

WELCOME TO THE WISCONSIN UNION MINI COURSE PROGRAM. This manual provides information on the policies, procedures and expectations of the program. We suggest you have this manual with you when instructing Mini Courses since it can be a convenient reference.

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## I. PROGRAM OVERVIEW

### **As a Mini Course Instructor we expect that you will:**

- Remember your course schedule and be on time for all class meetings.
- Endeavor to create an in-class environment that promotes learning by all, is open and democratic, treats all participants evenly and fairly, and allows for social interaction.
- Be enthusiastic about the subject area you are teaching and in your teaching of that subject. Work to instill that enthusiasm in course participants but recognize that not all will necessarily adopt an enthusiastic outlook.
- Use the Mini Course Program to facilitate information exchange but not to advocate a single point of view, belief, cause or business enterprise. Distribute purely promotional materials, outside of class time, only to course participants who specifically request such materials.
- Be knowledgeable in the areas you are instructing, be willing to admit the limits of your knowledge and experience to course participants when necessary, and be able to direct participants toward resources for questions you cannot satisfactorily answer.
- Attempt to maintain a learner (customer) perspective in all that you do with the course remembering that the participant is the reason you are there.
- Endeavor to be an effective communicator in your class sessions, sharing your expectations and those of your participants, teaching at a level appropriate for the participants and in a manner free of biased language, actions or activities.
- Evaluate your instructional performance and the overall course, always working to improve the course and your skills as an instructor.
- Promptly communicate to the Mini Course Office any change, need, concern, or problem you may have so that we may facilitate the best possible experience for you and your course participants.
- Inform and work with the Mini Course Office in the event of a missed class session due to illness or emergency, scheduling and conducting a make-up session that meets the majority of the participants' schedule.
- Read, understand and follow the policies and procedures outlined in this Instructor's Manual. Understand that non-adherence to any of the policies and procedures in this manual can result in immediate termination of an existing Instructor Appointment and/or affect the possibility of future instructional opportunities.
- Enjoy your Mini Course teaching Experience.

## **INSTRUCTOR CHECKLIST**

Listed below are some important items to remember from this manual. Please do read the entire manual - use this checklist as a reminder of the most important points:

- ✓ **NO NEWS IS GOOD NEWS.** Assume your course is running unless you hear otherwise from our office.
- ✓ **PICK UP COURSE ROSTER ON THE FIRST DAY OF CLASS.** Available at the first floor Information Desk at Memorial after 4:30 pm, OR make arrangements with your Program Planner for web access, OR have the roster mailed to you.
- ✓ **CHECK ATTENDANCE FOR REGISTERED PARTICIPANTS.** All registered participants are on your roster or have a course specific confirmation notice. Review full course/wait list guidelines.
- ✓ **USE TAX EXEMPT NUMBER WHEN PURCHASING SUPPLIES.** Keep and submit original receipts for reimbursement.
- ✓ **REPORT ALL ACCIDENTS AND ROOM OR AV EQUIPMENT PROBLEMS TO THE MINI COURSE OFFICE** and Program Planner as soon as possible.
- ✓ **MAINTAIN OPEN, DEMOCRATIC CLASSROOM,** free of advocacy, racism, and biased language.
- ✓ **CONTACT MINI COURSES FIRST IN THE EVENT OF ANY SCHEDULE CHANGES.**
- ✓ **HAVE HANDOUTS DUPLICATED THROUGH THE MINI COURSE OFFICE** or make prior arrangements for reimbursement of photocopying costs with your Program Planner.
- ✓ **TURN IN ROSTER** (with recorded attendance) **AND INSTRUCTOR SELF-EVALUATION FORM** when your course is completed.
- ✓ **HAVE FUN!**

## WHAT ARE MINI COURSES?

The Mini Course Program is sponsored by the Wisconsin Union Directorate (WUD), the student programming board of the Wisconsin Union. WUD is structured into specific interest areas plus the Mini Course Program. Mini Courses differs from the other program areas in that it is staff-managed and wholly self-supporting. We coordinate with WUD on all fiscal decisions as well as program goal setting and review. WUD is responsible to Union Council, the overall governing board of the Wisconsin Union.

Mini Courses has been a self-supporting program since its inception in 1972. Course fees paid by participants cover all costs, from administrative salaries to course supplies. As a self-supporting program we are constantly working to make our course offerings meet the needs of the University Community. As you work with your Program Planner we may request specific changes in course structure and/or content in order to more fully meet community needs. Your ideas, concerns and input in this regard are necessary and valued.

The Mini Course staff is small for the size of the program. Your primary contact with the office will be through your Program Planner. Both professional and student staff view our Instructors as customers of the Mini Course office. We hope to do all we can to help facilitate the successful running of your Mini Course(s).

Mini Courses are held primarily in either of the two Union buildings, Memorial Union, 800 Langdon Street or the Breese Terrace Union, 1552 University Avenue, or in what is referred to as "Campus Classroom" space. The latter is general classroom space, usually close to the Memorial Union building. Courses can be held off campus if a better facility is available and access can be made available to participants. Your Program Planner will discuss exact facility needs and availability with you as your course is set up.

The Mini Course office is open 8:00 am - 5:00 pm Monday - Friday. Mini Courses is closed for holidays and is usually closed for two weeks surrounding the Christmas and New Year's holidays.

### IMPORTANT PHONE NUMBERS:

Mini Course Office	- 262-3156
Memorial Union Info Desk	- 265-3000
UW Police (non-emergency)	- 262-4524
EMERGENCY	- 911

WEB SITE ADDRESS: [www.wisc.edu/minicourses](http://www.wisc.edu/minicourses)

## WHAT DO PROGRAM PLANNERS DO?

Our office works to help facilitate your course. Program Planners act as a resource person to you and are your primary contact with the office. From reserving facilities to marketing and registration, they take care of all the logistical details in making your course happen. The hope is then that your time can be spent preparing and organizing your course. Program Planners can assist in developing course content and instructional design if you feel the need for assistance. They can also provide information on the nature and types of participants who enroll in the program, will orient you to Mini Course procedures and policies, and serve as a liaison with other departments, providing support services from the Mini Course office.

Mini Course staff or other representatives may periodically observe classes. Our purpose is to gain information about course content, participant interaction, and in rare cases an issue that may have arisen with your course.

## WHEN ARE MINI COURSES HELD?

Five terms of Mini Courses are offered each year. The Fall and Spring semesters include two five-week terms, which are scheduled with the University academic calendar in mind. The summer includes one five-week term, usually starting the last week of June. Approximate **planning deadlines** for these terms are:

Fall 1 & 2 terms	Early July
Winter & Spring terms	Early November
Summer term	Early March

## WHAT ABOUT WEATHER CANCELLATIONS?

Officially, Mini Courses are not canceled due to weather conditions unless the University cancels classes. We do understand that individual instructor's situations vary. If the weather will prohibit you from being able to make your Mini Course, please call our office as soon as possible. We will follow our usual procedure of attempting to contact all your participants and, if necessary, posting notice at the course location.



In the case of a Tornado Warning, each Union building has a set procedure to follow. If you are teaching a Union building please listen to PA system announcements and have your participants follow all directions given. If teaching outside the Union buildings, please use your best judgement, keeping the safety of your participants and yourself in mind.

As with other missed class session situations, we will attempt to schedule a make-up meeting. This will be done in communication with you and your participants. We would rather not cancel a Mini Course, but your safety and that of your participants is our number one concern. If you have a question about the status of your Mini Course due to weather conditions, please call your Program Planner before making any final decisions.

## **WHO CAN TAKE MINI COURSES?**

Mini Courses are open to University of Wisconsin - Madison students, Wisconsin Union Members, UW-Madison faculty and staff. Children of Union Members, students, faculty and staff are only eligible for Mini Courses specifically designed to accommodate children. Faculty/staff are required to pay a higher course fee by Wisconsin Union policy. Any eligible participant can also register one guest in any course they are taking, at their course fee rate. Complete eligibility requirements can be found in a current course catalog.

Membership in the Wisconsin Union is open to anyone age 18 and over. Students who are enrolled at the Madison campus are automatically members. They pay a fee for membership each semester as part of their student fees. This money is used for basic upkeep of the two Unions, not for support of its programs.

Mini Courses are closed to all others by Wisconsin Union policy. Guest Students, UW-Extension students, and others are not eligible unless otherwise specified by Union Council policy.

## **WHO ARE THE PARTICIPANTS?**

Approximately 40% of the total annual enrollment is students while approximately 50% are non-student Union Members. The remaining 10% are faculty/staff.

Since our campus has a large international population, you may have international students or faculty in your class. Sometimes language barriers will necessitate imaginative teaching/demonstration techniques.

The Wisconsin Union continually works to foster multi-culturalism in its programs and presentations within the University community. Racist, sexist or homophobic language reflects and perpetuates prejudice. This language violates accepted etiquette, may offend your participants, and undermines rather than improves discussion. As a representative of this institution the opportunity to serve as role model in use of appropriate presentations exists. "As educators, we should make every effort to make these opportunities positive learning experiences for others. Therefore, we ask that particular attention be given to the elimination of sexist and racist language from presentations and urge thought and advance planning so that presentations reflect the diversity and sensitivity" we are all working for within our community. (Assoc. of College Unions - International, Guidelines on Sexist and Racist language).

If you have any questions or concerns about the appropriateness of certain language or forms of presentation, please contact your Program Planner before your course begins.

## WHAT MAKES FOR EFFECTIVE ADULT LEARNING?

### Introduction

Take a moment and remember the best learning situation in your life so far. Reflect on that learning situation and decide what factors made that experience great for you.

Did your factors include being fully engaged in the learning? How about an enthusiastic and passionate teacher? A teacher who really listened to what you had to contribute? Did you mention being challenged in a safe, respectful environment? And learning by doing? Even if you didn't, as you reflect on that experience, you will most likely find that those factors were included in that learning situation that you enjoyed so much.

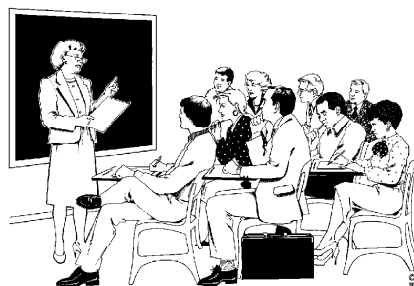
### *What are you going to do to create a memorable learning experience for your Mini Course participants?*

What follows is some information to think about as you decide how to present your Mini Course. This information is not provided as a prescription. It is offered as the best available information we could find and share to help you create a learner - and learning - centered educational experience for your participants. If you have any questions about the research, principles and techniques that follow, please ask your Program Planner.

### Research on Effective Adult Education

There has been much research on what contributes to an effective learning environment for adults. Malcolm Knowles was perhaps the most famous researcher in this area. In his groundbreaking work in the 1950's and 60's Dr. Knowles determined that learning in adults was most effective when the environment included factors of:

**Respect**  
**Safety**  
**Immediacy**  
**Relevance**  
**Engagement**



In other words, adults learn best when they feel that they are being respected and their prior experience is acknowledged and incorporated into the learning, they feel safe in the class environment, they can see the immediate applicability of the learning to something that is relevant to their lives, and they are engaged in the learning process, i.e. when they are learning by doing. Dr. Knowles research further showed that adults can recall:

**20% of what they hear**  
**40% of what they see and hear**  
**80% of that they do!**

Learners need to do something with the new information they are receiving in order to effectively integrate it into their lives and retain the information for future use.

Other researchers have found that to effectively learn something we must use the whole body in the learning. Our brain must process the new knowledge (**cognitive** learning), our heart must explore how we feel about this new learning (**affective** learning) and our muscles must do something with the learning (**psychomotor** learning). To truly know something our learning must involve all three domains. For example a course on investments might introduce mutual funds as a form of investment by defining a mutual fund and listing the types of funds available (cognitive piece), then table groups could share with each other their experiences, successes and fears with funds (affective segment), and finish up with a problem solving exercise (psychomotor) that requires them to apply what they have learned to the problem and move from table to table to compare strategies and plans.



Many others in the field of adult education have taken this research and expanded upon it. Dr. Jane Vella, drawing upon twenty-plus years of experience in teaching adults around the world and on her work with the famous Brazilian educator Paulo Freire, has developed a set of twelve principles to guide instructors in the design and practice of their teaching. A summary of these principles is found on the next page.

## 12 Principles for Effective Adult Teaching & Learning

- **Needs Assessment** - the participation of the learners in informing and in some cases naming what is to be learned.
- **Safety** - in the environment and the process, for both the participants and the instructor.
- **Sound Relationship** - between the teacher and the learners for learning and development.
- **Sequence and Reinforcement** - moving from simple concepts to complex, from group supported learning to solo efforts and reflection, and then using repetition of facts, skills and attitudes in diverse, engaging and interesting ways.
- **Praxis** - action (learning) with reflection (thought after doing).
- **Respect** - for the learner, their life experiences, AND as subjects of their own learning.
- **Cognitive, Affective & Psychomotor** - involving ideas, feelings and actions, or the head, the heart, and the hands.
- **Immediacy** - of the learning, seeing that is it instantly useable, using it right away.
- **Roles** - clearly defined and developed for both learner and teacher. The teacher as a facilitator of learning, not a “professor” of knowledge.
- **Teamwork** - using small groups. Learners in dialogue with each other, not just with the instructor.
- **Engagement** - of the learners in what they are learning.
- **Accountability** - How does the learner know that they know? The Instructor is accountable for preset objectives, not for the learning. As adults the learners will decide for themselves what they learn...

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Adapted from: Learning To Listen, Learning To Teach: The Power Of Dialogue in Educating Adults,  
Jane Vella, 263 pages, Jossey-Bass, 2002.

Dr. Vella maintains that designing and offering learning sessions that adhere to these principles will engage the learners in a dialogue about the learning. If the design includes learning by doing with time for reflection and integration into the learner's life experiences then the teacher helps insure that the learners "know they know" the subject at hand.

### **Techniques for Creating Dialogue and Engagement**

Central to Dr. Vella's principles of effective learning is creating dialogue in your "classroom." This is dialogue not only between you and your participants, but also between the participants themselves. Listed below are some possible techniques that can be used to create this kind of dialogue:

#### **The Warm-Up**

More than an icebreaker, a warm-up is an introductory learning task related to the topic at hand. It helps set the stage for greater learning throughout the session. A typical warm-up might ask people to reflect on a previous experience or activity and share their thoughts with a partner. Working in pairs first creates safety and time to talk in private conversation before having to open up to the entire group. The group can then be "sampled" (see below) for those things that they wish to share.

#### **The Learning Task**

A learning task is an open question, or problem, provided to a group or individual, along with the resources needed to create an answer. Learning tasks should be properly sequenced so that they build on one another and do not assume prior knowledge. A variety of learning tasks keeps your course fresh and can provide reinforcement of the learning.

#### **Sampling**

Ask participants to share verbally their conclusions/discussion with the large group after they have worked in a small group or pair. A quick sample of two or three is usually sufficient. More can be taken (time permitting, of course) if the information is important and people are willing to share.

#### **Modeling**

Never ask your participants to do something that you have not done yourself. Provide an example, or model, of what you expect them to do in a learning task. Your model should be real, and related to the actual learning. This insures that people understand the directions and provides an opportunity to ask questions before they begin the task.

#### **Affirmations**

Actively affirm all contributions given by your class members. This can be done verbally and through body language. Your learners need to know that they are being heard and that what they say is valued. Acknowledging their contributions with a "Thank you," a smile and nod, or by echoing back what they have said provides that affirmation. Your participants are much more likely to contribute their own thoughts and ideas if they know their Instructor values them.

#### **SNOW Cards**

Use large post-its (Sticky Notes On the Wall) for participants to record their discoveries or conclusions. Have them post their snow cards on a flip chart or board, saying out loud what they have written. This captures the information generated and gets people to write, and say, what they came up with. Remember the research shows that we recall more of what we both say and do!

#### **Teamwork/Small Group Work**

Have people work in pairs or small groups of three or four. This creates a greater sense of safety (only having to talk to one or two other people vs. the whole class) and allows people time to think. Results of the small group work can be sampled verbally or by using snow cards. On important points/topics allow time for everyone who wants to speak, but do not require that everyone speak.

### **Read, Circle, Share**

Have participants read a short (less than one page) passage of text. Beforehand give them the direction to circle or underline those things that stand out or strike them in the passage. The group is then sampled for the things that people picked out as they read. Important points can be reinforced and learners are given a chance to share what is important to them.

### **Open Questions**

Asking questions that cannot be answered with a simple “yes” or “no” requires greater thought and reflection by your participants. “Do you have any questions?” becomes “What questions do you have?”. “Is everything clear?” turns into “What else would you like to explore about this topic?”. Allow for silence when using open questions - people need time to think!

### **Critical Incident/Case Study**

Providing a scenario or short case study followed by a short series of open questions or some form of analysis offers the opportunity for strong reinforcement of previous topics and opportunity for application to the learners own life. The scenario must be close enough to be relevant yet distant enough for the audience to feel comfortable dealing with the issue(s) presented.

### **The Question Bin**

Hang a piece of flip chart paper on the wall with the headline “The Question Bin”. When people ask questions that are relevant, but not exactly timely, have them write the question on a snow card and post it in the bin. Then before a break or at the end of the session take time to visit the questions in the bin. People are welcome to put questions up at any time, and reminded to take down their question should it eventually get answered in the course of the workshop.

### **Bouncing The Question**

When appropriate, put a question from a participant back to the audience. Allow them to answer the question based on what they have learned so far. You can incorporate your own responses (allow two to three others to respond first!) as people answer and the discussion progresses. This is a great way for people to reflect on what they have learned and reinforce it by saying it out loud.

### **Web Chart**

Ask your participants what connections they see between the various items posted or written on a chart or chalkboard. Have them actually draw lines making the connections and explain why they see a connection. The finished “web” graphically shows the interconnectedness of the various topics/items on the chart.

### **Bumper Stickers**

Have participants/pairs create a bumper sticker demonstrating a point or important factor. Provide bumper sticker sized paper and markers for people to use. Encourage creativity and limit the time they have to create the bumper sticker (Allowing only 3 to 5 minutes creates a lot of energy!).

### **Gallery Walk**

After having pairs/small groups create a graphic representation of a concept or idea (like the bumper sticker) have them post their work on the wall. As a group, walk around and review everyone’s work. Have each pair/group explain their drawing. Provides both visual learning, verbal reinforcement and a psychomotor activity.

### **Put It To Music**

Have pairs or small groups create (and perform!) a song that synthesizes the learning so far. This should only be used with a group that is already very comfortable with each other. The songs should be short (3 to 5 lines) and sung to popular/known melodies. Make sure you model an example for the group (making a fool of yourself first! - never ask a group to do something you would not do yourself). Again, like the bumper sticker, limit the work time (5 minutes maximum!).

### **Transitions**

A transition summarizes what was just covered and connects it to the next topic. It helps the learner review what has been covered and know where the learning is going.

### **Synthesis Task**

A synthesis task allows participants to pull things together and reflect on what they have learned. It provides good reinforcement and opportunity to represent important points in a new way. A case study, a video clip, a short summary reading, or a list of open questions can all be made into synthesis tasks.

### **Feedback - Force Field Analysis**

One easy and safe way to get verbal feedback on your course is to use a force field analysis approach. At the end of the session ask two questions:

What did you like about today's presentation?

What suggestions do you have for improving this presentation?

Deal with each question separately, in the order listed above. If people offer suggestions for improvement during the first question politely ask them to hold the thought until the second question is posed. When participants do offer suggestions acknowledge them with a "thank you" and reserve judgement. You do not need to justify your course in front of the entire class or offer excuses. This is an effective and safe way for you to get oral feedback that all benefit from hearing. A written feedback form should also be used for those who want to make private comments.

### **Conclusion - Creating an Environment for Effective Adult Learning**

To insure a quality experience in your Mini Course think about how you will make the learning effective in your course. You can steal the ideas and techniques listed above if you have an appropriate spot for using them in your course plans, or create your own, keeping in mind the principles from Dr. Vella outlined above.

What will you do to help people remember the important points you want to make? In what ways will you draw out people's previous experience and help them apply this new learning to their own lives?

***How will your learners  
know they know  
what you are teaching?***

What techniques will you use to engage your learners in a dialogue about the learning? How will you insure that people learn using not only their minds but their feelings and muscles too? What opportunities do you provide for safely learning by doing?

## II. ADMINISTRATIVE CONCERNS

### **HOW ARE MINI COURSES PUBLICIZED?**

A catalog is published each term, five times a year, listing the courses available. This catalog is widely distributed via the mail and many pick-up points in the Madison area. Our web site is a second major source of publicity and offers on-line registration. Advertisements are also placed in campus and area newspapers. From time to time, feature stories also appear in the newspapers. Specific course advertising through simple posters is done on a limited basis on campus. All requests for media coverage must be approved by the Mini Course office.

We do have the ability to create web links for any course on our web site. We can also create a link from our web site to photos, video clips or other possible materials that might help promote registration in your course. If you have a personal web site or photographs or materials that you think will help promote your Mini Course, please work with your Program Planner to create a link from our web site.

Instructors can do their own additional publicity as long as their Program Planners are consulted beforehand and approval of that publicity is received from the office. As always the best form of publicity is positive word of mouth from participants who had a great learning experience in your course.



### **HOW ARE COURSES PRICED?**

The Mini Course program is wholly self-supporting. Course fees are calculated to cover all program costs, including instructor fees, course supplies, AV equipment rental, room rental, marketing expenses and administrative costs. The Mini Course program will determine the appropriate course price for your class. If you have concerns about your course price, please discuss them with your Program Planner.

### **HOW DO PEOPLE REGISTER?**

People may register by phone, mail, fax, email, via the web site, or in-person, using cash, check, MasterCard or VISA.



As an instructor we ask you NOT to handle any registration monies. If someone attempts to register at your class, including payment, please allow them to stay for the class session, but refer them to the Mini Course office to complete the registration process (see section IV, page 20 concerning course rosters).

## **WHAT ABOUT REFUNDS AND TRANSFERS?**

**In all cases of questions about refunds or transfers, please refer the participant to the Mini Courses office.** The current course catalog contains a complete refund and transfer policy.

## **CAN I PROMOTE MY ORGANIZATION, CAUSE OR BUSINESS?**

Participants enroll in a course primarily to learn new skills. They expect the instructor to be knowledgeable in the topic areas of the course. They do not expect, nor should they be subjected to, sales pitches or calls to join a cause or group. Therefore, the following policies must be adhered to:

- \* Course descriptions in the catalog should represent the true nature of the course. If the instructor is associated with a commercial venture, group or cause, this should be stated in the catalog.
- \* Class time will not be used to overtly and explicitly sell a product or service, promote a cause or the joining of any group or organization.
- \* Course handouts and/or Confirmation Notice additional information will not contain logos or other explicit references to a business or group unless they are integral to facilitating the course and have been pre-approved by the Mini Course office.
- \* Literature, including flyers and business cards, that are oriented to the instructor's financial interests, or actively promotes a cause or group, will not be distributed in class. Such literature may be made available, **AT THE PARTICIPANT'S REQUEST**, outside of class time.
- \* Presentation of a course using an instructor from a business or group does not imply endorsement of that business or group by Mini Courses or the University of Wisconsin.
- \* Mini Courses and the University of Wisconsin are not responsible or liable for any activities that take place outside of the class between the instructor and participants.

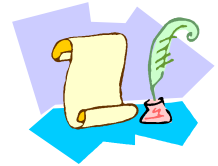
These policies are in place to protect both participants and you, the Instructor. Please discuss any concerns or questions you may have in this area with your Program Planner before you finalize your course plans.

### III. PRIOR TO YOUR SCHEDULED COURSE

#### **WHY DO WE HAVE INSTRUCTOR APPOINTMENT LETTERS?**

As a Mini Course Instructor you are appointed as an Ad Hoc Academic Staff member and are considered a University of Wisconsin - Madison and Wisconsin Union employee (unless you have elected to work as an independent contractor). The Instructor Appointment is issued for a specific term, specific course and is nontransferable. Letter of Appointment forms must be returned unsigned if for some reason you decide not to teach.

Payment of the instructional fees is contingent upon the course meeting minimum enrollment, satisfactory conclusion of the course by the Instructor and compliance with all policies and procedures. Completed class roster(s) and self-evaluation form(s) should be received by our office prior to payment. For payment schedule see Page 23. We are prohibited from paying for any other service not specified in the Letter of Appointment.



Completion of all necessary paperwork (application, tax forms, proof of employment eligibility - I9) must be done before teaching begins. Ad Hoc Academic Staff do NOT have traditional benefits of other UW Staff. Being a Mini Course Instructor does NOT give you access to recreational facilities, email/computer services, or a staff identification card.

#### **WHY SIGN A PHONE/REFERENCE RELEASE WAIVER?**

At times participants have questions and wish to speak to the instructor. In most cases we are able to help, but in some cases the instructor is the best resource. If you are willing to release your phone number and/or email address, please complete the waiver form provided with your Instructor Appointment Letter. Signing a waiver is also another method to help promote your course.

The University's interpretation of the Freedom of Information Act requires that you notify us in writing that we may be used as a reference. Without this specific authorization from you, we are not allowed to answer any questions of a potential employer or college. The waiver form contains authorization notification sufficient for you to use Mini Courses as a reference.

## WHAT ABOUT COURSE EVALUATIONS?

Participant evaluation forms will only be provided for your course if you request them. The Mini Course office will do participant evaluation on a small sample of courses each Term by either emailing or direct mailing forms to participants. One Term a year we will provide a general evaluation form for all courses offered. The specific Term for the overall program evaluation will change each year. A sample copy of this evaluation can be found in online Instructor Resources. Instructors should collect completed evaluation forms at the end of the course OR participants can return them independently to the Mini Course office. Participants should be made aware of the option of independently returning their evaluation form to the office.

Every instructor is encouraged to plan for and carry out some form of evaluation process to provide information they feel they need to become a better teacher. This can be informal (asking participants for their comments) to formal (a typed, pre-planned form). Please consult your Program Planner if you have questions about evaluations or the proper methods to use.

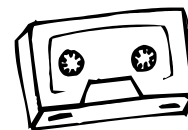
In addition, we ask you to complete an **Instructor Self-Evaluation Form** at the end of your course. Your Program Planner or another Mini Course representative can visit your class for observation and evaluation at your request. They will share any pertinent feedback they may have with you verbally or in writing, after the class observation.

## WHAT ABOUT SPECIAL SPACE/FACILITY NEEDS?

Because of the demand for space and meeting rooms on campus, it is important that you discuss your space and facility needs with your Program Planner. We face the same limitations in obtaining space and facilities as everyone else on campus. Only courses requiring specialized facilities that the Union can provide will meet in one of the Union buildings. Your understanding, flexibility, and prompt cooperation in planning will help us in doing our best to obtain proper meeting space for your course.

## WHAT ABOUT AUDIO-VISUAL EQUIPMENT?

All equipment needs must be discussed in advance with your Program Planner. Only audio-visual equipment that is central to your instructional plan should be scheduled, only for those sessions you will actually use the equipment. The following is available (check on availability of other equipment with your Program Planner):



Document Camera	VCR/DVD & Monitor
Portable Stereo	16mm film Projector
Overhead Projector	Dry Erase Board
Lapel Wireless Mike	Flip Charts and/or Chalkboard
Data Projector (you supply laptop)	

If your class meets in the Breese Terrace Union or Memorial Union, equipment will be placed in your room. If it is not in the room, ask the first floor Information Desk for assistance. For classes meeting in Campus Classroom space, equipment availability is limited to specific rooms and requires a short advance orientation session with a facility coordinator. If you schedule your course in Campus Classroom space with AV needs your Program Planner will communicate facility coordinator contact information to you prior to the start of your course. All Campus Classrooms have a chalkboard and projection screen.

If equipment fails in either of the two Union facilities, immediately contact the Information Desk to request a replacement. Write down the machine number and attach a note to the machine for maintenance alerting them to the problem. Call the Mini Course office the next morning to explain what happened and provide us with the machine number.

### **HOW DOES DATA PROJECTOR USE WORK IN A MINI COURSE?**

The Wisconsin Union has a limited number of data or LCD projectors that can be used for Mini Course purposes (courses meeting in Union facilities only). If you would like to use a data projector to complement your Mini Course teaching please talk with your Program Planner well in advance of the dates you would like to use this equipment.

In all cases **Instructors must provide their own laptop computer**. For security reasons data projectors are delivered to the meeting room and set up just prior to the scheduled starting time of your course. An Event Manager will deliver, set-up and help facilitate your connection to the projector. In most cases the Union can provide the proper connection cables. If you will be using a Macintosh computer you need to provide/bring with you the proper connection cables.

While use of this technology can be a wonderful complement to most any presentation we encourage you to not be entirely dependant on it for facilitating your course. Being completely dependant on technology is rarely good adult teaching practice and if the technology does not work it can significantly diminish the learning experience for your participants.

### **CAN I ACCESS AND/OR USE THE INTERNET IN MY MINI COURSE?**

There may be instances when access to the internet can be a valuable resource or teaching tool in your Mini Course. Access to the internet can be made available in one of several ways (campus network, dial-up or WiFi) for courses meeting in Union facilities. If you would like to be able to access the internet to aid in teaching your Mini Course please talk to your Program Planner in advance. In all cases Instructors must provide their own laptop computer for this access.

Mini Courses also has some capability to provide web-based resources/supports for individual courses. Video posting/streaming is possible. Our future plans also include creation of a web-based chat room that could be Instructor or Mini Course Staff moderated.

## WILL I BE REIMBURSED FOR SUPPLIES?

Supplies must be budgeted for in the initial planning of a course. Before purchasing any supplies, discuss your needs and budget with your Program Planner.

When purchasing supplies with personal funds, please use the UW TAX EXEMPT NUMBER - ES40706. You will be reimbursed for the materials after submitting the dated, itemized original receipt listing your purchases. **When submitting receipts for reimbursement of course supply expenses we need the ORIGINAL receipts. The University will not accept photocopies of receipts for reimbursements.**

Book purchases by participants must be discussed with your Program Planner during the course planning process. Information about book purchase must be included in the course description.

## CAN I GET HANDOUTS?

The Mini Course office can duplicate handouts for your course. The following guidelines should be followed:

1. One week should be allowed for duplication.
2. A maximum of 15 pages of originals per person is a reasonable guideline.
3. Neat, readable copy must be presented.
4. Single-sided originals will assist in the copying process - when feasible we prefer to copy handouts double-sided.
4. Instructors may do their own xeroxing and request reimbursement with prior permission from their Program Planner.
5. Copyrighted items without written consent from the publisher will not be duplicated (see copyright laws section below) by Mini Courses or by the Instructor.

Remember, this is a non-credit, leisure education program; excessive handouts are rarely necessary or used by participants.

Handouts can be left on file in the Mini Course office for future duplication and use.

If you are using the Mini Course office for handout duplication make arrangements with your Program Planner for pick-up of completed handouts .



## WHAT ABOUT COPYRIGHT © LAWS?

United States Copyright laws are quite clear on what a teacher/instructor can legally do with copyrighted materials. According to this law an instructor may:

1. Make a single copy of the following for research, course preparation, etc...:
  - A chapter from a book.
  - An article from a periodical or newspaper.
  - A short story, short essay, or short poem whether or not from a collective work.
  - A chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper.
  - A short excerpt (up to 10 percent) from a performable unit of music such as a song, movement, or section, for study purposes.
2. Make multiple copies of the above (not to exceed one per pupil) for one-time classroom distribution if you adhere to the following:
  - Do not make copies for students who are not in your own course.
  - Include notice of copyright on first page or by copying the page that includes copyright.
  - Are selective and sparing in choosing poetry, prose, and illustrations (for example, in using a book, copy no more than one chapter).
  - Do not use copies to substitute for Anthologies or collective works.
  - Make no charge to participants beyond the actual cost of photocopying.
3. Make a single recording of student performances for evaluation, rehearsal, or archival purposes.
4. Make a single recording of aural exercises or examination questions using excerpts from recorded copyrighted materials.
5. Make an emergency replacement copy to substitute for purchased copy that is not available for an imminent musical performance.
6. Show a legally purchased or rented video in class.

Written permission must be obtained whenever photocopying or other activities do not adhere to the above guidelines. Permission should be requested for a specific instance or scheduled course. In most cases blanket permission is not available. Please plan ahead since acquiring written permission can take significant amounts of time.

If what you would like to do for your course is not included in the above list, it is most likely against copyright law. The Mini Course office will NOT duplicate handouts that exceed the above guidelines or condone Instructor duplication that is outside the copyright law.

## WHAT ABOUT LIABILITY INSURANCE?

The University of Wisconsin - Madison, a self-insured institution, does provide liability protection for the teaching of the courses to Mini Course Instructors with Ad Hoc Academic Staff appointments. This protection would apply if an individual made a claim against the Instructor for injury or property damage due to the alleged negligence of the Instructor. This is not accident or medical insurance.

We ask your cooperation in reporting accidents or unsafe conditions immediately.

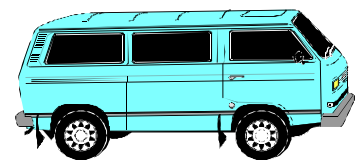
Extension of this liability protection is contingent on the satisfactory completion of all necessary paperwork prior to teaching a course. This includes a completed and signed Instructor Application form, a W4 Tax Withholding form, Verification of Employment Eligibility form (the I9 process) and a signed Instructor Appointment Letter on file.

Participants agree to a simple liability waiver as a part of the registration process for every course. A more comprehensive waiver is used for courses that have been judged to have a higher degree of risk associated with them. This comprehensive waiver is also available for use with any course if an Instructor would like to use it. A copy can be requested from your Program Planner.

## FIELD TRIPS?

Often it enhances the content of a course to take a field trip. In most cases class participants must be able to arrange their own transportation or car pools. If a class will include a field trip, this information must be included in the catalog course description.

If it is determined that UW Fleet vehicles would be a more appropriate means for providing transportation for a field trip (e.g. longer drives, overnight trips) these can be arranged. Only those individuals with prior driver authorization may operate UW Fleet vehicles. Authorization requires application to the UW Risk Management Office and permission from the applicant to have the University check their driving record.



Your Program Planner can assist in coordinating these transportation issues.

## IV. FIRST DAY OF CLASS

### HOW CAN I BE SURE MY CLASS IS RUNNING?

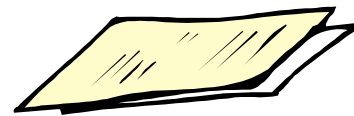
**Assume your class is running** unless you hear otherwise. Feel free to call our office if you want to confirm present enrollment.

Decisions on canceling courses due to low enrollment are made three business days before courses are scheduled to begin. You will be notified only if your class is canceled. No Instructor Fee payment is made for canceled courses. In the event a course is canceled, participants receive a full refund.

If your class has enough participants to run you will not be notified. Again, always assume your class is running unless otherwise notified.

### HOW DO I KNOW WHO IS IN MY CLASS?

On the first day of your class you are responsible for picking up your roster packet from the INFORMATION DESK AT THE MEMORIAL UNION AFTER 4:30 PM. You can also make arrangements to have your course roster mailed to you prior to the start of the course or access your roster via our web site (see next section).



Please take attendance at each class session. Only registered participants are allowed to attend. Ask people who have registered late or who transferred to show their course confirmation notice. Late registrations are accepted until the second meeting.

If a participant is not on the roster and does not have a confirmation receipt, please add their name, address and phone number to your roster. Explain to the participant that they must register with the Mini Course office before the next class session. Please ask to see their notice at the next class session. If they do not have a confirmation notice by the second class session please ask them to leave. Unregistered participants are not allowed in any course. If it is a single meeting class, please take the above requested information and we will follow up with the individual to insure payment.

The Mini Course office maintains waiting lists for any class that has a full enrollment. If you are contacted by a participant about getting into your course, please refer them to the Mini Course office. **Do NOT promise them a space in the course.** We must be fair to those who may already be on a waiting list for your course.

At times there maybe requests from University students or others who wish to observe a Mini Course. Please refer them to our office. You may not let friends sit in on your class. There are to be no exceptions. Our liability insurance is contingent upon having only registered participants in our courses and your compliance with this procedure.

## **CAN I GET MY COURSE ROSTER(S) VIA THE WEB?**

We have the capability to provide you with internet access to our registration database so that you may see and print your own course rosters. This includes a variety of roster options, from the standard attendance sheet that we provide, to a roster that includes mailing and email address (if customer provided).

If you are interested in having this option/access please contact your Program Planner. They will set up an account for you and provide you access information and directions.

With or without the account to access rosters, you can always use our web site ([www.wisc.edu/minicourses](http://www.wisc.edu/minicourses)) to know the exact enrollment in your Mini Course(s). Our course database is internet-based and "live" meaning the enrollment numbers you see on our web site are the current and an accurate number of people in any course section at that moment.

## **HOW DO I FIND MY CLASSROOM?**

Unless your class is held in a specialized facility, the exact room assignment will not be known in advance. All classes on campus are listed on Memorial Union's "Today In The Union", sometimes referred to as the TITU. The "Today" listing is posted at every entrance to Memorial Union and is available online at the Union's web site.

On the day of your class, you may also call to find out your room assignment:

Memorial Union Info Desk  
On the web

263-5000  
[www.union.wisc.edu](http://www.union.wisc.edu)

Room assignments for classes held in campus classrooms and in the Unions may change from week to week. Please check the "TODAY" listing on each day of your class to be sure of the correct room assignment. Please remind your participants to check this listing also.

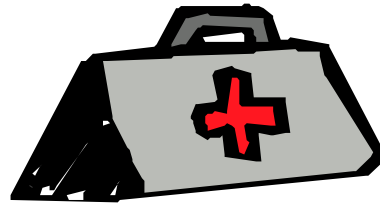
## **WHAT ABOUT SMOKING?**

Smoking is NOT allowed in any Mini Course which is meeting indoors or in an enclosed space. All University buildings on the Madison campus are smoke free. Please be sure this policy is followed by all participants in your course sessions. If you experience resistance or questioning from an individual, please refer that person to our office.

## HOW DO I HANDLE PERSONAL ILLNESSES OR EMERGENCIES?

If you are unable to attend your class due to illness or an emergency, make every effort to contact the Mini Course office immediately. We will attempt to contact the participants and post a notice on the classroom door. If you are unable to reach our office you are responsible for trying to contact all of the participants and the appropriate Union's Information Desk. For classes meeting in Memorial Union and Campus Classrooms phone 263-5000. Failure to make these contacts may result in termination of your Appointment. A make-up must be scheduled for any missed class section.

Contact your Program Planner immediately to discuss a make-up date. We try to adhere to the original class schedule. All such arrangements must be discussed with your area's Program Planner before any commitments are made. We do reserve the right not to reschedule and not to refund, however, such action will be taken only in very unusual circumstances.



## IN CASE OF AN ACCIDENT, WHAT DO I DO?

1. **Remain calm.** If your class is on campus and medical assistance is required, ask one of the participants to call on a Campus Phone by dialing 911. Explain the situation and ask them to send an ambulance. The participant (who made the call) should remain available to assist the paramedics if so requested.
2. While waiting for the ambulance, make the victim as comfortable as possible, but **DO NOT MOVE** the person (especially if there is danger of a back injury).
3. **ALL ACCIDENTS, even those of a less severe nature, must be reported to the Mini Course office, the next working day, and you must complete an Accident Report Form (see online Instructor Resources).** Record both the participant's name and address and that of a witness.

## V. AFTER YOUR COURSE IS OVER...

### WHAT DO I DO WITH MY ROSTER?

At the end of your course please promptly return in your completed roster and instructor self-evaluation form to the Mini Course office. A copy of the Instructor Self-Evaluation Form can be found at the online Instructor Resources.

## HOW WILL I BE PAID?

Ad Hoc Academic Instructor Fee payments are made monthly, for all courses ending that month. Remember that payment is not received for courses that are canceled, due to low enrollment or other reasons. Taxes, including Social Security, are withheld. **Payment will be received by, and payable on, the 12<sup>th</sup> day of following month.** PLEASE NOTE that if you have a course ending early in a month you will have to wait up to six weeks before receiving payment (the 12<sup>th</sup> day of the following month!). Your patience and cooperation are appreciated.

For Instructors with Ad Hoc Academic Staff status, you will receive a W2 Form from the University totaling your payments and withholding for the calendar year. It is your responsibility to provide updated and accurate address information to Mini Courses (the Post Office will not forward these forms) to insure delivery of this annual income tax form.

For Instructors with Independent Contractor status the paperwork for payment will be processed upon return of your Roster and Self-Evaluation form. The University will issue a 1099 for those Instructors earning \$700 or more in a calendar year.

## WHAT ARE MY FUTURE TEACHING OPPORTUNITIES?

The following factors are considered when deciding on future course offerings and the use of your services as an Instructor:

1. Demonstrated community need, response to course offering, trends within the University community. As a self-supporting program we must offer classes that reflect the needs of our community as expressed in enrollments.
2. Participant reaction and evaluation. Course participants are our primary evaluators since these classes are offered for them.
3. Availability of necessary space, facilities and/or course materials.
4. Seasonal nature (if any) of course offering.
5. Previous performance by instructor based on participant evaluation, reaction and in-class observation (if any) by Program Planners or Mini Course office representatives and adherence to Mini Course policies and procedures.
6. Inclusive nature of course. All Mini Courses must be open to all members of the community, we do not offer courses for only one gender, population or group. An open and democratic classroom environment must be maintained.

In all cases continued teaching in future terms is at the discretion of the Mini Course office. The Instructor Appointment Letter you sign is for the term listed on the Appointment Letter only and does not imply any commitment to future use of your services.

Instructors who perform satisfactorily in courses that will again be offered receive first choice in classes and available scheduling. Should you decide not to teach for a term or terms, and then want to return, use of your services as an instructor will be subject to course availability and review of past performance. Any instructor who replaces you may have first choice in courses and scheduling providing their performance is satisfactory.

If you are interested in proposing a new course please contact our office, secure a Course Proposal Form, and submit this form as you did when you initially joined the program. The factors outlined above will be used in evaluating any course proposals.

In all cases, renewal of an existing course, or initiating a new course, the final decision on the offering of the course, and the Instructor used for teaching of that course, rests with the Mini Course office.

### **WHAT ARE “CUSTOM MINI COURSES?”**

“Custom Mini Courses” is an organized and promoted opportunity for groups to have a Mini Course just for themselves. The outreach effort is primarily marketed to University residence halls (both UW and private) but is available to any group.

Groups interested in a specific idea contact the Mini Course program who then works as a liaison between the Instructor for the topic area and the interested group. Arrangements are facilitated by the Mini Course office, usually using facilities/space provided by the group. The group pays the Mini Course program for the experience and the Instructor is paid through the regular Mini Course payment process.

If you are interested in being a part of this outreach effort by the Mini Course program please let your Program Planner know.

## **HOW WILL MY PERFORMANCE AS AN INSTRUCTOR BE EVALUATED?**

Instructor performance is evaluated through the results of participant evaluations, both solicited and unsolicited, received by the Mini Course office and the judgment of Program Planners or Mini Course office representatives. In-class observation and evaluation of teaching performance can be requested from your Program Planner but is not normally used as a major evaluation tool. Evaluation is based on these key factors:

- adherence to schedule and course plan
- overall organization and planning
- knowledge of subject area
- level of effective communication with participants and office
- level of participant involvement
- level of instructor enthusiasm, interest and responsiveness to participants
- appropriateness of topics and level of course material
- overall classroom environment
- openness to opposing views, ideas and alternate discussion
- equal treatment of all participants
- freedom from advocacy, bias towards one opinion and sexist or racist language
- level of variety in methods of presentation used
- adherence to Mini Course policies and procedures

## **CAN I GET FEEDBACK FROM OTHER MINI COURSE INSTRUCTORS**

We maintain an Instructor Sharing/Feedback Network in the Mini Course office. We keep a list of Instructors who are willing to have fellow Mini Course Instructors sit in on their courses in exchange for providing feedback on their teaching and conduct of their course. You can attend these Instructors' courses for free (not including any materials cost) in exchange for providing feedback to the person teaching the Mini Course. The goal is to help all become better Instructors and improve the Mini Course program. We encourage all Instructors to be a part of the network.

If there is a course (or a particular Instructor) you are interested in reviewing, and are willing to provide feedback to the Instructor on their teaching please contact our office. We will check to see if they are a part of the network. If so, we can enroll you in the course, provide you confirmation of your enrollment and a feedback form/guidelines for you. This opportunity is limited to regular course scheduling and space availability in a particular course.

If you would like to join the network, and open your course(s) up to peer review, please let us know and we can add you to the Network list!

## **CAN I GET UNION MEMBERSHIP PRIVILEGES?**

For Instructors who are not already Union Members, a Union Membership/Staff Identification card can be requested from the Mini Course office. This card will allow you to use all Union facilities before and after your class meetings and also allows access to Hoofers, membership discounts, and many other regular membership benefits. It does not entitle you to access to UW libraries or recreational sports facilities. Details on Membership benefits and any limitations can be obtained from the Mini Course office. These membership privileges are limited to UW-Madison academic semester in which you have a signed Letter of Appointment for teaching a Mini Course. Renewal is possible for subsequent semesters if you continue teaching.

This Membership/staff identification card is not automatically issued. If you would like one please make a request to the Program Assistant in the Mini Course office or call 262-3156.

## **WHAT IF I WANT TO TAKE A MINI COURSE?**

Instructors under appointment to teach for the current term and their immediate families may enroll in one Mini Course per term at cost. This cost will be the per person cost as determined in the planning process. In many cases the savings will be significant, however, some courses do have high per person costs. To register, contact the Mini Course office so exact fees can be determined. Any questions about this opportunity can be directed to your Program Planner.

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***Thank YOU***

*for taking the time to read through  
your Mini Course Instructor's Manual.*

*If you have any questions or concerns  
PLEASE contact your Program Planner.*