



**GREAT FALLS
COLLEGE**
MONTANA STATE
UNIVERSITY

Faculty Handbook

**For Full-time, Part-time and
Adjunct Instructors**

2024-2025

Contents

Welcome	5	<i>Course Capacities</i>	24
<i>Faculty Responsibilities</i>	5	<i>Course Delivery Modes</i>	25
Academic Freedom and Responsibility	6	<i>Course Enrollments/Parameters for Running a Course</i>	26
Principles of Good Teaching and Learning	6	<i>Course Shells/Learning Management System</i>	27
Calendar Items	7	<i>Credit and Hourly Work Limits/Overloads</i>	28
Things to Know	9	<i>Curriculum Council</i>	28
<i>8-Week Advantage</i>	9	<i>Department Chairs/Program Directors</i>	28
<i>Absences/Leave Amounts & Requests</i>	9	<i>Directed Study</i>	29
<i>Accessibility</i>	10	<i>Diversity, Equity, and Inclusion</i>	29
<i>Accommodations for Students with Disabilities</i>	11	<i>Dual Enrollment</i>	30
<i>Accreditation</i>	12	<i>Equipment and Space Use</i>	30
<i>Adding a Class</i>	12	<i>Email</i>	30
<i>Administrative Support & Supervision</i>	12	<i>Emergencies, Safety, and Security</i>	31
<i>App</i>	14	<i>Evaluations</i>	32
<i>Artificial Intelligence</i>	14	<i>Exercise and Wellness</i>	32
<i>Attendance</i>	14	<i>External Learning Systems and Resources</i>	32
<i>Attire</i>	15	<i>Faculty Senate</i>	33
<i>Auditing a Course</i>	16	<i>Final Exams</i>	33
<i>Budgets</i>	16	<i>First Day of Class for all Course Delivery Modes</i>	33
<i>Building Hours</i>	16	<i>Grading</i>	33
<i>Cheating/Academic Honesty</i>	17	<i>Incomplete Grades</i>	34
<i>Class Roster</i>	17	<i>Midterm Grades</i>	34
<i>Classroom Management & Student Conduct</i>	17	<i>Final Grades</i>	34
<i>Classroom Set-Up & Etiquette (if teaching on campus)</i>	18	<i>Graduation/Commencement</i>	34
<i>College Council</i>	18	<i>Healthy Campus Plan</i>	35
<i>Committees</i>	18	<i>Holidays/Non-Instructional Days</i>	35
<i>Common Course Numbering (CCN)</i>	19	<i>Independent Study</i>	35
<i>Computer Login</i>	19	<i>Internships/Capstones</i>	35
<i>Concurrent Dual Credit</i>	19	<i>Keys</i>	36
<i>Confidentiality and FERPA</i>	21	<i>Land Acknowledgement Statement</i>	36
<i>Conflict of Interest/Working Outside of the College</i>	22	<i>Mailboxes</i>	36
<i>Copyright Use</i>	22	<i>Mission & Strategic Plan</i>	36
<i>Co-requisites</i>	23	<i>NetID (Computer Login)</i>	36
<i>Course Assignments, Meeting Times, and Locations</i>	23	<i>Office Hours/Faculty Availability</i>	37
		<i>Office Space</i>	37
		<i>Organizational Chart</i>	37
		<i>Orientation/Onboarding</i>	38
		<i>Pay Dates/Timesheets</i>	38
		<i>Payroll Deductions</i>	38

<i>Phone Directory</i>	39
<i>Photocopies</i>	39
<i>Practicums</i>	39
<i>Preferred Pronouns and Chosen Names</i>	39
<i>Printing</i>	40
<i>Prior Learning Assessment (PLA)</i>	40
<i>Professional Development & Organizations</i>	40
<i>Program Delivery Modes</i>	41
<i>Record-keeping</i>	42
<i>Relationships with Students</i>	42
<i>Remote Work</i>	42
<i>Student Conduct</i>	43
<i>Student Learning Assessment</i>	43
<i>Student Letters of Recommendation/Reference</i>	44
<i>Student Resources</i>	44
<i>Student Alerts</i>	44
<i>Supplemental Instruction</i>	45
<i>Supplies</i>	45
<i>Syllabus</i>	45
<i>Teams (Microsoft Product)</i>	46
<i>Technology</i>	46
<i>Tenure and Promotion</i>	46
<i>Textbooks</i>	47
<i>Trainings</i>	47
<i>Travel</i>	47
<i>Tutoring</i>	48
<i>Union Information</i>	48
<i>Whom to Contact</i>	48
<i>Withdrawals/Dropping Classes</i>	48
<i>Workloads and Letter of Appointments</i>	49
Resources	50
<i>Academic Success Center (ASC)</i>	50
<i>Academic Success and Accessibility</i>	50
<i>CARE Office</i>	50
<i>Food Pantry</i>	50
<i>Information Desk</i>	50
<i>Library</i>	51
<i>Teaching and Learning Center</i>	51

<i>Technology Assistance Center (TAC)</i>	51
<i>Testing Center</i>	51
Appendix A: Family Educational Rights & Privacy Act (FERPA)	53
Data Communication & Storage Matrix	54
Appendix B: Accommodation Procedures	57
Appendix C: Weaver Library Services	60
Appendix D: Adjunct Office Procedures	63
Appendix E: Travel Procedures	64
Appendix F: Program Director and Department Chair Responsibilities	66
Appendix G: Workload and LOA Activities and Dates	67
Appendix H: Instructional Roles, Responsibilities, and Compensation	70
Adjunct	70
Affiliate/Concurrent	71
Clinical	71
Full-time Faculty	72
Lab Instructor	73
Part-time Faculty	73
Program Director/ Department Chair	74
Student Workers & Technicians (Techs).....	74
Substitute for a Faculty Member.....	74
Support Specialists	74
Tutors	75
Appendix I: Course Types with Compensation	76
<i>Clinical Instruction</i>	76
<i>Concurrent Dual Credit</i>	76
<i>Co-requisite</i>	76
<i>Directed Study</i>	76
<i>Dual Credit</i>	76
<i>Independent Study</i>	76
<i>Internships/Capstones</i>	76
<i>Lab/Shop</i>	76
<i>Lecture</i>	77
<i>Practicum</i>	77
<i>Supplemental Instruction</i>	77
Appendix J: Course Creation and Redesign	78
Appendix K: Additional Compensation	80

Additional Course Capacity..... 80

Credits Overloads..... 80

Early Contract Starts..... 81

Onboarding Trainings..... 81

Other Work 81

Prior Learning Assessment (PLA) 81

Summer Teaching 82

Appendix L: Student Alerts Decision Tree 83

Appendix M: Common Acronyms..... 84

Appendix N: Directions for Using the Vault 85

Welcome

Great Falls College is privileged to have a diverse and talented group of full-time, part-time and adjunct faculty. You perform an essential service to the college and our students, whether teaching on campus, online, at a distance, or concurrently in a high school. This handbook has been created to help you be successful in meeting the college's mission to "provide high quality educational experiences supporting student success and meeting the needs of our community."

Faculty Responsibilities

The primary responsibility of faculty is to provide quality instruction for student learning and to maintain a positive learning environment. Your emphasis is on teaching and assessing students to enable them to meet course, program and college outcomes (see GFC policy 300.3 for more information on instructor academic and conduct standards).

- Plan and teach classes as assigned and outlined in the course descriptions, learning outcomes, and course syllabi.
- Supervise the learning activities of students.
- Assess students' academic progress in a timely, consistent, fair, and recorded manner.
- Report attendance/participation and student grades on time.
- Participate in an evaluation of teaching performance.
- Submit requests through the department chair or program director for equipment, supplies, textbooks, and other instructional aids.
- Demonstrate knowledge of services, regulations, and procedures in the Faculty Handbook.
- Use the approved syllabus template.
- Let students know how and when they can reach you.
- Check college email regularly to receive important information.
- Use the college or learning management system email to communicate with students instead of a personal or non-Great Falls College account.
- Complete all required orientation activities and trainings. Information will be sent out via email.
- Participate in the student learning outcomes assessment process by collecting student learning assessment data, submitting assessment reports, and collaborating with other faculty to create and revise program assessment plans and curriculum maps.
- Perform other necessary administrative duties associated with teaching, including submitting requested paperwork and documents professionally and promptly by given deadlines.

Full-time faculty are also expected to provide service to the campus and community and participate in departmental/program, division, and college meetings. Adjunct faculty are invited but not required to participate in such meetings.

All faculty are required to report student participation, midterm grades, and final grades by given deadlines listed in the [Academic Calendar](#) for each term. Instructions and a reminder will be sent

by the Registrar's Office to faculty each term. Meeting deadlines is imperative to the operation of the college and students' success. Meeting deadlines will be a part of performance evaluations.

Full-time faculty can find more information about their responsibilities as outlined in the [faculty union contract](#).

Academic Freedom and Responsibility

To ensure instructional excellence, the Montana Board of Regents of Higher Education supports academic freedom (see [Montana BOR Policy 302](#)). In the development of knowledge, research endeavors, and creative activities, college faculty and students must be free to cultivate a spirit of inquiry and scholarly criticism. The faculty member is entitled to freedom in discussing the subject matter but should be careful not to introduce topics unrelated to the field. Faculty and students must be able to examine ideas in an atmosphere of freedom and confidence to participate as responsible citizens in community affairs.

All faculty members must align learning objectives with established student learning outcomes at the course, program, and college levels. Their further responsibility is ensuring such content conforms to departmental standards, program handbooks, and the [Great Falls College MSU Catalog](#).

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

Principles of Good Teaching and Learning

The best teaching and learning occur when the following are met:

- The classroom climate is one of mutual respect among all participants.
 - It is the primary responsibility of Great Falls College instructors to foster and exhibit respect for all students and to hear every student's voice, especially those who have been silenced in previous educational settings. Respect involves recognizing different points of view, different values, different styles of learning, different talents, and different kinds of intelligence.
- Students are motivated.
 - The stronger the desire to learn something, the more learning will occur. Instructors who display a genuine passion for their subject matter and communicate high standards can generate similar enthusiasm among students. Love of learning is the strongest motivation we can provide for our students.
- The learning environment is a holistic, dynamic system designed to accommodate different ways of learning and knowing.
 - Instructional methods should promote a cycle of learning that includes opportunities for direct hands-on experience and reflection through reading, writing, and discussion. Teaching should enable students to derive personal meaning, make connections to their daily lives, and discover direct applications of the material.

- Content is presented with the "big picture" first as a context for the specific, differentiated information of the subject.
 - The most meaningful learning occurs when students have a context for the content they are trying to learn. This content – information/material/activities – should be connected either to broader foundational concepts or students' personal experiences. Learning that lacks a contextual framework tends to be superficial and short-term.
- The course should encourage dialogue and collaboration among students and between students and the instructor.
 - Discussion among course participants allows students to integrate new knowledge with what they already know, generating further understanding and fresh insights. Interactions among students and teachers can be the most effective triggers of meaningful learning.
- The course provides opportunities for direct experience and active application of course content.
 - Students learn things best if they experience them firsthand or apply them directly to solve problems. Providing students with opportunities to teach others what they are learning is one of the most effective ways to accomplish this kind of applied learning in a course.
- Student development and transformation are intentional goals of the teaching and learning process.
 - Student development involves positive changes in students' frames of reference and their ability to think critically and abstractly. This transformation is most likely to occur in a safe environment that fosters trust and provides occasional experiences of cognitive dissonance (i.e., experiences that lead students to question their beliefs and frames of reference).
- Assessment is an ongoing process that provides prompt feedback to students about their learning.
 - Assessment is most effective when it is not anxiety-provoking and offers the maximum potential to learn from the assessment. Students should perceive assessment as a natural and ongoing part of the learning process.

Calendar Items

In addition to the reporting deadlines outlined in the [Academic Calendar](#) for each term, below is a list of standing calendar items and a brief "Year-at-a-Glance." Watch for emails with more information.

- College Council- 1st Friday of the month, 8:30 in B101
- Curriculum Committee- 1st and 3rd Fridays of the month
- All-faculty Meeting- 3rd Friday of each block
- Faculty Senate – 3rd Friday of each block
- Convocation- Friday before start of semester – required for full-time faculty and staff
- Commencement – Saturday after last day of spring term - required for full-time faculty

August

- Non-instructional Days
- Syllabus due to department chair/program director Wednesday before start of term
- Course Activation- Before first day of term
- Program orientations
- Convocation
- Start of Fall semester

September

- College “Burger Burn”
- Fall equipment requests due
- Course & program fee changes due end of Sept. of even years
- Tenure application and/or Professional Development Plan due
- Program Director/Department Chair meeting
- Prepare Spring semester schedule – Due Oct. 1

October

- Spring semester schedule due Oct. 1
- Spring/Summer book orders due
- United Way Campaign
- Fall Break
- Syllabus due to department chair/program director Wednesday before start of term
- Course Activation- Before first day of term
- College “Soup Tour” and Halloween Costume Contest

November

- Prepare Summer semester schedule – Due Nov. 15
- Department Chair/Program Director meeting
- Faculty “floating holiday” the Wednesday before Thanksgiving (no classes, college open)

December

- College Holiday Luncheon
- Semester break

January

- Non-instructional Days
- Data Day
- Syllabus due to department chair/program director Wednesday before start of term
- Course Activation- Before first day of term
- Spring semester begins
- Prepare Perkins Grant requests
- Prepare Department/Program budgets
- Program Director/Department Chair meeting

February

- Promotion Applications and Professional Development Plans due
- Prepare Fall schedules – Due March 1
- Spring equipment fee requests due
- Department/Program budgets due

March

- Fall schedules due March 1
- Spring Break
- Syllabus due to department chair/program director Wednesday before start of term
- Course Activation- Before first day of term
- Fall book orders due
- Dean’s Award nominations due
- Student of the Year nominations due

April

- Program Director/Department Chair meeting
- Student Awards Luncheon
- Employee Appreciation Event

May

- Commencement
- Syllabus due to department chair/program director Wednesday before start of term
- Course Activation- Before first day of term
- Summer semester begins

Things to Know

8-Week Advantage

- The 8-Week Advantage consists of courses running in two 8-week blocks per semester rather than one 16-week course to help students complete their general education, pre-requisite, and some specific classes. Some Health Science programs, however, are still taught in 16-week courses.

Absences/Leave Amounts & Requests

- You should hold your class(es) per your workload document or letter of appointment (LOA) and the times, days, and dates listed on the [class schedule](#) in Banner Web. Let your division director know if absences, illnesses, or other unforeseen life events happen to you during the block or semester.
- If you must be absent for any reason, please notify your division's administrative associate and your program director/department chair to make arrangements. The college does not provide substitute instructors. Faculty may have another faculty substitute if someone is available and willing. The following steps apply when faculty are absent from an assigned class.
 - The faculty member contacts the division director and program director/department chair if unable to teach an assigned class.
 - The faculty member, division director, and department chair or program director determine if the class must be cancelled, alternate work assigned, or if a suitable substitute can be located.
- If a class is to be cancelled, the faculty member is responsible for notifying students of the class cancellation. The faculty can email students through the learning management system, post an announcement, or call the students.
 - If a substitute can be found, the faculty member is responsible for briefing the substitute regarding the scope of the class, the objectives to be presented in the class, and any homework assignments or assessments, and provide any materials necessary for instruction.
 - For a substitute, the faculty member will complete the [Faculty Absence and Substitute Approval form](#) found on the college website and attach documentation of absence (i.e. [Leave Request form](#) or email). The Administrative Assistant will forward the form to the Payroll office. This form must be submitted to the Payroll office by the last day of the pay period in which the substitute teaching occurred.
 - If the absence is planned, faculty must submit a [Leave Request form](#) to the division director at least one week before the requested leave date. If traveling on behalf of the college (for conferences, meetings, etc.), faculty must also submit a pre-approval request through ChromeRiver.
 - Full-time faculty accrue sick leave and have 3 personal days to use each academic year.
 - Personal leave must be taken in 4-hour or 8-hour blocks. Any unused personal

leave can be converted to sick leave at the end of the academic year.

- Sick leave can be taken in 1-hour blocks.
- Full-time and part-time faculty are expected to attend graduation. If you cannot attend commencement due to unusual circumstances, you must use one of your 8-hour personal leave days or take leave without pay for that date.
- Full-time and part-time faculty may use sick leave time for bereavement for immediate family members, up to 3 days for in-state deaths and 5 days for out-of-state deaths.
- Faculty on 12-month contracts accrue vacation time and should use the [Leave Request form](#) to request time off. However, those faculty should minimize the loss of instructional time when requesting to use vacation time.
- Part-time faculty on a traditional faculty contract accrue sick leave and personal leave like full-time faculty but it is pro-rated based on their part-time status. See Appendix H and/or Human Resources for more information.
- Adjunct faculty do not have personal days and do not accrue sick leave.
- For specifics on sick leave and bereavement, contact Human Resources in G20 or at 406-268-3701 or refer to college policies 406.1- 406.10.

Accessibility

- Accessibility is related to a design process in which the needs of all people, including those with disabilities, are considered. Items created with accessibility in mind can be used independently by any person, regardless of ability. Individuals with disabilities can independently acquire the same information, engage in the same interactions, and enjoy the same services within the same timeframe as individuals without disabilities, with substantially equivalent ease of use.
- Great Falls College is committed to affording students, faculty, staff, and visitors with disabilities the opportunity to participate in the college's academic and non-academic activities by providing access and reasonable accommodations necessary to ensure access. This extends to the college's electronic and information technologies and applies to their procurement, development, implementation, and ongoing maintenance.
- All college administrators, faculty, and staff must provide access to education, services, programs, and activities to individuals with disabilities.
- Providing access to all is in accordance with federal and state laws, including the Americans with Disabilities Act of 1990 (ADA) and the ADA Amendments Act of 2008, Section 504 of the Rehabilitation Act of 1973, and Section 508 of the 1973 Rehabilitation Act as amended, and Title 18, Chapter 5, Part 603, and Title 18-5-604 and 49 of the Montana Code Annotated.

- Electronic instructional materials (syllabi, textbooks, presentations, handouts, etc.) will be accessible to all students, whether optional or required. This includes electronic instructional activities (online collaborative writing, web conferencing, etc.) and electronic library materials delivered within the college's learning management systems, in face-to-face classes, or an alternate fashion.
- Electronic documents will be accessible to all students. Electronic documents include word processing documents, PDFs, presentations, publications, and spreadsheets scanned, uploaded, posted, or published or distributed electronically.
- Video media resources will be closed-captioned and audio-described, and audio resources will be transcribed.
- If you need help checking the accessibility of your course resources or making them accessible, please contact the [Teaching and Learning Center](#) in R220 or at 406-771-4321.
- If you have concerns about accessibility, please contact the [Office of Academic Success and Accessibility](#) in A116 or at 406-771-4311.

Accommodations for Students with Disabilities

- Students with disabilities may receive accommodations through the college's [Office of Academic Success and Accessibility](#). Common accommodations include, but are not limited to, a distraction-free testing environment through the Testing Center, additional time on exams, a lumbar support chair, a sign language interpreter, a note-taker, etc. The Director of Academic Success and Accessibility determines other accommodations through an interactive dialogue with the student.
- A student must go through the Office of Academic Success and Accessibility to receive accommodations and will present an official notice of the accommodations to the instructor.
- A software program that reads text aloud is available for all students to use. Students need to see the Office of Academic Success and Accessibility to be set up in the program.
- Dual enrolled high school students on our campus, online, or concurrent (taught at the high school by high school faculty) must register with the Office of Academic Success and Accessibility at Great Falls College to receive accommodations. Students with disabilities are entitled to accommodations in school, be it K-12 or post-secondary education. However, the nature and delivery of those accommodations and the distribution of responsibility differ significantly between high school and college. IDEA and Section 504 are laws that mandate "free and appropriate public education" for all K-12 students. The ADA and Section 504 guarantee equal access to post-secondary education by requiring "reasonable accommodations" for college students who are "otherwise qualified" as a student. "Otherwise qualified" students must meet all entrance and academic progress with or without reasonable accommodation; there is no "special education" in college.
- No accommodation at the post-secondary level may reduce standards or compromise the course's integrity; accommodations must be deemed reasonable and agreed upon by the student, the Director of Academic Success and Accessibility, and the instructor. For more information on such accommodations, contact the Office of Academic Success and Accessibility and see Appendix B.

Accreditation

- Great Falls College is accredited by the Northwest Commission on Colleges and Universities (NWCCU). Part of the accreditation process involves a site visit every 7 years and a mid-cycle site visit at year 3. More about NWCCU and its standards can be found at <https://nwccu.org/>
- Dr. Eleazar Ortega, Executive Director of Institutional Research and Effectiveness, is the college's Accreditation Liaison Officer (ALO).
- The college's accreditation reports and more information can be found on the college's [accreditation web page](#).
- Individual programs may also be accredited through their professional accrediting body.

Adding a Class

- Students may add courses on Banner Web/My Info up to the end of the 2nd day of the semester. After that, students must request permission to "late add" through an [Override Authorization Form](#). You can send your approval via email instead of signing the form. The student will need to attach your approval email to the form. A division director must also sign the form. [More information about adding classes can be found in the Great Falls College catalog](#).
- Research has shown that students who add classes late are not as successful as other students. Thus, the division directors are wary of approving late adds after the first week of class unless there is a solid reason to do so.

Administrative Support & Supervision

Great Falls College has 3 divisions: Career & Technical Education (CTE), General Studies, and Health Sciences. Several individuals provide administrative support for the academic divisions.

- Academic Administrative Associate
 - Supports all divisions by creating, sending and filing academic paperwork such as workloads and Letters of Appointment
 - Collects and archives all syllabi each term
 - Schedules meetings, including All-Faculty and Faculty Senate
 - Purchases supplies for the workrooms, adjunct office, faculty and division directors
 - Staffs the front desk for General Studies and Health Sciences
 - Submits maintenance and IT requests for the divisions
 - Tracks budgets as needed
 - Assists faculty with travel arrangements
 - Supports competitive entry application process for programs
 - Supports Faculty Senate
- Administrative Associate, Continuing Education & Training
 - Staffs the front desk for Career & Technical Education division
 - Supports Academic Administrative Associate as needed
 - Supports registration of workforce trainings

- Purchases supplies for programs and directors
- Organizes program celebrations for workforce trainings
- Processes student and third-party payments for workforce trainings
- Administrative Assistant, Dental
 - Manages patient record and Telehealth exams by dentists
 - Assists with accreditation
 - Supports competitive entry application process for dental programs
 - Assists with budget management, including ordering supplies
 - Assists dental programs by sending LOA for adjuncts
 - Manages licenses, continuing education, immunization records, and updated CPR cards
 - Purchases office supplies for dental faculty and students
 - Representative for dental clinic with public
 - Assists with schedules and workloads for faculty and program courses
 - Assists Clinic Coordinator with maintenance requests
 - Maintains HIPPA compliance policies and procedures for program and clinic

The Executive Director of Instruction, Executive Director of Career & Technical Education (CTE), and the Director of Health Sciences supervise faculty, administrative associates, and academic staff under the direction of the CEO/CAO/Dean. (See the college's [organizational chart](#) for more details.)

- Executive Director of Instruction
 - Supervises the General Studies faculty and staff
 - Acts as a member of the college's governing Executive Council
 - Works with Student Affairs to foster student success
 - Oversees the Teaching & Learning Center (TLC), Weaver Library, and office of Academic Support & Accessibility, including the Academic Success Center for tutoring
 - Facilitates articulation agreements with 4-year universities
 - Spearheads initiatives to improve student learning and faculty teaching
 - Serves as the Executive Council representative to DREAM and Curriculum Council
 - Participates in systemwide committees
- Executive Director of Career & Technical Education (CTE)
 - Supervises the CTE faculty and staff (non-credit and credit)
 - Acts as a member of the college's governing Executive Council
 - Participates in systemwide committees
 - Facilitates MOUs for all facilities used by CTE programs
 - Spearheads workforce development initiatives in partnership with local and state agencies and businesses.
 - Oversees the ATF Weld Testing Center
 - Oversees the Mobile Welding Lab
- Director of Health Sciences
 - Supervises the Health Sciences faculty and staff
 - Assists with accreditation processes
 - Supervises health science foundational courses

- Spearheads program promotion initiatives
- Monitors pre-health students including organizing outreach activities for this population
- Facilitates MOUs for all facilities used by the Health Science programs
- Advocates for health science faculty, students, and programs
- Participates in local community and state-wide initiatives that impact health careers in Montana
- CEO/CAO/Dean
 - Oversees the operations of Great Falls College
 - Acts as a member of the college's governing Executive Council
 - Participates in systemwide leadership councils and committees
 - Represents the college in the community and the state
 - Chairs the college's development board, raising funds for the college and student scholarships

App

- The college has a mobile app that can be downloaded from the Apps or Play store. Search for Great Falls College MSU. The app provides campus information. The app is linked to students' Banner accounts for their class schedules and course information.

Artificial Intelligence

- The college recognizes the evolving nature of generative artificial intelligence (AI). The misuse of AI has been incorporated into the Student Conduct Code, but a college-wide policy specifically regarding AI does not exist yet. Larger groups, such as the Office of the Commissioner of Higher Education (OCHE) and the Montana State University system have discussed creating a broad policy for all campuses, but it has not been implemented yet.
- Each department is encouraged to discuss and decide on a policy regarding the appropriate and inappropriate uses of AI for its department and to include specific information in the course syllabi.
- If a department does not have an AI policy, then the faculty member must decide and state the parameters for AI use and the consequences of its misuse in the course syllabus. (See the [Student Conduct Code](#) for appropriate consequences of academic dishonesty.)
- The library has a [plagiarism tutorial](#) to help students understand what plagiarism is, how to avoid it, and how AI can be considered plagiarism. The tutorial can be used as a class assignment or linked from a course shell and is available on the library's website.

Attendance

- For synchronous classes, whether on campus or at a distance, attendance must be taken every day throughout the term. Participation for asynchronous classes is tracked through the college's Learning Management System (LMS).
- The last date of attendance/participation must be reported along with final grades for students who failed a course. Financial aid ramifications exist for the student depending on the amount of time they participated in a course.

- Class rosters can be found in the secure area of [Banner Web/MyInfo](#) under “Faculty Services.”
- Attendance can be tracked in the LMS; however, you can use other methods as long as you are consistent and the attendance is kept up-to-date.
- Check your rosters each day during the first week of class as there are usually quite a few changes.
- After the first day of class, call the students who do not attend a face-to-face class or enter an online/HyFlex course shell to ensure they know classes have started. If they plan to attend, we want them to not get behind. They should drop the class if they do not intend to attend the term. Also, faculty should submit an alert through [navGFC](#) for students who did not attend. This alert goes to the student and the advisor in the Advising and Career Center who will also try to contact the student. You can find the link on the college website’s [Faculty & Staff page](#) as “Student Academic Alert” at the bottom.
- Students who enroll in a course but do not attend a minimum of one class meeting or the equivalent by the deadline will be administratively dropped from the course by Great Falls College personnel. Academic and financial implications from being dropped from a course exist, so it is imperative that attendance reporting is correct.
- Attendance records must be kept for 3 years. The data is automatically archived if you keep attendance within the LMS. If you do not keep attendance within the LMS and leave employment at the college, you will need to give your attendance records to the division’s administrative associate.
- You will receive an email from the Registrar’s Office asking you to report attendance/participation as of the 15th day of class for the fall and spring terms. This deadline is prorated for summer terms. Students who have not participated in a class will be dropped from the course. It is imperative that you take attendance. (See [policy 210](#))
 - For an on-campus, HyFlex, or synchronous class, a student must have attended a minimum of one class meeting.
 - In an asynchronous course, a student must have completed a class assignment, posted to a course discussion, or participated in another way. Simply logging into a course shell or emailing the instructor does not constitute attendance or participation. Therefore, it is important to have a learning activity early in the course, ideally in the first week, such as a syllabus quiz, pre-test, introductory post, etc.
- Your class attendance/participation policy should be detailed in your course syllabus. The point of an attendance/participation policy is to encourage students to participate so they will be successful in the class. When drafting a policy, consider options to enable students to continue receiving instruction when an illness or other event prevents them from traditional participation.

Attire

- Because the college is a professional setting and we want to set an example for students of appropriate attire in the workplace, the college follows a “smart casual to business

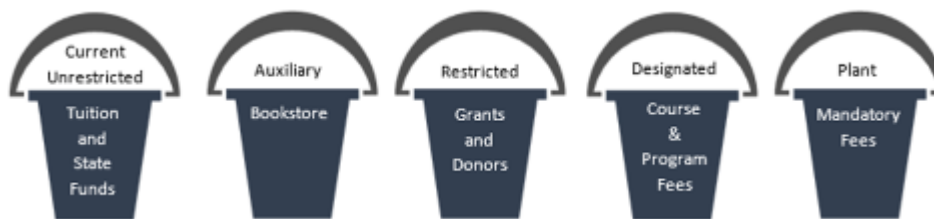
casual” clothing practice. To see examples of smart and business casual, visit the [Attire Guide](#).

Auditing a Course

- Individuals may audit a course with instructor approval. Rules and criteria for auditing a course can be found in the [Grading policy \(308.1\)](#).

Budgets

- Each department/program has a budget created by the department chair/program director and division director. The budget covers personnel and operating costs and is funded through Current Unrestricted Funds (CUF). The college has several “buckets” of funds as shown below, each with its own purpose and funded from a different source.



- Budgets are created each spring and submitted to the Executive Director of Operations. Budgets, however, are not finalized or officially approved until the Board of Regents meeting in September.
- There are opportunities in the spring and fall to submit requests to use the campus equipment fee money, which comes from the “Plant bucket” of mandatory fees students pay. Any requests should be approved by the department chair/program director and division director before being submitted.
- Career and technical programs and related courses have an opportunity to submit requests for the Carl V. Perkins Grant in the spring. Such requests should be submitted with the approval of the department chair/program director and division director. More information can be obtained from the college’s Reporting & Grants Coordinator in the Office of Research & Institutional Effectiveness.
- In the fall of even years, programs and departments may request a change to course and program fees. Such requests should be approved by the division director and submitted to the Executive Director of Operations.
 - Courses with lab fees attached should use those fees to pay for consumable materials used in labs.
 - Other course fees should be used as designated.

Building Hours

- The building is only open on certain days and times during the year. A [current building schedule](#) is posted on the college website.
- Full-time faculty do have additional access to the building through a key card available from Facilities. However, that time is also restricted, as shown on the building schedule.

Cheating/Academic Honesty

- The college's [Policy 300.2 Academic Honesty](#) lays out the possible consequences of cheating. State the consequences of cheating in your class in your syllabus and adhere to the policy.
- Turnitin Plagiarism Detection software, Respondus Lockdown Browser, and Respondus Monitor are available within the learning management system to help prevent cheating. Additional information can be found in [D2L Help](#). For any issues with the software, please contact the Technology Assistance Center in R263, at 406-771-4440, or elarning@gfcmu.edu.
- The library has a [plagiarism tutorial](#) to help students understand what plagiarism is, how to avoid it, and how AI can be considered plagiarism. The tutorial can be used as a class assignment or linked from a course shell and is available on the library's website.
- If a student cheats, follow the procedures outlined in [300.2.1 Academic Dishonesty Reporting](#), including submitting a Student Conduct Report. A student's second offense collegewide will result in a meeting with the Executive Director of Student Services. As stated in their program handbooks, individual programs may have additional consequences for students committing academic dishonesty.

Class Roster

- A list of your students can be found by going to the secure area of BannerWeb/MyInfo under "Faculty Services." This is the most up-to-date class list.
- A class list will also be in the learning management system; however, it is only synched with BannerWeb/MyInfo once daily. The roster in BannerWeb is the official list of students enrolled in the course. If a student is on one list but not the other, refer the student to the Registrar's Office immediately.
- Students can add themselves to a course through the second day of class. After that time, they need the instructor's permission. Many changes occur during the first week of class. Check your rosters daily during that time. Changes in course registration will appear immediately in Banner; changes in course registrations may not appear in the learning management system for 24 hours. Therefore, the Banner roster is always the most accurate.

Classroom Management & Student Conduct

- Learning can only occur in an environment where everyone feels safe to participate.
- If you are concerned about student conduct – disruptive behavior, bullying, harassing, etc. -- please talk to your program director/department chair or division director. For more information on the expectations of a student and definitions of student conduct see [Policy 300.1 Student Conduct](#).
- Behavioral incidents should be reported using the Student Conduct Report. A group of faculty and staff called the College Behavioral Assessment Team (CBAT) will review the information and determine a course of action. The goal of the CBAT group is to help the student and campus be safe.

Classroom Set-Up & Etiquette (if teaching on campus)

- Each classroom has an instructor station and computer, whiteboards or whiteboard-painted walls, a projector, speakers and microphone, a camera, and moveable furniture. The speakers, microphone, and camera enable you to record your class and interact with students participating remotely.
- Technology training is available through the Teaching & Learning Center. Contact: (406) 771-4321.
- Do not remove furniture from the classroom.
- A classroom may also include adaptive furniture or equipment for students with accommodations through the Office of Academic Success and Accessibility.
- Faculty are encouraged to move the desks and chairs to create an optimum learning environment; however, please return the desk and chairs to the original rows before leaving the classroom.
- Erase the whiteboards and take instructional materials with you when leaving a classroom. Whiteboard markers and erasers are available from your division and should be carried with you to and from the classroom in a “pack it in, pack it out” manner.
- Ask students to throw away their garbage, so the classroom is clean for the next class.
- If you change the computer settings, please return them to the original settings before leaving.
- Your classroom should be unlocked; if it is not, contact your division’s administrative assistant or maintenance at 406-788-1188.

College Council

- Great Falls College believes in participatory governance and encourages all employees to attend College Council the first Friday of every month at 8:30 am in B101.
- College Council ensures the policies and procedures support the college’s strategic plan and mission, facilitates discussions to gather and provide input and feedback on college-wide initiatives and financial decisions, and communicates across departments and divisions. More information can be found on the [College Council's webpage](#).

Committees

- Serving on committees is one of the responsibilities of full-time faculty and an important part of the college’s participatory governance. Service to the campus, students, and community is reviewed as part of full-time faculty evaluations and is a criteria for tenure for full-time faculty in tenure-track positions.
- Full-time faculty are expected to serve on one or more committees, depending on the time commitment of the committees.
- Faculty Senate announces upcoming committee openings during its first spring semester meeting, solicits candidates for the positions, and sends a list of recommendations to the Executive Director of Instruction. For a list of committees, see the college’s [Governance webpage](#).

- New full-time faculty are exempt from committee service their first year at Great Falls College. They complete the “Teaching at Great Falls College” course through the Teaching and Learning Center (TLC) instead. However, new faculty are encouraged to attend the various committee meetings to better understand the college and determine on which committee(s) they are interested in serving.

Common Course Numbering (CCN)

- The Montana University System practices Common Course Numbering (CCN), meaning course numbers, names, and outcomes have been agreed to by a committee of faculty from different campuses within the system called FLOCs (Faculty Learning Outcome Committees). The purpose of CCN is to increase the ease of transferring between campuses for students.
- A cross-campus faculty committee periodically reviews different courses to re-align or ensure the alignment of courses in the system.
- Because of CCN, it is crucial to use the correct name, title, and outcomes for a course. Those items and the course description from the Great Falls College catalog must be included in the course syllabi. CCN information for a course can be found in the MUS’s [CCN Course Guide](#).

Computer Login

See NetID

Concurrent Dual Credit

- Students may take classes for simultaneous high school and college credit on a high school campus, on the college campus, or online through the college. Such classes are referred to as “dual credit.” Classes taken for dual credit on the high school campus are called “concurrent” dual credit classes. Instructors teaching those concurrent classes are referred to as “affiliate” faculty. Such faculty must meet the credentialing requirements set forth by the Montana Board of Regents [Policy 730– Minimum Qualifications for Faculty in Two-Year Degree Programs](#).
- Courses taught concurrently for dual credit must be approved by the college through a process overseen by the college’s dual credit coordinator. The department chair/program director and the division director review the instructor’s credentials. If the instructor meets the qualifications, the dual credit coordinator organizes a conversation between the department chair/program director and the instructor to review course outcomes and content. The department chair/program director sends the instructor a current syllabus for the course being discussed. If the outcomes of the high school and college course align, the dual credit coordinator sends the instructor a “Request to Teach” form to complete. The form is signed by the instructor, the instructor’s high school administrator, a school district official, the department chair/program director, the division director, and the executive director of instruction.
- Once approved, the dual credit coordinator adds the instructor and the course to the

Dual Credit LOA (Letter of Appointment) database. The academic administrative assistant receives a copy of the completed form and notifies the Registrar's Office. The Registrar's Office builds the course in Banner, but it will not appear in the regular class schedule. The academic administrative assistant also creates an LOA for the affiliate faculty member.

- The affiliate instructor is evaluated by the college in the same way as any adjunct instructor – the first semester taught and then every three years thereafter – using the same adjunct instructor process. For concurrent classes taught outside of Great Falls, department chairs/program directors may request a video of class instruction rather than make an in-person class observation. The video must be long enough to demonstrate the instructor's ability and interaction with students. Some school districts may require parental notification of the filming.
- Affiliate faculty are required to submit a syllabus using the college template, a sample assignment, and a cumulative assessment tool to the college department chair/program director for review to ensure outcomes are met and college-level rigor is maintained. They also distribute the same student course survey to their students as the college at the end of their courses; however, the survey is distributed via email because concurrent courses do not use the same learning management system as the college.
- Several weeks before the end of the concurrent course term, the college's institutional researcher prepares a link to send the concurrent instructors for the student survey. The instructor distributes the link to the students. The students complete the survey via the link. The college institutional researcher compiles the results and sends a report to the academic administrative assistant who then saves a copy for the department chair/program director to use for evaluation purposes and forwards the results to the affiliate faculty member.
- The length of the concurrent course does not need to be the same as the length of the college term. The concurrent course is not required to use the same textbook as the college sections of the course; however, the department chair/program director will review the concurrent instructional materials to ensure they meet the college-level standards of the college course. The department chair/program director may recommend supplemental material to fill any deficiencies in the concurrent materials. The department chair/program director may also require the affiliate faculty to use any departmental/programmatic common assessment tools and follow departmental practices and policies, like an adjunct instructor.
- The college dual credit coordinator helps register students in a concurrent class. Students enrolling in a concurrent class must meet all the prerequisite and placement requirements of the college course.
- Concurrent classes appear on both the student's high school and the student's college transcript.
- For more information, see "Dual Credit" below. See Appendix I for compensation.

Confidentiality and FERPA

- The college adheres to the federal Family Educational Rights and Privacy Act (FERPA). FERPA protects the confidentiality of student records. The act states that student educational records are confidential and may not be released without the student's written consent.
- All faculty have a responsibility to protect student educational records. This includes **not** doing the following:
 - Publicly posting grades
 - Linking the name of a student with that student's ID number in any public manner, including in an email
 - When emailing about a student, such as to an advisor or the registrar's office, you can use the student's name and the last four digits of the student's ID, but not the full student ID.
 - Emailing student grades and records. Email is not considered secure enough – even when using the college's email account.
 - You can email about the grade but not give students their grade. For example, you could write, "You can see your current grade in the D2L gradebook. You have that grade because you missed quizzes 3, 6, and 9."
 - Emailing forms that contain both the student's name and ID number. Such forms can be delivered through DocuSign or the Vault. See Appendix N for Vault directions.
 - Leaving graded tests or assignments in a public place for students to pick up; they may be left with the division administrative assistant, but students will need to show a picture ID to see or pick them up.
 - Circulating or posting a printed class list as an attendance roster or sign-up sheet. If the instructor prefers, they can take attendance each class by circulating a sheet with a place for students to sign their names. The sheet must not show students' attendance for any class day other than the day for which it is circulated. Also, the instructor must not circulate any class list that includes scores or grades for any assessments, i.e., homework, quizzes, exams, projects, etc.
 - Discussing the progress of any student with anyone other than the student (including parents) without the consent of the student
 - Providing anyone with lists of students enrolled in classes for any personal or commercial purpose
 - Providing anyone with student schedules or assisting anyone other than college employees in finding a student on campus
- Students can sign a FERPA release in which they stipulate what information can be shared with whom and during what timeframe.
- If you are unsure what to do with student information, contact your division director or the Registrar's Office.
- More information about FERPA can be found at [About FERPA](#) and in Appendix A.

Conflict of Interest/Working Outside of the College

- Great Falls College is the primary employer for full-time faculty. Full-time faculty are subject to the Montana Two-Year College Faculty Association (MYTCFA) union [Collective Bargaining Agreement](#) (CBA), which states in Section 4.8, “It is presumed the College has priority on the working time of a full-time teaching faculty member.” Faculty are expected to be available to teach classes and attend meetings during the working hours of the college. Adjustments will be made for faculty teaching night or weekend courses.
- The CBA states full-time faculty are expected to fulfill a 40-hour work week. It is recognized that faculty have the flexibility to do their work, such as grading, communicating with students, and course preparation, outside of the college’s standard working hours.
- Full-time faculty who work or teach for organizations other than Great Falls College MSU are required to submit a “Conflict of Interest” form, currently found on MSU’s website at <https://www.montana.edu/orc/conflict-interest/disclosure-form.html>. Directions and a link to the statement will be sent to faculty from Human Resources each year. However, any changes need to be reported when they occur and the Conflict of Interest form updated. Faculty should report each teaching position or non-Great Falls College work position they hold. Also see [Great Falls College Policy 402.2 Conflict of Interest](#) and [Montana Board of Regents Policy 770 Conflict of Interest](#).
- College employees who teach as adjunct instructors and full-time faculty who teach non-credit courses for the college’s Continuing Education & Training department must complete an [Internal Adjunct Schedule Form](#) demonstrating how the additional teaching will not interfere with their regular schedule and full-time work commitment. The form must be submitted to Human Resources with the required supervisory signatures. The form ensures that employees are not paid twice for the same hour of work.
- If at any time outside teaching or work commitments affect the quality of instruction or the work of the college, the college employee or full-time faculty member will be asked to discontinue such external or additional activities.
- The college recognizes adjunct instructors often teach or work for other organizations. Such work should not interfere with quality teaching at the college. If other responsibilities adversely affect teaching for the college, the adjunct instructor will not be rehired for subsequent semesters until the situation changes.

Copyright Use

- When considering the curriculum for a course, instructors must ensure they are abiding by all applicable copyright laws governing the use and transmission of protected materials. This includes images and instructional materials. Because an item is available on the internet does not mean it is not copyrighted. For more information on copyright, see the Teaching and Learning Center (TLC). The TLC has a copyright workshop that is required of all instructors.

Co-requisites

- National research has shown some students entering college never complete their needed college-level math or writing courses to graduate. Thus, courses such as College Composition I and College Algebra became known as “gatekeeper” courses. Students historically placed in “developmental education” classes prior to being allowed to take a college-level math or writing course were especially at risk of not completing a gatekeep course and therefore not graduating. To increase the opportunity for students to take and complete their college-level math and writing courses, “co-requisite” courses were created in which students could enroll directly in their college-level math and writing courses but receive instructional support in areas that would otherwise be covered in a developmental education course.
- A variety of co-requisite course models exist. Great Falls College currently has a co-requisite College Composition I class called WRIT 101P. Co-requisite sections include the number “6,” as in “160” for first block on-campus or “286” for second block online. Students who place below WRIT 101 are enrolled in WRIT 101P, which covers the same material as WRIT 101 but provides additional support in the writing process and grammar. The co-requisite WRIT 101P course is taught in conjunction with RD 101 College Reading Strategies. Students co-register for the 3-credit WRIT 101P course and the 2-credit RD 101 class.
- Because of the 8-week blocks at Great Falls College, the math courses are accelerated compared to a traditional 16-week semester. Thus, students can move quickly through their developmental courses and still complete a college-level math course in their first year of college. The college uses the accelerated classes rather than co-requisites for math to meet the goal of having students complete their gateway math and writing classes in their first year of college.
- Enabling students to successfully complete their college-level math and writing courses in their first year of college is a metric in the college’s strategic plan as well as in the Montana University System’s performance-based funding model.

For more information on co-requisites and accelerated developmental education research and initiatives, go to [Complete College America's website](#).

Course Assignments, Meeting Times, and Locations

- Great Falls College has a standard set of course meeting times for face-to-face classes and set beginning and ending dates for all classes. Those dates and times must be adhered to. Students cannot be asked to meet or complete assignments before the start of the semester, during semester breaks, or after the semester has ended unless finishing an Incomplete.
- Department chairs and program directors assign courses based on student demand and program needs. Changes to teaching schedules and course assignments may occur for various reasons, including enrollment numbers and changes in faculty availability.

- Full-time faculty will receive a workload document to sign. The document includes the courses and sections to be taught and the number of credits assigned.
- Adjunct faculty will receive a Letter of Appointment (LOA) to sign and return. The LOA outlines the instructor's courses, credits, compensation, and responsibilities.
- Classrooms for face-to-face classes are assigned based on class size, instructional equipment needed, and room availability. Specific classrooms may be requested but are not guaranteed. Do not change classrooms without permission from your division director. If you want to change rooms, contact your division's administrative assistant. Room use must match the information in the [Class Schedule](#).
- Course times, days, locations, starting and ending dates, and enrollment numbers can be found in the [Class Schedule](#).
- Campus rooms are numbered based on their location in different wings: R, B, G, A, and T. A stands for "Atrium," T for "Trades," while R, B, and G refer to the original color of the room signs (red, blue, and green). Rooms numbered in the 100s are on the first floor and 200s on the second floor. See [campus map](#).

Course Capacities

Great Falls College MSU's [Policy 204.15 Course Capacity](#) presents the rationale for establishing course capacities or "course caps" for classes. It sets the standard capacity at 25 with the following considerations for variations:

- **Room size** - Course caps cannot exceed the physical capacity of the instructional space.
- **Equipment capacity** – Courses that require specialized equipment cannot have more students than the available equipment will accommodate safely.
- **Cohort program size:** Courses that are part of a cohort-based program may have lower or higher course caps based on their cohorts' size.
- **Accreditation standards** – Courses that are part of accredited programs must maintain the course caps and instructor to student ratios prescribed by accreditation standards.
- **Clinical space** – Courses that require clinical experience cannot have course caps that exceed the available clinical spots.
- **Instructor workload** – Course caps should not place an unreasonable burden on faculty. Assignment quantity and depth, length of term and modality, and balance between blocks when applicable should be considered to enable faculty to grade assignments and provide timely feedback to students.
- **Student interaction** – Course caps should allow students to participate in all required course activities.
- **National standards** – Where they exist, national standards for course caps should be considered.
- **Safety** – Course caps should recognize the need for safe movement, adequate working space, and appropriate supervision to prevent accidents from occurring in the instructional space, whether a classroom or lab.

Department chairs and program directors will include the course capacities in the scheduling information they send to the Registrar's Office for each term. After the schedule is submitted, any changes to course capacities should be sent to the email distribution list distribution-schedulingchanges@gfcmsu.edu so that all parties who need the information are included.

If there is a need to increase enrollment above the established capacity for a course due to student demand, faculty have the option to increase the capacity by 5 students and will be compensated at the per-credit adjunct rate of 1 credit for an additional 1 to 5 students. At the enrollment of a 6th student above capacity, the section will be split into two sections with students evenly distributed between the two sections. The capacity of both sections will be set at the normally established capacity. An instructor will be found for the second section. The second section may be taught by the same or a different instructor than the first section. Adjunct instructors will also receive additional compensation equal to 1 credit at the adjunct rate for an additional 1 to 5 students with a section split into two upon enrollment of the 6th student above the established capacity. Course enrollment will be determined at the end of the third day of the term.

If a section is split, department chairs and program directors will follow the procedure for adding a section by sending the required course and instructor information to distribution-schedulingchanges@gfcmsu.edu.

The academic administrative assistant will create a Letter of Appointment (LOA) for the additional compensation equal to 1 credit at the current adjunct rate for full-time faculty teaching an additional 1 to 5 students. The academic administrative assistant will revise an existing LOA for adjunct instructors to include the additional compensation equivalent to 1 credit at the adjunct rate for 1 to 5 students. Such compensation will be labeled "Additional Capacity Compensation" on the LOAs. Such LOAs should be sent no later than the end of the second week of the term.

If a second section is created, the academic administrative assistant will add the section to a revised workload document if taught by a full-time faculty or add the section to a revised LOA for an adjunct instructor. If an adjunct instructor teaches the second section, the original full-time faculty workload will remain in force without additional compensation as the student count in the original section will now be at or below the normal course capacity.

Course Delivery Modes

Great Falls College delivers instruction in a variety of modalities to best serve students' needs. Courses may be taught face-to-face (F2F), online, synchronous remote, blended, limited on-site, and hybrid-flexible (or hyflex). For definitions and more information, see [Montana Board of Regents Policy 303.7](#) and [Montana Board of Regent Policy 300.7.2](#).

Course delivery mode and length of term are noted in the [Class Schedule](#) and are designated by the section number. Sections starting with a "1" are first block or full semester; sections beginning with a "2" are in the second block. Sections numbered 100, 101, 202, etc., are on-site classes; sections ending in the 70s are blended; sections ending in 80s are online, and sections ending in 90s are HyFlex.

- Onsite classes are in person at the Great Falls College MSU campus with 80% or more of the scheduled course time occurring within the physical classroom.
- Online classes can be taken anywhere asynchronously. There are no set class meeting times or face-to-face interactions. However, virtual review sessions, instructor office hours, etc., may be held synchronously if an alternative is available for those who are not able to participate and those not able to participate are not penalized.
- Synchronous remote classes are live, online classes. These classes are 100% online using

video conferencing tools on scheduled days and times. There may be a face-to-face classroom location where students may choose to attend.

- Blended courses offer a combination of reduced live instruction time and the flexibility of online work. The live portions of the course take place on scheduled days and times, either on-site or live online. The rest of the class time takes place entirely online asynchronously.
- HyFlex (or Hybrid Flexible) courses are the most flexible course model--students choose how they attend and participate. Students can attend the scheduled time in-person on campus or participate fully online if attending the live sessions is not an option. Some classes also offer live online participation through video conferencing tools. In-class meetings will be regularly scheduled with a minimum of 50% of the weekly contact hours required for an onsite course. Faculty wishing to teach in the HyFlex mode must receive approval from the Department Chair/Program Director and Division Director. The faculty must also complete training through the Teaching & Learning Center prior to teaching in this modality.
- Limited on-site courses deliver 80% or more of the instruction online. The rest of the delivery is concentrated short-term, onsite experiences and/or internship, clinical, or practicum experiences near the student's location or on campus.

Course Enrollments/Parameters for Running a Course

See Great Falls College's [Policy 204.1 Course Enrollments](#) for the rationale and details regarding running classes based on enrollments. As stated in the policy, courses are guaranteed to run if they meet one or more of the following criteria:

- Required to complete a program's curriculum or a transfer agreement and cancelling the course or changing the course modality would interfere with the curriculum's published sequence and thus the ability for students to either progress in that program or graduate. Courses or programs with reoccurring instances of low enrollment will be evaluated for modification.
- Cannot be replaced with an appropriate class for substitution
- Offered intermittently (e.g., every other fall) and the cancellation would mean the course would not be offered again in a reasonable time for the student to enroll in it prior to graduation
- Offered as part of a cohort, such as many of the Health Sciences programs
- Approved as a pilot course
- Needed to further an institutional goal or initiative

Courses not meeting the above criteria are not guaranteed. The college reserves the right to cancel any non-guaranteed courses, combine sections if needed, and use the Directed Study option when appropriate.

[Campus Procedure 204.1.1 Course Enrollments](#) outlines the steps to determine whether to run or cancel a course and the steps that will be taken if a course is cancelled.

For most courses, based on current financial data, “fully enrolled” courses for full-time faculty will have 12 students registered. Courses taught by adjunct instructors will be “fully enrolled” with 6 students. However, courses may run with fewer students based on the criteria above.

As stated in Section 10.2 of the [Montana Two-Year College Faculty Association \(MTYCFA\) Collective Bargaining Agreement](#) (CBA) faculty compensation for summer courses will be pro-rated based on the number of students enrolled on the first day of the class. Currently, 12 students is considered “fully enrolled” for summer sessions. The CBA states the fully enrolled number must be established by May 1. Enrollments from multiple courses/sections taught by one faculty member can be averaged to meet the “fully enrolled” status. See the CBA for additional information related to summer compensation.

Course Shells/Learning Management System

- All classes at Great Falls College have a course shell in a learning management system (LMS), including face-to-face, hybrid, HyFlex, and online classes.
- The course shells must be activated before the date classes start. See the Teaching & Learning Center (TLC) for directions on activating course shells.
- At a minimum, all faculty must include the following items in each course shell:
 - A welcome message on the course homepage, preferably in the “announcements” tool
 - Contact information using the “instructor widget”
 - The course syllabus
 - A grade book that follows the same grading scale and scheme (points-based or weighted) that is indicated in the syllabus
 - Link or log-in information for any external learning platform (MyMathLab, NetLab, Mastering A&P, etc.) See External Learning Systems and Resources for more information regarding the use of these external tools in courses.
- Course shells for multiple sections of the same course can be combined; however, doing so will erase content in the shells. Therefore, before content is added or copied, shells should be combined. Requests to combine course sections should be sent by email to elarning@gfcmsu.edu with the specific course numbers that should be merged into one shell.
- Attendance can be tracked in the LMS; however, you can use other methods as long as you are consistent, and the attendance is kept up to date. See the “Attendance” section of this handbook.
- All faculty must complete introductory training on the LMS before starting the first term of teaching for Great Falls College. Contact the [Teaching & Learning Center](#) at 406-771-4321 for more information.
- Quizzes, tests, homework assignments, group discussions, audio/visual materials, readings, teaching aids, course documents, and more can all be completed using the course shell.

- For environmental and fiscal reasons, faculty should use the course shell as a repository of course information instead of printing materials whenever possible.

Credit and Hourly Work Limits/Overloads

- The CBA for full-time teaching faculty defines a full-time teaching workload as 30-32 credits between fall and spring semesters. Summer teaching is separate. Credits taught above the 32 credits are considered “overload.” See Appendix K: Additional Compensation.
- Full-time faculty who teach as adjunct instructors for other campuses within the Montana University System (MUS) are subject to union rules governing adjunct credit loads. Adjunct instructors within the MUS cannot teach more than 17 credits combined across campuses during fall and spring semesters. For example, if an adjunct instructor teaches for three campuses, the total number of credits must not be more than 17 combined for all campuses and combined for fall and spring terms. The credit limit applies to adjunct instructors and to full-time faculty who teach as an adjunct on other campuses within the MUS.
- Clinical adjuncts and others, such as tutors, who are paid hourly can work up to 19 hours per week. Any combination of teaching for credit, teaching for non-credit, and working hourly must remain under 20 hours per week total. Teaching credits can be converted to hours at 1.5 hours per credit per week during 16-week terms and 3 hours per credit per week for 8-week terms.
- Part-time employees accrue leave and are paid for holidays at a pro-rated rate. For example, those working 19 hours/week equate to .475 FTE. They receive holiday pay of 3.8 hours (.475x8) for college holidays and do receive 3.8 hours/year as a “floating holiday” as state employees. Their holiday hours should be subtracted from the hours worked during a week with a holiday so that the total number of hours recorded on their timesheet equals 19. For example, in a week with a one-day holiday, the person would record 3.8 hours of holiday pay and 15.2 of regular work hours.

Curriculum Council

- Faculty oversee the curriculum at the college and sit on the Curriculum Council to oversee and manage the curriculum. Curriculum Council is an open meeting and all are invited to attend. The council meets at 10:00 am in B139 on the 1st and 3rd Fridays of the month during fall and spring semesters. For more information, go to the [Curriculum Council webpage](#).

Department Chairs/Program Directors

- Department chairs and program directors are responsible for the administrative tasks of their department or program under the direction of their division director. Their specific responsibilities are listed in Appendix F.
- Depending on program accreditation standards, program directors are either hired on

professional contracts as a program director or they are a full-time faculty member assigned the responsibilities of program director. Department chairs are full-time faculty assigned the responsibilities of department chair.

- Full-time faculty serving as department chair can rotate through the position with other full-time faculty on a regular basis, if other full-time faculty teach in the program or department. Rotations should occur on a three-year basis when possible. Serving as department chair provides leadership opportunities and counts as service to the campus. Ideally the full-time faculty department chair or program director is tenured; however, that is not a requirement and may not be possible in some smaller departments.

Directed Study

- Students can request to earn credit through a Directed Study course if the [Policy 214.2 Directed Study](#) and [Directed Study Request Form](#) criteria are met. Directed study differs from independent study courses. Directed study courses are part of the college's existing curriculum. They may be taught in a semester other than that shown in the catalog or with fewer students when the course would otherwise be canceled because of low enrollment. In contrast, independent study courses are not part of the college's existing curriculum. Directed Study courses are not included in a full-time faculty's workload. See Appendix I for compensation.

Diversity, Equity, and Inclusion

- Great Falls College believes in creating an environment where all are welcome and feel included. This belief is stated in the syllabus template in the wording below and is followed throughout campus:

Great Falls College Montana State University recognizes that there are myriad dimensions of diversity, including sex, race, age, national origin, ethnicity, tribal affiliation, gender identity and expression, intellectual and physical ability, sexual orientation, faith and non-faith perspectives, socioeconomic status, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics is a resource, strength, and benefit to the Great Falls College Montana State University campus community.

- Great Falls College has a Diversity, Equity, and Inclusion committee comprised of faculty and staff who work together to review policies and practices to identify and close equity gaps for the college community.
- Great Falls College commits to a learning and working environment that emphasizes the dignity and worth of every member of its community, and that is free from discrimination, harassment, and retaliation based upon race, color, religion, national origin, creed, service in the uniformed services (as defined in state and federal law), veteran status, sex, gender, age, political ideas, marital or family status, pregnancy, physical or mental disability, genetic information, gender identity, gender expression, or sexual orientation. The college will take appropriate action to prevent, resolve, and remediate protected-class harm. Great Falls College's Equal Opportunity Officer is the Human Resources Manager, and Title IX Coordinator is the Executive Director of Student Services.

Dual Enrollment

- Great Falls College offers several dual enrollment (DE) opportunities for students who have not graduated from high school yet. DE students are enrolled in both their high schools and the college and can take college-level classes concurrently in their high schools, on campus, or online through the college.
- DE students may or not be receiving high school credit and college credit. All DE students receive college credit, and that credit is transcribed for the students.
- DE students take classes at a reduced tuition rate but are held to the same standards as college-only students.
- Faculty – both at the high school and at the college – who teach DE classes must meet the credentialing standards of the Montana Board of Regents for the Montana University System (BOR) as well as the Montana Office of Public Instruction (OPI) for K-12 education. See [BOR Policy 730](#) for more information. Therefore, faculty who teach courses with the potential to have DE students enrolled must secure their OPI teaching license as a condition of employment at the college. The college reimburses the application, background check, and renewal fees. More details are provided as part of the faculty onboarding process, and information is available through the Teaching and Learning Center (TLC).
- The college employs a Dual Enrollment Coordinator to act as a liaison between the high schools and the college. The dual enrollment coordinator can assist faculty in navigating issues preventing DE students from being successful in college courses.
- See Appendix I for compensation.

Equipment and Space Use

Great Falls College equipment and space should be used only for purposes related to the college's work. Equipment, including computers, and space, including office and lab areas, should not be used for personal purposes or private enterprises. Space on campus can be rented for meetings or business purposes.

Use of equipment or space for non-college purposes violates college, MUS and state policies:

- [Great Falls College Policy 402.2 Conflict of Interest](#)
- [Montana Board of Regents Policy 770 Conflict of Interest](#)
- Montana Code Annotated [MCA 2.2.121 Rule of Conduct for Public Officers and Public Employees](#)

Email

- Once a person's hiring paperwork is complete, including adjunct faculty returning the Letter of Appointment (LOA), an employee account and email are created. Please allow 24-48 hours for the account to be completed. Then, go to the [self-service password portal](#) to set your password. This sets or resets the password for your email, computer account, BannerWeb/MyInfo, and learning management system. If you teach at another MSU campus, those passwords will be reset also.

- Instructors must check their gfcmsu email account regularly, at least daily, to receive important information. It is helpful to check your campus email account even when not on contract to keep current with campus updates and to receive official communications from the college. Letters of Appointment (LOAs), workloads, schedule changes and other information will be sent from the college to your gfcmsu email account.
- Only the college email account or the email feature in the learning management system may be used to communicate with students; do not use a personal or non-Great Falls College email account.
- To log in to your college email account:
 - Go to the Great Falls College MSU Webpage at www.gfcmsu.edu, click the “Faculty & Staff” link at the top of the page, and click on the envelope icon
 - Sign in with the Net ID given you (for example, a12b345@gfcmsu.edu) and a password you set up (see the first bullet in this list). For help, contact the Technology Assistance Center at 406-771-4440, in R263, or helpdesk@gfcmsu.edu. (See the NetID section for more information).

Emergencies, Safety, and Security

- An Emergency Response Card giving directions for responding to various emergencies is posted in every classroom.
- If you need to call 9-1-1, try to do so from the classroom phone, as using it will indicate the classroom number and notify the campus crisis team.
- If you hear the emergency siren or see flashing lights within the building, evacuate immediately. Evacuation maps are at the entrance of every classroom and meeting space. Evacuate through the nearest exit and move away from the building. Crisis Team members and Zone Stewards in fluorescent-colored vests will guide you at that point. In the rare event that an off-campus gathering point is required, cross 16th Avenue to the University of Providence McLaughlin Center (gym).
- Each classroom computer is equipped with a Little Green Button, a panic button that acts as a call for assistance. Pressing the button will notify a team of campus employees that you need in-person help. It is not a replacement for 9-1-1 in an emergency but a way to request assistance if a situation is becoming uncomfortable. Dialing 9999 from any campus phone will accomplish the same thing.
- [Informacast](#) is an emergency notification text messaging system for Great Falls College. In an emergency, a text message will be sent to the mobile number registered with the system. The college provides this free service, but standard text message fees may apply.
- More information about the college’s safety plans, crime statistics, notification systems, and security-related information can be found on the college’s [safety](#) webpage.
- A security guard is on-campus from 2:30 pm-close Monday through Friday. To reach security, call 406-788-2252.
- In BannerWeb/MyInfo, under “Personal Information/View Emergency Contact,” enter your emergency contact information. In addition, all faculty should give their emergency contact information to their division’s administrative assistant.

Evaluations

- To help ensure quality teaching and learning, the college conducts performance evaluations of full-time, part-time and adjunct faculty. Part-time and non-tenure track faculty are evaluated using a modified full-time faculty evaluation process. A separate evaluation handbook is available for faculty and adjunct instructors. Evaluations include self-reflections, teaching observations, student evaluations, and a summary meeting with your supervisor.
- Student course evaluations are administered at the end of each course. Students access the evaluations through an email link or an icon in the learning management system. Faculty should encourage students to complete the evaluations, even allowing time in face-to-face classes. However, faculty should not be in the room when the evaluations are completed. Faculty can see the results after the course has ended through a link that will be emailed to you.

Exercise and Wellness

- The college has a small employee wellness room in R190, accessed from the north stairwell. It has some weights, a treadmill, and other equipment. You can request the access code from your division's administrative assistant.
- Full-time and part-time faculty who elect the college's health insurance coverage also have access to a wellness program in which they can earn points toward rewards for healthy activities. Contact Human Resources located in G20 or at 406-771-3701 for more information.

External Learning Systems and Resources

- Using external learning systems and resources, such as Articulate 360, MyMathLab, Mastering A&P, etc., can enhance student learning. However, the use of such tools should not place an undue financial burden on students. The use of such resources should be weighed against the cost to students to determine if the learning benefits are justified.
- Ideally, such learning systems and platforms will be embedded into the college's learning management system (LMS). When integrating is not possible, such external resources must be linked from the course's LMS course homepage with explicit directions given to students as to how to access the tool.
- Every effort should be made to import grades into the LMS gradebook as the LMS gradebook is the official gradebook for the course. Students should be able to see their current grades at any time, with updates made in a timely manner.
- Instructor access to the resource must be available to department chairs/program directors and division directors. If an instructor cannot finish teaching a course or if a student grievance arises in the future, college personnel must be able to access the tool. Access information including the link, username and password must be given to the academic administrative assistant each term.

- Because curriculum development is a responsibility of the faculty ([see CBA](#)), including instructional course materials, and faculty compensation includes payment for faculty's time to do so, all course content created in an external learning system or resource is the property of the college. Faculty should be prepared to share, copy, and archive content as requested by the college. Such course content remains with the college should a faculty member leave the college for any reason (see [BOR Policy 406 Ownership of Electronic Course Material](#)).

Faculty Senate

- As part of the governance structure of Great Falls College, Faculty Senate acts as a recommending body, providing input and feedback on college decisions. All members of the faculty are members of Faculty Senate and are encouraged to attend the meetings which occur on the third Friday of each term.
- Faculty Senate is led by a chair and chair-elect with support from the past chair. More information can be found on the [Faculty Senate webpage](#).

Final Exams

- Final exams are part of a college course. Faculty may use another form of final assessment, such as a paper, project, or presentation, instead of a formal test.
- Because Great Falls College teaches classes in 8-week and 16-week blocks, the college does not have a "finals week" as some campuses do. Final exams/presentations should be scheduled for regular meeting days and times.

First Day of Class for all Course Delivery Modes

The first day of class sets the tone for the term. Below is a list of things to do on the first day.

- Take attendance.
- Get to know your students and help them get to know each other to create a learning community.
- Review the syllabus.
- Conduct an engaging activity that makes students want to continue in the course.
- Introduce the course topic and some initial material.
- For on-campus courses, conduct a tour with stops at student-related support services (optional)
- Call missing students.
- Submit a [Student Academic Alert](#) for any student you cannot reach so the advisors can try to contact the student as well.

Grading

- A grade book is included in the college's learning management system (LMS).

- Alternate grade books, including those that are part of an instructional software package, must integrate with the LMS so students and the college can access current grades in the LMS.
- Grade books must be kept up to date. Students should always have access to their current grades.
- All instructors must submit attendance/participation reports and midterm and final grades to BannerWeb/MyInfo by college deadlines. Directions and deadlines will be emailed directly to faculty. Deadlines can be found in the [Academic Calendar](#).
- Grading must be timely, consistent, fair, and accurately recorded. Grading policies must be included in the syllabus and followed throughout the course. The grade book must reflect the grading policy as written in the syllabus. See [Grading policy 308.1](#).

Incomplete Grades

An Incomplete (I) grade may be issued at faculty discretion if a student's situation meets set criteria as outlined in the [Incomplete Request Form](#). The student initiates the process by submitting the request form to the instructor. The Division Director will approve requests before they are forwarded to the Registrar for posting.

If a student has not completed the missing work by the deadline, the student's grade will become an F in the class. The deadline can be extended at the instructor's discretion and agreed upon by the instructor and student. If a deadline is extended, the instructor must communicate the change to the Registrar's Office.

Midterm Grades

All faculty must report a midterm grade or progress in Banner for all students on the roster by the deadline published in the [Academic Calendar](#). Advisors will follow up with students who are not doing well in a course.

If enough coursework has not been completed to assign a grade, progress can be recorded using an "S" for "satisfactory" or "U" for "unsatisfactory."

Final Grades

All faculty must report a final grade in Banner for all students on the roster by the deadline published in the [Academic Calendar](#). A last date of attendance/participation must be included for financial aid purposes for any student failing a course.

After final grades are posted, Student Central runs reports to determine the academic and financial aid status of students. They also check for students who have failed prerequisite courses and contact those students to adjust their academic plans and courses in the subsequent term. Therefore, it is imperative faculty meet the established reporting deadlines.

Graduation/Commencement

- Graduation/commencement occurs the Saturday after the last day of the spring semester. All full-time and part-time faculty are expected to attend. It is a contract day. Full-time faculty members who cannot attend due to unusual circumstances must use a full 8-hour personal day (equivalent if part-time) or take leave without pay.

- Adjunct faculty are welcome and encouraged to attend commencement but are not required to do so.
- Academic regalia (a robe and mortarboard) is available through the Bookstore for faculty to use during commencement.

Healthy Campus Plan

- In response to the COVID-19 pandemic, Great Falls College created a Healthy Campus Plan that has now been adapted to be broad enough to cover any infectious disease. Please see the “Instruction” section of the [Plan for a Healthy Campus](#).

Holidays/Non-Instructional Days

- Before creating your course calendar, check the [Academic Calendar](#) for holidays. In addition to the holidays listed, faculty receive a “floating holiday” the Wednesday before Thanksgiving. Campus is open this day, but there are no classes.
- Great Falls College has both a fall and a spring break. They occur between the first and second 8-week block each semester and apply to all courses. No instructional, lab, clinical, or course-related volunteer work can be assigned outside the block or semester dates.
- Full-time/part-time faculty are also required to be on campus for certain non-instructional days before the start of a semester. Those days are meant for professional development, division and department meetings, and class preparation. The Executive Director of Instruction notifies the faculty of these dates. You can also check with your division director.
- Adjunct instructors are invited but not required to attend non-instructional day activities.

Independent Study

- Students can request to earn credit through an Independent Study course if the [Policy 214.1 Independent Study](#) and [Independent Study Request Form](#) criteria are met. Independent study differs from internships and directed study courses. Internships involve a sponsoring organization and work-based learning. Directed study courses are part of the college’s existing curriculum. Independent study courses are not part of the college’s existing curriculum.
- Independent study courses are not part of a faculty member’s workload document. See Appendix I for compensation.

Internships/Capstones

- Internships and capstone courses are an important part of a student’s education. Great Falls College’s [Policy 215.1 Internships](#) defines and outlines the criteria for offering an internship. Its accompanying [215.1.1 procedure](#) details the process for creating an internship. Internships are not included in a full-time faculty’s workload unless there are sufficient students to run a fully enrolled course. See Appendix I for compensation.
- A capstone course can be used in lieu of an internship as a culminating educational

experience for students when an internship cannot be procured for a student. The capstone should synthesize the student's learning up to that point and prepare the student for the workforce. Standard enrollment procedures apply to capstone courses.

Keys

- Full-time and part-time faculty working on campus receive a key that opens the division door, their office, and the workroom. They may also request a mailbox key and a key card that opens an entrance to the building during set hours. Key requests should be made to Facilities through the division's administrative assistant using the [Key Request form](#).
- Adjunct instructors do not receive keys unless a particular situation warrants one. The code for the adjunct office can be obtained from the division's administrative assistant.
- Classroom keys are not needed as maintenance unlocks classroom doors. If you find a classroom locked, contact your division's administrative assistant or Facilities at 406-788-1188.

Land Acknowledgement Statement

Great Falls College acknowledges and honors with respect that our campus resides on the homelands of many indigenous peoples, including the current twelve sovereign nations which reside in Montana today – Assiniboine, Blackfeet, Chippewa, Cree, Crow, Gros Ventre, Northern Cheyenne, Kootenai, Sioux, Little Shell Band of Chippewa, Salish, and Pend d'Oreille. We acknowledge the historical displacement of Indigenous Peoples while also honoring their contributions, continuing today, to the history of the United States. Diversity among populations is important, and we respect everyone's history and story.

Mailboxes

- Full-time faculty teaching courses on campus can request a mailbox. Please see Ja Sweat for more information.
- Adjunct faculty teaching courses on campus can use the division's mailbox. Please see your division's administrative assistant for details.

Mission & Strategic Plan

- "Great Falls College MSU provides high quality educational experiences supporting student success and meeting the needs of our community."
- More information about the college's vision, mission, values, and strategic plan "Forging Futures" can be found on the [Planning webpage](#).

NetID (Computer Login)

- Once all hiring paperwork is complete and your information has been entered into Banner, you will be assigned a "NetID" (this process usually takes about two hours). To log in to a campus computer, D2L Brightspace, or your off-campus college email account, use your Net ID as your username. You can locate your Net ID by following this link: <https://www3.montana.edu/netidclaim/>.

- To reset a password, visit password.gfcmsu.edu. For assistance, contact the Technology Assistance Center at 406-771-4440, in R263, or helpdesk@gfcmsu.edu.
- For more information about logging into your Great Falls College email account, see this handbook's "Email" section.

Office Hours/Faculty Availability

- All faculty are expected to be responsive and available to students. Faculty will provide explicit information in their syllabi regarding their availability to students. This includes when, where, and how to contact faculty – whether during on-campus “office hours,” a scheduling platform, virtual format at a set time, by appointment, etc. At a minimum, faculty should state they will make every attempt to return messages within 24 hours unless it is a weekend or campus holiday.
- On-campus, full-time and part-time faculty should post their availability and response times outside their office doors. On-campus faculty must have some on-campus office hours, even if teaching completely online during a term.
- Faculty are expected to find a mutually acceptable time to meet with students, whether on campus, virtually, or via email or phone.
- Faculty may elect to, and are encouraged to, hold some or all of their office hours in the Academic Success Center.
- In-person adjunct instructors can meet with students in a classroom if it is not being used by another class, in the adjunct office (R226), in the Academic Success Center, in student common areas, or in the library. Most face-to-face adjunct instructors make themselves available before and/or after class.

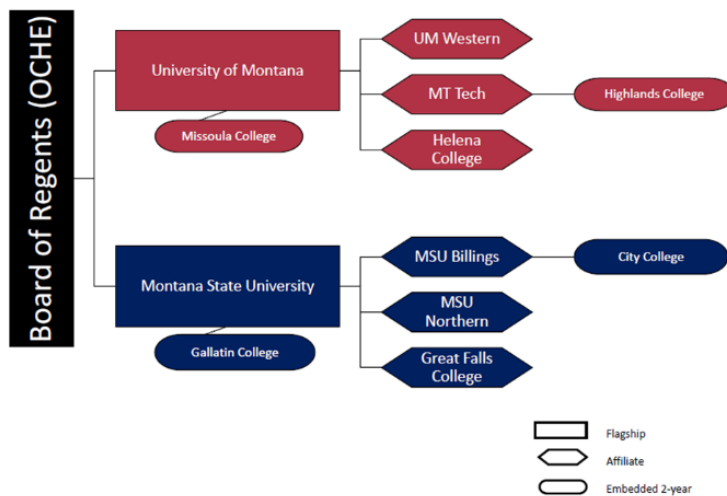
Office Space

- Full-time and part-time on-campus faculty will be assigned an office. Typically, each office is equipped with a desk, chair, filing cabinet, and bookshelf unless otherwise requested. To change the setup, contact your division’s administrative assistant.
- R226 is an office for adjunct instructors. See Appendix D for more information.
- Additional computer workspace is available in the Weaver Library.

Organizational Chart

- Great Falls College is a comprehensive two-year college in the Montana University System (MUS) and an affiliate of Montana State University (MSU). The college is governed by the Montana Board of Regents (BOR) and overseen by the Office of the Commissioner of Higher Education (OCHE). It is led by President Dr. Waded Cruzado and Great Falls College CEO/Dean Dr. Stephanie Erdmann. A campus [organizational chart](#) is posted on the college website. See below for a chart of the MUS.

The Montana University System



Orientation/Onboarding

- All new college employees will complete a virtual New Hire Orientation which can be found at <https://newhire.gfcmsu.edu/>.
- All new full-time, part-time and adjunct faculty are required to meet with the instructional designer before the start of the term to complete new faculty onboarding that includes an introduction to the learning management system and other required workshops.
- New full-time faculty are also required to complete a course called “Teaching at Great Falls College” during their first semester at Great Falls College. Completing the course replaces the committee requirement of faculty during the first year of full-time teaching at the college.
- Adjunct faculty will receive a stipend for completing the onboarding training and are invited, but not required, to complete the Teaching at Great Falls College course.
- The Teaching and Learning Center will contact all new faculty for onboarding. More information is available from the [Teaching and Learning Center](#) by calling 406-771-4321.

Pay Dates/Timesheets

- Faculty are paid on a regular, two-week pay schedule as shown on the [Payroll Calendar](#).
- Full-time and part-time faculty submit bi-weekly timesheets. See the Payroll Office in G18 or contact april.langteau@gfcmsu.edu for more information.
- Adjunct instructors do not submit timesheets as they are paid by the credit. The Payroll Office distributes the amount listed on the Letter of Appointment (LOA) per term as shown on the [Payroll Calendar](#).

Payroll Deductions

- In addition to the standard payroll deductions for taxes and benefits, GFC employees can

elect to make voluntary contributions to the college's Food Pantry and to the United Way of Cascade County. See the Payroll Office in G18 or contact april.langteau@gfcmsu.edu for more information.

Phone Directory

- A list of important phone numbers can be found in the online [directory](#).
- If you are on campus, the marketing department will take your photo and add you to the college's faculty and staff directory on its website. If you teach at a distance, please send a headshot (it can be a selfie) to your division's administrative associate to be added to the directory.
- If you are an adjunct instructor, your division's main phone number will be listed as your phone number. You can also list the division's phone number as your phone number on the course syllabus. Your Great Falls College email account will be listed in the directory.

Photocopies

- A small number of photocopies can be made on the copy machines in each division's workroom. Larger volumes of copies should be sent to the print shop (see the Printing section of this handbook).
- You must input your department's index number into the copy machine. You can request the index number from your division's administrative associate. The index number is used to charge your department.
- Before copying, consider whether the document could effectively be accessed through the learning management system's course shell instead of copied and distributed.

Practicums

- A practicum is a course designed to provide an observational learning experience for students. Students may participate in activities supervised by a professional in the field. Such activities provide the student an opportunity to apply theory in practical situations. However, the student's primary focus is on observation, documentation, and reflection. A practicum differs from an internship or clinical experience in which the student is directly working in the field and gaining working experience. See Appendix I for compensation.

Preferred Pronouns and Chosen Names

- Great Falls College supports using individuals' preferred pronouns and chosen names. Faculty may include their preferred pronouns on their syllabi and email signatures. In addition, faculty may ask students for their preferred pronouns at the start of a course.
- Instructors and students can set their preferred pronouns in the learning management system by logging into D2L Brightspace, clicking on their name, then "Account Settings," checking the "Allow others to see my pronouns" box, selecting "Use different pronouns," entering their preferred pronouns in the text box, and clicking "Save and Close." The pronouns then appear in relevant places such as the classlist and discussions.

- Students and faculty can use names other than their legal names to identify themselves in times and places where a legal name is not required. A chosen name can be set by logging into Banner Web/My Info, going to the Personal Information tab, and clicking on the Chosen Name menu item. For more information, visit the [Chosen Name page](#).
- Faculty should be sensitive to situations where a person's appearance may not match the historical use of a pronoun or name and should use the pronouns and name preferred by the individual.

Printing

- Email Ja Sweat at jsweat@gfcmu.edu to request print orders. Include an attachment of the item you want to be printed. Indicate if you want color, a certain paper size, a specific paper color, etc. The more details, the better. Ja will place the item in your mailbox or the mailbox of your division's administrative associate when it's ready.
- Include your department's index number so Ja knows which department to charge. You can request the index number from your division's administrative associate.
- Before printing, consider whether the document could effectively be accessed through the learning management system instead of printed.

Prior Learning Assessment (PLA)

- Enrolled students can earn credit for prior learning if the criteria of [Policy 306.1 Prior Learning Assessment](#) are met and students demonstrate competency or knowledge of course outcomes.
- Students can request their knowledge and skills be assessed through the [Credit for Experiential Learning Assessment Request Form](#). Department chairs/program directors determine which type of assessment will be used to gauge the prior learning: portfolio, challenge exam, or other evaluation. Once a student completes the assessment, it is reviewed by faculty. If the faculty determines a student's competency in meeting a course's outcomes, the student receives credit for the course.
- Faculty are compensated for their time and submit a [Faculty PLA Tracking Form](#). A Letter of Appointment (LOA) will be issued to the faculty for that time, and the faculty will be paid. See Appendix K: Additional Compensation.

Professional Development & Organizations

The college supports professional development for its employees and has several ways for faculty and staff to participate.

- Professional development required for program accreditation should be built into a program's budget and distributed responsibly and fairly amongst the program's faculty. For example, a program requiring professional development for accreditation with three faculty could pay for the professional development of one person each year for three years on a rotating basis.
- Funds should also be built into departmental and program budgets for full-time and part-time faculty and staff to maintain memberships in professional organizations related to

their field and position. Such memberships should be approved by the division director and paid for through the division's purchasing card when possible.

- Each year a certain amount of money is set aside in the college's budget for professional development. The amount differs depending on the budget situation and is affected by factors such as state funding, enrollment tuition, other pending expenses, etc. The amount available is then divided amongst the college areas as a percentage of the total based on the number of employees in each area, e.g. Student Affairs, Business Office, Dean's Office, academic divisions, etc. Each area has its own mechanism for awarding funds.
 - In the academic divisions, the division director will send out a call asking full-time and part-time faculty for professional development requests. The requests will be reviewed and available funds awarded.
 - Faculty receiving funds will present at the All-Faculty meeting following their professional development participation and share with the other faculty the information they learned and how they plan to apply the new knowledge.
- Faculty in Career & Technical Education (CTE) programs or teaching CTE-related courses can request professional development funds through the Perkins Grant process which occurs each spring. Requests need to be approved by the department chair/program director and division director. Such funds are dependent on approval by the campus and state Perkins Committees.
- Many campus workshops and trainings count towards professional development and are offered free to full-time, part-time and adjunct faculty. Such events can often be used for continuing education renewal units through the Office of Public Instruction (OPI). Professional development credit is awarded through the Teaching & Learning Center (TLC).
- All full-time and part-time faculty should work with their division directors to complete a Professional Development Plan (PDP). PDPs are submitted to the Tenure & Promotion Committee (T&P) for approval to be used towards promotion per the terms of the collective bargaining agreement. They are due to the T&P committee by Sept. 20 and Feb. 15 of each year. See the [Tenure and Promotion webpage and handbook](#).
- Even those not planning to pursue promotion should have a PDP as a framework for their professional growth. One pillar of faculty evaluation is "Professional Development and Achievement."

Program Delivery Modes

The following are the most current Board of Regent definitions for programs. Programs may be delivered in more than one modality. Changes in a program's modality require approval by the college Curriculum Council, Board of Regents, and Northwest Commission on Colleges and Universities (NWCCU).

- Face-to-Face programs require students to meet with an instructor on regularly scheduled days and times synchronously within a physical classroom. Programs can choose to include online technology, content, and requirements outside of the classroom.

- Fully online programs require students to complete their coursework through the campus' learning management system.
- Remote programs combine a combination of synchronous video conferencing, like WebEx or Teams, and asynchronous online learning.
- Online with limited on-site programs require 80% or more of the required instruction to occur online using either synchronous, asynchronous, or a combination of the two as their delivery methods for student learning. The other 20% of the program's instruction will occur as a concentrated, short-term, on-site experience and/or internship, clinical, or practicum experience that may be completed near a student's location or on campus.

Record-keeping

- The college adheres to specific record-keeping timeframes following the completion of a course:
 - Exams/graded coursework (if not returned to the student) – 1 year
 - Grade books – 5 years
 - Attendance/Class rosters – 3 years
 - Notes when working with a student on an issue – 1 year after graduation or last date of attendance, whichever is greater
- Items maintained in the learning management system meet these timeframes, such as coursework, grade books, and class rosters.
- After the time periods have passed, any of the printed materials listed above should be shredded and electronic copies wiped (not just deleted – see IT for directions).
- Faculty who leave employment at the college are responsible for submitting the student academic records listed above to the division administrative associate unless they are accessible in the learning management system.

Relationships with Students

- Interactions between the faculty and students at Great Falls College are guided by mutual trust, confidence, and professional ethics. An inherent power differential exists between faculty members and students; as a result, faculty-student interactions that go beyond their professional connection carry risks of conflict of interest, breach of trust, abuse of power, and breach of professional ethics.
- Faculty members shall not engage in romantic, sexual, or exploitative relationships with students. Failure to comply with this policy will subject the faculty member to disciplinary action up to and including dismissal. Exceptions can be made in situations where a relationship existed prior to a person becoming a student, but such a relationship must be disclosed to the Executive Director of Instruction who will inform the CEO/CAO/Dean. For more information, see [Personnel Policy 407.2](#) and [Student Affairs Policy 304.1](#).

Remote Work

- Because Great Falls College and other campuses in the Montana University System are

accredited as on-campus institutions, employees, including faculty, are expected to work primarily in-person, on campus, as stated in the [Montana Board of Regents Policy 715 Remote Work Arrangements](#). As stated in the policy, an exception is made for faculty teaching in online-only programs. Faculty in online-only programs may work remotely. All others should consider campus as their primary work location.

- In accordance with the policy, attendance at meetings and other activities should occur primarily in-person on-campus. Exceptions can be made in advance with approval from one's supervisor.

Student Conduct

- Information about the college's expectations for student behavior can be found in the [Student Conduct Code \(policy 300.1\)](#).
- If you are having issues with a student's behavior, discuss the situation with your program director/department chair and then the division director if needed.
- Situations needing intervention or of serious concern should be reported using the Student Conduct Report. The form can be found on the [Faculty & Staff webpage](#). The Student Conduct Report is reviewed by the Executive Director of Student Services. If needed, the report is also reviewed by the college's Care & Behavior Assessment Team (CBAT), a collection of faculty and staff with expertise in student conduct. The CBAT team will evaluate the situation and create a plan of action to keep the student and/or campus safe.

Student Learning Assessment

- Assessment of student learning is the responsibility of the faculty. Specifics of course assessment practices and policies should be detailed in the course syllabus. Program assessments should be included in the program handbook.
- At Great Falls College, assessment is led by the Assessment Committee, comprised of faculty from various divisions and departments. See the college's [Assessment webpage](#).
- One measure of the college's effectiveness is whether students meet college, program, and course learning outcomes. An outcome describes what a student should be able to do upon completion of the learning experience.
- College, program, and course outcomes are aligned or "mapped" to support campus assessment efforts and promote transparency in curricular decisions.
 - Mapping is completed collaboratively by faculty, department chairs, program directors, and division directors. Current curriculum maps are available on the [department/program assessment plans webpage](#).
- Faculty gather data through assessment tools, such as in-class activities, tests, papers, and projects, to determine whether students have met learning outcomes. Student learning should be assessed through formative means, emphasizing feedback and providing opportunities for continued learning, and summative assessments. If students do not meet learning outcomes, faculty should create a plan to improve student learning so that students do meet the set outcomes. The [Teaching and Learning Center](#) can provide more information and assistance in determining appropriate assessment tools.

- Assessment data should be reported following each department or program's assessment plan. More information about student learning assessment at Great Falls College can be found at [About Assessment](#) on the college's website.
- Department chairs/program directors can answer questions regarding student learning assessment and provide support and coaching for incorporating effective assessment practices. A faculty-led assessment committee is also available to help you. See the [Assessment webpage](#) for more information.

Student Letters of Recommendation/Reference

- If any student (current, past, or graduated) asks you to write or complete a letter of recommendation or be a reference for employment, the student must complete a [Reference Release of Information](#) form permitting you to share information. Otherwise, you will be violating FERPA. Keep the form for your records.

Student Resources

- The college has many resources to help students be successful. Information about these resources can be found on the [Student Resources Webpage](#). Direct students to this webpage through your course syllabus, course shell, and personal interactions.
- Students struggling with technology should be referred to the Technology Assistance Center in R263 or the [Online Tutorials/Tech Essentials Resources](#).
- Although students are told a computer or laptop is required to attend college, those who do not have one or need to borrow one for various reasons may check out a laptop from the Weaver Library as long as they are available.
- If the building is closed, students without internet access can check out a hotspot from the Weaver Library or access the campus internet while in the west and north parking lots.
- Students may use the internet on campus, and computers are available in the Weaver Library, Military Family Center, or in any unused classroom.
- Students can be connected to campus and community resources through the CARE (Campus Awareness, Resources, and Empowerment) office in G65 near the cafeteria. The CARE office connects students to resources for transportation, housing, daycare, food, mental health, and other needs they may have. Referrals can be made through the Otters CARE button on the college website.

Student Alerts

- Great Falls College is committed to helping our students be successful. When students start displaying behaviors that impede that success, such as missing class, not participating, missing assignments, doing poorly on assessments, etc., faculty are expected to contact the student and discuss the situation to help the student be successful.
- Several campus reporting systems exist as well. See below and Appendix L: Student Alerts Decision Tree.

- Academic: Faculty should submit an alert through [navGFC](#) for students who are not performing well in a course. This alert goes to the student and the student’s advisor in the Advising and Career Center. The advisor will then also attempt to contact the student and works with the faculty to help the student get back on the path to success. You can find the link on the [Faculty & Staff page](#) and “Student Academic Alert” at the bottom.
- Life Issues: Faculty, staff and students can inform the CARE Office of students who are struggling with life issues, such as food insecurity, transportation, housing, daycare, and mental health issues, through the Otters CARE button located on the website. The information goes to the Director of the CARE Office who will contact the student to offer assistance. People can also walk students to the CARE Office or refer them to the CARE Office. All information will be confidential.
- Behavior/Conduct/Academic Dishonesty: Faculty and staff should submit a Student Conduct Report for situations in which a person’s behavior is disruptive, concerning or violates the Student Conduct Code, including cheating, plagiarizing, or other forms of misconduct. If no action is needed, indicate the report is for informational purposes only. The report goes to the Executive Director of Student Services, the Executive Director of Instruction, and the division director. If warranted, the Executive Director of Student Services convenes the Care & Behavior Assessment Team (CBAT), a collection of faculty and staff with expertise in student conduct. The CBAT team will evaluate the situation and create a plan of action to keep the student and/or campus safe.

Supplemental Instruction

- Some courses may include supplemental instruction. Supplemental instruction provides additional time to support student learning. The time is not to be used to teach more content. The time should be used to teach missing foundational skills, present learning strategies, or reinforce course concepts. See Appendix I for compensation.

Supplies

- Supplies can be found in each division’s workroom.
- Instructors are expected to practice a “pack it in, pack it out” approach and carry their supplies to and from a classroom.
- Some supplies are available in the adjunct office (R226).
- Contact your division's administrative associate if you need something that you cannot find in the workroom/adjunct office.

Syllabus

The syllabus acts like a contract between students and faculty; it tells students taking a course what they can expect from the instructor and what will be expected of them. Course syllabi often include information specific to the instructor of the course or the semester that it is offered— e.g., instructor’s e-mail address, availability to students, etc.—but all course syllabi at Great Falls College follow a standard syllabus template so that students can easily find the information they need.

- All faculty should receive the syllabus template from their department chair or program director. Programs or departments have standardized the syllabi for their courses, so faculty should check with their program director or department chair if they have questions about the template and completing it correctly.
- All instructors must create and submit a syllabus each term for each course they teach. All syllabi must be submitted electronically to your department chair or program director for review the Wednesday before the start of the term. Once approved, the syllabus must be posted in the course shell by the first day of class and an electronic copy sent to the academic administrative assistant by the end of the first week of the term.
- Faculty must share the syllabus with their students on the first day of class. Incorporating a “syllabus quiz” or “syllabus scavenger hunt” is a good first week activity.
- The syllabus has a variety of purposes:
 - Other institutions use the course syllabus to evaluate whether a particular course is equivalent to a class they offer and therefore transferable.
 - The course syllabus is used by faculty, program directors, and department chairs to ensure the content and objectives of the course remain consistent, regardless of the instructor teaching it, the number of sections provided, or the semester offered.
 - The Curriculum Council uses course syllabus information to evaluate the appropriateness of the credits allotted for the course, its placement in the curriculum, and its reflection of program and institutional standards.
 - The Division Director uses the course syllabus to evaluate whether faculty instruction and assessment are well-suited to achieving the objectives of a course.
 - The course syllabus is a critical source document in any academic complaint.

Teams (Microsoft Product)

- Great Falls College uses a Microsoft product called Teams to store and share information. Teams also has a virtual meeting tool. Contact the Technology Assistance Center (TAC) at 406-771-4440, in R263, or helpdesk@gfcmsu.edu for more information.

Technology

- Full-time and part-time faculty are provided with a laptop and a docking station. Both full-time and adjunct faculty have access to OneDrive to store files that can be accessed remotely. This technology enables you to switch to remote instruction if needed. Other technology tools and assistance are available through the Technology Assistance Center (TAC) at 406-771-4440, in R263, at helpdesk@gfcmsu.edu, or through the [Online Tutorials/Tech Essentials Resources](#).
- See “Classroom Set-up & Etiquette” in this handbook for technology information.

Tenure and Promotion

- The parameters of faculty tenure and promotion at Great Falls College are set forth by the faculty union’s [collective bargaining agreement \(CBA\)](#). A Tenure & Promotion

Committee comprised of faculty review items submitted for tenure and promotion and make a recommendation to the CAO. The college's Tenure & Promotion Committee has a [webpage and handbook](#) with more information.

Textbooks

- You will receive your instructor's textbook from the department chair/program director. Instructor copies also may be requested from the publisher. Do not purchase your textbook(s) through the bookstore or directly from another source without approval.
- The college is committed to reducing textbook costs for students, including using open educational resources (OER), no-cost/low-cost (NOLO), and electronic versions.
- Required and recommended textbooks are listed on the bookstore website so students can see what they are.
- Work with your department chair or program director to request instructional materials. Book order requests typically will be sent out for responses in October for spring courses and March for summer and fall courses.
- To help maintain consistency between sections, all sections of the same course should use the same textbook. Therefore, your department may have already chosen the books for your course(s). Check with your department chair/program director.

Trainings

- The college provides some mandatory and some optional trainings. They change year to year. Full-time, part-time, and adjunct faculty will be notified via email when trainings are being held and which ones are optional and which ones are required. When possible, the college offers professional development credit for promotion and Office of Public Instruction (OPI) renewal units for trainings. Some mandatory trainings do not qualify, such as trainings on sexual harassment and Title IX reporting. Professional development trainings should increase a person's knowledge and skill related to their job responsibilities.
- Currently, the college is requiring new instructors to complete the [New Hire Orientation](#), and a basic training in the Learning Management System (LMS) and a copyright course through the Teaching & Learning Center (TLC). Full-time faculty also take the "Teaching at Great Falls College" course in lieu of committee work their first year teaching at the college.
 - Adjunct faculty receive a stipend for completing the onboarding training and copyright course. Full-time and part-time faculty do not as they are on salary.
- All college employees complete [cybersecurity training through KnowBe4](#) and assigned [Vector trainings](#). Cybersecurity trainings will be assigned once every fall and spring. However, the provider, KnowBe4, will send test/trick emails every quarter. Employees who fall for the phishing attempt will be assigned additional trainings.

Travel

- From time to time, faculty may travel for college business. The division administrative assistant can help you make arrangements. College travel policies and procedures must

be followed, including submitting a pre-travel authorization form through ChromeRiver prior to travel and creating an expense report after returning. See Appendix E: Travel Procedures.

Tutoring

- Free tutoring for online and on-campus Great Falls College students is available through the [Academic Success Center](#), located inside the Weaver Library. This is an excellent service to remind your students to use.

Union Information

- Full-time and part-time faculty are covered by the Montana Two-Year College Faculty Association (MTYCFA); adjunct instructors are not. Classified staff are part of the Federation of Classified University Staff (FOCUS). For information on the unions and collective bargaining agreements, see the [Collective Bargaining webpage](#).
- Campus union representatives are Tom Oakberg, Mark Plante, Cherie McKeever, and Elfie Neber for MTCYCA and Kayla McKinley for FOCUS.

Whom to Contact

- Your department chair/program director is your first point of contact.
- Additional numbers can be found in the online campus [directory](#).

Withdrawals/Dropping Classes

- There is a difference between withdrawing from college for an entire semester and dropping a course. Students may drop a course until a specific date (see the [Academic Calendar](#) for the exact date). After the deadline, students must request to drop a class by contacting the faculty member and submitting a drop form. The process's purpose is to create a chance for you to converse with the student to see if they can succeed in the course. Your division director and division administrative associate have the drop form for you to give the student if you and the student decide that is the student's best option. (For more information, see the [Dropping/Withdrawal from Courses section of the catalog](#)).
- Students withdrawing for a semester or from the college should do so through their Advisor.

Workday Expectations

- As stated in the faculty contract Section 4.8, "it is presumed the College has priority on the working time of a full-time teaching faculty member." Faculty should be engaged in classroom activities or professional responsibilities such as "teaching, laboratory supervision, lab/shop/equipment maintenance, curriculum development, professional development, departmental and institutional planning, committee activity, and student advising."
- If you have assigned duties outside of the typical workday, such as teaching a night or weekend class, your schedule will be adjusted by you and your supervisor.

- Great Falls College has an “open campus;” however, you should be available to conduct the work of the college during its regular business hours of Monday through Friday, 8 am to 5 pm.
- Full-time faculty members with secondary employment must complete and submit a “Conflict of Interest” form through Human Resources and notify their supervisor. Such work should not conflict with the regular business hours of the college. See “Conflict of Interest” section of this handbook for more details.
- Full-time and part-time faculty are expected to participate in campus, division, and department meetings and events. On-campus faculty are expected to attend in-person. Adjunct faculty are invited but not required to attend such meetings.
- Adjunct faculty are expected to meet their course times and be available for students. However, it is understood that adjunct faculty often have other employment and are therefore invited but not required to attend meetings. Their primary duties are instructional versus committees, advising, etc. See Appendix H.
- Full-time or part-time faculty or other college employees who are also teaching as an adjunct for another department or program must complete an [Internal Adjunct Schedule Approval Form](#) showing how the schedule will be adjusted to compensate for the teaching time. A person cannot be paid twice for the same hour of work.

Workloads and Letter of Appointments

- Workloads and Letter of Appointments (LOAs) are used to communicate and document the work of those teaching for the college.

Workloads

- Workloads detail the work of full-time and part-time faculty members and should reflect the faculty member’s actual work, including administrative assignments. Workloads will be created by the department chair/program director or administrative assistant and distributed to the division director and then to the faculty member for signatures after the workload is determined by the department chair/program director.
- If the workload for a fall or spring semester is less than 15 credits or more than 16 credits, a box at the bottom of the form must be checked and a note added in the comments section explaining the deviation from the norm. Full-time faculty are contractually expected to teach 30-32 credits combined for fall and spring. See Appendix K: Additional Compensation for details regarding teaching more than 32 credits.

Letters of Appointment

- Letters of Appointment (LOAs) list the courses and compensation for adjunct instructors after the courses have been determined by the department chair/program director. An LOA is signed first by the division director, then executive council member, and then the adjunct instructor.
- LOAs are also used to list work and compensation for full-time and part-time faculty outside of their teaching responsibilities. The compensation may be referred to as a “stipend” for the additional work. See Appendix K: Additional Compensation.

Resources

Academic Success Center (ASC)

- Free tutoring for Great Falls College students, both on-campus and online, is available through the [Academic Success Center](#) (ASC). The ASC is located inside the Weaver Library. The ASC also has learning support materials for students, such as anatomy models, calculators, grammar worksheets, and more.
- The ASC works closely with faculty to provide the best support for students. Such collaboration includes sharing assignment sheets, test dates, formula sheets, etc.
- Faculty are encouraged to spend time in the ASC to support tutors and students.
- Faculty may also be asked to participate in tutor training.
- Faculty should include information about the ASC in their course materials, both for on-campus and online students, and encourage students to use the ASC to support their learning in the course.

Academic Success and Accessibility

- The [Office of Academic Success and Accessibility](#) works with students with physical, mental, and learning disabilities to help them be successful in college. Through its services, students may receive accommodations (see “Accommodations for Students with Disabilities” in the “Things to Know” section of this handbook.)
- The Office of Academic Success and Accessibility also provides information to help students with test anxiety, study skills, reading comprehension, and more. The office is in A116 inside the Weaver Library and can be reached at 406-771-4311.

CARE Office

- The CARE Office is located in G65 next to the cafeteria seating area and connects students to campus and community resources. You can refer students to the CARE Office by walking them to the area or submitting a referral through the Otters CARE button on the college website. The CARE Office provides assistance with transportation, daycare, housing, food, mental health and more. For more information go to the [CARE Office webpage](#).

Food Pantry

- The college has a food pantry for students. It is in G65 by the cafeteria and operated by the CARE Office and student government. Donations can be dropped off at the site or at the Office of Student Engagement (A120).
- College employees may contribute to the food bank through voluntary payroll contributions. See the Payroll Office for more information.

Information Desk

- An Information Desk is located inside the entrance at the Atrium (between the Weaver

Library and Student Central) and can be reached at 406-771-4433 or infodesk@gfcmsu.edu.

- The Information Desk can assist with locked classrooms, and contacting IT and the custodial staff.

Library

- All faculty can use their NetID to check out items from the [Weaver Library](#) and access its electronic databases on campus through the campus network and off campus via a proxy server.
- The library has study rooms, a 3-D printer, computers, e-readers, and other technology items available for faculty, staff, and students. For complete information, check the [Weaver Library webpage](#) and Appendix C.
- For more information about the library, visit the [Weaver Library's website](#).

Teaching and Learning Center

- The Teaching and Learning Center provides training and support for all faculty. It is in R220. Visit the [Teaching and Learning Center's webpage](#) to find various resources and information.
- The Instructional Designer and Coordinator of the Teaching and Learning Center can help you better use the learning management system, organize a course, plan assessments, create learning support materials, use classroom technology, and more.

Technology Assistance Center (TAC)

- The Technology Assistance Center (TAC) combines eLearning and IT Services.
- The TAC supports all instructional technology issues, including email, computer log-on, and classroom technology equipment.
- TAC offers training and support to faculty and adjunct faculty who wish to integrate approved technology into their classrooms.
- TAC provides technical support for all students, including using the learning management system. Faculty should refer students to the [Online Tutorials/Tech Essentials Resources](#) if students are experiencing technical difficulties or having trouble logging into courses.
- TAC is located in R263 and can be reached at 406-771-4440.
- Email elearning@gfcmsu.edu for D2L Brightspace and learning tools issues or helpdesk@gfcmsu.edu for all other tech concerns.

Testing Center

- The Testing Center at Great Falls College provides various services, including proctoring placement tests, challenge exams, exams for online courses, make-up exams, professional certification tests, and exams for students with certain accommodations through the Office of Academic Success and Accessibility.
- The Testing Center is located in R274 and can be reached at 406-268-3711. For more

information on the Testing Center, including its hours, policies and procedures, go to the [Testing Center's webpage](#).

- The Testing Center should not be used to replace in-class testing for on-campus classes. Instructors of online, HyFlex, or hybrid courses should look first to options for non-proctored exams, such as those that can be conducted with a lockdown browser. Setting a time limit and using essay and short-answer questions can help reduce potential cheating as well.
- Forms of assessment other than tests are also encouraged, such as projects, presentations and group work. For other ideas, contact the Teaching and Learning Center to discuss assessment options.

When a proctor is required, the following applies:

- Students living within 40 miles of the college should take their proctored exams in the Testing Center rather than finding a local proctor.
- Students living beyond 40 miles of the college who are required to take proctored exams will need to find a proctor in their area based on the criteria set forth by the Testing Center.
- Clear instructions should be given in the course syllabus and course LMS so students in a course know from the onset that a proctor will be required and the process to locate one and submit the person for approval from the Testing Center.

Appendix A: Family Educational Rights & Privacy Act (FERPA)

Protect Our Students - Protect Ourselves

To be allowed access to student records, you must carefully review the material presented in this document. Maintaining confidentiality of student records is everyone's responsibility, whether you are faculty, staff, or student.

Why?

Because it's the right thing to do

Because the Federal Government requires us to do so

What Is FERPA?

FERPA stands for Family Educational Rights and Privacy Act (sometimes called the Buckley Amendment). Passed by Congress in 1974, the Act grants four specific rights to the adult student:

- The right to see the information that the institution is keeping on the student;
- The right to seek amendment to those records and, in certain cases, append a statement to the record;
- The right to consent to the disclosure of their records;
- The right to file a complaint with the FERPA Office in Washington.

What is a Student Educational Record?

Just about any information provided by a student to the college for use in the educational process is considered a student educational record:

- Personal information
- Enrollment records
- Grades
- Schedules

The storage media in which you find this information does not matter. Student educational records may be:

- A document in the registrar's office
- A computer printout in your office
- A class list on your desktop
- A computer display screen
- Notes you have taken during an advisement session

What Are the Basic Rules?

Student educational records are considered confidential and may not be released without the student's written consent. As a faculty or staff member, you are responsible for protecting educational records in your possession.

Some information is considered public (sometimes called "Directory Information"). This info can be released without the student's written permission. However, the student may opt to consider this info confidential as well.

Directory Information is name, address, phone, dates of attendance, degrees received, and major program.

You have access to information only for legitimate use in completing your responsibilities as a university employee. Need to know is the basic principle.

If you are ever in doubt, do not release any information until you talk to the office responsible for student records. Call the Registrar's Office at 771-4423, or refer the request to that office.

Special "Do Nots" for Faculty

To Avoid Violations of FERPA rules, DO NOT:

- Publicly post grades
- Link the name of a student with that student's ID number in any public manner
- Email a student's grade or record information
- Email forms with a student's name and ID number. Use DocuSign or the Vault instead.
- Leave graded tests in a stack for students to pick up
- Circulate a printed class list with student names, ID numbers, or grades
- Discuss the progress of any student with anyone other than the student (including parents) without the consent of the student
- Provide anyone with lists of students enrolled in your classes for any commercial purpose
- Provide anyone with student schedules or assist anyone other than university employees in finding a student on campus

For more information, go to [Student Information on FERPA](#).

Data Communication & Storage Matrix

Below is a Data Storage Matrix with additional information on appropriately communicating and storing items containing student data.

Data Storage Matrix

Data Type	OneDrive for Business / SharePoint			
	OneDrive for Business / SharePoint	Knox	DocuSign	Email
Budget information	Yes	No	Yes	Yes
Contracts	Yes	No	Yes	Yes
Course evaluations	Yes	No	Yes	Yes
Data classified as Public	Yes	No	Yes	Yes
Data classified as Restricted	Yes	Yes	*Yes*	No
Employee and student IDs/GIDs (even when combined with names)	Yes	Yes	*Yes*	No
Planning documents	Yes	No	Yes	Yes
Staff search committee notes	Yes	No	Yes	Yes
Student grades and records	Yes	Yes	*Yes*	No
Bank account numbers	No	Yes	*Yes*	No
Credit card numbers	No	No	No	No
Data classified as Confidential	No	Yes	*Yes*	No
Drivers license numbers	No	Yes	*Yes*	No
Passport Visa numbers	No	Yes	*Yes*	No
Payroll ACH numbers	No	Yes	*Yes*	No
Social Security numbers	No	Yes	*Yes*	No

Restricted Data

The following types of Restricted data can be stored in OneDrive for Business, Teams/SharePoint, Knox, and DocuSign utilizing the MSU subaccount:

- GIDs (Generated Identification Numbers)
- Course evaluations
- Financial transactions (excluding confidential data)
- Contracts
- Planning documents
- Student education records

Important: Restricted data should **NEVER** be sent via email. If you need to share this information with other campuses or external agencies, please use Teams files sharing (MSU/Internal), DocuSign (with MSU Sub-Account) or vault.gfcmu.edu for external sharing.

Confidential Data

The following types of Confidential data may only be stored in Knox or DocuSign under the MSU sub-account:

- Social Security numbers
- Financial account numbers
- Driver's license numbers
- Health insurance policy ID numbers
- Protected health information
- Passport/visa numbers

- Export-controlled information

If you need a shared folder created on Knox, please contact MSU Bozeman by following the directions at [Knox Request Information](#). Once MSU has created the share location please contact IT and we can assist you with mapping it to your computer.

Related Policies and links:

https://www.gfcmsu.edu/about/policies/PDF/700/706_1_1.pdf - GFCMSU Data Stewardship Policy

<https://www.montana.edu/uit/file-storage/security-grid.html> - MSU Storage Policy

<https://www.montana.edu/uit/security/knox/> - Knox Information

https://www.montana.edu/uit/docusign/pii_and_ferpa.html - DocuSign handling of PII and FERPA

Appendix B: Accommodation Procedures

Students with documented disabilities are entitled to reasonable accommodations in the classroom as long as the accommodation does not compromise the integrity of the course (i.e., grading standards, the quantity of information, etc.). The Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act (ADA) protect students with disabilities. These laws require qualified students with disabilities to get equal access to education, including exam and quiz accommodations.

Accommodation Requests

All accommodation requests must come through the Office of Academic Success and Accessibility. Students will receive accommodation requests electronically via DocuSign. Students are responsible for downloading and sending their accommodation forms electronically to each faculty member when they receive their accommodation requests for each block. If you disapprove of the accommodation(s), please contact the Office of Academic Success and Accessibility at 406-771-4311.

At the end of the semester, please delete or shred the accommodation form since all the information in the document is confidential and shall not be disclosed to anyone without the student's written consent.

- **Exception:** Students whose disabilities and subsequent needs are obvious may be accommodated at the instructor's discretion (e.g., blind student bringing a guide dog to class, a student in a wheelchair needing a lower lab table), but referral to the Office of Academic Success and Accessibility is still recommended.

Students are responsible for initiating contact with the office and making arrangements for accommodations as needed. Students are also responsible for renewing their accommodations each semester.

- **Please note:** Before granting disability accommodations in a course, the instructor must receive verification of the student's eligibility from the Office of Academic Success and Accessibility.

Instructors should review the Accommodation Request with the student and discuss arrangements.

Although students must disclose an approved accommodation to their instructors, they are not required to provide them with a diagnosis or any other details. Students are encouraged to develop an open dialogue with instructors, but it is ultimately the student's decision to disclose information; any level of disability information about which instructors become aware should remain confidential.

Accommodation requests must be made in advance of the need (preferably at the beginning of each term), and accommodations requiring special arrangements (e.g., alternative exams) must be requested at least one week in advance.

- **Exception:** On rare occasions, a disability may have a sudden exacerbation that would warrant a request for retroactive accommodations (e.g., an extreme diabetic reaction causes a student to miss an exam, and the student requests a make-up exam).

The Office of Academic Success and Accessibility encourages students to submit documentation no later than the first two weeks of the term to receive accommodations. However, students may request accommodations at any time during the academic year.

If the instructor cannot provide the requested accommodation, alternate arrangements should be discussed with the student and the Director of Academic Success and Accessibility.

Test Accommodations

The Director of Academic Success and Accessibility determines eligibility and appropriate accommodations based upon documentation submitted from a student, the student's functional limitations, and the student's clarification about specific needs and limitations as well as the functional requirements of the program or courses the student is taking.

Appropriate accommodations will be indicated on the Accommodation Request, which will detail the accommodation and describe the circumstances under which the accommodation should be provided. Any accommodations beyond those on the form should be discussed with the Director of Academic Success and Accessibility.

Proctored Exams

Faculty Proctored Exams

Faculty proctoring exams should be aware of the following:

- The provision of exam accommodations is a legal mandate and how exam accommodations are provided is extremely important. Faculty members are critical partners in the collaborative process to ensure students get appropriate accommodations for their exams.
- On the Great Falls College campus, individual faculty or academic departments may proctor exams when the accommodation is *extended time (1.5 or 2x)*.
 - Students may schedule exams and quizzes with the Office of Academic Success and Accessibility when other accommodations are necessary, such as a scribe or reader, etc.
 - Students requesting extended testing time and a less-distractive environment may schedule exams and quizzes in the Testing Center in R274.
 - It is the student's responsibility to schedule exams with each faculty member.
 - Faculty must provide students with the exact amount of time indicated on the Accommodation Request Letter. For example, if you have designed an exam to be completed in 60 minutes, then a student requesting 1.5 x would need 90 minutes to complete the exam.
 - If a student arrives late to the arranged start time, the arranged finish time need not be modified.
 - If you are teaching a course online, please change the timer in the LMS to

accommodate the student's need for extended testing time.

- The testing environment is critical, regardless of whether or not there is a specific accommodation for reduced distraction.
 - For example, a busy hallway, lounge, or other areas accessible to the public are never appropriate for test taking.

Office of Academic Success and Accessibility Proctored Exams

The Office of Academic Success and Accessibility is responsible for providing exam accommodations such as using a reader, scribe, interpreter, word processor, or a distraction-free environment.

- The student must contact the office at 406-771-4311 or room A116 to make a reservation *no less than 3 business days before the exam*.
- Students requesting exam accommodations through the office will notify the instructor so exam delivery and pickup arrangements can be made.
- Office of Academic Success and Accessibility proctored exams are generally taken within regular business hours on the same day as regular classroom exams, although there may be exceptions.

Testing Center Proctored Exams

Students taking proctored exams through the Testing Center will schedule exams online through the [Testing Center's webpage](#).

- The proctors do not notify faculty when their students schedule exams.
- It is the student's responsibility to contact their faculty members and let them know when they have scheduled their exams.

Appendix C: Weaver Library Services

The Weaver Library offers a wide variety of services and resources to support our faculty, staff, and students.

Anatomical Models

Anatomical models are available for current students to check out on a first-come, first-served basis. Due to high demand, models may not be reserved or renewed. Models are checked out for a 1-day period. Model types include hearts, bones, skulls, brains, muscled arms and legs, and more.

Classroom Instruction Sessions

In-person research instruction sessions are available and can be tailored to fit your assignments and students' needs. To discuss the best options for your class and to schedule a visit, please contact Ashlynn Maczko at ashlynn.maczko@gfcmsu.edu. Online tutorials are in development and will be available through the [library's website](#).

Course Reserves

At the Great Falls College Weaver Library, the [course reserves](#) collection consists of print and media materials available for students to check out at the circulation desk. These materials have been identified by instructors as key resources or supplemental resources to help students complete course work. This collection provides short-term access to high demand materials in support of courses offered at Great Falls College. The library is not able to purchase required course materials and textbooks, but instructors can provide a copy for the library to put on reserve. For more information, please contact Ashlynn Maczko, the library director, at ashlynn.maczko@gfcmsu.edu.

Databases A-Z List

All available databases can be found through one handy [A-Z databases list](#). This list allows users to browse database listings by relevant subject area and content type. These databases contain a wide range of content types, including peer-reviewed journal articles, newspaper articles, videos, images, and more.

Interlibrary Loan and Resource Sharing

If you need a journal article or book that Weaver Library does not have access to, we can put in a request to borrow it from another library. Hundreds of libraries across the country take part in interlibrary loan (ILL) and will lend article copies and books. This service is available at no cost to students and faculty. An [ILL request form](#) is available on the library's website.

Libby App

Libby/Overdrive is an online ebook and audiobook platform the library subscribes to through the Montana State Library. Using your NetID to sign in, you will have access to thousands of ebooks and audiobooks at no cost to you. For more information, see the [Libby Overview video](#).

Library Guides & Tutorials

The library has [several guides](#) that review library research concepts and help students find subject specific library resources. If you'd like a guide tailored to your course or a specific project, please contact Ashlynn Maczko, the library director, at ashlynn.maczko@gfcmsu.edu.

One quick guide is the [Citation Quick Guide](#) includes citation guidance in APA, MLA, and Chicago Styles. You can link this guide in your course shells. The guide will be updated as the styles are revised.

The library also has a [plagiarism tutorial](#) to help students understand what plagiarism is, how to avoid it, and how AI can be considered plagiarism. The tutorial can be used as a class assignment or linked from a course shell and is available on the library's website.

Loanable Technology

We have loanable laptops, calculators, and Wi-Fi hotspots for students to check out for the duration of each 8-week block. We can arrange to ship an item to distance students living outside the Great Falls area. These items are first-come-first serve.

Printing

Each Great Falls College student has a printing account automatically set up with the library when they are registered for classes. The library gives all students printing credit each semester, and students can add additional funds if needed.

Reference Services and Research Support

Students can [schedule](#) 30-minute one-on-one research/extra help sessions with our librarian. In these sessions, we can cover various topics, including finding sources/using databases, and evaluating sources relevant to students' assignments. The scheduling tool is available on the library's [homepage](#).

Space

The library is a dynamic space for collaboration, individual study, group study, computer use, and relaxation.

Computers

Computers are available for students to use whenever the library is open. Many students use library computers to print. The computers are located on adjustable desks.

Cozy corner

We have a corner with four comfortable chairs, a record player, and board games along the north-facing wall. Students can use this space in between classes to relax. Many students also prefer to sit in these chairs and work on their laptops or other personal devices.

Individual carrels and seats

A variety of individual study and reading carrels and seats are available. Students can find a spot that works for them.

Group study rooms

Group study rooms are available to students on a first-come, first-served basis at no cost. These are great for working on group projects or studying with whiteboards. Room A also has a media table that allows students to connect a computer to the display screen and screen share with the room.

Study nooks

Study nooks for one or two people are available on a first-come, first-served basis. Some of the nooks have whiteboards while others have large display monitors that can be connected to laptops.

Academic Success Center

The library is also home to the Academic Success Center which offers free tutoring in-person and online in a variety of subjects.

Academic Success and Accessibility

Students seeking accommodations can find the Office of Academic Success and Accessibility inside the library in A116.

The Weaver Library staff is happy to help you and your students, so please reach out! Visit our [webpage](#) or contact **Ashlynn Maczko**, Library Director, 406-771-4318, ashlynn.maczko@gfcmsu.edu or **Ben Truman**, Library Technician, 406-771-4319, benjamin.truman@gfcmsu.edu

Appendix D: Adjunct Office Procedures

The adjunct office, room R226 on the Great Falls campus, is available for adjunct instructors. Please consider the following in the use of the room.

- Do not leave your computer logged in and unattended, as this might allow the corruption of your files.
- Always attend to printing as there may be printer jams or printers may run out of paper.
- Do not leave personal belongings unattended.
- The adjunct office is a designated work area. Please keep distractions to a minimum.
- Children are not allowed in the adjunct office.
- The office phone is for adjunct faculty use only.
- Please report problems to the appropriate division administrative associate.
- The adjunct office will always remain locked. It can be used to hold office hours or have a more private meeting with a student. If the office is occupied, other areas on campus are also available, such as any commons area or the group study rooms in the library.
- You can put your name on a file cabinet drawer and keep items in that drawer.
- There is a code required to enter the adjunct office. Contact the appropriate division administrative associate for the combination.

Appendix E: Travel Procedures

Before booking any travel, review travel policies [503.1 and 503.2, and 503.3](#).

The division administrative assistant can help you make arrangements using a college purchasing card (p-card). Below are a few critical highlights from the policies:

- All travel must be approved in advance by your division director. A travel pre-approval form must be completed and approved in ChromeRiver (the MSU purchasing software) before any travel expenditure.
- The number of personnel attending a given function requiring travel should be held to the absolute minimum.

Reimbursable travel expenses include only those expenses incurred while traveling on official college business. These expenses include the following:

TRANSPORTATION

- Commercial Airfare: required to use college issued p-card to purchase airfare
- College-owned vehicle: always the first choice if available when traveling by car. Vehicle reservations can be made through Toni Quinn, toni.quinn@gfcmu.edu or 406-771-2268
- Rental Car: the college has a contract with Enterprise – see your division administrative assistant
- Personal Vehicle: mileage reimbursement rate varies. See Policy 503.2 for more details.

MEALS

Meals are paid per diem and should not be charged to a p-card. Meals for in-state and out-of-state travel are paid at different rates. ChromeRiver will automatically calculate per diem amounts for you based on travel times input on the reimbursement form.

LODGING

- Reimbursed at maximum [state rate or out-of-state rate](#). Always ask for a state/government rate when making reservations.
- Additional approval is required if the actual rate exceeds established in-state/out-of-state rates.

REGISTRATIONS

- Actual cost is reimbursed – work with your division administrative assistant to use the college p-card to register for events.

MISCELLANEOUS EXPENSES

- Includes airport parking, parking meters, etc.

- Reimbursed with receipts

[ChromeRiver Quick Help Guides](#) are available. There are numerous step-by-step guides, including how to complete travel pre-approvals and expense reimbursement requests. You will need to log in with your NetID.

Appendix F: Program Director and Department Chair Responsibilities

- Serve as content expert
 - Advise Division Director
 - Stay current in the discipline
- Maintain program/department curriculum
 - Conduct an annual review and work through the Curriculum Committee for any changes
 - Meet with advisory boards, if applicable
 - Develop and cultivate relationships with advisory board members
 - Work with admin to arrange advisory board meetings
 - Conduct and keep minutes of advisory board meetings
 - Incorporate advisory board input to keep the program current
 - Participate in Common Course Numbering process, including Faculty Learning Outcome Committees (FLOCs) when needed
 - Lead textbook and technology adoptions; work with admins to submit book orders
 - Work with admin to distribute teaching materials to faculty
 - Establish and communicate program/department practices and policies
 - Review syllabi for accuracy
 - Hold program/department meetings at least once a semester and invite adjuncts
- Schedule classes
 - Work with admin to submit class schedules
 - Due dates: Fall due March 1, Spring due Oct. 1, Summer due Nov. 15
 - Communicate with other program directors/department chairs to accommodate courses that are in multiple programs or may have conflicts for students
 - Make necessary arrangements for clinicals, externships, and internships if applicable
- Participate in marketing and student recruiting activities
- Develop and maintain student pathways
 - Align curriculum for articulation agreements
 - Establish dual credit opportunities if possible
- Manage program/department budgeting and purchasing
 - Work with division director and admin to establish budget
- Onboard, mentor and evaluate adjunct faculty
 - Lead the recruiting, interviewing & hiring of adjunct faculty when needed
 - Assist in onboarding adjunct and new faculty
 - Evaluate adjunct instructors, including concurrent dual credit affiliate faculty
- Complete outcomes assessment requirements
- Maintain accreditation standards and processes, if applicable
- Participate in Internal Program Review
- Additional Duties – Additional duties may be added based on program and department needs

Appendix G: Workload and LOA Activities and Dates

January

N/A

February

Date Due	Task	Responsible Person
2/1	Student evals (Fall) sent to concurrent faculty	Admins
2/15	All Summer Workloads sent to faculty	Admins

March

Date Due	Task	Responsible Person
3/1	Summer faculty workloads returned to Admins	Faculty
	All summer workloads sent to adjuncts, cc: payroll, HR	Admins
	Schedules due to Distribution-Scheduling changes for Fall Semester	Dept. Chairs/ Program Directors
	Faculty Workloads sent to Admins	Program Directors
3/8	Salary Calculations for summer	HR
3/15	All signed summer adjunct LOAs returned	Admins
Wednesday after Spring Block B starts	Overload LOAs sent; due one week later	Admins

April

Date Due	Task	Responsible Person
4/1	Other LOAs sent (Dept. Chair, Program Director, Medical Coordinator, etc.); cc: Payroll, HR (returned on 4/15)	Admins
	Fall semester Workloads sent to faculty	Admins
4/15	Workload review (as applicable)	Div Dir/HR/ Exec Dir of Op/ Payroll
	Signed fall workloads returned	Admins
	Other LOAs returned	Faculty/Med Coord, etc.
	Labor-Management Review (as applicable)	Labor-Mgt Team
4/20	DE LOAs sent to concurrent instructors, cc: graduation, payroll, HR; returned 5/15	Admins

May

Date Due	Task	Responsible Person
(1 st day of summer term)	Summer class enrollments reviewed (only effects non-program courses)	Div Directors
(3 rd day of summer term)	Prorated Summer LOAs sent to faculty, cc: Payroll, HR	Admins
(5 th day of summer term)	Summer LOAs signed and returned	Faculty
5/15	Signed Adjunct LOAs returned for Fall semester	Adjunct Faculty
5/15	Fall LOAs sent to adjuncts, cc: payroll, HR - returned 5/30	Admins

June

6/15	Student evals (Spring) sent to concurrent faculty	Admins
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July

Date Due	Task	Responsible Person
7/1	Other Fall LOAs sent (Dept. Chair, Program Director, Medical Coordinator, etc.); cc: Payroll, HR	Admin
7/15	Other Fall LOAs returned	Faculty/ Med Coord, etc.
7/20	Fall Workload review (as applicable)	Div Dir/ HR/ Exec Dir of Op/ Payroll
7/25	Labor Management Review (as applicable)	Labor-Mgt Team

August

8/15	Student evals (Summer) sent to concurrent faculty	Admins
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September

9/15	Send reminder to Department Chairs/Program Directors that schedules are due by 10/1	Division Directors
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October

Date Due	Task	Responsible Person
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10/1	Spring schedules due to Distribution-Scheduling Changes	Dept. Chairs/Program Directors
	Spring workloads sent to Admins. Adjunct schedules also sent to admin assistant with email confirmation of acceptance.	Program Directors/ Dept. Chairs
10/15	Spring workloads sent to faculty	Admins
10/30	Spring workloads returned	Faculty

November

Date Due	Task	Responsible Person
11/1	Spring LOAs sent to adjuncts, cc: payroll, HR	Admins
	Other spring LOAs sent (Dept. Chair, Program Director, Medical Coordinator, etc.); cc: payroll, HR	Admins
11/15	Spring signed adjunct LOAs returned	Adjuncts
	Other Spring LOAS returned	Faculty/Med Coord, etc.
	Summer schedules due to Distribution-Scheduling Changes	Dept. Chairs/Program Directors
	Summer workloads sent to Admins	Dept. Chairs/ Program Directors

December

Date Due	Task	Responsible Person
12/10	Workload review (as applicable)	Div Dir/HR/Exec Dir of Op/Payroll
12/15	Labor-Management Review (as applicable)	Labor-Mgt Team

Appendix H: Instructional Roles, Responsibilities, and Compensation

Adjunct

An adjunct faculty member is a part-time instructor hired by term to teach specific classes. Adjunct faculty are not included in the collective bargaining agreement. They are limited to no more than 17 credits between fall and spring semesters. Summer term is not included in the credit limit. If an adjunct instructor teaches at more than one campus in the Montana University System, the person's total number of credits between all campuses cannot be more than 17 credits for fall and spring semesters combined. Again, summer term is not included in the limit.

The credentials required to teach at a two-year college are established by the Montana Board of Regents and can be found in [Policy 730– Minimum Qualifications for Faculty in Two-Year Degree Programs](#).

New adjunct instructors must submit payroll paperwork in order to be hired and will complete an onboarding process which includes training in the Learning Management System (LMS) used for all of the college's courses.

Adjunct instructors' main responsibility is to teach. They are not required to participate in committee work or service to the campus; although, their input and participation are welcome. They are not required to attend all-faculty or all-campus meetings either; however, they are always invited and welcome.

Adjunct faculty must follow the college's reporting deadlines, including attendance reports, midterm grades, and final grades. Deadlines for these submissions are stated in the [Academic Calendar](#) for each term (see "Faculty Reporting Requirements"). A reminder with instructions for reporting will also be sent by the Registrar's Office to an adjunct's college email address prior to the deadline. Reporting must be done through the college's information system ([BannerWeb](#)). Failure to meet deadlines will affect an adjunct instructor's evaluation and possible re-hire.

The college will provide textbooks and other teaching material, including a course shell when available, but not a computer or phone for adjunct instructors. Each adjunct will receive a campus email account which should be checked daily during the work week, even if not teaching during a given term. All college communication will come through the campus email address. All electronic communication with students should also be conducted using the college email account, not a personal email address. Each adjunct instructor will be included in the online campus directory.

If an adjunct is unable to teach and must be absent, please refer to the absent policy in this handbook for instructions. Adjunct instructors should check their online courses and campus emails daily. They should respond to students within 24 hours during the work week. Their contact information, availability, and response times should be listed in their instructor widget in the course shell and in their syllabus. Adjunct instructors can use the Academic Affairs Assistant's phone number (406-771-4350) instead of their own if they prefer. The administrative assistant will relay student messages to them.

The department chair/program director is the main point of contact for adjunct instructors. Adjunct instructors must follow all Montana Board of Regents, college and departmental policies, procedures, and practices. The department chair/program director will evaluate adjunct instructors the first semester they teach and every three years thereafter. However, evaluations can be conducted more frequently if needed. The evaluation consists of a class visit for in-person classes or a review of course shells for online courses, a self-evaluation, a

review of student evaluations, and a summary meeting. More information can be found in the [Adjunct Evaluation Handbook](#).

In preparation for each term, the department chair/program director creates a schedule and identifies courses to be taught by adjunct instructors. The department chair/program director then contacts the adjunct instructor to check availability. If the person can teach the class, the department chair/program director informs the Academic Affairs Assistant who will then create a Letter of Appointment (LOA) which acts as a contract between the college and the adjunct instructor. The LOA will be sent to the adjunct's college email address for a signature. Once the LOA is returned to the administrative assistant, the administrative assistant contacts the Registrar's Office and the adjunct instructor is "attached" to the course. The next workday the adjunct instructor will have access to the course shell and class roster.

Compensation: Adjunct instructors are paid \$810/credit. Increases are tied to legislative actions affecting state or Montana University System employees. There is no seniority or merit pay.

Affiliate/Concurrent

Affiliate faculty teach dual enrollment classes in the high school as a concurrent course (see "Dual Credit" in the "Course Types and Compensation" section). They are employed by their local school district to teach the courses. However, because students in the courses are dually enrolled, affiliate faculty must also adhere to the policies, procedures and practices of the Montana Board of Regents, college, and college department. They must report attendance, midterm and final grades (see "Faculty Reporting Requirements") using the college's information system ([BannerWeb](#)).

Affiliate faculty have access to all their high school services as well as those of the college, e.g. library, research databases, Teaching & Learning Center, etc.

Affiliate faculty must meet the credentialing requirements of both the [Montana Office of Public Instruction](#) and the Montana Board of Regents (see [Policy 730– Minimum Qualifications for Faculty in Two-Year Degree Programs](#)). Affiliate faculty must return a "Payroll Packet," which they will receive from Human Resources, in order to receive compensation.

Compensation: The instructional costs of the course are paid by the school district; however, the affiliate faculty member does receive a stipend for meetings, trainings, and additional college paperwork required – course registrations, midterm grades, final grades, etc. The rate is \$500 for the first concurrent course taught and \$275 for each additional course taught in the academic year. The stipend is paid per course, not per section. The compensation is paid at the end of the course.

Clinical

Clinical instructors provide workplace instruction, overseeing students' skill development particularly as it applies to patient care. Some clinical instructors are employed by the healthcare facility but also teach under the direction of the college program director.

The program director is responsible for contacting and scheduling the clinical instructor each term. If the person can teach the clinical hours, the program director informs the Academic Affairs Assistant who will then create a Letter of Appointment (LOA) which acts as a contract between the college and the clinical instructor. The LOA will be sent to the clinical instructor's college email address for a signature.

New clinical instructors will need to submit payroll paperwork in order to be hired. They are also subject to all Montana Board of Regents, college, and program policies, procedures and practices.

Clinical instructors are evaluated by the program director as required by their accrediting body.

Compensation: Compensation is based on an hourly rate of \$38.00/hr.

Full-time Faculty

Full-time faculty are hired for an academic year to teach courses for the college and fulfill other responsibilities. They must meet the credentialing requirements to teach at a two-year college as outlined by the Montana Board of Regents in [Policy 730– Minimum Qualifications for Faculty in Two-Year Degree Programs](#).

Full-time faculty will be given an office on campus unless they are at a distance, receive a college email account, and be listed in the college's online directory. The college will provide textbooks, other teaching material, a computer, and a phone. The campus email account should be checked at least daily during the work week. All college communication will come through the campus email address. All electronic communication with students and pertaining to the college should be conducted using the college email account, not a personal email address.

Full-time faculty are subject to the Montana Two-Year College Faculty Association (MYTCFA) union Collective Bargaining Agreement ([see CBA](#)). The duties of a full-time faculty member are outlined in the CBA. The CBA defines a full-time teaching workload as 30-32 credits between fall and spring semesters. Summer teaching is separate. The CBA also states full-time faculty are expected to fulfill a 40-hour work week and that the college has priority on the working time of a full-time faculty member. Full-time faculty are expected to be available to teach classes and participate in meetings during the college's regular working hours. Adjustments will be made for faculty teaching night or weekend courses. It is recognized that faculty have flexibility as to when they perform duties such as grading, communicating with students, and preparing for a course.

A full-time faculty's teaching commitment will be outlined in a "workload document." The workload document details the course, section, term, hours, and credits to be taught. It is meant to reflect a faculty member's actual work. It is signed by the division director and the faculty member. It will be sent electronically by the academic administrative associate to a faculty's college email address after the department chair/program director has established the schedule for the upcoming term. Any release time for administrative duties is also listed on the workload document.

In addition to teaching, full-time faculty are required to participate in campus activities and governance, mainly through committee work and other service to students and the campus. They are required to participate in all-faculty meetings and mandatory all-campus activities. Meetings should be attended in person unless otherwise stated, faculty are at a distance, or prior approval has been received from the division director. Faculty are expected to attend the graduation commencement ceremony. Leave must be taken if faculty are unable to attend meetings, commencement and other required trainings.

Full-time faculty are required to submit reports, such as attendance, mid-term grades, and final grades (see "Faculty Reporting Requirements"). Deadlines for these submissions are stated in the [Academic Calendar](#) for each term. A reminder with reporting instructions will also be sent by the Registrar's Office to the faculty's college email address before the deadline. Reporting must be done through the college's information system ([BannerWeb](#)). Failure to meet deadlines will affect a faculty member's evaluation and possibly tenure.

Full-time faculty members in a tenure-track position must apply for tenure during the fall of their fifth year of full-time teaching for the college (see the CBA for more information).

Full-time faculty are evaluated by the division director the first year they teach and every subsequent year until they are tenured. After tenure is achieved, evaluations occur every three years. However, evaluations can be conducted more frequently if needed. Evaluations focus on three areas: teaching effectiveness, professional development, and service to the campus. The evaluation consists of goal-setting, a class visit for in-person classes or a review of course shells for online courses, a self-evaluation, a review of student evaluations, and a summary meeting. More information can be found in the [Full-time Faculty Evaluation Handbook](#).

Compensation: Compensation, promotion, and merit pay are outlined in the [MTYCFA CBA](#). In addition to pay, full-time faculty accrue sick leave and have 3 personal days to use during the fall and spring semesters. Full-time faculty receive a “floating holiday” the Wednesday prior to Thanksgiving. There are no classes this day, but the college is open.

Lab Instructor

Labs associated with a course may be taught by an instructor separate from the lecture portion of a course. In this case, a lab instructor may be used. Lab instructors are hired as hourly classified employees of the college or paid as an adjunct by the credit. A lab instructor is responsible for prepping materials, setting up and tearing down practical exams, creating lab lessons, teaching the labs, and grading lab work for students. The lab instructor and lecture instructor should coordinate as much as possible to reduce any disconnect between the lecture and lab portions of a course. This includes the scheduling of lab topics, grading practices, class policies, etc. The lab instructor is considered a member of the department and should be included in department meetings and communication.

The lab instructor is evaluated annually following the classified employee evaluation or adjunct evaluation process, depending on the position status. More information about the classified employee evaluation process can be found through the [Human Resources webpage](#) or in the Adjunct Evaluation Handbook.

Compensation: Compensation for classified employees is determined by the [Montana Federated Public Employees](#) union. Adjunct lab instructors are paid at the adjunct rate per credit. Increases are tied to legislative actions affecting state or Montana University System employees.

Part-time Faculty

Part-time faculty are defined as faculty members who work more than .45 FTE but less than 1.0 FTE. These employees are subject to the [Montana Two-Year College Faculty Association Collective Bargaining Agreement](#) and unless otherwise specified are covered by the CBA on a pro rata basis. They receive a workload from their program director/division director and a contract like full-time faculty each summer from HR. All information discussed in this handbook regarding full-time faculty applies to part-time faculty except committee work and overload course credits. Committee work is not required of part-time faculty because of their FTE status. Part-time faculty MUST NOT work more than the agreed upon part-time FTE stated in their original contract when first hired. Part-time faculty wishing to work more must have a conversation with their division director. This request will need to be approved by the Executive Council because it requires modifications to the original advertised position and possibly a new hire process, including a new interview. Overload credits under no circumstance are available to part-time faculty.

Compensation: Compensation, promotion, and merit pay are outlined in the [MTYCFA CBA](#). These contracts are pro-rated based on an agreed upon 1.0 FTE salary as outlined in the CBA at the date of hire. All promotions must be approved by the Tenure and Promotion Committee as with full-time faculty.

Part-time faculty accrue personal leave and are paid for holidays at a pro-rated rate. For example, those working a .6 FTE will receive holiday pay of 4.8 hours (.6x8) for college holidays and 14.4 hours of personal time off. They also will receive 4.8 hours/year as a “floating holiday” as state employees. All faculty, full-time and part-time, receive their “floating holiday” the Wednesday before Thanksgiving. There are no classes this day, but the college is open. Sick leave is also deducted at a pro-rated rate. Part-time faculty missing a full-day of work will deduct only .6 of 8 hours for a full day of missed work or .6 of 4 hours for a half-day of missed work.

Program Director/ Department Chair

See Appendix F for a description of and responsibilities of a program director/department chair.

Compensation: The compensation for program directors on a professional contract is outlined in their contracts. Full-time faculty serving as department chair or program director receive three (3) credits of release and a \$1200 stipend for each fall and spring semester. They also receive a \$700 stipend for summer.

Student Workers & Technicians (Techs)

Student workers and technicians (techs) are hired as part-time employees of the college. They are not instructors. Individuals in those positions should not be teaching classes, including labs, nor creating assignments or grading student work. They should not have access to course gradebooks. Student workers and techs provide support to faculty by preparing materials the instructors have created; preparing items needed for a lab, shop or lecture; monitoring open lab or shop; maintaining equipment under the direction of the instructor/department chair/program director; cleaning equipment; and completing appropriate tasks as assigned by the instructor or department chair/program director.

Unless otherwise stated, student workers and techs are limited to 19 hours of work per week and are not eligible for benefits. Techs do accrue sick and personal leave time; although, student workers do not. Usually student workers and techs are employed for the academic terms and do not work during breaks unless given prior approval due to an extenuating college need.

Compensation: Student workers and techs are hired at the current campus student employee rate or as stated in an offer letter. Increases are tied to legislative actions affecting state or Montana University System employees.

Substitute for a Faculty Member

If a faculty member is available and willing to be a substitute for a faculty member who must be absent from an assigned class, the substitute will be compensated for their time. The procedure is outlined in the faculty handbook.

Compensation: Compensation for an approved substitute instructor is \$45.00/ hour and will come out of the appropriate program or department budget.

Support Specialists

Individuals may be acting as support specialists to enhance student learning. For example, the college employs a grant-funded A&P Support Specialist and a Health Science Distance Success Coach. Such positions are usually

part-time, the number of hours per week designated in their employment contract. The individuals work with department chairs/program directors to provide learning support to students in specific areas.

Compensation: The compensation for support specialists is stated in their employment contract.

Tutors

Tutors can be student workers or professional tutors. In either case, tutors must be proficient in the areas they tutor. Tutors are part-time, hourly employees of the college and are hired for each academic term through the Academic Success Center. Tutors can work up to 19 hours per week. If a tutor is also teaching as an adjunct instructor, the total time spent preparing and teaching a course plus tutoring must be no more than 19 hours a week. Time for prepping and teaching a course is calculated at 1.5 hours/week/credit for a 16-week term and 3 hours/week/credit for an 8-week term. For example, time for a tutor who is also teaching a 3-credit class in a 16-week term would be calculated as teaching 4.5 hours/week, leaving a maximum of 14.5 hours/week to tutor. A tutor teaching a 3-credit class in an 8-week term would be calculated as teaching 9 hours/week, leaving a maximum of 10 hours/week to tutor.

Unless there is a specific need, tutors work during the academic terms but not the breaks. Once a tutor is approved for hire or re-hire, the Director of Academic Success and Accessibility sends a Letter of Appointment (LOA) to the tutor stating the term, the hourly rate, and the subject(s) to be tutored. The tutor then signs and returns the LOA.

Tutoring may be conducted on campus, online, during the day, in the evenings, or on weekends as needed. The Director of Academic Success and Accessibility creates the schedule for each tutor based on student need and demand.

Tutors are trained and evaluated each year by the Director of Academic Success and Accessibility using standards created by the College Reading & Learning Association (CRLA) for certification. The Academic Success Center is certified by the CRLA.

The Director of Academic Success and Accessibility and the tutors work closely with faculty and department chairs/program directors to ensure tutoring supports course instruction. Tutors should know and follow methods used by the faculty and avoid providing conflicting information. Tutors also must ensure all assignments are the student's work and are not overly influenced by the tutors. Tutoring should be supportive but also foster independent student learning.

Compensation: Student tutors are hired at the campus student employee rate. Professional tutors receive more depending on the level of their degree. Increases are tied to legislative actions affecting state or Montana University System employees.

Appendix I: Course Types with Compensation

Clinical Instruction

Clinical instruction can be conducted in health care facilities, outpatient clinics, emergency centers, hospitals, private offices, or in the dental clinic on campus depending on the program. All clinical instruction is under the supervision of a qualified practitioner or teaching staff.

Compensation: Clinical Instruction is currently calculated in the workload as the number of clinical hours/30. 1 credit is equivalent to 30 contact hours.

Concurrent Dual Credit

Compensation: The instructional costs of the course are paid by the school district; however, the affiliate faculty member does receive a stipend for meetings, trainings, and additional college paperwork required – course registrations, midterm grades, final grades, etc. The rate is \$500 for the first concurrent course taught and \$275 for each additional course taught in the same academic year. The stipend is paid per course, not per section.

Co-requisite

Compensation: Instructors teaching the co-requisite WRIT 101P course receive 1 additional credit on their workloads or Letter of Appointments as compensation for the additional support time students need to be successful.

Directed Study

Compensation: Instructors of Directed Study courses receive \$350 per credit for a course, regardless of the number of students in the Directed Study course.

Dual Credit

Compensation: There is no compensation for teaching classes with dual enrollment students unless the course is taught concurrently on a high school campus by affiliate faculty (see the Concurrent Dual Credit section). The college does reimburse college instructors for costs associated with becoming licensed through the Montana Office of Public Instruction.

Independent Study

Compensation: Instructors of Independent Study courses receive \$350 per course.

Internships/Capstones

Compensation: Faculty receive \$350 per internship student if the course is not part of an instructor's workload. If the course is part of the faculty's workload, there is no additional compensation per student.

Lab/Shop

Laboratory/shop classes actively engage students in their learning. These classes are used to create an environment where students are physically learning concepts through experimentation, exploration, and doing.

Compensation: Lab/Shop Instruction is currently calculated in the workload as the number of lab hours/30. 1 credit is equivalent to 30 contact hours.

Lecture

Lecture is direct explicit instruction conducted by a faculty member. It should be engaging and provide the opportunity for multiple learning styles.

Compensation: Lecture instruction is currently calculated in the workload based on course credit. 1 credit is equivalent to 15 contact hours. Each hour is defined as 50 minutes.

Practicum

Compensation: Because of the amount of oversight and evaluation of student experiences, faculty will be compensated for the number of credits of the practicum on their workload or through a Letter of Appointment (LOA) if an adjunct instructor.

Supplemental Instruction

Compensation: Instructors teaching courses with supplemental instruction receive 1 additional credit on their workloads or Letter of Appointments (LOAs).

Appendix J: Course Creation and Redesign

Creating and redesigning courses are included in the responsibilities of full-time faculty as defined by the Montana Two-Year College Faculty Association [Collective Bargaining Agreement Section 4.8](#). However, there are times when a course needs to be created or redesigned that fall outside of the CBA:

- A full-time faculty is not available in the content area and an adjunct instructor teaches the course
- A full-time faculty member is not on contract during the time the work needs to be done

Under such circumstances, the instructor will receive additional compensation for the course creation or redesign. Such compensation does not include the time that would be normally spent prepping for a course during a term. Some preparation of course materials and assessments will still need to be completed during the regular term. Creating or redesigning a course will be completed in coordination with the Teaching & Learning Center, with particular emphasis on the assessment of course, program, and college learning outcomes.

As part of the college's commitment to continuous quality improvement and the assessment cycle, course revisions are expected to occur routinely. Such regular revisions are not subject to additional compensation. A change in modality alone also is not a reason for additional compensation.

A stipend for course creation or redesign will be paid if the above conditions are met and in the following situations:

- A new course is needed due to a new program being started by the college
- A new course or course redesign is needed due to a major change in accreditation or a change in industry standards
- A program is coming out of moratorium and courses in the program need to be created or redesigned
- Low pass rates in a given course or program warrant a redesign, the work cannot be completed during the regular academic term, and the changes are approved by the division director

Upon approval of a course creation or redesign by the division director, the Academic Affairs Assistant will create and issue a Letter of Appointment (LOA) for the stipend. The LOA will state the course, the reason for creation or redesign, the scope of the work, starting and end dates, and milestones with deadlines for completion.

Compensation: The following compensation chart will be used for necessary course creation or redesign. It is based on 15 hours/per credit at \$45/hour, recognizing the time does not include normal course prep time during a term, as discussed above.

Course Creation & Redesign Compensation			
Credits	Base \$ 15hrs/cr@\$45/hr	+\$Creating for More than One Modality	+\$Lab
1 cr	675	270	1080
2 cr	1350	540	
3 cr	2025	810	
4 cr	2700	1080	

For example, compensation for the creation of a 3-credit class with an on-campus and an online section and a lab would be calculated as \$2025+\$810+\$1080 for a total of \$3915.

Appendix K: Additional Compensation

Additional Course Capacity

Full-time, part-time, and adjunct instructors teaching a course with a capacity above the normally established course capacity as of the third day of the term will receive additional compensation in recognition of the additional time and effort to teach additional students.

The academic administrative assistant will send instructors an LOA for the additional course capacity by the second week of the term.

Compensation: Instructors receive the value of 1 credit at the current adjunct rate per credit.

Credits Overloads

To recognize the work being done by faculty in a given term yet protect faculty from finding themselves in a situation in which they might owe the college money, Great Falls College has established the following compensation process for overload credits. Overload credits are those taught above the contractual 32 credits stated in the MYTCFA CBA for an academic year consisting of fall and spring semesters. Summer is separate.

- Those teaching less than 6 overload credits in fall will be paid for those credits at the start of the second block in spring to allow for any potential adjustments to workloads that may occur in spring semester and would affect the total number of credits taught for the academic year.
- For those teaching overload credits of 6 or more fall semester, compensation for half of the credits will be paid in the fall with the remainder paid in the spring for the total number of credits taught for the academic year above the contractual 32 credits.

For example, a person teaching 22 credits in fall (6 credits over 16) would receive payment for 3 credits in the fall. If the person taught 16 credits in spring for a total of 38 credits for the academic year, the person would receive payment for the remaining 3 credits in spring. If, however, the person taught 15 credits in spring for a total 37 credits for the academic year, the person would receive additional payment for the balance of 2 credits. Overload compensation is based on the credits taught over the contractual 32-credit limit.

The purpose of delaying or partially paying in spring for overload credits taught in the fall is to prevent a situation in which a person might teach overload in the fall but teach fewer credits in the spring, thus being below the contractual 32 credits for the academic year and owing the college for overload payments made in the fall. For example, the college is trying to prevent a situation in which a person teaches 19 credits in the fall (3 above 16) but only 12 in spring, bringing the academic year total to 31, which falls within the contractual limits of the CBA and would not qualify for overload compensation. If a person had been paid for those overload credits in the fall, they would owe the money back to the college because their teaching load fell within the contractual number of credits for the academic year and not overload.

The academic administrative assistant will send an LOA to those receiving overload compensation for the overload credits the second week of the second block.

Compensation: Overload credits are paid at the current adjunct rate per credit.

Early Contract Starts

At the division director's discretion, new full-time and part-time instructors may receive an LOA for an early start before their regular employment contract begins. During this time, the new faculty are required to complete the following:

- Prepare for fall classes
- Complete LMS training
- Complete FERPA, safety and other onboarding trainings
- Meet with the instructional designer regarding course shells and other onboarding items

Compensation: The individual's annual salary will be divided by 170 (see the CBA), and then by 2 as the expectation is the person will only be working half-time during the early start.

Onboarding Trainings

Adjunct instructors receive a stipend for completing the onboarding training and another for completing the copyright course through the Teaching and Learning Center (TLC). Full-time and part-time faculty do not receive any additional compensation for completing the trainings as they are salaried.

Compensation: \$75 for onboarding and an additional \$75 for the copyright course. Funds are dispersed when the TLC Coordinator notifies the Payroll Office the trainings are complete.

Other Work

Faculty may complete additional miscellaneous work when needed. An LOA will be created to specify the details of the assignment.

Compensation: \$45/hour unless otherwise specified

Prior Learning Assessment (PLA)

Faculty who review assessments to decide if credit for prior learning can be awarded should complete a [Faculty PLA Tracking Form](#). Once completed and submitted, the academic administrator associate will create and send the faculty an LOA for the work done.

Compensation: \$45/hour

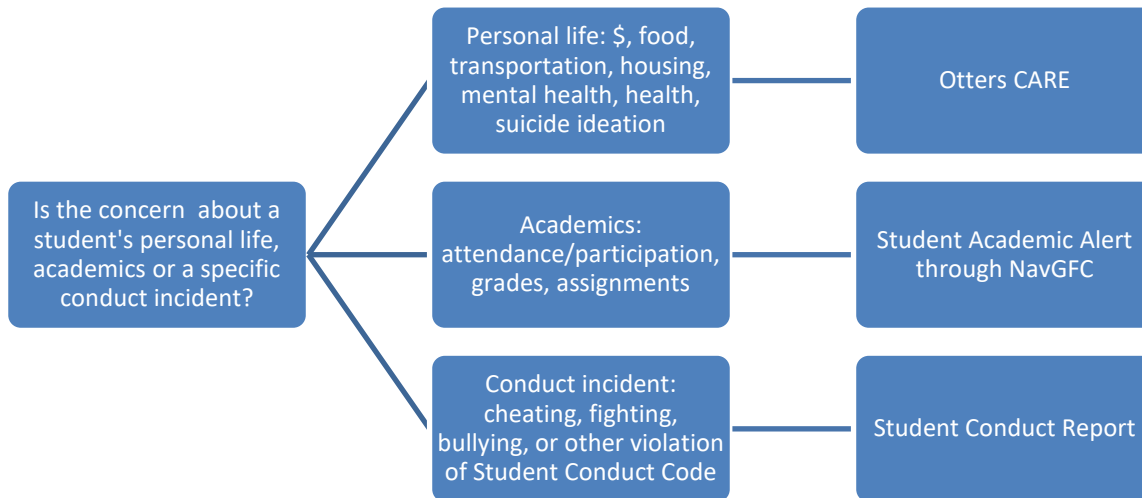
Summer Teaching

Teaching in the summer is optional and outside of the normal contract for full-time and part-time faculty unless the faculty member is on a different contract, such as for 12 months. Those teaching summer classes will receive an LOA from the academic administrative associate. Summer pay for full-time and part-time faculty may be pro-rated based on student enrollment. Courses are considered fully enrolled at 12 students. For more information, see section 10.2 of the [Collective Bargaining Agreement](#).

Compensation: Full-time and part-time faculty will be compensated per the CBA. Adjunct instructors are paid at the current adjunct per credit rate.

Appendix L: Student Alerts Decision Tree

Use the following decision tree to decide which alert/form should be submitted for concerns about students.



Appendix M: Common Acronyms

Below is a list of common acronyms used at Great Falls College.

ALO	Accreditation Liaison Officer	FTE	Full-time Equivalency
ASC	Academic Success Center (tutoring)	GFC	Great Falls College
BOR	Montana Board of Regents	GFCMSU	Great Falls College Montana State University
CAO	Chief Academic Officer	GFPS	Great Falls Public Schools
CARE	Campus Awareness, Resources, and Empowerment	HR	Human Resources
CBA	Collective Bargaining Agreement	LMS	Learning Management System
CCN	Common Course Numbering	LOA	Letter of Appointment
CCRC	Career & College Readiness Center (Adult Ed)	MSU	Montana State University
CBAT	Care & Behavior Assessment Team	MSUB	Montana State University-Billings
CTE	Career and Technical Education	MTYCFA	Montana Two-Year College Faculty Association
D2L	Brightspace/Desire2Learn	MUS	Montana University System
DE	Dual Enrollment	OCHE	Office of the Commissioner of Higher Education
DREAM	Driving Retention and Educational AttainMent committee	OPI	Office of Public Instruction
EC	Executive Council	OSE	Office of Student Engagement
FAFSA	Free Application for Federal Student Aid	PDP	Professional Development Plan
FERPA	Family Educational Rights and Privacy Act	PLA	Prior Learning Assessment
FLC	Faculty Learning Community	StAR	Strategic Analysis and Reporting
FLOC	Faculty Learning Outcome Committee	TAC	Technology Assistance Center
FOCUS	Federation of Classified University Staff	TLC	Teaching and Learning Center
		T&P	Tenure and Promotion Committee

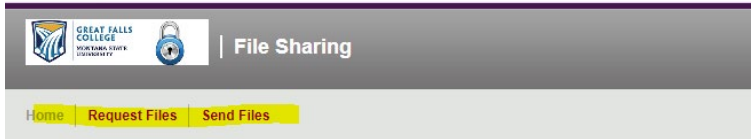
Appendix N: Directions for Using the Vault

You can either REQUEST files or SEND files through the vault.

Go to <https://vault.gfcmu.edu/> or gfcmu.edu>Faculty & Staff>GFCMSU Vault (in the left column).

Log in with your NETID & password

For REQUEST files – click on Request files below



Requested Files (Last 5 File Shares) Updated 3/23/2020 at 9:33:10 AM

You will get the following screen:

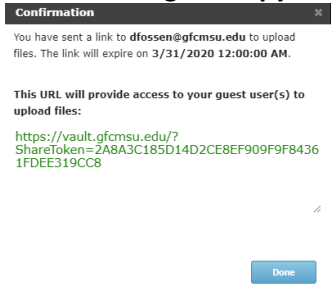
Type a message, such as, "Here's the secure link to upload the file(s)."

Click box to require a password if you want to add a layer of security. If you do this, e-mail the password separately from outlook & don't include it with the e-mail. CUT & PASTE it NOW! Send a second email saying, "I am sending you a link through our secure server. You will need this code to open the link in the other e-mail from me: (CUT & PASTE it here)."

When done hit send.

Type in email address(es) for individual(s) you are requesting files from.

When you hit SEND: you will get a pop-up message (see below):
You will also get a copy of the e-mail sent to your email.



When you click on DONE above, it takes you back to this log-in screen.

File Sharing | Help | Dena Wagner-Fossen

Home | Request Files | Send Files | Daily Activity | 1 | 1

Search

Requested Files (Last 5 File Shares) Updated 3/24/2020 at 11:24:07 AM Refresh

Date Received	Subject	Sender(s)	Status	Size	# of Files
3/24/2020 11:22:59 AM	Great Falls College MSU Secure File Sharing Link [expires 3/31/2020 12:00:00 AM]	dfossen@gfcmnu.edu	Sent Email	0 KB	0

When the sender uploads a file, you will get an e-mail that documents have been uploaded & you log back in & click on the blue link below with the files next to it. From there you can download the files & print or save to file, etc.

File Sharing | Help | Dena Wagner-Fossen

Home | Request Files | Send Files | Daily Activity | 1 | 1

Search

Requested Files (Last 5 File Shares) Updated 3/24/2020 at 11:24:07 AM Refresh

Date Received	Subject	Sender(s)	Status	Size	# of Files
3/24/2020 11:22:59 AM	Great Falls College MSU Secure File Sharing Link [expires 3/31/2020 12:00:00 AM]	dfossen@gfcmnu.edu	Sent Email	0 KB	0

You will see how many files have been uploaded.

For SEND files – click on SEND files below

File Sharing

Home | Request Files | Send Files

Requested Files (Last 5 File Shares) Updated 3/23/2020 at 9:33:10 AM

You will get the following screen:

Send Files to Guest User (Step 1 of 2)

Enter email details and other information to be included with the uploaded file(s). Email will be sent to the guest user(s) with a link that grants them access to the uploaded file(s). For added security, set a custom or a system generated password, and specify a download link expiration time or date.

Share Information

Subject: Great Falls College MSU Secure File Sharing Link [expires 3/31/2020 12:00:00 AM]

Comments (optional): Please find your student list.

Type a message, such as "Here's the secure link for your X files."

Serv-U Access Link Expiration

The link to download files should expire:

- on this specific date: 03/31/2020
- in 24 hours
- in 30 days

Note: Expiration dates help keep your files more secure.

Other Settings (optional)

- Require the guest to enter this password to access Serv-U (To generate a password, click on the key button): wH4j9PYQ
- Include the password in the email (less secure)

Note: Your passwords are not recoverable. In the case of a password.

My Contact Information

Name: Dena Wagner-Fossen

Notify me when the file(s) have been downloaded

Email Address: dfossen@gfmsu.edu

Guest Email Addresses

Automatically send the download link to the guest

Send me an email copy with the download link

User emails who need access to this share (comma separated): dfossen@gfmsu.edu

When done hit Next

Click box to require a password if you want to add a layer of security. If you do this, e-mail the password separately from outlook & don't include it with the e-mail. CUT & PASTE it NOW. Send a 2nd email: " I am sending you a link through our secure server. You will need this code to open the link in the other e-mail from me: (CUT & PASTE it here)"

Next >> Cancel

When you hit NEXT: you will get the following screen:

Send Files to Guest User: Upload Files (Step 2 of 2)

Upload up to 20 files in one file share.

Select your file(s) to upload

- No file selected [Browse...]
- No file selected [Browse...]
- No file selected [Browse...]
- No file selected [Browse...]
- No file selected [Browse...]

Add more files

Use the browse button to find the file(s) you want to upload. Each file will have its own line.

If you need to load more than 5 files, click box.

When done hit Upload.

<< Back Upload >> Cancel

When you hit UPLOAD: you will get the following screen:

Home | Request Files | Send Files

File Upload Confirmation

File uploads were completed on 3/24/2020 11:43:03 AM

You have sent a link to dfossen@gfcmso.edu to download files. The link will expire on 3/31/2020 12:00:00 AM.

This URL will provide access to download your files:
<https://vault.gfcmso.edu/?ShareToken=1A53F62D34062C3AF7608BE09CA51C226AB8DB1E>

The following file was successfully uploaded:

1	50 year template DRAFT.docx	127.87 KB
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Optional Next Steps:

- Manually send the URL by copying and pasting the URL into an email to send to your recipient(s)
- Generate an email from your email client (opens a new email window in your email application like Microsoft Outlook)
- Select [Cancel File Share](#) to delete this file share and return to the Home screen

Please note:

- The password will NOT be included in the email

Done

When done hit Done.

You will also get a copy of the e-mail sent to your email.

When they open the file(s), you will get an e-mail that documents them opening it.

NOTE: If they don't open it by the expiration date, the files will go away & the link will expire.

When you click on DONE above, it takes you back to this log-in screen.

File Sharing
Help Dena Wagner-Fossen

Home | Request Files | Send Files Daily Activity 1 1

Search

Requested Files (Last 5 File Shares) Updated 3/24/2020 at 11:24:07 AM Refresh

Date Received	Subject	Sender(s)	Status	Size	# of Files
3/24/2020 11:22:59 AM	Great Falls College MSU Secure File Sharing Link [expires 3/31/2020 12:00:00 AM]	dfossen@gfcmso.edu	Sent Email	0 KB	0