



Academic Affairs Operational Handbook

Table of Contents

Assessment	2	Practicum	11
Conflicts of Interest/Working Outside of the College.....	2	Supplemental Instruction	11
Course Capacities	3	Credit and Hourly Work Limits	11
Course Creation and Redesign	4	Department Chairs and Program Directors	12
Course Enrollments.....	5	Equipment and Space Use	15
Course Modalities	6	External Learning Systems and Resources	15
On-Site	6	Faculty Reporting Requirements	16
Online.....	6	Attendance	16
Live Online.....	7	Midterms	16
Blended	7	Final Grades	16
HyFlex.....	7	Faculty Types, Responsibilities, and Compensation.....	17
Course Types with Compensation	7	Adjunct.....	17
Clinical Instruction	7	Affiliate	18
Concurrent Dual Credit	7	Clinical.....	19
Co-requisite.....	9	Full-time Faculty	19
Directed Study.....	9	Lab Instructor.....	20
Dual Credit	10	Student Workers & Technicians (Techs).....	21
Independent Study.....	10	Tutors.....	21
Internships/Capstones	10	Remote Work.....	22
Lab/Shop	11	Testing Center Use.....	22
Lecture	11	Workloads and Letter of Appointments	23

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 presented 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](#) for more information.

Conflicts of Interest/Working Outside of the College

Great Falls College MSU 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" disclosure statement annually. Directions and a link to the statement will be sent to faculty from Human Resources each year. Faculty should report each teaching position or non-Great Falls College MSU work position they hold. Any changes need to be reported when they occur and the Conflict of Interest form updated.

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.

Also see [Great Falls College Policy 402.2 Conflict of Interest](#) and [Montana Board of Regents Policy 770 Conflict of Interest](#).

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 the size of their cohorts.
- **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.
- **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 be set in ways that recognize the need for safe movement, adequate working space, and appropriate supervision to prevent accidents from occurring. etc.

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@gfcmu.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, full-time faculty 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 first 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.

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 below the course capacity.

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 a part of the college’s commitment to continuous quality improvement and as part of the assessment cycle, revisions to courses are expected to occur on a routine basis. 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.

Course Enrollments

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 or not 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](#), faculty compensation for summer courses will be pro-rated based on the number of students enrolled. Currently, 12 students is considered “fully enrolled” for summer sessions. The section also 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 Modalities

Great Falls College delivers instruction in a variety of modalities to best serve students’ needs. Courses may be taught on-site, online, live online, blended, or HyFlex. For definitions and more information, see [Montana Board of Regents Policy 303.7](#).

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.

On-Site

Classes are in person at the Great Falls College MSU campus.

Online

Online classes can be taken anywhere. There are no set class meeting times.

Live Online

Live Online classes are 100% online using video conferencing tools on scheduled days and times.

Blended

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.

HyFlex

HyFlex 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.

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.

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

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 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 a Letter of Appointment (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 college length of 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 of 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.

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

National research has shown some students entering college never complete their needed college-level math or writing courses needed 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](#).

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 in order to be successful.

Directed Study

Directed Study courses are defined in Great Falls College’s [Policy 214.2 Directed Study](#). The policy and accompanying [214.2.1 procedure](#) explain when and how Directed Study courses are to be used.

Directed Study courses are not included in a full-time faculty's workload.

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

High school students can take college classes as “dual enrollment” students, either for college-only credit or for “dual credit,” meaning students receive high school and college credit simultaneously. Dual credit classes can be taught on a high school campus (concurrently), on the college campus, or online through the college. (See the “Concurrent Dual Credit” section for specific information on dual credit courses taught on a high school campus.)

Instructors teaching dual credit classes must meet the credential requirements of both the Montana Board of Regents (see [BOR Policy 730](#)) and the [Montana Office of Public Instruction](#).

Great Falls College employs a dual enrollment coordinator to work with high schools, students, counselors, parents, and college personnel.

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

Independent Study courses are defined in Great Falls College's [Policy 214.1 Independent Study](#). The policy and accompanying [214.1.1 procedure](#) outline when and how Independent Study courses may be offered.

Independent Study courses are not included in a full-time faculty's workload.

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

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.

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.

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

A practicum is a course designed to provide an observational learning experience for students. Students may participate in activities under the supervision of 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.

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

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.

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

Credit and Hourly Work Limits

The CBA for full-time teaching faculty defines a full-time teaching workload as a total of 30-32 credits between fall and spring semesters. Summer teaching is separate.

Overload Credits

Credits taught above the 32 credits stated in the contract are considered "overload."

Overload Compensation: The salary for full-time faculty is set by the CBA. Compensation for credits taught as overload are paid at the current adjunct rate per credit. Fall overload credits below 6 will be paid at the start of the second block in spring. For those with overload credits of 6 and above, compensation for half of the credits will be paid in the fall with the remainder paid in the spring if the total number of credits taught is still above the 32 stated in the contract. For example, a person teaching 6 overload credits in fall would receive payment for 3 credits in the fall and 3 credits in spring if the total number of credits is over 32 between the two semesters. Overload payment is delayed or partially distributed to allow for adjustments to the spring workloads without putting faculty in a position of owing the college for overload credits paid in the fall if their overall academic year credits fall below 32 after spring courses are finalized.

Adjunct Credits

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 campuses within the MUS.

Compensation: Compensation for teaching as an adjunct instructor is set by each individual campus.

Hourly Work

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.

Compensation: Compensation for hourly work is specified in a hiring contract, including Letters of Appointment (LOAs).

Department Chairs and 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 outlined below.

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.

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.

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

Equipment and Space Use

Equipment and space belonging to Great Falls College MSU should be used only for purposes related to the work of the college. Equipment, including computers, and space, including office 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](#)

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.

In addition, instructor access to the resource must be available to college personnel, namely department chairs/program directors and division directors. Should something happen to an instructor that prevents the person from finishing 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 Affairs 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 Reporting Requirements

All faculty are required to report student attendance, 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 will be a part of performance evaluations.

For information about grading, see the college's [Policy 308.1 Grading](#). All faculty should include their grading scale and how they calculate grades in their course syllabi.

Attendance

All faculty must report the status of all students' attendance or participation by the 15th day of the semester or a pro-rated deadline for 8-week terms. See the college's [Policy 210.1 Attendance and No Show](#) for more information. Attendance or participation is determined by the following:

- 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 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.

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.

Faculty should make several attempts to contact the student and submit a student academic alert before reporting a student for not attending/participating in a course.

Midterms

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. A last date of attendance/participation must be included for financial aid purposes for any student failing a course.

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

Advisors will follow up with students who are not doing well in a course.

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 that faculty meet the established reporting deadlines.

Faculty Types, 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 of the 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.

Substitute instructors are not provided for teaching absences, so it is imperative that adjunct faculty be present for their on-campus classes and regularly engage in their online courses. 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 as well as 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 is able to 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 \$780/credit. Increases are tied to legislative actions affecting state or Montana University System employees. There is no seniority or merit pay.

Affiliate

Affiliate faculty teach dual enrollment classes (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 is able to 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.

Full-time Faculty

Full-time faculty are hired for an academic year to teach courses for the college as well as 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 a total of 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 be a reflection of 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 Affairs Assistant 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 instructions for reporting will also be sent by the Registrar's Office to the faculty'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 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](#).

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 either hourly classified employees of the college or are 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 Form 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.

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.

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.

Remote Work

Because Great Falls College MSU 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.

Testing Center Use

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 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.

The Testing Center is located in R274 and can be reached at 406-268-3711. More information on the Testing Center can be found on the [Testing Center's webpage](#).

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 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.

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 faculty outside of their full-time teaching responsibilities. The compensation may be referred to as a "stipend" for the additional work.

Below are the scheduled activities and dates surrounding workloads and LOAs.

Activity	Responsible Person	Fall Deadline	Spring Deadline	Summer Deadline
Schedules due to Distribution-SchedulingChanges	Dept. Chairs/ Program Directors	March 1	Oct. 1	Nov. 15
Workloads sent to faculty	Admins	April 1	Oct. 15	Feb. 15
Workloads returned	Faculty	April 15	Oct. 30	March 1
Salary Calculations (Summer Only)	HR	N/A	N/A	March 8
LOAs sent to adjuncts, cc: payroll, HR	Admins	April 30	Nov. 1	March 1

Signed adjunct LOAs returned	Adjunct Faculty	May 15	Nov. 15	March 15
Administrative review (as applicable)	Div Dir/HR/Exec Dir of Op	May 22	Nov. 22	March 22
Labor-Management Review (as applicable)	Labor-Mgt Team	May 30	Nov. 30	March 30
Other LOAs sent (Dept. Chair, Program Director, Medical Coordinator, etc.); cc: Payroll, HR	Admins	July 1	Nov. 1	April 1
Other LOAs returned	Faculty/Med Coordinator, etc.	July 15	Nov. 15	April 15
Overload LOAs Sent	Admins	N/A	Wednesday after Spring Block B starts	N/A
Overload LOAs returned	Faculty	N/A	One week later	N/A
Summer class enrollments reviewed	Div Directors	N/A	N/A	1 st day of summer term
Summer LOAs sent to faculty; cc: Payroll, HR	Admins	N/A	N/A	3 rd day of summer term
Summer signed LOAs returned	Faculty	N/A	N/A	5 th day of summer term