MISSION OF THE WISCONSIN UNION

Making lifetime connections to the campus, one person at a time.

VISION OF THE WISCONSIN UNION

To be the heart and soul of a great university.

WISCONSIN UNION MINI COURSES

Learning Experiences for a Lifetime

Providing short, fun, informative courses for personal and professional development to the University Community since 1972.

Sponsored by
Wisconsin Union Directorate (WUD)
The student programming board of the Wisconsin Union
WELCOME TO THE WISCONSIN UNION MINI COURSE PROGRAM. This manual provides information on the policies, procedures and expectations of the program. Should you questions about anything in this manual PLEASE contact us!

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(NOTE: All Appendices are also their own separate Instructor Resource Files at www.wisc.edu/minicourses)

Appendix A: Instructor Position Description
Appendix B: Sample Participant Course Evaluation Form
Appendix C: University of Wisconsin Accident Report Form
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I. PROGRAM OVERVIEW

As a Mini Course Instructor we expect that you will:

- Remember your course schedule, be fully prepared, and arrive on time (if not early) for all class meetings.

- Use your course roster to confirm that all participants have paid for the Mini Course.

- 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.

- Be knowledgeable in the areas you are instructing, be willing to admit the limits of your knowledge and experience to course participants when necessary.

- Attempt to maintain a learner (customer) perspective in all that you do with the course, remembering that the participant is the primary 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.

- Use the Mini Course Program to facilitate information exchange but not to advocate a single point of view, belief, cause or business enterprise.

- 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.

- 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.

- 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.

☐ PRINT YOUR COURSE ROSTER FROM OUR ONLINE DATABASE, OR make arrangements to have that roster emailed to you.

☐ CHECK ATTENDANCE FOR REGISTERED (paid) PARTICIPANTS. All registered participants are on your roster or have a course specific confirmation notice. Communicate any non-paid participant information to the Mini Course Office.

☐ USE THE UW TAX EXEMPT NUMBER (ES 40706) WHEN PURCHASING SUPPLIES. Keep and submit original receipts for reimbursement.

☐ CREATE YOUR OWN HANDOUTS, keeping the number of pages to the minimum necessary for a quality course experience.

☐ CONTACT MINI COURSES FIRST IN THE EVENT OF ANY SCHEDULE CHANGES (illness, emergencies, severe weather...).

☐ REPORT ALL ACCIDENTS, ROOM OR AV EQUIPMENT PROBLEMS TO THE MINI COURSE OFFICE as soon as possible. Use an UW Report of Incident Form for all accidents.

☐ MAINTAIN OPEN, DEMOCRATIC CLASSROOM, free of advocacy, racism, and biased language.

☐ 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 expected to contribute to the WI Union financially. 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. Currently course fees paid by participants are expected to cover all costs, from administrative salaries to course supplies plus make a contribution to the fiscal health of the Union. As such we are constantly working to make our course offerings meet the needs of the University Community. As you work with us 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 very small for the size of the program. 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 Union South, 1308 W Dayton St., or in what is referred to as "Campus Classroom" space. The latter is general classroom space available for use by academic departments and programs like Mini Courses. Courses can be held off campus if a better facility is available and access can be made available to participants. We will discuss exact facility needs and availability with you as your course is set up.

The Mini Course office is open 10:00 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
- Mini Course Fax: 890-4400
- Memorial Union Info Desk: 265-3000
- Union South Info Desk: 890-3000
- UW Police (non-emergency): 262-4524
- EMERGENCY: 911

WEB SITE ADDRESS: www.wisc.edu/minicourses
WHAT DOES THE MINI COURSE OFFICE DO?

Our office works to help facilitate your course by acting as a resource for you. From reserving facilities to marketing and registration, we try to take care of most of the logistical details in making your course happen. The hope is then that your time can be spent preparing and organizing your course. We can assist in developing course content and instructional design if you feel the need for assistance. We 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 Union and campus departments that provide support services for the Mini Course office.

Mini Course staff or other representatives can observe your classes but we do not see this as one of our primary roles. If you would like feedback on your teaching via a class observation, please let us know.

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. **Planning deadlines** for these terms are:

<table>
<thead>
<tr>
<th>SEASON</th>
<th>Planning Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1 &amp; 2 terms</td>
<td>Late June</td>
</tr>
<tr>
<td>Winter &amp; Spring</td>
<td>Early November</td>
</tr>
<tr>
<td>Summer term</td>
<td>Early March</td>
</tr>
</tbody>
</table>

WHAT ABOUT WEATHER CANCELLATIONS?

Officially, Mini Courses are not canceled due to weather conditions unless the University cancels classes/closes. 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 in 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 judgment, 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 our office 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 30% of the total annual enrollment is students while 60% 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 us 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.

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我们的 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 it is 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 in accountable for preset objectives, not for the learning. As adults the learners will decide for themselves what they learn...


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/Post-Its

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 around 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 a 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 judgment. 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 give some serious thought to how you will make the learning effective in your course. You can steal the ideas and techniques listed above. Whatever your course plans keep in mind the principles 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?

The best form of publicity is positive word of mouth from participants who had a great learning experience in your course. Thank you, in advance, for doing a great job!

A printed catalog listing the courses available is published three times a year. This catalog is widely distributed via the mail and many pick-up points in the Madison area. Our web site is a 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 and/or photographs or materials that you think will help promote your Mini Course, please work with us to create link(s) from our web site.

Instructors can do their own additional publicity as long we are consulted beforehand and approval of that publicity is received from the office.

HOW ARE COURSES PRICED?

The Mini Course program is wholly self-supporting and also expected to contribute to the financial health of the Wisconsin Union. Course fees are calculated to cover all program costs, including instructor fees, course supplies, marketing and administrative costs while making a contribution to the program’s net revenues. 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 us.

HOW DO PEOPLE REGISTER?

People may register on line, by phone, mail, fax, or in-person. Payment is required at the time of registration, MasterCard/VISA is required for all on line and phone registrations, cash and checks may also be used for mail and in-person registration.

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. Please ADD the person’s name and phone number to your roster AND inform our office of this information so that we can follow up with the person should they not complete the registration process.
WHAT ABOUT REFUNDS AND TRANSFERS?

In all cases of questions about refunds or transfers, please refer the participant to the Mini Courses office. Do NOT make promises to a participant about refunds or transfers. The current course catalog and our web site contain 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 and on the web site 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 us 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. We are prohibited from paying for any other service not specified in the Letter of Appointment.

Completion of all necessary paperwork (application, tax withholding forms, proof of employment eligibility - I9, direct deposit form) 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. (NOTE: This also makes the information available on our web site.)

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?

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

The Mini Course office will do participant evaluations for a small sample of courses each Term via a web-based survey. Any significant feedback received from your course will be shared with you.

A sample copy of a printed evaluation form can be found in Appendix C. You are welcome to photocopy and use this form if you wish. Collect completed evaluation forms at the end of the course AND give participants the option to return them independently to the Mini Course office if they prefer. We will forward copies of any evaluation forms returned to the office.

WHAT ABOUT SPECIAL SPACE/FACILITY NEEDS?

Because of the demand for space and meeting rooms on campus, it is important that you think about your space and facility needs in advance/while planning your course(s) with our office. 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 when planning/scheduling your course(s). 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 can be made available:

- Data Projector (you supply laptop)
- CD/DVD Player & Monitor
- Portable Stereo/Boombox
- Dry Erase Board
- Flip Charts and/or Chalkboard
- Lapel Wireless Mike
- Document Camera

If your class meets in Union South 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.

If equipment fails in either of the two Union facilities, immediately contact the Information Desk to request a replacement.
HOW DOES AV WORK IN CAMPUS CLASSROOMS

The majority of Mini Courses that meet on campus meet in assignable classroom spaces that the Mini Course office reserves through the UW Curricular Services Office. This is includes rooms that are audio visually (AV) equipped. **Any instructor using one of these AV equipped rooms needs to connect with Mini Courses to obtain either an access code or key in order to use the equipment.** In most cases the facility will use an access code which can be provided over the phone or by email. The access code to “unlock” the equipment. There are still a few rooms that require a key pick up and return. This need only be done once (pick up key before class starts, return key after class is over), not every class session.

The list of AV-equipped Campus Classrooms and their AV Manager contacts is available at: [http://www2.fpm.wisc.edu/support/Classrooms/Attributes.htm](http://www2.fpm.wisc.edu/support/Classrooms/Attributes.htm)

The UW has also made available several on-line resources to aid in use of the AV equipped rooms by all users…

Here is information for lots of the AV Rooms, including equipment in each, picture of the room and an instruction manual: [http://www2.fpm.wisc.edu/support/Classrooms/Classrooms.htm](http://www2.fpm.wisc.edu/support/Classrooms/Classrooms.htm)

Here is a link to an online training module that was designed for student organizations: [http://www2.fpm.wisc.edu/support/SOO_Training/page_00__SOO%20AV%20Orientation.htm](http://www2.fpm.wisc.edu/support/SOO_Training/page_00__SOO%20AV%20Orientation.htm)

Additional info on troubleshooting is available here: [http://www2.fpm.wisc.edu/support/Troubleshooting/Troubleshooting.htm](http://www2.fpm.wisc.edu/support/Troubleshooting/Troubleshooting.htm)

HOW DOES DATA PROJECTOR USE WORK IN A MINI COURSE?

In all cases **Instructors must provide their own laptop computer.** For courses meeting in either of the two Union buildings an Event Manager will 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 dependent on it for facilitating your course. Being completely dependent 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 via the campus network or WiFi. In all cases Instructors/participants must provide their own laptop computer for this access. We can provide guest ID’s and passwords for you and your course participants to use these connection methods.

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 our office.

When purchasing supplies with personal funds, please use the UW TAX EXEMPT NUMBER - ES40706. See Appendix D for UW Tax Exempt Status certification. 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 State of Wisconsin will not accept photocopies of receipts for reimbursements. They also do not reimburse any sales taxes paid, so remember to use the Tax Exempt Number when making purchases.

With required direct deposit the UW uses a “paperless” reimbursement process. The reimbursement will be direct deposited in the same account as you specified for Instructor payments. This requires you to designate our office as an “alternate” for submitting requests for reimbursement. This on line process will be explained, if necessary, when initiating the reimbursement process.

WHAT ABOUT HANDOUTS FOR MY CLASS?

Remember, this is a non-credit, leisure education program; excessive handouts are rarely necessary or used by participants. Think carefully about the number and size of the handouts you supply, concentrating on those that reinforce the learning or provide documentation that participants may need after the class is completed.

Instructors are responsible for duplicating their own handouts. If you want to use Mini Course/Union resources for handout duplication please make arrangements with our office for accessing the equipment. If you want reimbursement for the cost of duplication by other means, remember that we need original receipts to process a reimbursement.
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 CANNOT 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 to Mini Course Instructors with Ad Hoc Academic Staff appointments for the teaching of the courses. 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 our office.

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.
IV. FIRST DAY OF CLASS

HOW CAN I BE SURE MY CLASS IS RUNNING?

Assume your class is running unless you hear otherwise. You can check the status of your class anytime on our web site or call our office to confirm present enrollment. Our course database is internet-based and “live” meaning the enrollment numbers you see are current and an accurate count of the number of people in any course section at that moment.

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 accessing our web site and creating your own course roster, unless you have made arrangements for us to email that roster to you.

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 through the second meeting of multi-session courses.

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, get that information to our office, 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 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 (and your) liability coverage is contingent upon having only registered participants in our courses and your compliance with this procedure.
HOW DO I GET MY COURSE ROSTER(S) VIA THE WEB?

We 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 to a roster that includes mailing and email address (if customer provided). This access also includes the ability to email your course participants (provided the customer provided an email address).

Steps in Accessing Rosters:
Step 1.
Log into the Mini Course web site via the direct URL

http://activenet.active.com/minicourses

or via www.wisc.edu/minicourses and clicking through the “Register Online” button to get to the Activities List page.

Step 2.
- Click on the “My Account” button in the upper right hand corner.
- Enter your login name and password:

______________________ Login Name
______________________ Password

You can change these if you wish under “Change Your Password” once logged in.
- The “Instructor Services” section on the resulting menu lists the various roster options available. Choose the one that best serves your purposes by clicking on that option.
- Any “open” courses that you are assigned to teach will appear in the selection box at the top of the page, sorted by Mini Course Term. Click to highlight the course(s) you want. If you want to access rosters for courses that are already underway or finished you need to change the default search on the opening page before going to “Your Account”.
- You can choose to output the rosters as Adobe files (best printing option but requires that Reader be installed on your computer), HTML, or Excel Files.

PLEASE NOTE:
1. Mini Courses assumes that you are printing your own roster for all future courses unless you make arrangements for emailing of rosters. It is still expected that you will take attendance at your course(s) to insure all participants are paid enrollees.
2. Mini Course privacy and solicitation policies must be strictly adhered to. Participants give us their personal information with the understanding that it will be used for Mini Course purposes only. Use of the information available via this access by an Instructor for any other purpose, without the express permission of the individual participant, may result in revocation of any current Instructor Agreement and adversely affect possible future teaching opportunities. Please respect the privacy of our participants.
**HOW DO I FIND MY CLASSROOM?**

Unless your class is held in a specialized facility, the exact room assignment will not be known until approximately one week in advance. All classes on campus are listed on the Union's "Today In The Union." "TODAY" listings are posted at every entrance to Union building and on the Union’s web site.

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

- On the web: [www.union.wisc.edu](http://www.union.wisc.edu)
- Memorial Union & Campus Classrooms: 265-3000
- Union South: 890-3000

**Room assignments for classes held in the Unions may change from week to week.** Please check the "TODAY" listing on each week 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 265-3000, for Union South call 890-3000. Failure to make these contacts may result in termination of your Appointment. A make-up must be scheduled for any missed class section.

Contact us as soon as possible to discuss a make-up date. We try to adhere to the original class schedule. All such arrangements must be discussed with our office 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 appendix C).** Record both the participant's name and address and that of a witness.

V. **AFTER YOUR COURSE IS OVER...**

**HOW WILL I BE PAID?**

Ad Hoc Academic Instructor Fee payments are made monthly, on the closest business day to the first day of the month. The Mini Course payroll month runs from the 10th day of the month through the 9th day of the following month. So, for example, if your Mini Course ended on April 15th (falling in the payroll month of April 10 – May 9), you will receive payment for that Mini Course on the closest business day to June 1st.

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 direct deposited on or by the closest business day to the first day of the month. UW students will be paid on the first pay date in the month following the last session of your course.** If you are one of the few Instructors who have not set up direct deposit payment you must pick up your check from the UW Payroll & Benefits Office, Rm. 5101, 21 N. Park Street. Photo ID is required when picking up a check.

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 working under Independent Contractor status payment will be processed upon submission of an Invoice to UW Business Services, Accounts Receivable, 21 N. Park St, Madison, WI, 53715, after having become an approved UW-Madison vendor. The University will issue a 1099 for those Independent Contractor 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 that also must contribute to the financial health of the Wisconsin Union we must offer classes that reflect the needs of our community as expressed in enrollments and the ability of the course to make that needed contribution.

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 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.
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 the Mini Course office. In-class observation and evaluation of teaching performance can be requested from your course but is not regularly 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 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 Mini Course office.

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 please contact the Mini Course office so we can determine the exact fees you will pay.

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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 us.
Mini Courses Instructor Position Description
Ad Hoc Academic Staff
Term to Term Employment

Welcome!

Thank you for expressing interest in teaching for Wisconsin Union Mini Courses! We offer the following information to answer frequently asked questions about our program.

Our office considers each proposal carefully and select new courses based on overall compatibility with our mission and philosophy. Other important considerations in the decision to offer a course include, but are not limited to: anticipated/demonstrated participant interest or demand, originality/uniqueness of the proposed course(s), affordability within typical Mini Course parameters, and overall feasibility of the course(s) given seasonal space and equipment constraints. The final decision on course offerings rests with the Mini Course Staff. We keep applications on file and periodically review them as participant needs and desires vary. If your course is selected as a Mini Course offering, it is expected that you will follow the guidelines outlined in this position description and the Instructor Manual. Failure to abide by these policies may result in termination of appointment.

Instructor payment is negotiated individually with each instructor based on experience level, length and complexity of the course, course demand, etc. We offer two options for payment: per person and per course.

Position Summary
Mini Course Instructors develop and present a non-credit course(s) plan from start to finish. They instruct a group of adult participants in selected subject matter, endeavoring to create and maintain a positive instructional environment and image of the Mini Courses program as a whole.

A. Expectations
Our instructors come to us from varying backgrounds, interests, and experience levels. Previous teaching experience is helpful, but not required. We expect that you will teach to the best of your ability, keeping in mind the following guidelines:

A1. Remember your course schedule and be on time for all class meetings. Assume your course is running unless otherwise notified.
A2. Be enthusiastic in the subject matter you are teaching and in your teaching of that subject.
A3. Be knowledgeable in the areas you are instructing, but be willing to admit the limits of your knowledge and refer participants to other resources if appropriate.
A4. Use the Mini Courses program to facilitate information exchange, but not to advocate a single point of view, belief, cause, or business.
A5. Promptly contact the Mini Courses office in the event of a change, need, concern, or problem so that we can facilitate the best possible experience for you and your participants. This includes notifying us in the case of illness or emergency so that we may schedule make-up sessions where appropriate.
A6. Maintain an open, democratic classroom free of biased language, actions, or activities.
A7. Allow for flexibility in course structure/content upon suggestions from participants and/or Mini Course Staff.
B. Specific Responsibilities

B2. Create, facilitate, and evaluate a course plan from start to finish.
B3. Complete all paperwork in a timely manner, including Letters of Appointment, Proof of Employment Eligibility (I-9), Tax Withholding (W4), and other documents as requested. The aforementioned documents are to be completed before the start date of the course(s).
B4. Duplicate own handouts, or make separate arrangements to use Union facilities to duplicate course handouts.
B5. Produce a course roster the first day of class and take attendance at all class meetings.
B6. Engage in Instructor self evaluation and have participants complete some form of evaluation at the last class session to encourage course and teaching improvement.
B7. Notify the Mini Course office immediately in the case of any change in the class schedule.
B8. Schedule courses with the Mini Course office by designated planning deadlines.
B9. Proofread final edition of course description(s) as issued by the Mini Course office to confirm accuracy.
B10. Provide an invoice with receipts, or other appropriate documentation, for agreed upon supply cost reimbursement within 30 days of class end.

C. Accountability & Instructor Status

C1. Reports to the Mini Course Office personnel, both professional and student staff.
C2. Considered ad hoc Academic Staff of the University for duration of the course(s) only. Employment is contingent on the verification of work authorization in the United States of America.
C3. Paid through University Payroll system in one payment after the conclusion of the course term.
C4. Payments made on a per person basis are prorated for participant drops.
C5. Mini Courses reserves the right to cancel any course for any reason. No payment is made for cancelled courses.
C6. Not guaranteed term to term employment.
C7. The University of Wisconsin - Madison will provide liability insurance to ad hoc Academic Staff Instructors for the duration of the course(s). This insurance protects against claims of negligence of the instructor; it is not accidental or medical insurance.
C8. Eligible for Union Membership benefits during term of instruction.
C9. May take one Mini Course at cost during current term of instruction. May also enroll one immediate family member in the same course, at the same rate.
APPENDIX B

Mini Course Evaluation Form

Your reactions and suggestions concerning this course are vitally important to us. PLEASE take a few minutes to complete this evaluation form. The form can be returned to your Instructor, or if you prefer, kept and returned to our office by whatever means is easiest for you. Our mailing address is: Union South, 1308 W Dayton St, Madison WI 53715. Or return the form directly to Room 233/235 in Union South. Thank You for giving us feedback on this Mini Course.

Course Title ____________________________ Instructor __________________________

1. Was this course worth the time you invested in it? YES NO

2. Was this course worth the money you invested in it? YES NO

3. How are you most likely to use what you have learned in this course?

4. What suggestions do you have for improving this course?

5. What additional Mini Courses would you like to see the program add?

6. PLEASE add any additional comments you might have (use reverse if need more room).
**GENERAL ACCIDENT REPORT**

<table>
<thead>
<tr>
<th>Claimant Name</th>
<th>Work Phone</th>
<th>Home Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Address</td>
<td>Date of Accident</td>
<td></td>
</tr>
<tr>
<td>City</td>
<td>State</td>
<td>Zip + 4</td>
</tr>
<tr>
<td></td>
<td>Hour</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AM</td>
<td>PM</td>
</tr>
</tbody>
</table>

Full Description of the accident including specific location

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**Witnesses**

<table>
<thead>
<tr>
<th>Name</th>
<th>Full Mailing Address</th>
<th>Phone No. Including Area Code</th>
</tr>
</thead>
</table>

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**Injuries**

<table>
<thead>
<tr>
<th>Names of Additional Persons Injured</th>
<th>Full Mailing Address</th>
<th>Phone No. Including Area Code</th>
</tr>
</thead>
</table>

No matter how minor

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**Property Damage**

<table>
<thead>
<tr>
<th>Owner Name</th>
<th>Phone No. Including Area Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Property</td>
<td>Type of Damage</td>
</tr>
<tr>
<td>Address where damaged property may be seen</td>
<td>Estimated Repair Cost</td>
</tr>
</tbody>
</table>

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Name of Person Preparing Report | Signature | Date |

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State of Wisconsin

PLEASE NOTE: After completing this form return to the Wisconsin Union Mini Course Office, Rm. 233 Union South, 1308 W Dayton St., Madison WI 53715. The Mini Course Office will forward this form to UW Risk Management.
WISCONSIN SALES AND USE TAX
CERTIFICATE OF EXEMPT STATUS (CES)
(Governmental, Religious, Charitable, Scientific or Educational Organization)

Sales to this organization or entity are exempt from Wisconsin sales and use tax under sec. 77.54(9a) and 77.55(1), Wis. Stats.

This certificate is valid unless cancelled by the Wisconsin Department of Revenue.

UNIVERSITY OF WISCONSIN SYSTEM
21 N PARK ST STE 6230
MADISON WI 53715-1218

CES NUMBER
040706

DATE ISSUED
10/9/2009

IMPORTANT:
Purchases made by your organization are taxable unless you furnish your supplier with the CES number shown above.
Sales by your organization may be subject to tax. If your organization makes taxable sales, it may be required to obtain a seller’s permit and remit sales tax to the Department of Revenue.

Questions: Contact the Department of Revenue by telephone at (608) 266-2776, FAX (608) 267-1030, E-mail sales10@revenue.wi.gov or at our Web site www.revenue.wi.gov