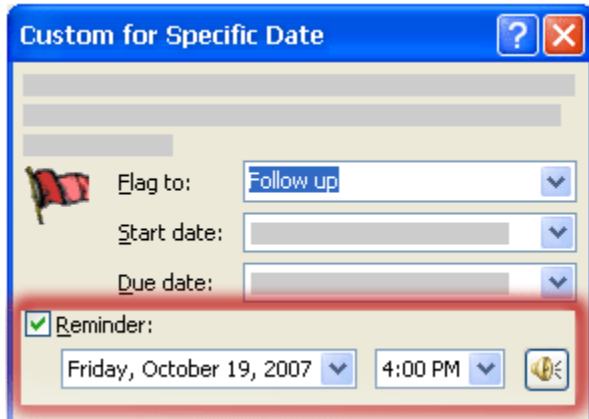
E-mail messages, Contacts, and Tasks

1. To set or remove reminders, select the e-mail message, contact, or task.

2. On the **Standard** toolbar, click  **Follow Up**, and then click **Add Reminder**.

Tip: You can quickly flag e-mail messages as to-do items by using reminders. Right-click the Flag Status column in the message list. Or if you have the message open, on the **Message** tab, in the **Tracking** group, click  **Follow Up**, and then click **Add Reminder**.

3. In the **Custom** dialog box, select or clear the **Reminder** check box. If you select the check box, enter the date and time when you want the reminder to appear.



4. Click **OK**.

Create an appointment

1. On the **File** menu, point to **New**, and then click **Appointment**.

Keyboard shortcut To create an appointment, press Ctrl+Shift+A.

2. In the **Subject** box, type a description.
3. In the **Location** box, type the location.

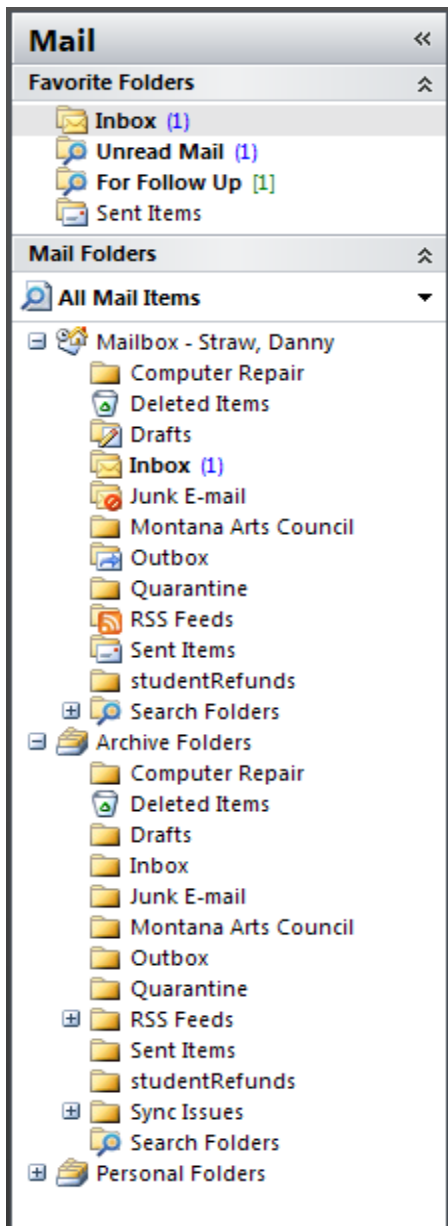
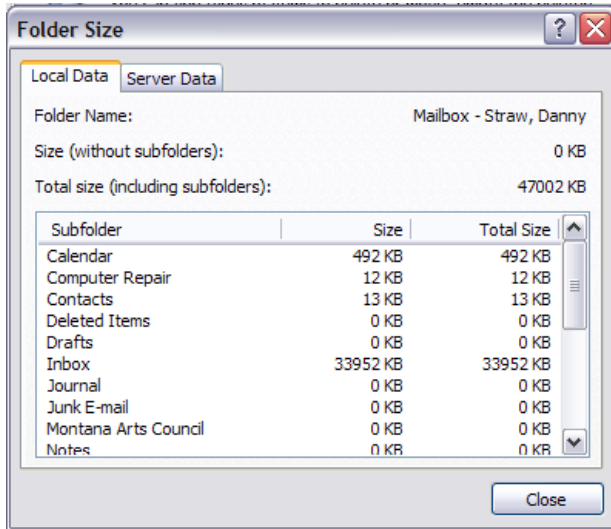
Mail box Maintenance

Ever get tired of getting “Your Mail Box is over its size limit” emails? There are steps you can take to clean your mailbox. You can use the Mailbox Cleanup option in the Tools menu to view areas that are taking up excessive space

1. On the menu click the **Tools** tab then select **Mailbox Cleanup...**



2. Select the View **Mailbox Size** button



This will allow you to see what files or folders are taking up the most space. You can also take steps to reduce the size of these files, by Archiving or Deleting.

Archiving your Mailbox will remove items older than a certain date and put them into an archive folder that will appear towards the bottom of the navigation pane

When you open **Archive Folders**, you'll see that Outlook maintains your existing folder structure. If there is a parent folder above the folder you chose to archive, the parent folder is created in the archive file, but items within the parent folder are not archived. In this way, an identical folder structure exists between the archive file and your mailbox. Folders are left in place after being archived, even if they are empty. You work with the items the same way you work with items in your main mailbox. If you decide you want archived items moved back into your main mailbox, you can import all the items from the archive file into their original folders or into other folders you specify, or you can manually move or copy individual items.

There are two ways to archive your Mailbox

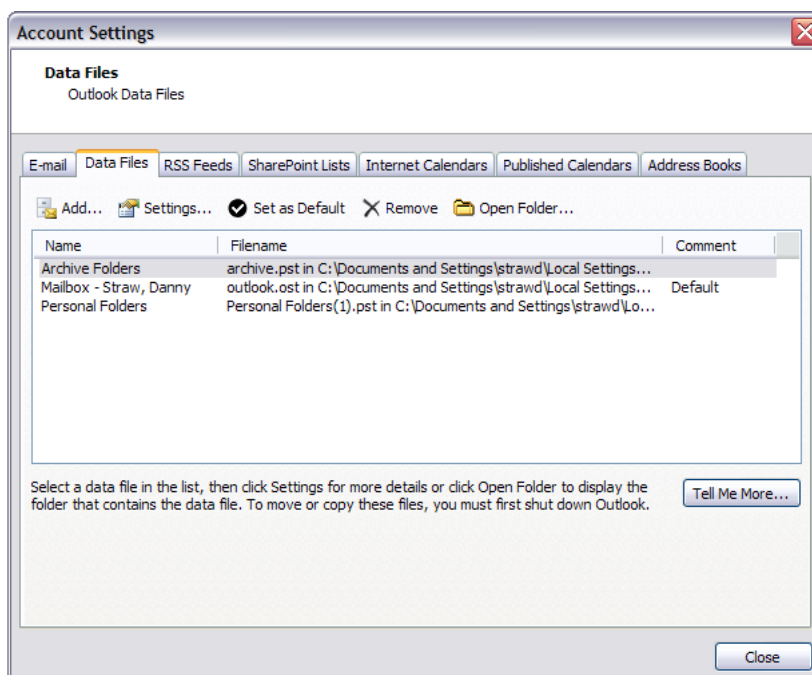
- Manually archive
- Auto Archive

Creating Personal Folders

You can use personal folder files to save copies of your email, calendar, and contacts, or to move email off the Exchange server.

To create Personal Folders

1. Select the **File** Tab
2. Choose **Data File Management** from the dropdown menu



3. Select the **Data Files** tab
4. Click on **Add**
5. Choose **Office Outlook Personal Folders file(.pst)** and click **OK**

A window will appear asking where you would like to save the .pst file we recommend saving this file to your Y drive .

6. Choose the location and name and select **OK**
7. Another window will popup verifying you choices and give you the options to set a password for your personal folders (**which is optional**) Click **OK** and your personal folders file has been created.

Warning if you set a password on your personal folder file, the IT Department cannot reset the password.

Outlook Policies and Procedures

1. All employees will be given an Outlook email account.
2. All email is the property of The University of Montana Helena - College Of Technology and is admissible in any United States court of law.
3. Primary Email Address - Each employee who requires official access to email will receive an assigned address and an official central UMH email account. Each employee with official access to email must designate the central UMH email address as the primary email address for all official communication.
4. Use of UMH Email Accounts - An employee must use only the designated primary UMH email account for all UMH official communications by email; an employee may not use a non-UMH email account for UMH official business. Violation of this policy will involve sanctions similar to those for any deliberate policy violation. In the event of disruption of internal service, and a need for timely communication, an employee authorized for official email access can use an external provider during the period of the disruption, but must place copies of such communications for archival purposes in the authorized University employee email account.
5. Email to Students - An employee must use only UMH assigned student email accounts for all email exchanges with students, since such communication typically involves private student information. Prospective students who do not yet have University addresses and accounts will, of course, use external providers. University employees can communicate with prospects at external addresses, but must place copies of such communications for archival purposes in the authorized University employee email account, explain the security implications, and encourage prospects to use the email address that UMH provides so as to avoid release of protected information.

If you have any further questions regarding Electronic Resources, please contact the IT staff at IT@umhelen.edu.

Faculty Toolkit

Faculty Toolkit is used to access your rosters and turn in final grades for semester. The toolkit also contains contact information for students, test scores for advisees, and transcripts for advisees. It is located on the UM-Helena Homepage, www.umhelen.edu. Click on the Faculty/Staff button. The link to the Faculty Toolkit is located under Faculty and Staff Resources on the right hand side.

Below are the instructions for accessing your rosters and turning final grades:

1. Click on the Faculty Toolkit link.. Enter your employee ID #, the 790 (e.g. 790123456) number. If this is your first time on the faculty toolkit, your PIN number is defaulted to the last six digits of your ID #. Now enter your PIN number (in the case of this example it would be 123456 your specific PIN is your last six digits) and click submit. If you are prompted to change your PIN, use a unique six digit, number.
2. You will now see “welcome _____“. Click on “Faculty Services” on the upper blue title bar.
3. A warning page will appear with information about students’ rights to privacy. It reminds you that much of the information you are about to see is confidential. Just click the button at the bottom of the warning to indicate you have read it.
 - a. To view your class roster, click on “Summary Class List”. You need to select the current term, click on the pull down arrow, select the current term, and click on submit and your schedule will appear.
 - b. If, at this point you have more than one course, you will have to select that course and click submit. You already know much of the information, but several items may be handy.
4. You can find the CRN (course request number) for a class, the enrollment count and the current classroom assignment (in case the class has been moved to a different room). If you click on any student’s name you will go to contact information on that specific student (you can use your navigational “back” button to return to the roster).
5. Now to the “Final Grade Worksheet”. You can access this screen by clicking on any Enter link under the Final category to the far right. Or, you can back out (two clicks on the navigational “back” button to the Faculty Services menu), then click on Final Grades. This screen is the way you will enter your grades directly into Banner at the end of the semester. It uses a drop down menu approach to avoid typing errors. The entry goes rapidly and is very accurate! The drop down menu only permits you to enter allowable grades. Students who have dropped or withdrawn from the course after the 15th day of instruction will automatically receive a “W” and are not gradable. After you have finished entering grades, you click the Submit button to send them to the Registrar’s Office. You are able to enter your grades from anywhere in the world! (Warning: Be sure to submit grades often since

there is a 30-minute time limit. At the bottom of the screen is an e-mail link. This allows you to send us the names and grades of students who attended but do not appear on the list.

6. This is the way all faculty enter their grades. After you have submitted grades for the final time, remember to click on Submit, please print out the Final Grade Roster for your records. You are now finished but, feel free to explore more of the bells and whistles of the site!
7. If at anytime you get lost in the site, click on the site map to return to the faculty menu. You can also navigate with the links at the bottom of each page.

If you have any further questions or concerns, please contact

Sarah Dellwo, Registrar
Donaldson Campus
444-6881
dellwos@umhelen.edu

Sherri Stevens, Records Clerk
Donaldson Campus
444-6884
stevens@umhelen.edu

Grade Changes

Grade Changes may occur a semester after the original grade was given. In order to change a grade, an instructor must submit documentation to the Registrar. Forms are available in the Registrar's Office.

Incompletes

An incomplete grade (I) may be given with the approval of the Registrar's Office when, in the opinion of the instructor, there is a reasonable probability that students can complete the course without retaking it and without instructor participation. If instructors would like to assign an incomplete they must complete the "Incomplete Form" with the student. The form completed form should contain the outstanding assignments and the time frame they need to be completed. The incomplete grade should only be given in cases of extreme personal hardship or unusual academic situations. Eligibility for an incomplete is determined within these guidelines:

1. An incomplete may be assigned to a student when he or she has been in attendance and doing passing work up to three weeks before the end of the course, and for reasons beyond his or her control, he or she has been unable to complete the requirements on time. Negligence, indifference, or excessive absences are not acceptable
2. The instructor will set the conditions for completion of the coursework. When these conditions have been met the instructor will assign a grade based upon an evaluation of the total work done by the student in the course. The instructor will need to contact the Registrar's Office with updated grade.

3. An incomplete (I) which is not made up during the next regularly scheduled semester will automatically convert to a grade of F.

Library

The UM-Helena Library provides research materials and services in support of the college's programs. The Library is an inviting retreat for study or browsing and is open weekdays 8:30 am – 8:30 pm, closing at 5:00 pm on Fridays. In addition to its collection of books, DVDs, and magazines, the Library has an extensive collection of online databases and reference sources which can be accessed from off-campus through the college's website. The Library provides several specialized services for instructors including course reserve collections, interlibrary loan of instructional materials, loan of laptops and AV equipment, and in-class library and research instruction. For more details please consult the [Library's website](#).

Registrar's Office

The Registrar's Office primary goal is to maintain the integrity of academic records. We provide the following core services for students, faculty/adjuncts, and staff:

- Complete and accurate academic histories
- Provide access to rosters and student information
- Requests for transcripts and enrollment verifications
- Effective method of course registration
- Verification and awarding of degrees
- Communication and administration of academic policies, past and present
- Publication of course schedule
- Scheduling of classrooms
- Compliance with Family Educational Rights to Privacy Act (FERPA), which ensures the student's right to privacy

Professional Development

UM-Helena recognizes the importance of professional development and encourages faculty to grow in discipline and teaching knowledge through a variety of opportunities. Professional development hours are a recognized part of evaluation, promotion and tenure. Faculty who are interested in participating in professional development activities should work with the Associate Dean to determine their individual plan. There are necessary approval forms for these opportunities to be used in an official capacity for promotion and tenure. Funds are available through the institutional professional development committee. These instructions are sent out via email each semester, as well as are available on the Employee Shared Drive.

Promotion and Tenure

Promotion and tenure are provided for in the Collective Bargaining Unit Agreement between the Helena Teachers' Union and the Board of Regents. The purpose for this policies and procedures document is to supplement the Collective Bargaining Agreement for more specific implementation details.

Summary of Process

Nov	Dec	Jan 15	Feb-Mar
Associate Dean notifies faculty of start of the Promotion and Tenure Process in early Nov. "Notification of Intent" memo is sent from faculty member to Associate Dean with copy to Dept. Chair no later than Nov 15	Promotion and Tenure Committee members appointed. Committee consists of five members: 1) Associate Dean 2) Assistant Dean for Student Affairs 3) Three members appointed by the Helena Teachers Union.	Faculty member submits portfolio to Associate Dean.	Promotion and Tenure Committee reviews portfolio
April 1:	May	June	July
Recommendation is sent from Promotion and Tenure committee Chair to Dean with recommended action.	Dean acts on the recommendation and, if concurs, forwards recommendation to UM President. Notice of action is sent to faculty member.	If UM President concurs, the recommendation is forwarded to the Board of Regents.	Recommendation is reviewed and acted on by the Board of Regents. Notice of action is sent to faculty member.

Notification of Intent to Apply for Promotion, and Tenure

Eligibility.

Promotion is defined as "the advancement from one salary-based level to another." Four levels – I, II, III and IV – are defined in the HTU contract. Individuals become eligible for promotion as specified in the contract agreement. Progression up the ladder is not guaranteed and is in no way automatic. "Promotion to a higher level also requires application by the faculty member and documentation of positive contributions to the College of Technology" (Article 10.G.14 of the Collective Bargaining Agreement).

Tenure status is granted to faculty members after a five-year probationary period. The concept of tenure was devised to protect faculty academic freedom. "The review prior to granting tenure and the subsequent recommendation to the Board of Regents will normally be made in the fifth year of employment" (Article 9.1 of the Collective Bargaining Agreement). Individuals may

apply for tenure while yet in their fifth year of continuous teaching so that a successful application for tenure is granted and effective at the beginning of their sixth year

Memorandum of Intent.

The memorandum of intent is similarly formatted for promotion and tenure. Its purpose is to notify the Associate Dean of the need to form the relevant committee.

TO:	Associate Dean, UM-H
FROM:	Faculty member
SUBJECT:	Notification of Intent to Apply for Promotion/Tenure
DATE:	Date
It is my intent to submit formal portfolio application for promotion (or tenure or merit pay) no later than the 15 th of January of this academic year.	
CC:	Department Chair

The Portfolio Application

The purpose for the portfolio is to provide a means for organizing and documenting the faculty member's contributions to the teaching profession and to the institution. The promotion and tenure portfolios are essentially the same. The complete portfolio application must be submitted to the chair of the promotion and tenure committee no later than the 15th of January. In general, individuals will document their work in the three areas of instructional effectiveness, professional development, and contributions to profession/community.

Promotion and Tenure Portfolio.

Documentation may best be organized and housed in a simple 3-ring folder using the criteria outlined in Article 10.G.14 (a – m) of the Collective Bargaining Agreement. Documentation should cover the period of time since hire or the last promotion. Major tabbed divisions in the folder, along with minor divisions, might include the following:

- I. Instructional Effectiveness (major division).
 - A. Classroom Performance. Documentation might include end-of-course student evaluations, your own student evaluations, written (informal) reports from other faculty asked to observe your class, or administrative evaluation reports.
 - B. Facility and equipment organization and management. Documentation might include copies of letters of appreciation for equipment donations or copies of shop/lab/clinic standard operating procedures.
 - C. Management of classroom/lab/shop/clinic. Documentation might include copies of safety or shop procedures or copies of shop/lab/clinic standard operating procedures.
 - D. Development and revision of curriculum and course material. Documentation might include signed course revision forms or other curricular revision documents submitted

- to the Academic Affairs committee or University of Montana or The Board of Regents for approval.
- E. Student advising. Documentation might include numbers of students advised per semester or perhaps a log of your advising activities.
 - F. Student outcomes assessment. Documentation might include reports of student success, placement reports from Student Services, or even thank you letters from graduated students.
- II. Professional Development (major division).
- A. Innovative instructional practices. Documentation might include copies of your syllabi, descriptions of special projects, or acceptance letters for instructional grants.
 - B. Scholarly activities. Documentation might include copies of your name in a conference brochure, a copy of a letter acknowledging a proposal or submission to a conference, or acknowledgement of your membership on an association committee.
 - C. Professional improvement activities – educational and occupational. Documentation might include approved travel claims or copies of workshop or training schedules.
 - D. Professional/occupation recognition. Documentation might include copies of letters of notification or copies of awarded certificates.
- III. Contributions to Profession/Community (major division).
- A. Participation in professional organizations. Documentation might include membership lists or copies of meeting agenda that include the member's name.
 - B. Consulting and related activities. Documentation might include letters of acceptance of services or letters of thank you.
 - C. Service. Documentation might include newspaper articles or letters of appreciation for services rendered by the faculty member or her/his students.

The Committee's Work

The process recognizes and rewards faculty performance and sends important messages to all faculty as to the current institutional and union standards for expected performance. Members of the Promotion and Tenure committee will seriously and professionally consider each and all portfolios submitted to them. The specific findings and discussions taking place within the committees' work will remain confidential. Should the majority of the members on any of the committees agree that a portfolio does not best represent the applicant's intent, the committee may offer the applicant a one-time opportunity to correct deficiencies or enhance the presentation of the portfolio contents. The committee shall set the timeframes for such opportunity. Their decision is final.

Memorandum of Recommendation

The Promotion and Tenure Committee will write a final report of recommendation to the UM-Helena Dean/CEO. If the Dean concurs, the recommendation will be forwarded to the President of The University of Montana. The faculty member will be notified of the result.

It is a responsibility of the committee Chair to write a thorough memo of recommendation that provides sufficient detail to (1) demonstrate the deliberations of the committee were thorough, and (2) to provide the decision-maker with sufficient detail to instill confidence in the committee's recommendation. Copies of previous memos should be available for the committee to reference.

Final Action Letter and Notification to Faculty

If the President of UM concurs with the Dean's recommendation, a notice will be sent to the Board of Regents requesting their approval. This approval process occurs in the July Board of Regents meeting. If the Board of Regents approves the granting of promotion or tenure, a letter will be sent from the President of The UM to the Dean, UM-Helena, authorizing the notification of individuals to be promoted or to receive tenure.

Student Resources

The following information is taken from the UM-Helena Student Handbook. The Handbook is intended to provide students with basic information about services as well as policies and procedures related to their rights, responsibilities, and conduct as a student and a member of the UM-Helena campus community. The student is responsible for knowing the information included in the handbook. If more information is needed, contact Mike Brown, Assistant Dean of Student Services, at 444-6880.

Student Code of Conduct

Introduction

Students as citizens of local, state, and national governments, and members of an academic community, are expected to conduct themselves in a law-abiding manner at all times. Admission to The University of Montana-Helena College of Technology carries with it special privileges and imposes special responsibilities apart from those rights and duties enjoyed by non-students. Accordingly, the college has developed regulations and policies pertaining to students and to student organizations outlined in this Student Code of Conduct. These regulations are necessary to provide an environment that is conducive to the intellectual and personal development of all members of the campus community. Students or organizations accused of violating the Code have certain substantive and procedural rights that are cited in this document. Any student or organization found to be in violation of an established policy or regulation of the college is subject to misconduct action according to the provisions outlined in the Code.

In recognition of the special relationship that exists between UM-Helena and the academic community which it seeks to serve, the Montana Board of Regents has delegated the authority to take such action as may be necessary to preserve the integrity of the institution and its educational environment to the Dean/CEO of the college. The Dean/CEO has drawn a distinction between academic and general conduct. The Assistant Dean of Student Services is responsible for the procedural administration of the Student Code of Conduct for all general

conduct. The Associate Dean of Academic Affairs is responsible for the procedural administration of the Student Code of Conduct for all academic conduct.

Jurisdiction and Cooperation with Law Enforcement Agencies

Generally, the jurisdiction of the Code is limited to student conduct occurring on property owned, leased, or otherwise controlled by the college. In exceptional circumstances, jurisdiction may be asserted off-campus when conduct impairs, interferes with, or obstructs college activities or the mission and functions of the institution, or poses a substantial threat to the health and safety of the campus community. As members of the larger community of which the college is a part, students are subject to all national, state and local laws and ordinances. While the laws of the larger community and the Student Code of Conduct may overlap, they operate independently and do not substitute for each other. If a student's violation of such laws or ordinances also adversely affects the institution's pursuit of its educational objectives, the college may enforce its own regulations, regardless of any legal proceedings either pending or underway by other authorities. Conversely, violation of any section of these regulations may subject a student to disciplinary measures by the institution, whether or not such conduct is simultaneously a violation of local, state, or national laws. Further, the college makes no attempt to shield members of the campus community from the law, nor does it automatically intervene in legal proceedings against members of the campus community. The college will cooperate with law enforcement agencies, courts, and any other agencies in programs for rehabilitation of students.

Definitions

“College” shall mean The University of Montana-Helena College of Technology.

“Student” shall mean any person who is enrolled at the college for any academic term, whether full or part-time, pursuing undergraduate studies or a person accepted for admission or readmission to the college. A person who has completed an academic term and who can be reasonably expected to enroll for the following term or a person under suspension from the college shall also be considered a student.

“College community” shall include the faculty, staff, and students of the University of Montana-Helena College of Technology and all property and equipment of the college.

Student Rights

The University of Montana-Helena recognizes that its students retain the rights provided by the United State and Montana Constitutions, federal and state statutes, and other applicable college policy, while attending the college. The provisions of the Student Code of Conduct are intended to be consistent with these rights and to limit or restrict only conduct that exceeds the responsible exercise of rights recognized by law. The following rights are specifically recognized and implemented in the Code:

Right to Confidentiality

UM-Helena complies with the principles of privacy found in the Montana Constitution, Montana Code Annotated, and the Family Educational Rights and Privacy Act (FERPA). A student's name and other identifying information including address, telephone number, date and place of birth, enrollment status, major field of study, participation in officially recognized activities, dates of attendance, degrees awarded, and honors received may be considered public information unless the student requests in writing for the college to hold the information in confidence.

A student's rights in a proceeding involving the Student Code of Conduct include the following:

1. All disciplinary proceedings are closed to the public.
2. The college, including individuals involved in a disciplinary proceeding, will not disclose information to anyone not connected with the proceeding. The fact that there is a disciplinary proceeding concerning the incident may be disclosed; however, the identity of individual students will not be disclosed.
3. The college, including individuals involved in a disciplinary proceeding, will disclose the results of the proceedings, including sanctions imposed, only to those who need to know the results for the purposes of record keeping, enforcement of the sanctions, further proceedings, or compliance with federal or state law. The fact that a disciplinary proceeding has been concluded and appropriate action taken may be disclosed. The Campus Security Act of 1990 allows, but does not require, the college to disclose the results to an alleged victim of a violent crime.

Right to Due Process

The Accused. A student accused of violating the Student Code of Conduct has certain rights:

1. The right to be advised that an alleged violation is being investigated and a right to be advised of the potential charges.
2. The right to review the evidence.
3. The right to decline to make statements.
4. The right to submit a written account relating to the alleged charges.
5. The right to know the identity of individuals who will be present at an administrative conference or hearing.
6. The right to have a person of choice, including legal counsel, present throughout any and all proceedings provided for in this Code.

7. The right to a period of time to prepare for a hearing and the right to request a delay of the hearing for exigent circumstances.
8. The right to hear and question witnesses and the accuser.
9. The right to present relevant evidence and witnesses.
10. The right to a timely adjudication of the charges as provided in this Code.

The Alleged Victim. Some violations of the Student Code of Conduct involve a person who is an alleged victim of the violent crime. Violent crime may include acts such as robbery, vandalism, aggravated assault, sexual assault, harassment, and acts which endanger another person's safety. When a member of the campus community files a complaint and is identified as an alleged victim of a violent crime, that individual is entitled to certain rights in the disciplinary process. An alleged victim of a violent crime is entitled to the following:

1. The right to meet with the designated administrative officer to discuss the various aspects of the disciplinary process.
2. The right to submit a written account of the incident and a statement discussing the effect of the alleged misconduct.
3. The right to have a person of choice, including legal counsel, present throughout any and all of the proceedings provided for in the Code.
4. The right to be informed of the date, time and location of the administrative conference or hearing, and the right to be present at all stages of the proceedings except the private deliberations of the designated administrative officer. If not present, the alleged victim has the right to be informed immediately of the outcome of the disciplinary proceedings.
5. The right to have past conduct that is irrelevant to the case not discussed during the proceedings. In the case of rape and sexual assault, this is specifically provided for in Montana Law.

Student Code of Conduct and Disciplinary Sanctions

Students have the responsibility to conduct themselves in a manner that does not impair the welfare or educational opportunities of others in the college community. Students must act as responsible members of the academic community; respect the rights, privileges, and dignity of others; and refrain from activities which interfere with normal college functions. The University of Montana-Helena College of Technology has developed the following regulations which are intended to govern student conduct on the campuses under its jurisdiction:

General Misconduct

Generally, through appropriate due process procedures, institutional disciplinary measures shall be imposed for conduct, excluding academic misconduct, which adversely affects the institution's pursuit of its educational objectives, which violates or shows a disregard for the rights of other members of the academic community, or which endangers property or persons on institution or institution-controlled property. Individual or organizational misconduct, which is subject to disciplinary sanction, includes:

1. Forgery, falsification, or fraudulent misuse of college documents, records or identification cards.
2. Furnishing false information to the college or members of the college community who are performing their official duties.
3. Causing false information to be presented before any judicial proceeding of the college or intentionally destroying evidence important to such a proceeding.
4. Theft of property or services on college premises or at college-sponsored activities, or knowingly possessing stolen property on college premises or at college-sponsored activities.
5. Unauthorized use, destruction, or damage of college property or the property of others on college premises or at college-sponsored activities.
"Unauthorized" means entry, use, or occupancy of property of which the student is not authorized by virtue of his or her enrollment, class schedule, and/or legal or Student Code of Conduct action.
6. Unauthorized or fraudulent use of the college's facilities, telephone system, mail system, or computers, or use of any of the above for any illegal act.
7. Unauthorized entry, use or occupancy of college facilities.
8. Failure to comply with the directions of college officials acting in the performance of their duties within the scope of their authority.
9. Violation of published college regulations or policies.
10. Intentional obstruction or disruption of normal college or college-sponsored activities, including but not limited to studying, teaching, research, administration and disciplinary procedures, or fire, police or emergency services.
11. Use, possession, or distribution of alcoholic beverages on college premises or at college-sponsored activities except as permitted under college policies

(UM-Helena Policy 600.6 Alcohol Sale, Possession, and/or Consumption on College Property).

12. Disorderly or indecent conduct on college-owned or controlled property or at college-sponsored events.
13. Interfering with freedom of expression of others on college premises or at college-sponsored events.
14. Hazing, defined as an act which endangers the mental or physical health or safety of a student, or which destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in a group or organization.
15. Malicious intimidation or harassment of another which occurs when a student, with intent to terrify, intimidate, threaten, harass, annoy, or offend, (1) causes bodily injury to another, (2) causes reasonable apprehension of bodily injury in another, (3) damages, destroys, or defaces any property of another or any public property, or (4) makes repeated communications anonymously or at extremely inconvenient hours or in offensively coarse language.
16. Any form of illegal gambling or wagering.
17. Misuse of electronic devices. Cellular phones, pagers, and other electronic devices shall not be used in a manner that causes disruption to instruction, the library, or other services and facilities owned or operated by the college. Use of cellular devices with photographic capabilities for activities that violate the Academic or General Code of Student Conduct is prohibited. Photographing individuals in secured areas such as bathrooms or where there is a reasonable expectation of privacy, and/or taking photographs of individuals without express permission is prohibited.
18. Misuse or abuse of computer equipment, programs or data.
19. Financial irresponsibility. Failure to meet financial responsibilities to the institution promptly including, but not limited to, knowingly passing a worthless check or money order in payment to the institution or to a member of the institution community acting in an official capacity.
20. Illegal use, possession, or distribution of any controlled substance on College premises or at college-sponsored activities.
21. Illegal or unauthorized possession or use of firearms, explosives, other weapons, dangerous chemicals, or other noxious substances on college premises.

22. Sexual intercourse without consent (rape) or sexual contact without consent (sexual assault).
23. Homicide, assault, aggravated or felony assault, or threat of the same, to any person on college-owned or controlled property or at college-sponsored activities, or conduct which threatens or endangers the health or safety of any such person.
24. Retaliation against a person for filing a complaint or acts of intimidation directed towards a person to drop a complaint.
25. Attempts and complicity. Any attempt to commit acts prohibited by the General Student Code of Conduct, or the aiding and abetting of the commission of any prohibited act.
26. Violation of state or federal laws. Any violation of state or federal laws or regulations prescribing conduct or establishing offenses, which laws and regulations are incorporated herein by reference.
27. Violation of the terms of any disciplinary sanction imposed in accordance with this Code.

Academic and Classroom Misconduct

The instructor has the primary responsibility for control of classroom behavior and maintenance of academic integrity and can order the temporary removal or exclusion from the classroom of any student engaged in disruptive conduct or conduct in violation of the general rules and regulations of the institution. Extended or permanent exclusion from the classroom or further disciplinary action can be effected only through appropriate procedures of the institution.

1. Plagiarism, cheating and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly, through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions, which may be imposed through the regular institutional procedures, as a result of academic misconduct, the instructor has the authority to assign an "F" or a zero for the exercise or examination, or to assign an "FX" in the course which signifies a failing grade due to academic dishonesty.
2. Disruptive behavior in the classroom may be defined as, but is not limited to, behavior that obstructs or disrupts the learning environment (e.g., offensive language, harassment of students and professors, repeated outbursts from a student which disrupt the flow of instruction or prevent concentration on the subject taught, failure to cooperate in maintaining classroom decorum, etc.), the continued use of any electronic or other noise or light emitting device

which disturbs others (e.g., disturbing noises from beepers, cell phones, palm pilots, lap-top computers, games, etc.).

3. Class attendance and punctuality requirements are contracted between the faculty and the students, through specific expectations for attendance and punctuality and specific consequences that are outlined by individual faculty members in the printed syllabus for each course. Students are expected to attend classes regularly and on time and are responsible for giving explanations/rationale for absences and lateness directly to the faculty member for each course in which they are enrolled. In cases where student absences are the result of emergency circumstances (e.g., death in the family, a student's serious injury or incapacitating illness), for which students are unable to make immediate contact with faculty, the student may contact the Office of Academic Affairs or the ACCESS Center for assistance in providing such immediate notification to faculty. However, the student remains responsible for verifying the emergency circumstances to faculty and for discussing arrangements with faculty for completion of course work requirements.
4. If a student has reason to believe he or she has been wrongly accused of academic misconduct, and if a final grade has been lowered as a result, he or she may appeal the grade through the office of the Associate Dean of Academic Affairs.

Disciplinary Sanctions

Upon a determination that a student or organization has violated the Student Code of General Conduct, the following disciplinary sanctions may be imposed, either singularly or in combination:

1. Expulsion. Expulsion entails a permanent separation from the college. The imposition of this sanction is a permanent bar to the student's re-admission to the college.
2. Suspension. If a student is suspended, he or she is separated from the college, and may also be excluded from participation in college-sponsored activities, for a specified period of time with conditions of re-admission stated in the notice of suspension.
3. Disciplinary Probation. Continued enrollment of a student on probation may be conditioned upon adherence to these regulations. Any student placed on probation will be notified of such in writing and will also be notified of the terms and length of probation. Probation may include restrictions upon the extracurricular activities of a student. Any conduct in violation of these regulations while on probationary status may result in the imposition of a more serious disciplinary sanction.

4. **Disciplinary Warning.** The appropriate institutional official may notify the student that continuation or repetition of specified conduct may be cause for other or more severe disciplinary actions.
5. **Restitution.** A student who has committed an offense against property may be required to reimburse the institution or other owner for damage to or misappropriation of such property. Any such payment in restitution shall be limited to actual cost of repair or replacement.
6. **Other Sanctions.** In addition to or in lieu of the above, other sanctions may be imposed including restrictions upon a student's or organization's privileges for a specified period of time, counseling or rehabilitative treatment to address specific behaviors, fines, service to the college, and/or special educational programs relevant to the misconduct as a condition of continued or future enrollment.

Repeated or aggravated violation of this Code may result in more severe disciplinary sanctions than any individual action may warrant, and notification of any sanction imposed is provided to appropriate College officials. The Dean/CEO is authorized, at his or her discretion, to subsequently convert any sanction imposed to a lesser sanction, or to rescind any previous sanction, in appropriate cases. Notification of any sanction imposed is sent to appropriate college officials.

Following suspension for general misconduct, readmission to the college is dependent upon the student's compliance with the conditions designated at the time of suspension and the student's fitness to return to the college community. Those decisions are made by the Assistant Dean of Student Services upon consultation with the appropriate professional staff on campus and/or in the community. Appropriate documentation, depending upon the nature of the original violation and the conditions of suspension, may be required. Upon readmission the student is placed upon disciplinary probation for a designated period of time with required conditions and expectations of behavior to be monitored by a designated college official.

Temporary Suspension

The college reserves the right to take necessary and appropriate action to protect the safety and well-being of the college community.

1. A student may be temporarily suspended from the college by the Assistant Dean of Student Services pending disciplinary or criminal proceedings, upon evidence that the continued presence of the student on campus constitutes an immediate threat to the physical safety and well-being of the accused, or to any other member of the college community or its guests, destruction of property or substantial disruption of classroom or other college activities. When such a determination is made, the temporary suspension is effective immediately without prior notice. The student shall be given an opportunity to contest the suspension with the Assistant Dean of Student Services within five

(5) instructional days from the effective date of the temporary suspension if there are disputed issues of fact or cause and effect.

2. Faculty members have the authority to exclude a student from any class session in which the student displays disruptive behavior that threatens the learning environment or safety and well-being of others in the classroom. Students are eligible to return to the next class session. Faculty members maintain the authority to remove students from each class session during which a student is disruptive. A student may be suspended permanently from a class upon recommendation of the Assistant Dean of Student Services following the disciplinary procedure outlined in this Code.

Disciplinary Records

Sanctions of suspension and expulsion affect a student's academic status and are entered as notations in the student's permanent academic record maintained by the Registrar during such time as the imposed sanctions are in effect. Records of sanction imposed for any violation of the General Student Code of Conduct are retained on file in the Office of the Assistant Dean of Student Services.

Disciplinary Procedures

The purpose of a disciplinary proceeding is to determine if a violation of the General Student Code of Conduct has occurred, and if so, to determine appropriate sanctions. The principle of due process in student discipline is assured at UM-Helena. Administrative proceedings are informal and do not follow formal rules of evidence applicable in judicial proceedings; however, the college has the burden of proof to establish a violation by clear and convincing evidence. The following procedures apply in adjudicating charges of general misconduct:

1. Whenever an allegation occurs that a student may have violated the General Student Code of Conduct, the Assistant Dean of Student Services will conduct an investigation of the incident. The student will be advised in writing of the alleged violation(s), the investigation, and General Student Code of Conduct procedures. The investigation shall determine the facts of the incident through interviews, reports, and other forms of evidence. As part of the investigation, the student will be afforded the opportunity to respond to the allegation and evidence gathered. The Assistant Dean of Student Services will review the evidence to determine if any violation of the Code of Conduct occurred and propose the appropriate disciplinary sanction(s). The student shall be notified in writing of the charges and sanctions and be provided the opportunity to respond through a meeting with the Assistant Dean of Student Services within five (5) instructional days. If the student accepts the charges by signing the notice of charges and sanctions, a copy will be provided to the student, the proceedings are concluded and the sanctions are implemented. If the student does not accept the charges and/or the sanctions, the student will be informed of the right to an administrative conference. If a student fails to respond to a

notice of charges and sanctions within five (5) instructional days, the college will accept the charge(s) and impose the specified disciplinary sanction(s).

2. If a student denies charges and/or does not accept sanctions imposed as a result of the investigation conducted by the Assistant Dean of Student Services, the investigation, charges, and sanctions are reported in writing to the Associate Dean of Academic Affairs within five (5) days of meeting with the student. The Associate Dean shall designate a committee to review the report to include an impartial student and faculty member. If the administrative committee determines that no violation has occurred or that the evidence is insufficient to support further action, a recommendation is sent to the Assistant Dean of Student Services with a copy to the student. If the committee concludes that a probable violation has occurred and that evidence supports the sanctions, the Associate Dean will convene a conference to include the student, the Assistant Dean of Student Services, and the review committee to inform the student of the committee's findings and provide the student with a final opportunity to respond. Written notice of the meeting will be provided informing the student of the right to be accompanied by a parent, guardian, appropriate witness, or legal counsel. The role of legal counsel at the conference is limited to consultation with the student only, and the student must notify the Associate Dean of the intent to bring legal counsel at least three (3) instructional days before the time of the conference. If the student accepts the charges by signing the notice of the conference to review charges and sanctions, a copy will be provided to the student and the Assistant Dean of Student Services, the proceedings are concluded and the sanctions are implemented. If the student does not accept the charges and/or the sanctions, the student will be informed of the right to appeal the decision with the Dean/CEO of the College. If a student fails to appear at the conference, the College will accept the charge(s) and impose the specified disciplinary sanction(s).
3. In the event a student denies the charges and/or does not accept the disciplinary sanctions as determined through the administrative conference, the investigation, charges and sanctions are reported in writing to the Dean/CEO within five (5) instructional days of the conference. The Dean/CEO will review the report within ten (10) instructional days and make a final determination as to the charges and sanctions. The Dean/CEO may call a meeting with the student and may amend, modify, reverse, or accept the charges and/or sanctions. Notice of the final determination will be provided by the Dean/CEO to the student with copies to the Associate Dean of Academic Affairs and the Assistant Dean of Student Services.
4. A student may seek further administrative review through the Office of the President, University of Montana, 32 Campus Drive, Missoula, MT 59812; the Commissioner of Higher Education, 2500 Broadway Street, PO Box

203201, Helena, MT 59620-3201; and the Board of Regents in accordance with Montana Board of Regents of Higher Education Policy 203.5.2.