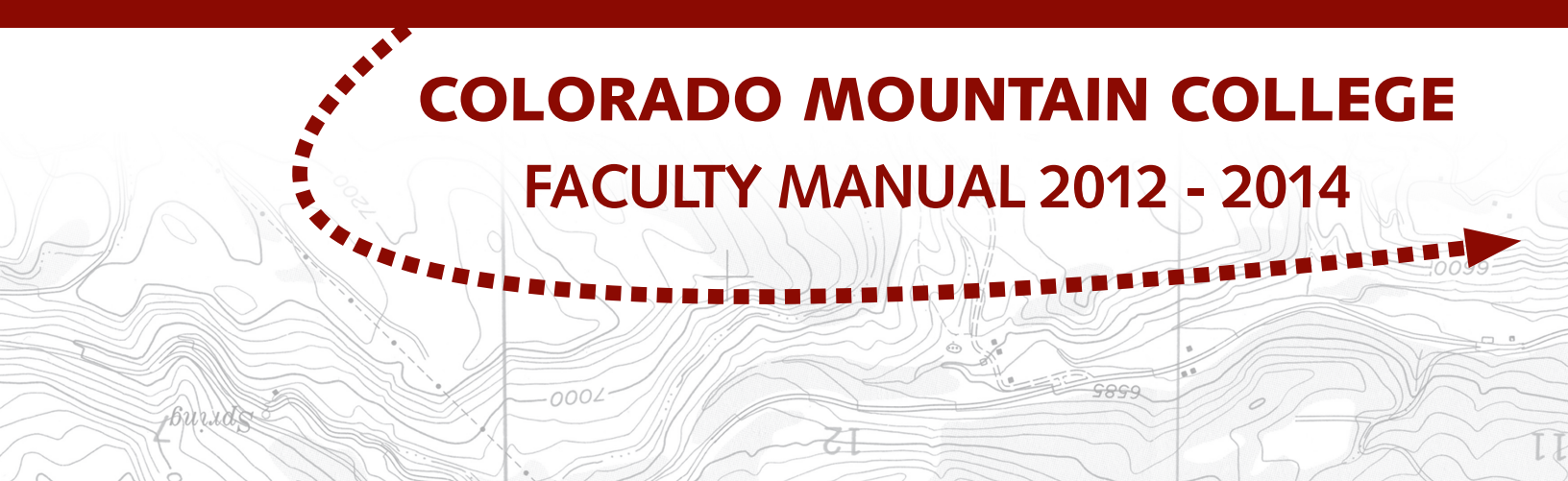


Colorado
Mountain
College



2012-2014

**COLORADO MOUNTAIN COLLEGE
FACULTY MANUAL 2012 - 2014**





Colorado Mountain College Locations:

CENTRAL SERVICES

The Central Services Office houses the CMC President and support services and is located at:

802 Grand Avenue
Glenwood Springs, CO 81601
Phone: (970) 945-8691
Toll Free: (800) 621-8559

Senior Vice President of Academic Affairs

Brad Tyndall, Ph.D.
Phone: (970) 947-8345
Fax (970) 384-8550

Assistant Vice President of Arts and Sciences

Sunny Schmitt, Ph.D.
(970) 947-8340

Assistant Vice President of Career and Technical Education

Renee Kuharski, Ph.D.
(970) 947-8346

Director of Assessment

Bonnie Steele, Ph.D.
(970) 384-8500

Director of Developmental Education

Position currently vacant

ASPEN

0255 Sage Way
Aspen, CO 81611
Phone: (970) 925-7740
Fax: (970) 925-6045

BRECKENRIDGE

Post Office Box 2208
107 Denison Placer Road
Breckenridge, CO 80424
Phone: (970) 453-6757
Fax: (970) 453-2209

BUENA VISTA

Post Office Box 897
27900 County Road 319
Buena Vista, CO 81211
Phone: (719) 395-8419
Fax: (719) 395-2173

CARBONDALE

690 Colorado Avenue
Carbondale, CO 81623
Phone: (970) 963-2172
Fax: (970) 963-2325

DILLON

Post Office Box 1414
333 Fiedler Avenue
Dillon, CO 80435
Phone: (970) 468-5989
Fax: (970) 468-5018

EDWARDS

150 Miller Ranch Road
Edwards, CO 81632
Phone: (970) 569-2900
Fax: (970) 569-3309

GLENWOOD SPRINGS

1402 Blake Avenue
Glenwood Springs, CO 81601
Phone: (970) 945-7486
Fax: (970) 945-6240

LEADVILLE

901 South Highway 24
Leadville, CO 80461
Phone: (719) 486-2015
Fax: (719) 486-3212

ONLINE LEARNING

802 Grand Avenue
Glenwood Springs, CO 81601
Phone: (970) 947-8341
Fax: (970) 947-8307

RIFLE

3695 Airport Road
Rifle, CO 81650
Phone: (970) 625-1871
Fax: (970) 625-0649

SPRING VALLEY

3000 County Road 114
Glenwood Springs, CO 81601
Phone: (970) 945-7481
Fax: (970) 945-1227

STEAMBOAT SPRINGS

1330 Bob Adams Drive
Steamboat Springs, CO 80487
Phone: (970) 870-4444
Fax: (970) 870-0485

CMC Faculty Manual ▶

Every employee is important to the fulfillment of Colorado Mountain College's goals. No one person or department can accomplish this alone. We believe that by working together we can provide an atmosphere that is supportive, informal, and friendly, as well as goal-oriented and demanding.

The purpose of this manual is to assist faculty and the College in meeting mutual needs by providing a more complete understanding of some of the policies, practices, and procedures that govern Colorado Mountain College and its employees. You are encouraged to consult with your supervisor or the Department of Human Resources for clarification.

The contents of this Faculty manual summarize present Colorado Mountain College policies, practices, and procedures and are intended as guidelines only. You should be aware that these policies, practices, and procedures may be amended, changed, interpreted or eliminated at any time by the College.

*The most current version of the Faculty manual is on the web at:
<https://mycmc.coloradomtn.edu/group/mycampus/academic-affairs>*

Should any provision in this Faculty manual be inconsistent with the CMC Administrative Policies and Procedures Manual, the CMC Administrative Policies and Procedures Manual shall govern.

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The CMC Faculty manual is intended to serve as a resource for full-time and part-time faculty at Colorado Mountain College.

An electronic version of the manual can be found on myCMC in the Academic Affairs section. The electronic version will serve as the most up-to-date source for information.

This manual is produced by the Office of Academic Affairs.

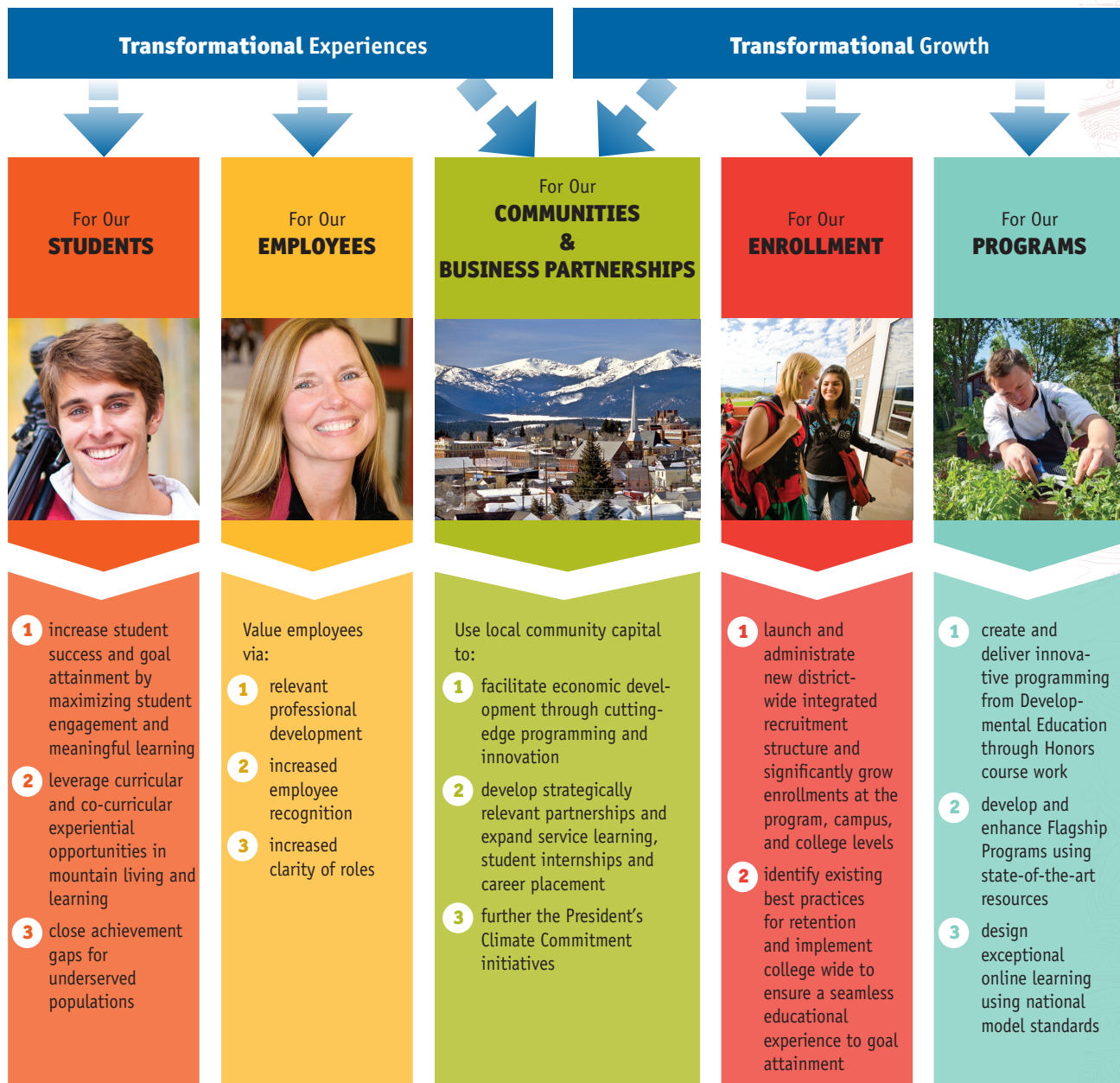
CMC'S 2012-2015 STRATEGIC PLAN: A BIRD'S EYE VIEW

VISION } Becoming a
First Choice
College

MISSION } To Create a
Better Future...
for our students,
employees &
communities

VALUES } Truth
Trust
Respect
Responsiveness
(T2R2)

STRATEGIC FOCUS AREAS



General Information ►

HISTORY OF COLORADO

MOUNTAIN COLLEGE ►

Colorado Mountain College was established as a junior college district by the electorate on November 2, 1965. In 1981 Routt County School District RE-2 was added to the District by a vote of the taxpayers. The College is locally controlled and derives its major fiscal support from the residents of the District. Additional financial support is received from the State of Colorado and from student tuition.

The Colorado Mountain College District consists of all or major portions of Lake, Eagle, Garfield, Pitkin, Routt, and Summit counties. In addition, the designated Service Area includes Chaffee, Grand, and Jackson counties. The District encompasses approximately 6,600 square miles and, with the Service Area, extends 147 miles east to west and 178 miles north to south for a total area of about 12,000 square miles (see Appendix A).

COLLEGE MISSION ►

Vision: Becoming a First Choice College

- First Choice in Learning
- First Choice in Partnerships
- First Choice in Leadership

Mission: To Create a Better Future... for our students, employees and communities

Creating a better future for our students, our communities, our partners and our team members.

- Extending opportunities for lifelong learning
- Embracing, facilitating and requiring learning from the entire organization
- Focusing on learning and continuous improvement as not only our business, but also as the way that we conduct business
- Engaging our students and communities as learning partners who take responsibility for their own learning
- Involving students, faculty and staff in a variety of ways
- Reflecting diverse perspectives and cultures
- Identifying and removing barriers and limitations
- Being deeply involved in the educational and training needs of our communities
- Joining with other educational institutions, businesses, and government agencies to develop workforce training and learning opportunities that meet their needs and build our capacity to serve
- Developing our technological infrastructure to enrich learning environments and provide access to information anywhere and anytime
- Ensuring fiscal soundness and ample reserves.

Values: T2R2

TRUTH
TRUST
RESPECT
RESPONSIVENESS

ORGANIZATIONAL STRUCTURE ►

Colorado Mountain College is governed by a Board of Trustees whose membership is elected by the residents of the Colorado Mountain College District. The CMC President reports to the Board of Trustees.

The College employs approximately 1,100 employees per semester throughout its 12 sites.

There are three major functional divisions within the College consisting of Academic Affairs, Student Affairs, and Administrative Services.

LOCATIONS ►

The Colorado Mountain College service area offers twelve teaching locations in the north-central Colorado Rocky Mountains. This includes mountain communities, homestead ranches, wilderness, Victorian boom towns, mining areas, and the cultural atmosphere that has grown alongside international resorts.

Residential Campuses

Residential campuses are designed to provide a traditional “on-campus” college experience, including residence halls, cafeterias, student recreation facilities and libraries. Residential campuses generally have more full-time students, creating opportunities for a variety of campus life activities as well. There are three residential campuses:

- Alpine Campus
(Steamboat Springs)
- Roaring Fork Campus – Spring Valley
(Near Glenwood Springs)
- Timberline Campus
(Leadville)

Commuter Campuses

Commuter sites offer a variety of educational opportunities, often scheduled for the convenience of our working population. Students at these sites can complete Career and Technical certificates or degrees which may lead to entry-level employment or job upgrades or continue with a baccalaureate degree at CMC or other four year institution. Associate of Arts degrees may be completed at these sites, too. Fitness classes, trainings and opportunities to explore the arts are offered as well.

The programs and facilities at commuter sites not only enrich the lives of students, but are a resource for the entire community. There are eight commuter and online learning sites:

- ▶ Aspen
- ▶ Carbondale
- ▶ Glenwood Springs
- ▶ Breckenridge
- ▶ Dillon
- ▶ Buena Vista
- ▶ Edwards
- ▶ Rifle
- ▶ Online Learning

General Policies and Procedures ▶

The most current CMC Policy and Procedures Manual can be found at:

https://mycmc.coloradomtn.edu/c/document_library/get_file?p_l_id=546188&folderId=1153115&name=DLFE-14306.pdf

You will be required to login with your MyCMC user name and password to access this document.

The Student Code of Conduct can be found in the Student Handbook at:

https://mycmc.coloradomtn.edu/c/document_library/get_file?p_l_id=546189&folderId=674897&name=DLFE-10101.pdf

You will be required to login with your MyCMC user name and password to access this document

Teaching and Learning ▶

CMC'S COMMITMENT TO THE LEARNING ENVIRONMENT ▶

Colorado Mountain College is committed to a learning environment conducive to deep and meaningful learning. To this end, we are dedicated to insuring the faculty member's ability to successfully manage this environment and facilitate learning. Additionally, CMC is dedicated to each student's opportunity of equal access to and participation in the learning process.

ADULT LEARNERS ▶

- ▶ Adult learners are usually self-directed learners. They expect to be treated as adults and function best when their self-concept is not threatened. It is important to make the adult learner feel comfortable in the classroom.
- ▶ Adult learners are experienced in living and often have a rich reservoir of life experiences on which to draw. Techniques which make use of their life experiences contribute to their successful learning. These experiences can be used to enrich the learning environment. The instructor should recognize that as adults they have experiences that vary greatly, the composite of unique experiences, however, does not diminish the role of the instructor as the facilitator for learning.

- ▶ Adult learners seek to learn things they feel they need to know, rather than things they are told they ought to know. It is important to help direct them toward the learning objectives of the course by permitting them to focus on what they need to know, while not overlooking what they ought to know.
- ▶ Adult learners have a problem-centered orientation to learning. Thus, the most effective teaching strategy is one that encourages discussion and other activities where the instructor is the facilitator, rather than the authority figure. Adult learners have a need to share in the learning experience and will usually not be passive learners.
- ▶ The instructor of adult learners must be responsible for organizing the learning experiences in order to meet the learning objectives of the course. However, the adult learner is self-directed and may place demands for participation and for a degree of independence in the instructional process. An instructor can allow for a variety of activities which coincide with these characteristics yet meet the learning objectives of the course.

While the notable differences do help us understand the variety of learner needs, we can also see the commonalities that span the groups: some in each group need help with the development of critical thinking; and generally, all learners want to “win” or experience success, want coursework to be an enjoyable and engaging experience (even if it is work), might have skill or knowledge gaps, and may not always feel confident about their progress or success. The skills and attributes that a good educator brings to the classroom are key to assisting all learners along the way.

ATTRIBUTES OF A GOOD EDUCATOR ▶

Educator Frank C. Pearce describes the ideal teacher of adults as “people-centered, more interested in people than things, more interested in individuality than conformity, more interested in finding solutions than following the rules. You must have understanding, flexibility, patience, humor, practicality, creativity and preparation.”

A Good Educator

1. Listens - Listening is as important as effective speaking. It is an important aspect of effective teaching because much learning takes place when the student is expressing an idea.
2. Helps insecure learners - Learners who lack confidence in themselves are common in adult learning. A secure environment is important and positive reinforcement keeps the desire to learn alive.
3. Uses Humor - Humor is good therapy. It puts people at ease, allows them to relax and lets tension disappear. Humor helps promote learning.
4. Maintains a positive climate - By carefully bringing in each member of the group, you can create a good climate. By welcoming diversity and encouraging the expression of cultural differences, you can enhance the learning environment. By positive reinforcement and by welcoming disagreement, you can promote learning and the stimulus to learn.
5. Offers a genuine friendship - This can be effective if you know your students and allow them to know you.
6. Changes approaches - Using a variety of teaching methods will increase interest and help to eliminate boredom. This takes careful planning and knowledge of available resources and media.
7. Gives regular feedback - This can be in the form of positive reinforcement or evaluations such as tests or oral communication. Continued feedback helps the students understand their progress and can be a tool to help you understand how well the needs of the students are being met.

THE LEARNING COLLEGE ▶

Colorado Mountain College (CMC) incorporates the Learning College principles as an underlying theme to the advancement of learning. These principles were first developed by Dr. Terry O'Banion in his 1997 book, *A Learning College for the 21st Century*.

“The learning college places learning first and provides educational experiences for learners any way, any place, any time” (O'Banion, 1997, p. xvi).

The model is based on the assumption that educational experiences are designed for the convenience of learners rather than the convenience of institutions, faculty, and/or administration. The term “Learning College” is often used as a generic reference for all educational institutions but is often not implemented as such.

The Learning College is based on six key principles:

1. The Learning College creates substantive change in individual learners.
2. The Learning College engages learners as full partners in the learning process with learners assuming primary responsibility for their own choices.
3. The Learning College creates and offers as many options for learning as possible.
4. The Learning College assists learners to form and participate in collaborative learning activities.
5. The Learning College defines the roles of learning facilitators by the needs of the learners.
6. The Learning College and its learning facilitators succeed only when improved and expanded learning can be documented for its learners.

Colorado Mountain College practices the learning college principles inside and outside of the classroom. Many of the courses offered by the college are taught with the students' goals in mind. Course methodologies vary with the needs of the discipline and the students. Outside the classroom, staff works to make esthetically pleasing learning environments, assist students with learning concerns and work to be continuous learners themselves. Administrators make policy, budget, and day-to-day decisions based on the learning college principles.

In 2008, CMC was awarded the recognition by our accrediting agency as a Vanguard Institution.

LEARNING-CENTERED EDUCATION ▶

The learning-centered perspective couples this focus on learning (which can be described as the best available knowledge about learning, how it occurs, how it is assessed, and how it is documented) with teaching and learning practices that are most effective in promoting the highest levels of engagement, motivation, and successful mastery of outcomes. This dual focus becomes the driver for decision-making through calling for intentional responses to two primary questions:

1. How does this action/decision improve or enhance learning?
2. How do we know?

Although defined as a sound philosophy, the Learning College model and catch-phrase are often interpreted as adhering to a specific structure or plan to follow. Such plans can create expectations that can limit the true exploration of an institution's vision for a focus on learning. After discussions with other institutions who have adopted the Learning College model, including the Vanguard Colleges, we learned that each of these colleges intentionally refrain from using the term Learning College to define themselves, preferring to describe themselves as "learning-centered." CMC views this as learned advice, and we seek to follow this wisdom.

We believe strongly that CMC is not undertaking another educational initiative or fad – we are taking the first steps towards a cultural shift by establishing an environment that places learning at the core of everything we say and do. Cultural change, however intentional, is unique to each group, is messy, is both celebratory and painful, and comes not from some formal and detailed plan but from a commitment to be open to new possibilities: to be learners.

STUDENT-CENTERED VS. LEARNING-CENTERED ▶

The primary difference between these two terms is that the student-centered approach maintains a focus on individual students and their needs, while the learning-centered approach places emphasis on the learning needs of each individual at the institution, including faculty, staff, administration, and the

community. The primary goal is to provide an environment in which each learner's learning needs and goals are met in a way that is measurable and which clearly document the levels of learning attained.

LEARNING OUTCOMES ASSESSMENT PROCESS ▶

The faculty have undertaken writing learning outcomes, competencies and skills for each transfer level course taught at the college. The Career and Technical Education faculty are working on program outcomes and assessments for their programs. Course or program assessments are conducted every five years. A faculty member teaching at Colorado Mountain College can contribute to this process by helping to write the outcomes, conduct an assessment in the courses taught and/or lead a group of faculty writing the outcomes for a course or program. All faculty members will be asked to adhere to the learning outcomes for the courses they teach and to administer the assessment that the discipline's faculty members have developed. Contact your instructional supervisor for more details.

The outcomes process is integral to the college's accreditation process. All course and program outcomes must be filed with the Assistant Vice President of Arts and Sciences or the Assistant Vice President of Career and Technical Education.

Accountability and Expectations ▶

FULL-TIME FACULTY JOB DESCRIPTION ▶ (Revised December 2007)

Introduction

The faculty members of Colorado Mountain College are committed to facilitating learning throughout our communities. Although teaching is the most important role of the faculty, the needs of our learners are also served when faculty are engaged in scholarly endeavors as well as service activities. The following responsibilities and activities are listed in order to maintain consistency in the application of expectations and align job duties with evaluation and promotion procedures.

TEACHING RESPONSIBILITIES ▶

CMC faculty members are expected to meet the educational needs of our communities by fulfilling the following responsibilities:

1. Teach course-load as assigned
2. Evaluate courses and student learning
3. Meet course, program, assessment and institutional learning outcomes established by CMC assessment measures
4. Comply with department guidelines and College policies
5. Maintain at least five office hours per week to meet with students

6. Develop rapport with students that is professional and encourages teacher/student communication
7. Assist with academic advising of students
8. Participate in orientation and registration activities

SCHOLARLY AND CREATIVE ACTIVITIES ▶

CMC faculty members are expected to engage in scholarly and creative activities that enhance discipline expertise and improve learning. Examples of these activities may include:

1. Continuing certification in discipline (if applicable)
2. Graduate coursework
3. Continuing education
4. Sharing expertise within discipline (e.g., grant writing, publishing, exhibitions, performances, presentations, conferences)
5. Attending campus and college-wide trainings and in-services
6. Conducting research
7. Developing/advancing instructional technology
8. Other activities approved by faculty member and instructional supervisor

SERVICE ACTIVITIES ▶

In order for CMC to best serve its diverse communities, faculty members are expected to participate in a variety of organizations and committees. Service activities may include the following:

1. Serve on campus and college-wide committees
2. Represent discipline on state, national, and international levels
3. Participate in relevant projects with administrative approval
4. Mentor peers
5. Modify, develop, and maintain curriculum
6. Assist with assessment activities (e.g., develop learning outcomes and assessment projects for courses, disciplines, and programs)
7. Assist with program review
8. Advise student organizations
9. Participate in recruiting/retention activities
10. Attend and participate in program, discipline, in-service, and campus meetings
11. Develop promotion portfolio
12. Participate in community service activities (as appropriate)

ORGANIZATIONAL RELATIONSHIPS ▶

CMC recognizes that student learning is greatly enhanced by the successful collaboration among faculty, staff, and administration. In terms of CMC's reporting structure, faculty members are under the general direction of the Campus Vice President or designee; cooperate with other program faculty; work with Student Affairs personnel in advisement of students; and work cooperatively with Academic Affairs, Student Affairs, and Administrative Services personnel.

* For information on specific workload policies and procedures, please consult the faculty sections in the Administrative Policies and Procedures Manual.

ACADEMIC ACCOUNTABILITY ▶

Academic accountability is defined as the assurance that all courses meet the learning outcomes specified for that particular course. All CMC credit courses have course plans which specify the learning outcomes.

LEARNING OUTCOMES ASSESSMENT PROJECT ▶

CMC is in the process of writing learning outcomes, competencies and skills for each of the credit courses in our offerings. Assessments of the learning outcomes are also being developed. Each faculty member is expected to follow those learning outcomes, competencies and skills and to participate in the assessment process when asked. The Discipline Coordinators will assist the faculty within their discipline to work with the learning outcomes. Learning outcomes and/or the competencies and skills should be included in the course syllabus.

COLORADO COMMON COURSE NUMBERING SYSTEM ▶

The Colorado Common Course Numbering System (CCCNS) provides course descriptions, outcomes and course outlines. Most CMC courses are courses also shared by the community colleges in the Colorado community college system. Colorado community colleges share a common course numbering system, the Colorado Common Course Numbering System (CCCNS), and common course plans for all courses in this system. These course plans can be accessed through the CCCNS web site: <http://www.cccs.edu/ccns/ccnsindex.html>. Faculty can also obtain these course plans from their instructional supervisor. Instructors are required to meet these outcomes, the competencies and the topical outlines in the CCCNS course plans, in their courses. These shared course plans and the common course numbering system are what allow students to easily transfer courses from one Colorado community college to another.

Guaranteed Transfer classes, also part of CCCNS, are a group of Colorado community college general education classes that are guaranteed to transfer to any Colorado community college, but are also guaranteed to transfer to any Colorado four year public college. These course plans, course descriptions, competencies, and topical outlines, are also available on the CCCNS web site. To guarantee transferability of these classes to four year colleges, instructors are required to meet requirements of these course plans.

Faculty members in the discipline groups at CMC have reviewed the course plans for the Guaranteed Transfer classes. The CCCNS competencies and topical outlines were incorporated into the CMC learning outcomes. Some disciplines have also specified common assessments that are to be used college wide in particular classes. The instructional supervisor or discipline coordinator can provide the CMC learning outcomes and shared assessments.

Faculty assures academic accountability by meeting the CMC learning outcomes and the CCCNS competencies and topical outlines. They demonstrate their adherence to the state course plans and the CMC learning outcomes by including them in the syllabus for their course. The syllabus for a course represents a contract between the faculty member and the student, stating what students will learn in a course, what the student's responsibility is and what the instructor's responsibility is for the learning, and how that learning will be assessed. CMC has an official syllabus which is used by faculty in all credit courses. The template for this syllabus may be reached through the following link: http://www.coloradomtn.edu/faculty_staff/forms_for_faculty_staff/ under Other Forms, Handbooks and Documents. This template specifies the information CMC requires that faculty provide to their students. It also provides step-by-step directions on how to write a syllabus. Instructional supervisors can assist instructors in writing their syllabi. Faculty should work with their instructional supervisor on syllabi deadlines.

REPORTING OF NO-SHOWS (MANDATORY) ▶

Federal regulations indicate that prior to disbursing funds to a student, the school has to confirm not only enrollment for the semester but that the student has begun attendance. To meet this federal requirement, we need you to log into WebAdvisor ON the advertised due date for credit courses that start at the beginning of the semester or ON the 7th day after your course start date for courses that start later and record any “Never Attended” (no shows) on the class rosters. This must be done on that date since the Office of Financial Aid must have up-to-date information to immediately run reports and other communications the following day.

For Online Learning Classes, the student MUST BOTH log-in AND complete one of the following listed below:

NOTE: A no-show is lack of “attendance” where attendance is defined as one or more of the following:

- ▶ Physical class attendance where there is direct interaction between instructor and student
- ▶ Submission of an academic assignment
- ▶ Examination, interactive tutorial, or computer-assisted instruction
- ▶ Study group assigned by school
- ▶ Participation in on-line discussion about academic matters
- ▶ Initiation of contact with instructor to ask question about academic subject

If a student is reported as “Never Attended,” they can be reinstated at a later date only under extreme extenuating circumstances, as determined by the financial aid office. Faculty will be responsible for collecting appropriate documentation to support such a request.

DISRUPTION OF THE LEARNING ENVIRONMENT ▶

Colorado Mountain College has established a policy on Disruption of the Learning Environment, see Appendix C.

COURSE FILES ▶

A course file is kept for each course at the campus. The file includes the syllabus, risk management forms and may include, at some sites, the mid-terms and final exams, and any other information that is important to the class. If you would like something added to the course file, please give it to your instructional supervisor.

SYLLABUS ▶

A course syllabus is the official contract between a faculty member and their students. The syllabus must contain certain information for the purposes of student transfer information and documentation in case of grade appeal. The instructor of record is responsible for developing a syllabus for each course taught. Syllabi are due to your instructional supervisor at least one week prior to the start of the semester for their approval;

please consult with your supervisor for exact dates. Each student must be given a copy of the syllabus; if changes are made to the syllabus during the course of the semester, those changes must be provided to each student in writing. A template of the syllabus is available at: http://www.coloradomtn.edu/faculty_staff/forms_for_faculty_staff/ under Other Forms, Handbooks and Documents. Sample syllabi are available from your instructional supervisor.

COPYRIGHT ▶

Colorado Mountain College adheres to a strict copyright policy, see Appendix D.

CMC SIGNATURE LEARNING OUTCOMES ▶

CMC students will be able to incorporate in their lives by the time they graduate the following institutional learning outcomes:

Knowledge of Human Cultures and Physical and Natural World

- ▶ Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts.
- ▶ Respect for the interconnectedness of the human, physical, and natural world.

Focused by engagement with big questions, both contemporary and enduring.

Intellectual and Practical Skills, Including

- ▶ Inquiry and analysis
- ▶ Critical and creative thinking
- ▶ Written and oral communication
- ▶ Quantitative literacy
- ▶ Information literacy
- ▶ Technological literacy
- ▶ Teamwork and problem solving

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.

Personal and Social Responsibility, Including

- ▶ Civic knowledge and engagement - local and global
- ▶ Intercultural knowledge and competence
- ▶ Ethical reasoning and action
- ▶ Foundations and skills for lifelong learning
- ▶ Incorporation of life practices leading to health and wellness
- ▶ The ability to apply ethical and responsible behaviors towards our environment
- ▶ Taking responsibility for academic success

Anchored through active involvement with diverse communities and real-world challenges.

Integrative and Applied Learning, Including

- Synthesis and advanced accomplishment across general and specialized studies.

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems.

Academic Records and Procedures ►

GRADES ►

Colorado Mountain College uses a 4.0 grading system. In addition, the College has authorized a system of Pass/Fail grading and an Audit grading/registration system. The student may select the grading option by which he/she wishes to be evaluated at the time of registration. It is the student's responsibility to make his/her grade option change by notifying the campus registration staff. Faculty are expected to give meaningful grades within the system selected by the student. Methods used for evaluating the student must be clearly outlined in the class syllabus. Information regarding grade options should also be included in the syllabus.

GRADES DUE POLICY ►

Faculty members will enter/post grades in WebAdvisor no later than:

- Academic courses ending during the last week of classes for the semester – three working days after the last official day of classes for the semester. This date is found in the Academic Calendar. If there are fewer than five working days between the last day of classes and the college's closing for holiday, the submission of grades will become two working days after the last day of classes. Campus administration may require earlier submission of grades to allow for the input of grades by the close of the submission deadline referenced above.
- Courses ending prior to the last week of classes for the semester – five working days after the last class meeting.

GRADING SYSTEM ►

Students will receive one of the following symbols for each course enrollment (unless officially withdrawn prior to the course census date):

GRADE QUALITY POINTS ►

A	Excellent	4.0
A-		3.7
B+		3.3
B	Above Average	3.0
B-		2.7
C+		2.3
C	Average	2.0
C-		1.7

COLLEGE E-MAIL ►

Colorado Mountain College uses e-mail as the main method of communication among faculty, staff and students. You must obtain a Colorado Mountain College e-mail from your instructional supervisor. Students are provided with a Colorado Mountain College e-mail address and students are encouraged to use it.

D+		1.3
D	Poor	1.0
D-		0.7
F	Fail	0.0
W	Withdrawal	–
AW	Administrative Withdrawal	–
AU	Audit	–
P	Pass	–
I	Incomplete	–
NG	No Grade Assigned	–

GRADE ASSIGNMENT ►

Non-credit: Courses do not appear on the student's academic transcript. A non-credit transcript is available to students upon request.

"W" - Withdrawal: A "W" is assigned if the student officially drops from a class after the census date. Any student remaining on the roster after the withdrawal date must be assigned a grade.

"I" - Incomplete: An "I" indicates that the course objectives are not yet fulfilled. It is the responsibility of the student to request, if needed, the assignment of an incomplete grade by the instructor. The instructor's decision to authorize or not authorize an incomplete grade is final. Approximately 75% of the coursework should be completed before an incomplete is issued. Arrangements concerning the completion of the course work must be made with the faculty member prior to the assignment of the "I" grade. This agreement must be written on an Incomplete Course Form. The faculty member may allow up to one semester (not including summer) to complete the course requirements. Work must be completed in sufficient time for the grade change form to be received by the Registrar's Office prior to the end of the semester date printed in the current catalog. Those grades which are not changed by the end of the semester will automatically become failing grades ("F").

"AU" - Audit: Students registered for a class through the audit option receive an "AU." This symbol verifies only that the student registered for the class. The student is not required to regularly attend the class or to be evaluated. However, all risk management and student conduct requirements still apply. A student registered as an AU cannot change to a grade option.

"NG" - No Grade: Occasionally, emergencies cause an instructor to be delayed in reporting grades for a class which has been completed. While awaiting the reporting of the grades, the temporary symbol of "NG" is assigned. Grade change forms must be completed for each student in order to change the NG to a final grade. A NG is assigned if grades are not submitted on time at the end of the semester.

"AW" - Administrative Withdrawal: If a student is withdrawn from a course by the faculty member or other college administrator, a symbol of "AW" is assigned for the course. The course instructor may withdraw a student from his/her class for excessive absences. Excessive absence is the point at which the faculty member feels that the student, due to absences, cannot successfully complete the course. **The instructor is not, however, required to withdraw the student.** Excessive absences can cause the student to earn a failing grade. If the faculty member drops (withdraws) a student, the student is awarded a grade of "AW" (Administrative Withdrawal). The instructor cannot withdraw a student after the Course Withdrawal Date. Students dropped through Administrative Withdrawal procedures do not receive a refund of tuition and/or fees.

Faculty members initiate a withdrawal by completing a Faculty Withdrawal Form. The faculty member should submit this form as soon as the decision to withdraw the student for excessive absences is made. This decision cannot be made after the course withdrawal date. It is important for several administrative functions that the withdrawal form be submitted as early as possible. The College can incur liability from external agencies if a withdrawal form is submitted late.

The instructor of record must submit a Faculty Withdrawal Form to the site Registration Office to have a student dropped from class. This form must be received by the registration staff on or before the Class Withdrawal Date. Faculty Withdrawal Forms received after this date will not be accepted. It will, then, be necessary to assign a grade within the grading option selected by the student.

Non-Academic Withdrawal: In certain cases where a student's behavior or mental or emotional health may render him/her unfit for continued participation within the College community, the Campus Dean of Student Affairs (residential campuses) or the Campus Vice President (or designee) for the commuter sites may require the student withdraw from the College. The College may require that certain conditions be met prior to allowing the student to be readmitted.

DO NOT PROMISE A STUDENT THAT HE/SHE WILL BE DROPPED FROM YOUR CLASS. TO ENSURE THAT A STUDENT IS DROPPED FROM A CLASS, HE/SHE MUST TAKE THE INITIATIVE TO DROP THE CLASS WITH THE REGISTRATION OFFICE.

No Shows: Occasionally, students register for a course and never attend. If a student does not attend class prior to the census date, the instructor has the option of issuing an Administrative Withdrawal. The instructor of record must submit a Faculty Withdrawal Form to the campus registrar's office in order for the student to be dropped from the course. This form must be received by the registration staff on or before the course withdrawal date. Faculty Withdrawal Forms received after this date will not be accepted. It will then be necessary to assign a grade within the grading option selected by the student. It is the instructor's option to drop no shows or continue them in the class and award the appropriate grade.

Documentation: Document occurrences, conversations, discipline issues, etc. Record the date of the occurrence, what happened, a brief dialogue of what was said and reactions. Documentation might be useful during a grade appeal, if a student is going through suspension, or other disciplinary situation. Any documentation placed in the student's file may be seen by the student and used for any legal proceedings according to the Family Educational Right to Privacy Act (FERPA).

GRADING OPTIONS ▶

Students may register for most courses choosing any of the options listed below. The student's grading option will be reflected on the class roster. The student's grade option selection cannot be changed after the class census date.

Pass/Fail option. If a student selects the Pass/Fail Option, he/she will receive a "P" for the class if he/she earns the equivalent of a "C-" or better for the course. Likewise, an "F" is assigned if the student earns a "D+", "D", "D-", or "F". Although all courses are available through this option, only 20 percent of all courses used to meet degree/certificate requirements can be earned through the Pass/Fail Option. Courses awarded by standardized national exams, i.e., CLEP, AP, DSST, or Excelsior College Exam, are given a "P" grade and are not included in the 20 percent calculation.

FINAL GRADE ROSTER ▶

Faculty will use WebAdvisor to submit final course grades. See tutorial here: <https://mycmc.coloradomtn.edu/group/mycampus/faculty>. You will be required to login with your MyCMC user name and password to access this web site.

If a student officially drops a course prior to the class census date (usually defined as the completion of 15 percent of the course instruction), the student will not appear on your roster. If the student drops after the census date but before the Class Withdrawal (drop) Date (usually defined as the completion of 75 percent of the course instruction), a "W" will be assigned to that student on your class roster. Students enrolled in a class after this date must receive an evaluative or Audit grade ("A" through "F," "P" or "AU").

WEBADVISOR ▶

Colorado Mountain College utilizes the WebAdvisor software program. This program allows the instructor to view their course roster at any time, to communicate with students and record grades. In order to access WebAdvisor the instructor must complete the Family Educational Right to Privacy Act (FERPA) training. Please see your instructional supervisor for detailed information.

GRADE CHANGES ▶

The instructor must complete a Grade Change Form and provide a complete explanation of the reason for the change by the end of the semester following the semester the course was taken.

Grade changes after one semester are not permitted. The instructional supervisor must be contacted to discuss the matter if a faculty member feels that the student's grade should be changed to more fairly reflect the work completed by the student during the authorized class period. An appeal of the College's Grading Policy can be submitted. The instructional supervisor will help you with the procedure.

STUDENT GRADE APPEAL PROCESS ▶

Evaluating student academic performance and assigning grades is a major professional responsibility of the faculty. The student may, however, appeal an assigned grade if he/she has evidence indicating that the grade was awarded in a capricious manner. Capricious grading is defined as one or both of the following:

1. The faculty member used criteria other than performance in the course as specified in their syllabus.
2. The standards used to assign the final grade deviated substantially from the standards announced or written in the syllabus and/or were not uniformly applied to others in the course.

Please note – simple disagreement with the subjective judgment of the instructor does not support the charge of capriciousness.

Students wishing to appeal a grade must discuss the grade assignment with the instructor. If the matter is not resolved, a written notice of appeal must be submitted to the campus vice president of the CMC campus that offered the class. This notice of appeal must be received within 30 days after the first day of classes for the following term.

“ * ” - Grade Removed by Appeal: This symbol is entered on the student's transcript if the grade originally assigned by the instructor is removed by the Grade Appeal Committee. The course remains on the transcript only as a historical record. The Grade Appeal Committee is a formal committee that is appointed only when a student appeals a grade that they feel was awarded in an arbitrary and capricious manner and there is a formal grade appeal process. The other committee is the Grade Change Policy Appeal Committee that is made up of the Registrar, Assistant Registrar and when appropriate, the Senior Vice President of Academic Affairs. Either committee can recommend the asterisk designation.

REMINDERS ▶

There are several unrelated items which have caused problems. We would like to bring them to your attention.

1. Do not post your class roster for students to use in taking attendance, etc. The roster contains the students' CMC identification numbers which are protected by federal law. We cannot allow anyone else to have this information without the student's written authorization. You will need to create your own roster for this purpose. Do not include ID or telephone numbers.
2. Do not allow students to see other students' grades. Only authorized staff with a “need to know” are authorized to see students' grades. Again, this information is protected by both state and federal laws.
3. Make all ground rules clear at the beginning of the class. Include them in your syllabus. Let students know your policy about absences, late assignments, etc. What are the grading standards? How do you define excessive absence? What percentage of the final grade is each assignment worth? This information should be included in the syllabus.
4. Remind students that it is their responsibility to withdraw themselves from a class. They must complete the Add/ Drop Form to withdraw.
5. Meet all deadlines for submitting grades, faculty withdrawals, etc. The College has over 25,000 students per year. It is necessary for management systems to be developed to handle the massive number of transactions. Late paperwork can cause serious problems and can harm the students. The student, funding agencies, educational agencies and often the student's employer are dependent upon the timely submission of your paperwork.
6. Review the College Catalog. This document contains detailed information concerning many of the College's policies and procedures. The information is important to you and your students. The catalog can be found at: <http://coloradomtn.edu/catalog>.
7. CMC has an annually updated catalog. We still operate within an academic year (summer, fall, spring). All changes and updates for any program or course must be submitted to the Assistant Vice President of Arts and Sciences or to the Assistant Vice President of Career and Technical Education by December 1st of each year. All new programs and courses must have been approved prior to this date.

Adjunct Faculty Benefits and Procedures ►

NEW PART-TIME OR ADJUNCT FACULTY HIRING PAPERWORK ►

For new part-time or adjunct faculty all hiring paperwork must be completed and submitted to Human Resources prior to beginning employment.

CONTRACTS ►

Contracts will be issued the first day of class or as soon as possible after the semester begins, or in the case of short workshops, prior to the class start date. The contract will reflect the course, synonym number, total credit hours, total payment, and payment schedule. Contracts need to be reviewed, signed and returned to your site immediately after receipt. You will not receive payment unless a signed contract is returned to the designated person on the campus and then submitted to the Payroll Office. In addition, there is no expressed or implied contract of continued employment between the College and a part-time employee. **NOTE:** Adjuncts are paid on the 15th of each month and contracts are due to your campus by the last day of the month.

ADJUNCT FACULTY PAY MATRIX ►

Adjunct faculty are paid for courses based on the number of credits.

The pay matrix is as follows:

<i>Instructional Type</i>	<i>Add-on for Doctorate (if applicable)</i>
► Lecture (1 credit: 15 hours instruction) \$700.00 per credit	\$70.00 per credit
► Lecture/Lab (1 credit: 22.5 instruction) \$825.00 per credit	\$82.50 per credit
► Lab (1 credit: 30 hours instruction) \$950.00 per credit	\$95.00 per credit
► Nursing Clinical only* (1:45 hours instruction)	\$1,950.00
* based on NLNAC guidelines	

The only add-on that an adjunct faculty member may have on the contract is for a doctorate degree IN THE AREA OF DISCIPLINE for the course being taught.

PROFESSIONAL DEVELOPMENT ►

Professional development is handled separately from the teaching contract. Upon completion and documentation of 90 pre-approved hours of professional development, the adjunct faculty member will receive a \$1000 stipend. Please note that only those hours that were **PRE-APPROVED** by a supervisor may count towards professional development. The professional development

payment can be awarded a maximum of three times (i.e., a total of \$3,000 for completion of 270 hours). A maximum of 30 hours completed before January 1, 2007, can be used towards the 90 hours for continuing professional development. These hours must have been accumulated within the last **THREE** years, meaning 30 credits earned after January 2004 may be used towards professional development.

PAYROLL PROCEDURES AND PAYCHECK ISSUANCE ►

The following paperwork is required and available from your instructional supervisor before the Payroll Office can issue a first paycheck: 1) Adjunct Instructor Contract; 2) I-9; 3) W-4; 4) Public Employees Retirement Association (PERA) forms; and 5) statement concerning employment not covered by Social Security. The following forms, if not present, will not hold up a paycheck but are strongly encouraged: 1) Status information sheet; 2) Paycheck distribution form; and 3) Direct Deposit Authorization form. Your instructional supervisor can provide you with your payroll packet.

Checks are issued and mailed to the instructor's home address, unless otherwise noted. All paperwork must be submitted to payroll by the first of each month to ensure payment. Beginning January 1, 2013 all employees of the college are required to use direct deposit to ensure a timely receipt of your paycheck.

MAXIMUM LOAD ►

Adjunct faculty can teach up to 11 credits per semester college-wide. It is the responsibility of the adjunct faculty to notify the instructional supervisor if they are teaching at more than one site.

ADJUNCT ABSENCES ►

POLICY: Adjunct faculty are responsible for ensuring that the learning outcomes for a class are met. Therefore, attendance at all class meetings is expected. However, when an adjunct is unable to attend class, the adjunct faculty teaching contract will not be adjusted for unintended, short-term absences (typically not to exceed 1/15 of the contact hours). Acceptable unintended absences will be determined by the instructional supervisor. Missed classes will be rescheduled when possible. When a substitute is needed for an acceptable, unintended, short-term absence, that substitute will be paid directly by the college, not the adjunct.

PROCEDURE: Adjunct faculty will notify their instructional supervisors in advance that they need to miss a class. The adjunct faculty member and the instructional supervisor will work together to develop a plan to reschedule, compensate for the missed classroom time in order to ensure that the course learning objectives are met, or if necessary, get a substitute. If a substitute is required, the adjunct faculty member will provide the substitute with course plans and all other materials needed to teach the class.

ADJUNCT FACULTY BENEFITS ▶

1. Tuition grant for the faculty member and/or spouse/dependent equal to the number of credits taught each semester, NOT TO EXCEED SIX CREDITS PER SEMESTER.
2. PERA contribution as determined by statute.
3. Professional development opportunities.
4. Workers' compensation/unemployment.
5. Pay for attending meetings (\$40/half day, \$80/full day).
6. Benefits available for Adjunct Faculty and part time staff on myCMC at <https://mycmc.coloradomtn.edu> in the HR section under "Benefits".

ONLINE FACULTY RESOURCES ▶

All faculty can access the Teaching and Learning Blog at <http://cmcteachingandlearning.blogspot.com>

The faculty workshop calendar is online at <http://www.coloradomtn.edu/training>. View information re. faculty resources online at <http://www.coloradomtn.edu/innovations>. Additional information re. faculty resources is available in the MyCMC Portal on the Faculty page.

FACULTY HIRING PROCEDURES ▶

Colorado Mountain College is an Equal Opportunity and Affirmative Action Employer. Position vacancies are posted online and advertised in local, and, where appropriate, national newspapers. These positions are filled with the best qualified applicants to perform the required position responsibilities.

An employee's date of hire is established on the first day they report to work as a full-time benefited employee or as indicated in the Faculty Employment Contract.

A Master's Degree in the appropriate discipline is preferred for instructors of transfer-level courses. A Master's degree with 15 graduate credit hours in the field will be considered. For Career and Technical Education courses a combination of work and educational experience is needed. In some circumstances, a current Colorado and/or Federal specialized license or credential will be required to teach.

CAREER AND TECHNICAL EDUCATION (CTE) CREDENTIALS ▶

Instructors teaching in approved degree and/or certificate programs must hold a current CTE Credential as required and issued by Colorado Mountain College, or Colorado Community College and Occupational Education System (CCCOES). Instructors should check with their instructional supervisor as credential standards have distinct requirements for each career and technical education area. Instructional supervisors have credential forms and will assist in completing the required information. The application form must be completed and submitted before the semester begins. Continued employment is contingent upon renewal of the CTE credential, completion of professional development, continuing education, or occupational experiences is required. Credentials must be renewed every five years.

ANSWERS TO ADJUNCT FACULTY QUESTIONS ▶

1. When is payday?

Paychecks are mailed by the 15th of each month. See #2 below concerning Direct Deposit.

2. Are there other ways of receiving my paycheck?

Yes. Available options for paycheck distribution are having them mailed to your home, to your work location or direct deposit. As of January 1, 2013 all employees will be required to use Direct Deposit.

3. Does the College have a credit union?

Yes. The College currently has 3 credit unions available. Contact the Human Resources department for further information.

4. Is there a policy and procedures manual?

Yes. Your campus VP or director has an official copy for staff review; or can be accessed on myCMC at <https://mycmc.coloradomtn.edu> in the HR sections under "Policy and Procedure Manual".

5. If an adjunct faculty member is not teaching a full load (11 credits), is he/she eligible to assume another position (e.g., a staff job) within the College?

No. Due to Fair Labor Standards Act requirements Adjunct Faculty at full load may not take on part-time staff positions.

6. Is there any pay for prep time?

No. Prep time is included in the compensation that you receive, there is no additional pay.

7. Are there benefits?

Yes. Please refer to MyCMC under HR Benefits link: <https://mycmc.coloradomtn.edu/group/mycampus/human-resources>

8. Do adjuncts receive a CMC e-mail address?

Yes. Colorado Mountain College uses e-mail as the main method of communication. Credit-teaching and ESL/GED faculty are required to access and actively use CMC provided communications tools and information resources (ex: E-Mail, MyCMC, Canvas, etc.) as part of their primary responsibilities as a CMC employee. As a full-time or part-time employee, it is required that you use your CMC e-mail and pull up your e-mail often to correspond with students, receive messages from your instructional supervisor or from the College in general. Ask your instructional supervisor for an e-mail authorization access form or call the technical service desk at (970) 947-8438 or e-mail at servicedesk@coloradomtn.edu.

Full-Time Faculty Employment Contracts ▶

Faculty contracts are issued annually by Human Resources in accordance with policy. Typically the annual contracts are issued by the end of April with details pertaining to dates, column placement and associated salary, rank and discipline. Newly hired faculty (provisional) will be required to work 175 days during their first year to accommodate mandatory new hire orientation and training.

SALARY PAYMENT ▶

Faculty will have the option to have the contract salary paid over a twelve-month period or over the contract period and receive no regular contract payments during the summer months. If a faculty member does not select an option, the compensation will be paid over a twelve month period. Based upon IRS regulations, once the first compensation payment is made the payment method cannot be altered during the payment period.

CONTRACT PERIOD ▶

As standard procedure, full-time faculty will be contracted for 170 work days which follows the normal Academic Calendar of August - May. However, dependent upon program needs, the 170 day contract period may be extended to cover a 12 month period. Please refer to CMC Policy and Procedures Manual for most current policy.

PROVISIONAL STATUS ▶

All Full-Time Faculty hired to begin teaching in August 2010 shall be provisional faculty during the first four consecutive semesters in which they teach on a Full-Time, benefitted status and shall be At-Will during that time. For 12-month Faculty (Faculty who teach summer semesters as part of regular workload) summer semester will be counted in calculating consecutive semesters. There are specified goals, requirements and expectations that the Faculty member, instructional supervisor and/or central program administrator must complete during the four consecutive semesters to move from provisional status to that of a Regular Full-Time Faculty member. These goals, requirements and expectations are outlined in the Guidelines and Procedures for Full-time Faculty, Provisional Status located in the Faculty Guide. During the four semester provisional period, if the stated expectations are not successfully completed by the provisional faculty member, he or she may be terminated with or without cause and with or without prior notice except as specifically provided in this policy or any other applicable written College policies or procedures. The provisional Faculty member will not be eligible for the College's due process, Grievance Resolution Procedures or the Termination Appeal Process extended to a Full-Time Faculty considered a Regular Full-Time Faculty.

SUMMER EMPLOYMENT ▶

Supplemental teaching contracts will first be offered to regular full-time faculty assigned to the campus at which the teaching will occur. In addition, faculty may apply for supplemental contracts for non-teaching contracts. Teaching during the summer semester is handled as adjunct faculty pay for full-time faculty under a nine month teaching contract. Speak with your instructional supervisor for more information.

OVERLOAD ▶

Overload begins on the 31st credit or 601st contact hour and must be approved in advance by the instructional supervisor. Payment will occur at the end of the spring semester and cannot exceed 6 credit hours unless prior approval is received from the Senior Vice President of Academic Affairs. This pay will be at the adjunct faculty pay rate.

WORKLOAD ▶

It is the responsibility of the instructional supervisor, in cooperation with the faculty member, to ensure that each full-time faculty member has a workload with a teaching load that conforms to College policy.

Faculty may be paid a supplemental contract for work in addition to their teaching load. Reassignment time or financial compensation may be available for administrative work. More detailed information is located in the Policy and Procedures manual.

FACULTY IN-SERVICE ▶

Faculty are required to attend two college-wide faculty in-services each year which are sponsored by Academic Affairs. One is held in the fall, and one is in the spring.

FACULTY RELEASE/REASSIGNMENT TIME ▶

With written approval of campus administration, faculty may be assigned credits of reassignment (release) time in any given semester for administrative duties. This might include serving on committees, working on special projects, and/or other professional duties. This reassignment time is calculated as a part of the faculty member's workload.

SABBATICAL LEAVE – GENERAL PROVISIONS FOR FULL-TIME FACULTY ▶

The Board of Trustees shall approve the sabbatical leave as a benefit granted for the following purposes:

1. To conduct independent research;
2. To study pedagogy or a state-of-the-art functional area;
3. To obtain further knowledge in a faculty discipline or functional area.

A regular, benefited faculty member may be granted a paid sabbatical leave from the College upon the recommendation of the President and approval of the Board of Trustees.

Provided that, in the judgment of the President, such a leave will clearly add to the effectiveness and/or professional competencies of the employee and will not adversely affect either the budget or operational efficiency of the College for the period such leave is requested.

A regular, benefited employee as applied to faculty means employment under a written contract of employment with the College for at least two academic semesters in any fiscal year.

An employee on sabbatical leave may not hold a full-time paid position while on sabbatical leave. However, such an employee may receive a scholarship or receive financial aid from a college or university or any other institution, agency, or educational institution. In the event that the employee on sabbatical leave does receive payment for services while on sabbatical, total payment received from both sources may not exceed the regular College salary of the employee.

Unless otherwise agreed to by the College, employees granted sabbatical leave shall return to employment at the College in the same position at the same location for at least the regular employment year immediately following the leave. If the employee does not return, restitution will be made to the College for the salary paid to them by the College during the term of the leave. Payment must be made within one (1) year of termination of the leave. Employees who are terminated, transferring to another position within the College, or who are approved for disability benefits will not be required to make restitution of salary to the College.

The number of sabbatical leaves granted will not exceed ten percent (10%) of the total full-time faculty positions during any academic/fiscal year at Colorado Mountain College.

Upon termination, except through reduction in force, all accrued service credit toward sabbatical leave will be forfeited.

Please refer to the Employee Handbook, Administrative College Policy and Procedures Manual or contact Human Resources directly for other relevant benefits, policies or procedures. For further information and requirements please see Curriculum and Instruction Manual, Chapter 1.

Academic Expectations of Students ►

In order to encourage and foster academic excellence, the College expects students to conduct themselves in accordance with generally accepted norms of scholarship and professional behavior. Because of this expectation, the College does not condone any form of academic misconduct. Academic misconduct includes, but is not limited to, plagiarism, cheating, fabrication, and knowingly or recklessly encouraging or making possible any act of plagiarism, cheating, or fabrication.

ACADEMIC MISCONDUCT ►

Academic misconduct is an unacceptable activity in scholarship and is in conflict with academic and professional ethics and morals. Consequently, students who are judged to have engaged in some form of academic misconduct shall be subject to: (1) a zero or an "F" on the work in question; (2) other academic penalties as outlined in the instructor's course requirements and expectations; (3) disciplinary action, or (4) any combination thereof.

Generally, a student's intentions will not be the primary consideration in the determination of whether academic misconduct has occurred. A student's intentions will usually be considered only during the process of deciding on the appropriate sanctions or penalties.

PLAGIARISM ►

Plagiarism is the act of appropriating another person's written, artistic, or musical composition, or portions thereof, or ideas, language or symbols, and conveying the material as the product of one's own mind, without giving credit to the originator.

Regarding written work in particular, direct quotations, statements which are the result of paraphrasing or summarizing the work of another, and other information which is not considered common knowledge must be cited or acknowledged, usually in the form of a footnote.

Quotation marks or a proper form of identification shall be used to indicate all direct quotations.

PLAGIARISM DETECTION SOFTWARE ►

The way we structure research assignments can do much to reinforce the appropriate use of others' materials in research projects. An additional approach to ensuring citation ethics and practice is the use of plagiarism-detection software. For more information on detecting and deterring plagiarism, visit coloradomtn.edu/innovations.

CHEATING ▶

Cheating is the act of using or attempting to use, in examination or other academic work, material, information, or study aids which are not permitted by the instructor. Cheating includes, but is not limited to, using books, notes, calculators, copying from or conversing with others during an examination (unless such external aids are permitted by the instructor), having another person do research, write papers, or take examinations for someone else. The submission of large portions of the same work as part of the academic work for more than one course can be considered cheating unless such submission is permitted by the instructor.

FABRICATION ▶

Fabrication is the invention of material or its source and its use as an authority in academic work. Fabrication includes, but is not limited to, inventing the data for a scientific experiment; inventing the title and author of a publication in order to use the invented publication as a source; or knowingly attributing material to an incorrect source.

Faculty Support Services ▶

COURSE PROMOTION ▶

Colorado Mountain College advertises and promotes courses primarily through the Master Class Schedule which is published prior to each semester on most campuses. Programs are generally advertised college-wide through the Colorado Mountain College Marketing department. Individual campuses may advertise their course offerings locally. Instructors may assist with additional promotional activities if approved by their instructional supervisor.

DESK COPIES/TEXTBOOKS ▶

Most textbook publishers offer complementary desk copies of textbooks. Check with your instructional supervisor for information on how to receive one. Be sure to plan well in advance of the course. It may take several weeks to secure a copy from the publisher. Check the course file at the campus for recommended texts.

FACILITIES ▶

By prior arrangement, instructors have access to center or campus classrooms for class sessions or to meet with students. If you have to change a class meeting time or location, please notify your instructional supervisor.

Audio-visual equipment is available for class use. Contact your instructional supervisor and/or an administrative aide to make arrangements. Three days notice is preferred.

ADMINISTRATIVE ASSISTANCE ▶

The CMC staff at your teaching location will be happy to provide the necessary support services to assure the smooth and concise flow of materials and information for students. On each campus, resources are available to assist you with problems, special needs, or questions you might have concerning instructional support.

LIBRARIES ▶

Colorado Mountain College has three full service libraries located on the residential campuses in Glenwood Springs, Leadville, and Steamboat Springs. CMC also has a Virtual Library, which can be found at <http://www.coloradomtn.edu/library/>.

The full service libraries provide extensive collections of books, journals, magazines, maps, government documents, videos, audio books, music, and course reserves. They also offer a variety of services, including research assistance and Interlibrary Loan service. Additional information about these libraries, including their hours of operation, can be found at <http://www.coloradomtn.edu/library/about>.

The Virtual Library has its doors open 24/7, providing access to thousands of online journals and newspapers, books and art images, downloadable videos and audio books, career resources and practice tests. In addition, the Virtual Library offers online research assistance and Interlibrary Loan services.

Library's Resources for Faculty web site provides access to self-paced tutorials, faculty professional development collection, copyright resources, and anti-plagiarism tools. <http://coloradomtn.edu/library/faculty/>.

The libraries offer course-specific research workshops for students upon request. Instructors should contact their campus library to schedule workshops for their courses.

- ▶ Steamboat Springs Campus Library
(970) 870-4445
- ▶ Glenwood Springs - Spring Valley Quigley Library
(970) 947-8271
- ▶ Leadville Campus Library
(719) 486-4249

Commuter Campuses are served by the Virtual Library.

- ▶ Virtual Library
ylef@coloradomtn.edu or (970) 468-5989 ext.2842
- ▶ Dillon and Breckenridge
(970) 468-5989 ext.2842
- ▶ Edwards
(970) 569-2926
- ▶ Rifle
egardner@coloradomtn.edu or (970)625-6957

COMMUNICATION ▶

The CMC Faculty Senate is the governing body for the faculty. Each residential site has two senators and each commuter site has one. Elected officers represent the full-time and adjunct faculty, see Appendix E.

Faculty may subscribe to list serves to receive up-to-date information as well as easy access to communicate with colleagues.

Faculty will find ample opportunities to serve the College through membership on various college-wide committees. The faculty senate and/or administrative staff frequently ask faculty to serve on both ad hoc and standing committees. Talk to your instructional supervisor, faculty mentor, or faculty senate representative if you wish to serve.

Use WebAdvisor to access the names and contacts for other faculty throughout the College who teach the same courses. Discussing course objectives, lessons, exams or other important questions with faculty who teach the same courses can be most beneficial. Sharing information and methodology is a great teaching tool.

SERVICE DESK ▶

The Service Desk assists CMC faculty, staff and students with all technical issues. See tips and tutorials on the web site or at myCMC, or call 970-947-8438 (866-642-0495 toll-free).

OFFICE OF INNOVATIONS IN TEACHING AND LEARNING ▶

This office assists faculty with course development and teaching with technology. A monthly workshop schedule for faculty is posted online at <http://www.coloradomtn.edu/training>. See more information, tips and tutorials for faculty on the Innovations web or myCMC pages.

Student Affairs ▶

Student services are available at all campuses. The Student Affairs staff is a resource of information on advising, financial aid, registration procedures, graduation and transfer requirements, counseling students, student activities, the adjudication process and other college services. Faculty are encouraged to invite the Student Affairs staff into your classroom to explain the myriad types of services available at each campus that can maximize student success. Students do not need an appointment. Faculty can contact the Vice President of Student Affairs for additional information.

COUNSELING SERVICES ▶

CMC offers a comprehensive range of educational, personal and career counseling services at all campuses/centers. These services are available to all residents of the CMC District, as well as to full- and part-time students. These services include: educational and personal counseling, academic planning, career/life planning, interest and aptitude testing, skill testing for academic placement, and job seeking skill assistance (resume writing, interview skills, effective career strategies).

College counselors at each location work closely with community human resource agencies, and may refer students to these agencies for assistance in various areas, including mental health counseling, day care family support services, drug and alcohol counseling, etc. Faculty is encouraged to refer students to CMC college counselors for assistance on these issues.

TESTING SERVICES ▶

Colorado Mountain College offers the following testing services to students and to the general public: American College Testing (ACT), Graduate Record Exam (GRE), General Educational Development (GED), Law School Admissions Test (LSAT), Miller Analogy Test (MAT), College Level Examination Program (CLEP), DANTES, course challenge program, and personality and interest inventory tests.

ACCUPLACER ASSESSMENT ▶

The Accuplacer Placement test is an assessment tool used by CMC to determine the level of coursework students place into prior to registration. Students sign-up at their campuses to reserve a test time and date to take the test in a group setting. Students are encouraged to seek assistance from an advisor or college counselor for review options and study guide resources. If a student has taken the ACT or SAT and achieved an appropriate score, or has successfully completed college-level coursework, no placement test is required. The Accuplacer Placement test is an un-timed test. Hand-held calculators are not used during the test, but on higher-level math tests, a pop-up calculator is provided when acceptable.

STUDENT SUPPORT SERVICES ▶

Student Affairs works with students who have the potential for academic success and who may benefit from academic support and encouragement to reach their scholastic goals. The Student Support Services (SSS) Program is a federally funded program to provide academic support for eligible students who are low income, disabled, and/or first generation college students (neither parent has received a degree). This program is located at CMC Steamboat Springs, CMC Leadville, CMC Glenwood Springs - Spring Valley, CMC Rifle and CMC Edwards. Students in the program receive tutoring, advising, transfer services and college trips, developmental instruction, career exploration assistance, peer mentoring, admissions and financial aid application assistance, and other support to reach their scholastic goals. For further information or application to the program, please contact the SSS coordinator at your campus.

FERPA ▶

The Family Educational Rights and Privacy Act (FERPA) was created to protect students from inappropriate use of their educational records. This Act provides students with the right to view their records and allows them an opportunity to have inaccurate records corrected. The primary portion of the Act, however, is that which protects the records from inappropriate use.

Educational records may only be accessed by individuals requiring the information to perform an official function for the institution. CMC's student records security system was designed to meet federal and state laws and regulations. For more information related to FERPA go to <http://www.ed.gov/ferpa> and click on "Rights to Privacy."

STUDENT FINANCIAL ASSISTANCE ▶

Financial aid in the form of grants, loans, work-study, and scholarships are available to full- and part-time students who meet specific financial or scholastic criteria. For information go to www.fafsa.ed.gov.

STUDENT ACTIVITIES AND ORGANIZATIONS ▶

To promote the well-being of CMC students, many activities are planned both at the residential and commuter campuses. These activities, as well as the many diverse student organizations, are instrumental in creating a productive learning environment for the student. If you have any questions concerning activities or student organizations, please contact a college counselor, or a coordinator of student activities at all residential and some commuter campuses.

STUDENTS WITH DISABILITIES ▶

Colorado Mountain College is committed to providing access to everyone with the ability to benefit from a program of higher education. Services are available to meet the special needs of students. Students must self-disclose their disability and provide written documentation of their disability. Direct the student to the Disabilities Services Coordinator on your campus. This person is the only one who can make accommodations for a student. Accommodations may include instructional support such as note taking, oral testing, proofing of written work, interpreting, books on tape, tutoring, and extended testing time. Faculty is lawfully obligated to comply with the official written accommodation. However, an instructor cannot provide special services for a student without documentation from the Disabilities Services Coordinator. All information is confidential and cannot be shared with any other student.

Developmental Education ▶

The Developmental Education program is designed to help you achieve the most from your college education. Here are some resources that can assist you:

PLACEMENT ASSESSMENT ▶

At the beginning of your first semester will make sure you are placed in classes that best meet your needs. We offer Accuplacer assessments in mathematics, reading and English.

LEARNING LABS ▶

Are a great resource to support you in being successful at CMC. Learning labs offer help in mathematics, reading, writing class assignments, GED preparation, studying to take the Accuplacer, and college-level courses. Work at your own pace and level in small groups or one-on-one with tutors or instructors in the areas you need help in.

ENGLISH AS A SECOND LANGUAGE (ESL) ▶

Instruction for English Language Learners is designed for limited and non-English proficient students. Classroom instruction focuses on developing a student's life and work skills. Students improve their listening, speaking, reading and writing skills in leveled classrooms from low beginning through advanced. All students must be pretested upon enrollment to determine their appropriate instructional level.

GENERAL EDUCATIONAL DEVELOPMENT (GED) ▶

General Education Development (GED) test preparation classes and retesting are available at CMC. The GED exam consists of five tests (writing skills, social studies, science, reading and mathematics). GED preparation classes are provided at many of our campuses. After successfully completing the exam, the student will receive a Colorado High School Equivalency Certificate from the State of Colorado Department of Education. Some campuses offer the GED exam in Spanish.

TUTORING: ▶

Tutoring is available for students who need additional help to succeed in a course. At times a student requires assistance beyond that which a faculty member can reasonably be expected to provide outside of the classroom. In these situations the students can request a tutor, or faculty may refer a student to the Learning Labs or to a college counselor if a specific subject tutor needs to be provided. It is not appropriate for a faculty member to tutor a student as this constitutes a conflict of interest. Similarly, it is against college policy for a faculty member to recommend a tutor, as this may result in liability for both the faculty member and the tutor. There are various requirements which a student needs to meet to qualify for individual/small group tutoring. Vocational students, learning disabled students and the Student Support Services Program have funding specifically designated for qualifying students. Each site maintains a list of tutors which will be provided to students upon request.

The Go2Work Programs ▶

These programs focus on students who are enrolling in CMC courses from their local workforce.

GO2WORKSHOPS ▶

Ongoing, weekly workshops are offered on the Rifle, Glenwood Springs and Edwards campuses assisting community members with employment needs including: resumes, online applications, and basic skills development to earn a Career Ready Colorado Certificate. The workshops are free and operate in partnership with the local workforce centers and county governments.

CAREER READY 101 ▶

An individualized computer program designed to improve career readiness through review and skill building exercises. Once participants have been enrolled they can access the program from any computer that has internet access and work at their leisure. Assisting students to register for this online study program provides them with an easy way to increase their basic skill levels. This could include Gateway Courses, Developmental Education courses, Accuplacer assessment and GED testing. Registration can be initiated through your campus counselor or learning lab.

GATEWAY-LINK TO SUCCESS CLASSES ▶

Offered on the Rifle campus for parents who qualify for Temporary Assistance for Needy Families (TANF) benefits through the Garfield County Department of Human Services.

WO/MEN IN TRANSITION SCHOLARSHIP ▶

May help with the cost of tuition and books for up to 5 credits for single parents and nontraditional students ineligible for Pell Grants. The fund is dependent on grants and several eligibility requirements must be met. The scholarship is limited to areas where grant funding is obtained.

GARCO SEWING WORKS ▶

An industrial sewing training and design center located in downtown Rifle, Garco Sewing Works is an economic development project in partnership with Garfield County. Training in sewing, design, marketing, entrepreneurship as well as small business development is offered to individuals on public benefits as well as displaced workers referred by the local workforce center. Noncredit courses for the general public are in development. See more at our web site: garcosewingworks.com

For further information on any of the Go2Work Programs, please contact Jill Ziemann, Director of Go2Work Programs (970) 384-8518 or jziemann@coloradomtn.edu.

Degrees and Certificates ▶

Colorado Mountain College offers the following degrees and certificates.

BACHELOR'S DEGREES ▶

A bachelor's degree from CMC shows you have knowledge and training beyond the high school or associate degree level. You need a high school diploma or GED to earn a bachelor's degree. Normally it takes a student a full four years to earn a bachelor's degree. However, it's more common to attend school part-time and thus it takes longer for working adults or single parents. Nationally, the average time to complete a bachelor's degree is 7 years.

The fundamental requirement for a bachelor's degree is to successfully complete a minimum number of "credit hours," usually a minimum of 120 semester credit hours. Full-time students typically take five 3-credit hour courses each semester. The first courses are often called the "core curriculum" and include mathematics, English, communications, science, arts and humanities, and social science courses that are required for all students. Each student selects a major field (for example business administration or sustainability studies) and possibly an emphasis area. To earn a bachelor's degree, you must complete a minimum number of required and elective courses in the major and emphasis. In addition, most students take a few elective courses to complete the minimum 120-credit hour requirement.

The requirements for a bachelor's degree are intended to ensure that you are adequately prepared to take the next step, whether in the work world or as a graduate student. However, the quality of your academic record is just as important as the quantity of credit hours. A minimum 2.0 (C) grade point average (GPA) is required in bachelor degree coursework.

Bachelor's degrees are awarded in many different disciplines. The two most common types are the Bachelor of Arts (BA) that tends to focus on theoretical and general knowledge as well as liberal arts for example literature, history, social sciences, etc. and the Bachelor of Science (BS) focuses on technical or hard sciences such as mathematics, natural and physical sciences, business, engineering and similar fields. A Bachelor of Applied Science (BAS) degree is recommended for people, who wish to enter a technical or technology-oriented field or a specialized career such as computer science, accounting, law enforcement, fire science, culinary arts, medical technology, etc. CMC offers two bachelor degree programs: the Bachelor of Arts degree in Sustainability Studies (BASS) and the Bachelor of Science degree in Business Administration (BSBA). CMC plans to expand its offerings of bachelor degrees in the future.

ASSOCIATE OF ARTS DEGREES ▶

The Associate of Arts (AA) degree program offers a liberal arts education that includes the Colorado State Guaranteed General Education Curriculum. This curriculum includes a minimum of one year of coursework in communications, humanities, social sciences, mathematics and science. In addition to these required disciplines, students are encouraged to explore a broad range of subjects through elective coursework in fine arts, behavioral sciences, natural sciences and mathematics, literature, business and humanistic studies. The College offers emphasis areas within the Associates of Arts in Anthropology, Business, Elementary Education, Early Childhood Education, Outdoor Education, Theatre and Visual Arts. In addition to the state-wide guaranteed transfer, CMC maintains specific transfer agreements with public and private four-year institutions.

ASSOCIATE OF SCIENCE DEGREES ▶

The Associate of Science (AS) degrees are designed for those who plan to seek a four-year degree in advanced technology, engineering, mathematics, and physical or natural science areas. The AS degrees include the Colorado State Guaranteed General Education Curriculum. The disciplines covered in this program are traditionally included in the freshman and sophomore curriculum at all colleges and universities. This includes coursework in the areas of communications, humanities, social science, biological science, physical science and mathematics. The college offers emphasis areas within the AS degrees in biology, chemistry, environmental science, physics and a state-wide articulation agreement in engineering.

ASSOCIATE OF GENERAL STUDIES DEGREES ▶

All Associate of General Studies (AGS) degrees (with the exception of the AGS-Generalist degree) are the result of articulation agreements with public baccalaureate degree-granting institutions. They are transferable only into the particular program identified by the articulation agreement. These include Criminal Justice, Engineering, and Outdoor Recreation Leadership. These degrees have specific articulation agreements in place for transfer to four-year institutions.

CAREER AND TECHNICAL EDUCATION ▶

Career and Technical Education (CTE) refers to the Associate of Applied Science degrees and certificates of Occupational Proficiency, designed to prepare students for immediate employment opportunities upon graduation in a specific career. Training is hands-on and utilizes state-of-the-art equipment, software and facilities. In addition to having a majority of instructors who maintain occupations within their field of expertise, many of the career and technical education programs also feature internship or work experience components; these factors help to ensure focuses on real-world applications. Through collaboration with industry leaders, CTE provides a mix of skills, training and knowledge to help students be highly competitive in the job market.

The CTE programs at Colorado Mountain College consist of our Associate of Applied Science (AAS) degrees, and Certificates of Occupational Proficiency (COP). Many of these degrees have pathways that provide a student the opportunity to also complete a four-year degree.

Associate in Applied Science Degrees are awarded in the following programs:

- ▶ Accounting
- ▶ Culinary Arts
- ▶ Early Childhood Education
- ▶ EMT Paramedic
- ▶ Entrepreneurship
- ▶ Fire Science Technology
- ▶ Graphic Design
- ▶ Integrated Energy
- ▶ Medical Assistant
- ▶ Natural Resource Management
- ▶ New Media
- ▶ Nursing
- ▶ Paralegal
- ▶ Process Technology
- ▶ Professional Photography
- ▶ Resort Management
- ▶ Restaurant Management
- ▶ Ski Area Operations
- ▶ Ski and Snowboard Business
- ▶ Sustainable Cuisine
- ▶ Veterinary Technology

CERTIFICATES OF OCCUPATIONAL PROFICIENCY ▶

Career and Technical Education (Certificate of Occupational Proficiency) programs provide technical training in specific skills. Unlike associate degree programs, the curriculum usually includes only job skills training and not general education courses. In most cases coursework can be completed in one year or less. Most courses also apply to an AAS degree.

Certificates of Occupational Proficiency are awarded in the following areas:

- ▶ Accounting
- ▶ Animal Shelter Management
- ▶ Automotive Service Technology
 - Electrical/Electronic Systems
 - Brakes
 - Suspension & Steering
 - Engine Performance
 - Heating & Air Conditioning
- ▶ Colorado Law Enforcement Training Academy (CLETA)
- ▶ Culinary Arts
- ▶ Culinary Management
- ▶ Early Childhood Education
- ▶ Emergency Medical Technician
 - Basic
 - Intermediate
 - Paramedic
- ▶ Entrepreneurship
- ▶ Fire Science
 - Fire Academy I
 - Fire Academy II
 - Company Officer
- ▶ Geographic Information Systems
- ▶ Graphic Design
- ▶ Information Technology
 - A+ Computer Technician
 - Cisco Certified Network Associate (CCNA)
 - Microsoft Office Specialist
 - Network +
 - Security +
 - Server +
- ▶ Integrated Energy Technology
 - Industrial Instrumentation Controls Technician
 - Petroleum Technology
 - Solar Photovoltaic
- ▶ Medical Assistant
- ▶ Natural Resource Management
- ▶ New Media
- ▶ Nurse Aide
- ▶ Paralegal
- ▶ Real Estate
- ▶ Resort Management
 - Hospitality Operations
 - Spa Management
- ▶ Restaurant Management
- ▶ Ropeway Maintenance Technician
- ▶ Ski Area Operations
 - Slopes and Trails
 - Ski Patrol
- ▶ Ski and Snowboard Business
 - Shop Technician
 - Marketing Media Manager
 - Professional Ski and Snowboard Guide
- ▶ Sustainable Cuisine
 - Operations I and II
 - Food Systems
- ▶ Web Design
- ▶ Welding
- ▶ Wilderness Emergency Medical Services

CERTIFICATES OF COMPLETION ▶

Colorado Mountain College offers several Certificates of Completion to students who complete a group of courses with a particular emphasis. A certificate of completion attests to successful completion of a structured program of courses designed to establish proficiency in a specific field.

These courses are helpful for learning special skills or for concentrating your learning in a special area of interest. CMC currently offers three Certificates of Completion: Creative Arts, Outdoor Education and Professional Fly Fishing Guide.

Program Information ►

COURSE CODING SYSTEM ►

It is important that faculty understand the course coding system. The alphabetic codes abbreviate both the content of the course and the department offering it. For example, math courses are listed under alphabetic code MAT. Business courses can be found under BUS, English under ENG and so on. The numeric portion of the course is based on the following:

1. Basic and developmental courses are numbered 000-099 and they do not apply toward CMC certificates or degrees.
2. Courses numbered 100-299 apply toward CMC certificates and degrees. Not all courses apply to all degrees. Check the catalog description of each degree for further information.
3. Courses numbered 300-499 are for the two bachelor degrees at CMC.
4. Courses numbered 900-999 are non-credit. Contract training courses are 905. Non-credit courses do not apply to CMC certificates and degrees.
5. Courses numbered 700 are non-credit courses offered for Continuing Education Units (CEUs).
6. Courses marked with an asterisk (*) in the course description section of the CMC catalog apply to the AA or AS degrees and are generally transferable. Guaranteed transfer courses are marked with a diamond (◆) symbol.

TRANSFER PROGRAMS ►

The Associate of Arts and Associate of Science degree programs, and the courses within those programs, are designed to transfer to four-year colleges and universities as freshman and sophomore requirements and electives. Colorado Mountain College works with students through advising for seamless continuation to the BASS or BSBA degrees here at CMC.

GUARANTEED TRANSFER (GT) ►

Colorado Mountain College participates in the GT Pathways transfer program. This ensures that students who earn credit which allows them to complete an AA or AS degree with a “C-” or better in each course will also have completed the lower division general education requirements for all arts and sciences and some professional majors at all Colorado public baccalaureate degree granting institutions. Many of the AGS degrees are transferable to Colorado four-year schools.

CMC maintains agreements with public colleges and universities which address the transfer of many courses which are part of degree or certificate programs. CMC was the first two-year college to sign a comprehensive agreement with the University of Colorado, Boulder. Courses leading to an Associate in Applied Science degree or Certificate of Occupational Proficiency at CMC may transfer into four-year degree programs. Each four-year institution uses its own discretion as to credits it will accept in transfer from occupational programs.

For a complete and current listing of all Articulation Agreements, please see the Academic Affairs page at www.coloradomtn.edu.

NON-CREDIT COURSES ►

Colorado Mountain College provides opportunities for career, technical, recreational, cultural and life-long learning activities. Many of these activities are provided on a non-credit or cosponsoring basis and they must be self-supporting.

Faculty Evaluations ►

Colorado Mountain College is committed to excellence in instruction through the training and evaluation of faculty and instructional support services. Through consistently monitoring and improving the classroom experience of students and the instructional effectiveness of the faculty, it is our goal to improve student learning. Additionally, the **Professional Development and Continuous Improvement Plan** serves as a factor in consistent personnel decisions that support the goals of CMC, including the development of faculty.

The purpose of this document is to allow full time faculty and their supervisor the opportunity to develop a plan that meets the needs of the individual, the college, and improves learning for all involved. The Faculty Professional Development and Continuous Improvement Plan process follows a comprehensive approach to reviewing and evaluating the activities

of faculty members within their four major roles – teaching effectiveness, service to college and discipline, professional development and activities, and advising. The evaluation process allows faculty members the opportunity to place greater emphasis on one or more of the four major roles in a given year.

The complete Faculty Professional Development and Continuous Improvement Evaluation Plan System should occur with every full-time faculty member each year prior to the start of each new academic year. Classroom observations and IDEA (student ratings) will occur once per academic year, Appendices G and H.

ADJUNCT FACULTY: ▶

The adjunct faculty evaluation consists of IDEA (student ratings of instruction), classroom observation, and appraisal of college services. This is to occur with every adjunct faculty member in the first semester of instruction and on a regular basis thereafter.

STUDENT RATINGS OF INSTRUCTION ▶

The student rating system the College uses is the Individual Development and Educational Assessment (IDEA). The IDEA Student Ratings of Instruction system is designed to take a positive approach to soliciting student input. Rather than emphasizing the instructor's teaching techniques or personality, the IDEA system focuses on student learning. For more information go to <http://www.theideacenter.org>.

For each course taught the faculty member will need to select three to five objectives from the IDEA student evaluation program. CMC uses Individual Development and Educational Assessment (IDEA), which determines student progress based on objectives chosen by the instructor. These are not to be confused with the course plan objectives, the General Education Transfer Degree Competencies (formerly NCA objectives) or the Learning Outcomes Assessment Project. The IDEA objectives are chosen by the instructor for the sole purpose of the student evaluation form and include:

1. Gaining factual knowledge
2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course material
4. Developing specific skills, competencies, and points of view
5. Acquiring skills in working with others as a team member
6. Developing creative capacities
7. Gaining a broader understanding and appreciation of intellectual/cultural activity
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find and use resources for answering questions or solving problems
10. Developing a clearer understanding of, and commitment to, personal values
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Acquiring an interest in learning by asking questions and seeking answers

You should pick only three to five of the above evaluation objectives. You may want to include these objectives on your syllabus. At the very least you need to apprise your students that these areas will be your foci throughout the semester. For more information on the IDEA student evaluation system see the CMC Curriculum and Instruction Manual.

TEACHING EFFECTIVENESS ▶

This element of evaluation is based on recognizing that the most important aspect of a faculty member's position is student learning. Teaching effectiveness is designed with subcategories as a means for evaluation within this category: (1) Self, (2) Peer, (3) Student Ratings, (4) Classroom observation.

SERVICE TO COLLEGE AND DISCIPLINE ▶

The service category takes into consideration the following areas (1) service to the College, (2) service to the community as it relates to civic activities that are unpaid and relate to the discipline, (3) regular attendance at campus, College and state wide committees, and/or work with College student groups, (4) service on Faculty Senate, and (5) mentoring.

PROFESSIONAL DEVELOPMENT AND ACTIVITIES ▶

Professional development and activities encompass a wide range of pursuits. Examples include (but do not preclude other activities): continuing certification in discipline; graduate coursework; continuing education; sharing expertise within the discipline; regional conference leadership role; publications; or artistic creation or performance. Activities that support professional development must be approved by the instructional supervisor.

SERVICE TO STUDENTS ▶

Many faculty members at Colorado Mountain College advise students on a regular basis and participate in student activities. The College recognizes this as an activity that helps students succeed.

Faculty Promotion ►

Criteria: Regular, fully benefited faculty will be judged on the criteria listed below when petitioning for promotion in academic rank:

1. Academic or career and technical education qualifications;
2. Teaching, student support, student evaluations and performance evaluations;
3. Service to the discipline;
4. Service to the College;
5. Service to the community.

Compensation: Faculty who receive a promotion to a higher academic rank will receive one (1) additional vertical step (equivalent to years of service), movement on the faculty salary schedule, beginning with the first year of the higher academic rank and continuing thereafter.

Procedures for Promotion: Petitions for promotion in academic rank by a regular, fully benefited faculty member will follow the procedures below:

1. Portfolio developed by the petitioning faculty member in conjunction with their mentor and instructional supervisor;
2. Submitted for review to the Campus Vice President for recommendation;

3. The portfolio is submitted to the Senior Vice President of Academic Affairs;
4. The portfolio is forwarded electronically to the Promotions Committee. The Senior Vice President of Academic Affairs will appoint the committee, and it will be composed of an equal number of faculty members holding the rank of full professor, including representatives from the applicant's disciplines. The Senior Vice President of Academic Affairs will serve on the committee and will appoint a chair from its membership;
5. The Promotion Committee forwards its recommendation with comments to the Senior Vice President of Academic Affairs and the applicant for further action.

Timetable for Promotion: The above procedures for academic promotion will be effective for the academic year with the following schedule:

1. Faculty may apply for promotion no earlier than the last year of required service;
2. Applications for promotion must be submitted to the Senior Vice President of Academic Affairs prior to December 1;
3. Applications for promotion will be submitted to the Board of Trustees no later than their March meeting.

Adjunct Faculty Exemption: The promotion in academic rank policy and procedures does not apply to adjunct faculty.

Risk Management ►

It is the policy of CMC to provide a safe and healthy work and educational environment. The college has a full-time Department of Risk Management to focus on the identification and assessment of risk exposures, and to determine the best solutions to mitigate them. Solutions may include risk assumption, risk transfer, and educational awareness. Finally, the Department continuously monitors the implemented solutions for effectiveness and needed changes to ensure current best practices are in place. Reaching the goal of a safe and healthy work and educational environment requires each person's active support of, and participation in, the College's risk management efforts. The Risk Management Plan (RMP) is designed to pro-actively reduce the frequency and severity of losses to the institution; however, it also provides policies and procedures to follow should a loss occur. This plan is intended to address all CMC activities regardless of level of risk, location, or duration. All CMC employees are required to follow and enforce the RMP. PLEASE NOTE: The Risk Management Plan is currently undergoing a complete overhaul as well. However, the references in this manual will still suffice for now.

Any activity that takes place at another location besides the classroom is considered a "field trip." Field trips need to be stated in the syllabus and accompanied by the appropriate

paperwork including a complete Emergency Action Plan (Form "H" of the RMP). Instructional supervisors are required to provide proper training on the RMP to faculty.

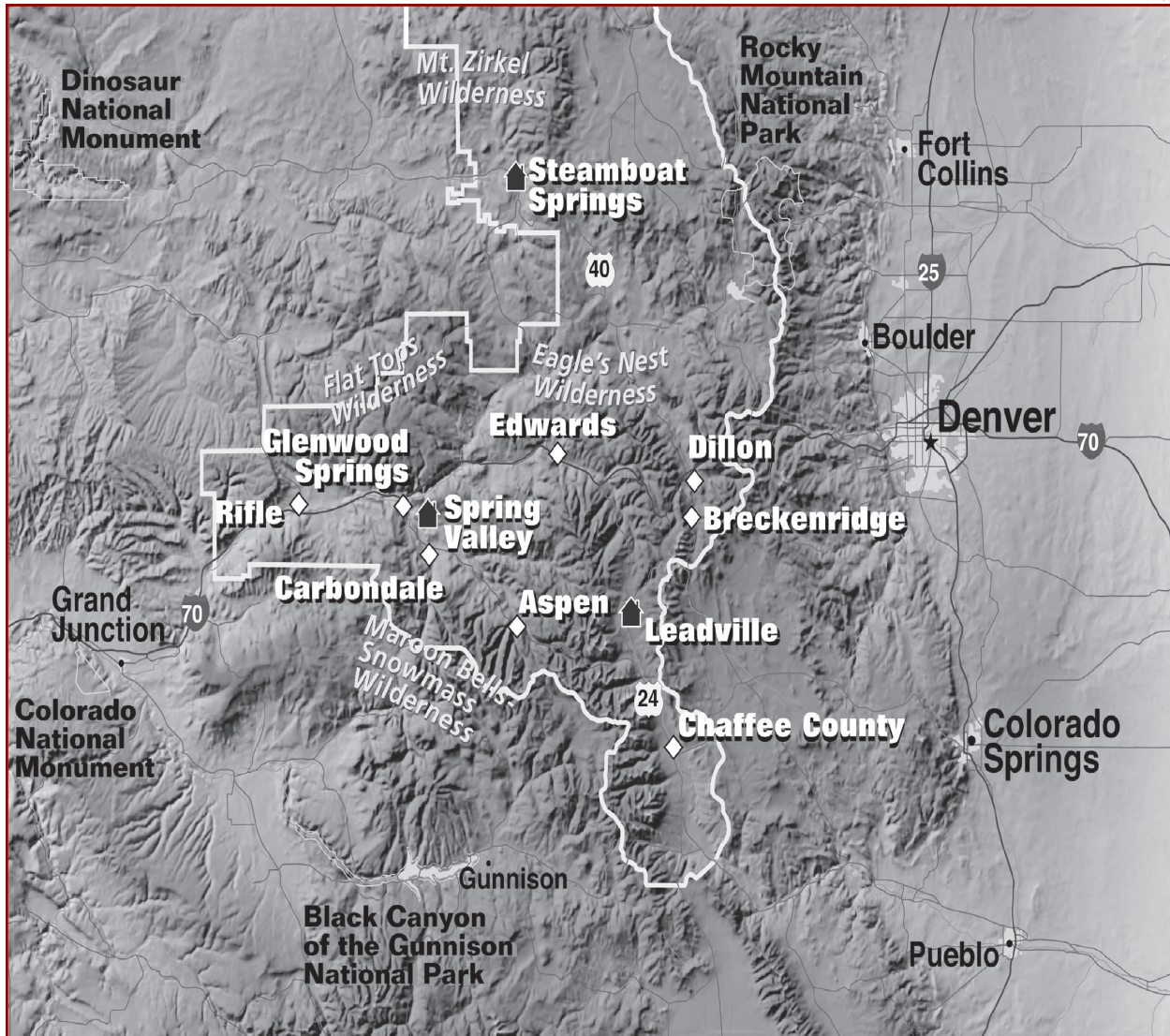
GOALS OF RISK MANAGEMENT: ►

1. Use a proactive approach to identify and control risks in order to prevent incidents that could result in physical damages, human losses due to injury or death, as well as technical, strategic, and reputational losses which can be much more difficult to define.
2. Develop, implement and continuously monitor emergency response plans for all CMC locations to outline the policies and procedures to follow should an emergency situation occur.
3. Monitor the effectiveness of risk management programs, policies and procedures on a regular basis and make changes as needed to remain current with best practices or the optimal solutions for CMC.

For complete information please see the Risk Management web page on myCMC Portal at: <https://mycmc.coloradomtn.edu/group/mycampus/risk-management> under college departments or contact the Risk Management Office at ext. 8533.

Appendix A ►

LOCATION MAP ►



THE FOLLOWING DOCUMENTS CAN BE FOUND ON THE INTERNET: ►

CMC SYLLABUS FORMAT (under forms)

http://www.coloradomtn.edu/faculty_staff/forms_for_faculty_staff/

BENEFITS AVAILABLE FOR ADJUNCT FACULTY and PART TIME STAFF

<https://mycmc.coloradomtn.edu/group/mycampus/human-resources>. You will be required to login to MyCMC with your user name and password.

Appendix B ►

VOLUNTEER RELEASE FORM ►

This Volunteer Agreement is made on _____, by and between Colorado Mountain College (CMC) and _____, volunteer.

Whereas, _____ agrees to volunteer in the following capacity:

Volunteer Relationship: It is expressly understood, acknowledged and agreed that:

- a. The volunteer is and shall at all times be a volunteer and shall in no way or at any time be considered, treated, or deemed an employee of the College and will not receive any compensation of any form.
- b. As a volunteer there is no entitlement to workers' compensation, unemployment, health, disability, retirement, insurance, vacation, sick leave, or any other College benefits.
- c. Volunteer has no authority to bind the College or enter into any contracts or agreements on behalf of the College.
- d. The volunteer agrees to save, indemnify, and hold the College harmless to the extent permitted by law, from and against any and all claims, demands, suits, and actions of anyone not a party to this Agreement, including without limitation the Volunteer for loss, injury, damage, or liability of any kind whatsoever arising directly or indirectly out of the Volunteer's performance.
- e. The term of this agreement is for the above stated event and shall not be intended to cover other events.

Volunteer

Colorado Mountain College

Signature

Signature

Printed Name

Printed Name

Appendix C ►

DISRUPTION OF THE LEARNING ENVIRONMENT ►

Suggested Guidelines for Colorado Mountain College Faculty and Staff

It is the responsibility of Colorado Mountain College staff and faculty to ensure, to the best of our ability, a safe and appropriate learning environment for students and for each other. Even though we are a public institution, a college classroom is considered a private place of learning, allowing students a feeling of relative emotional and intellectual safety in which to explore ideas and express themselves. Visitors, whether invited or not, can unintentionally or otherwise impact this environment. These guidelines have been developed to assist faculty and staff with situations when non-students seek access to the classroom, and how to respond to disruptive students or visitors.

Please keep in mind that these are only guidelines and do not address every possible scenario that might occur. If you have concerns not addressed in this document including, but not limited to, working off site, working evenings, disturbing or suspicious individuals, etc., then it is recommended you contact campus security or local law enforcement. Do not hesitate to call 911.

Definition of visitors to a classroom: Visitors can include guest speakers, reporters, law enforcement officials, or parents, among others. Any visitor not invited by faculty should have prior permission by the faculty before entering the classroom. Note that minors (age 13 or younger) should not be allowed in the classroom as visitors unless there is a specific education component involving a child as part of the learning experience. In addition, pets (not including ADA Service Animals) are not allowed.

Definition of inappropriate and disruptive behavior: Inappropriate and disruptive behavior is generally defined as behavior that impedes the normal daily operations of the College, its classes or events. For online learning courses this may include unacceptable use of e-mail that is harassing, intimidating, obscene, abusive to others in the class or disruptive to class discussion. Further examples of inappropriate behavior or disruptive behavior include, but are not limited to:

- a. Impaired by alcohol or drugs (in faculty/staff judgment)
- b. Threatening, attempting, or committing physical violence against or endangering the health, safety, or welfare of self and/or other person(s) in or out of the classroom. This may include abusive language or “hate” speech targeted at groups or individuals in the class that impedes learning or causes individuals to feel unsafe.
- c. Failure to comply with the oral or written directions of college officials in the performance of their duties in the classroom, on college property or at college-sponsored events outside the college.
- d. Interference with instruction including the use of beepers, cell phones or other electronic devices; continuously talking in class without being recognized, talking while others are talking or arguing in a way that is perceived by the instructor as harassing, intimidating, obscene, or abusive to others in the classroom.
- e. Forcible interference with the freedom of movement of any member or guest of the College.
- f. Inappropriate and disruptive behavior may be a violation of the code of conduct. If an instructor is unsure if the behavior warrants a code of conduct violation, they should complete an incident report and turn it in within 24 hours to their instructional supervisor or campus dean of instruction. Their supervisor will then investigate the situation.

Emergency removal of a student from a class: Any instructor may direct a student to leave the classroom when his/her behavior is such that it interferes with the instructor's ability to teach or the other students' ability to learn. Online Learning instructors may disable the student from communication (including, but not limited to: e-mail, discussion boards, instant messaging, and chat sessions) for the remainder of the specific discussion at hand. Longer suspensions can be done only through written request to the Campus Dean of Student Affairs (residential campus) or Campus Vice President (commuter campus). In a circumstance of imminent threat, the Campus Vice President or designee can issue a summary suspension of the student until there is a chance to resolve the situation via the Adjudication process. Instructor reminders:

- a. Exercise authority in the classroom.
- b. Define academic and behavioral expectations specific to the course and classroom environment.
- c. Provide the leadership students want and expect.
- d. Address emergency response information with each class in a location at the beginning of the academic session.
- e. Call 911 immediately, or ask a student to call, in the event of an emergency.
- f. Report an emergency actions as soon as possible to the instructional supervisor and the Campus Vice President, so the disciplinary/adjudication process for violation of the Code of Conduct can be initiated as needed.
- g. Dismiss or lock-down the classroom based on the situation, if, in the instructor's opinion, there is eminent danger and the safety of individuals is threatened.
- h. Document all incidents as soon after the emergency as possible. Remember to include statements from witnesses.

Emergency removal of a student or member of the public from the premises: staff and faculty members may direct a student or a member of the public to leave the premises if his/her behavior interferes with College operations or poses a potential threat to safety. When possible, contact a Campus Dean of Student Affairs or Campus Vice President to intervene in the circumstance. If not available, the faculty or staff member may proceed with directing the individual to leave the premises. Immediately call 911 if assistance is needed. Any actions of this nature must be reported immediately to the Campus Vice President so that the disciplinary/adjudication process can be initiated as needed.

Reporters: If a reporter or news photographer approaches you about coming into a class, or if you would like to invite a reporter or news photographer into a class, contact the Campus Dean of Student Affairs, Campus Vice President, and the Public Information Officer. All such visitors need to be cleared by these administrators before they are permitted access to a classroom, and the administrators in turn will get advance permission from the faculty member and students before bringing a reporter or news photographer into the classroom. This is to ensure that reporters have sufficient background information, that the privacy of students and faculty is respected, and that the learning environment is compromised as little as possible. If College administrators and/or the faculty member believe such a visitor would cause undue disruption of the learning atmosphere, such access will not be granted. If a reporter comes to a classroom unannounced and requests or demands such access, immediately direct them to one of the three specified administrators and do not allow them access until they have been cleared.

Law Enforcement Officials: If a law enforcement official (whether local, state, or federal) should seek access to a classroom or inquire about a student, request the officer to first contact the Campus Vice President or designee. If the officer refuses to comply with your request, and you confirm visually via uniform, badge, or other ID that he/she is a law enforcement official (in your judgment), then do not resist in any way. Immediately notify the Campus Vice President or designee of the circumstances and comply with instructions given.

Relatives: Do NOT give out a student's classroom location. If, in your judgment, the individual has an emergency situation then a college staff member can take a note to the student in class. Again, DO NOT give out classroom location.

Recommendations for deterring or handling disruptions (courtesy of Terry Wilson, Chief of Police, Glenwood Springs):

- ▶ When possible, have a setting where individuals entering the building have eye-to-eye contact with receptionists or other staff as this is one of the best deterrents of potential disruption. Avoid allowing individuals to wander “facelessly” through the buildings.
- ▶ Think through in advance what you would do with a disruptive individual – have a plan. Having a plan for getting “back up” is the best deterrent. For instance, an instructor might ask a disruptive individual to talk with them in the hallway and while talking, walk the individual toward the front desk or other area where a 2nd staff/faculty member can intervene and help diffuse the situation. A receptionist might program the phone to ring a couple different individuals when intervention, including “subtle” intervention, is desired.
- ▶ Don't let an angry person personalize the conversation. Avoid “I” statements – use “we” statements to diffuse the situation. For instance, stating “Can we calm down” or “We need to calm down” versus “I need you to calm down” is best.
- ▶ In the worst case scenario when safety is at risk, run away from the situation and dial 911, and try to keep others from entering the facility. If exiting is not an option or the danger is outside the facility, find a hiding place and turn off cell phone ring tones, vibrator sounds and remain as quiet as possible. Only fight if your life is in clear and present danger.

Additional recommendations from the CMC Emergency Preparedness Plan:

- ▶ If you see a gun in a student's purse, backpack, etc. calmly excuse yourself. Immediately go to the nearest telephone and notify the Police at 911. Contact the Campus Vice President and return to the classroom, carry on as normal and calmly wait for the arrival of the Police.
- ▶ If an individual displays strange behavior (belligerent, intoxicated, incoherent), calmly excuse yourself and if it is an imminent threat, contact Police at 911. If there is no imminent threat, contact the Campus Student Support Services for crisis intervention assistance and counseling. Also contact the Campus Vice President. Return to the classroom and carry on as normal and calmly wait for the contacted individuals to arrive.

Reporting responsibilities of Staff and Faculty members:

REPORT ANY INCIDENTS IMMEDIATELY TO YOUR SUPERVISOR AND DOCUMENT ALL DETAILS AND WITNESS STATEMENTS.

Each site has an Emergency Preparedness Plan which gives greater detail on “crisis” situations. Please take time to review this manual.

Appendix D ►

COPYRIGHT POLICY ►

Please remember Colorado Mountain College has a copyright policy and procedure. The purpose of this policy is to give us guidelines for what is fair use of copyrighted material and provide for you sample letters to be used when permission for copyrighted material is required. In addition, a sample letter for securing copyright permission has been included.

The faculty and staff of Colorado Mountain College will abide by Public Law 94-553 (1978), as amended by Public Law 95-517 (1980) and all successive amendments dealing with copyright.

WHAT IS FAIR USE OF COPYRIGHTED MATERIALS? ►

Fair use allows instructors, media personnel, students, and others working in a nonprofit educational institution to duplicate work without permission from or payment to copyright holders. In order to do so, five fair use key criteria must be met.

They are:

- 1 Purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes. In other words, how will the materials be used and by whom?
- 2 Nature of the copyrighted work. What is the format of the work? Print? Television programming? Music? Software? etc. Each format has different allowable uses before permission from the copyright holder is required.
- 3 Amount and substantiality of the portion used in relation to the copyrighted work as a whole. In other words, how much of the work will be used? How important is the section? Permission from the copyright holder may have to be requested depending upon the answers.
- 4 Effect of the use upon the potential market for or value of the copyrighted work. Will the intended use cause the copyright holder to lose sales?
- 5 Ten percent (10%) of a textbook may be copied by faculty for a one-time use. Questions should be directed to Yuliya Lef at 970-468-5989 ext.

RIGHTS OF THE COPYRIGHT HOLDER ►

The rights protected by copyright are as follows:

1. Reproduction of the work in any form.
2. Distribution of copies; only the copyright holder may sell, lease, or give away copies.
3. Adaptation into a new form, including new musical arrangements.
4. Performance of the work to include musical presentations, pantomimes, movies, audiovisual formats, pictures and graphs, recitations, dances, plays, and television and radio broadcasts.

Appendix E ►

FACULTY SENATE - CONSTITUTION - PREAMBLE ► This Constitution of the Faculty Senate is established to provide for the self-governance of the General Faculty and for the full participation of the General Faculty in determining educational philosophies, policies, and procedures of Colorado Mountain College (the College).

Nothing in this Constitution shall be interpreted to contravene the laws of the State of Colorado and/or the statutory authority of the Board of Trustees of Colorado Mountain College.

1. The General Faculty

- 1.1. Membership. The General Faculty consists of all Full Professors, Associate Professors, Assistant Professors, Instructors, and Adjunct Faculty.
- 1.2. Function. The General Faculty is self-governing, subject to the ultimate authority of the College President and the Board of Trustees. The functions of the General Faculty are to comment on, or to formulate and recommend, college policies, procedures, and other items affecting them.
- 1.3. Meetings
 - 1.3.1. Faculty Senate may convene meetings of the General Faculty.
 - 1.3.2. Twenty-five or more faculty may petition Faculty Senate to convene a meeting of the General Faculty. Faculty Senate will convene such a meeting within a reasonable time after receipt of the petition.
 - 1.3.3. The President of the Faculty Senate will preside at meetings of the General Faculty.
 - 1.3.4. Meetings of the General Faculty (and its designated subcommittees) will be conducted in accordance with parliamentary rules as contained in the latest edition of Robert's Rules of Order.
 - 1.3.5. A quorum consists of a simple majority of the General Faculty. Members of the General Faculty must be present to vote; no proxies will be permitted.
 - 1.3.6. In the absence of a General Faculty vote or referendum, the Faculty Senate serves as the representative body of the General Faculty.

2. The Faculty Senate

2.1. Membership


- 2.1.1. The Faculty Senate includes the following members elected from the General Faculty: a President, a President-Elect, a Vice President for Adjunct Faculty Affairs, a Vice President-Elect for Adjunct Faculty Affairs, two Senators from each residential campus, and one Senator from each commuter site. The outgoing President of the Faculty Senate will remain a member of Faculty Senate for one semester after the conclusion of his or her regular term.
- 2.1.2. The Faculty Senate should attempt to achieve a membership balance between transfer studies faculty and occupational faculty.
- 2.1.3. The membership is elected by the General Faculty members of the campus they represent. Membership is initially for a one- or two-year term.

- 2.2. Function. The function of the Faculty Senate is to serve as the representative governing body of the General Faculty and as part of the college-wide decision-making process. The Faculty Senate will ascertain faculty opinions on policies, procedures, and other items that affect the General Faculty and articulate and communicate these opinions as participants in the college-wide decision-making process.

Appendix F ►

FACULTY SENATE - BY-LAWS ►

1. Elections.
 - 1.1 Elections of Faculty Senators are held in March of each Spring Semester.
 - 1.2. Faculty Senators should be elected on a staggered basis for one or two years, as determined by the General Faculty of the campus they represent.
 - 1.3. The terms of office for all Faculty Senators start at the beginning of the Fall Semester.
 - 1.4. If a Faculty Senator is absent for two consecutive meetings, the President of the Faculty Senate will notify a faculty representative of the campus whom that Faculty Senator represents.
2. Function of Faculty Senators as Campus Representatives. It is the function of a Faculty Senator to present the opinions of the General Faculty of the campus they represent, inform them of matters discussed at Faculty Senate meetings, and make available to them the agendas and minutes of all Faculty Senate meetings.
3. Roles and responsibilities of Faculty Representatives to the College-Wide Decision-Making Process. It is the function of the Faculty Representatives to the college-wide decision-making process (as defined in Section 7.3) to represent the views of the General Faculty. These Faculty Representatives will be responsible for gathering information regarding faculty positions on issues, submitting agenda items in a timely manner, participating fully in proceedings, and communicating content and results of proceedings to the Faculty Senate and to the General Faculty.
4. Removal of Faculty Senators.
 - 4.1. Faculty Senators may be recalled or expelled from office.
 - 4.2. The General Faculty may petition the President of the Faculty Senate to recall a Faculty Senator. If a recall is signed by at least twenty-five percent of the General Faculty of the campus of the Faculty Senator, the President of the Faculty Senate will call for a recall election by secret ballot.
 - 4.3. A two-thirds vote of the Faculty Senate is required for expulsion of a Faculty Senator. If a Faculty Senate votes for expulsion of the Senator, the President of the Faculty Senate will then call for an election at the affected campus to fill the vacancy.
5. Meetings.
 - 5.1. The Faculty Senate meets monthly.
 - 5.2. Special meetings of the Faculty Senate may be called by the President of the Faculty Senate as needed.
 - 5.3. Times and places of meetings are announced in the agenda. The President of the Faculty Senate will conduct these meetings by interactive video conferencing or telephone conference call whenever feasible.
 - 5.4. Faculty Senate meeting agendas and minutes are distributed to the College President, College Vice Presidents, and Faculty Senators.
 - 5.5. The President of the Faculty Senate presides at meetings of the Faculty Senate.
6. Quorum.
 - 6.1. A majority of the Faculty Senators (or their alternates) constitutes a quorum.
 - 6.2. When a quorum exists, meetings of the Faculty Senate may be conducted by the President-Elect (or his or her designee) or the Vice-President for Adjunct Faculty Affairs if the President of the Faculty Senate is absent.
 - 6.3. When a quorum exists, a vote of the majority of Faculty Senators present is considered an act of the entire Faculty Senate, unless the vote of a greater number is required.
 - 6.4. The Faculty Senators may agree, by a majority vote, to permit voting by proxy, absentee ballot, or secret ballot.
7. Operation of the Senate.
 - 7.1. The Executive Committee, composed of the President, President-Elect, Vice President for Adjunct Faculty Affairs, Vice President- Elect of Adjunct Affairs, and Secretary of the Faculty Senate, is responsible for preparing and distributing agendas and minutes of Faculty Senate meetings to the College President, College Vice Presidents, and Faculty Senators.
 - 7.2. Any member of the college community may appear on the agenda of a Faculty Senate meeting. A request to appear on the agenda should be submitted to a member of the Executive Committee at least three days before the scheduled meeting date. The Faculty Senate may invite, by a majority vote of Faculty Senators present, any individual to appear on the agenda of the meeting of the Faculty Senate on any matter.

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- 7.3. Members of the General Faculty may attend Faculty Senate meetings as observers. Any such observers may address the Senate.
- 7.4. The Faculty Senate or the Executive Committee may invite any person to participate without vote in its deliberations.
- 7.5. All Faculty Senate Committees must submit their minutes, recommendations, and comments to the Executive Committee.
- 7.6. The General Faculty may direct the Faculty Senate to establish standing and ad hoc committees.
- 7.7. Faculty Senate recommendations require a simple majority vote and are communicated by the Executive Committee to the appropriate college personnel.
- 7.8. Meetings of the Faculty Senate will be conducted in accordance with these Bylaws and with parliamentary rules as contained in the latest edition of Robert's Rules of Order.
8. Recommendations.
- 8.1. Matters may be submitted to the Faculty Senate for consideration by
- A Faculty Senate Committee,
 - A College Committee,
 - A petition of 10% of the General Faculty,
 - The College President, College Vice Presidents, or individual faculty.
- 8.2. All such matters should be submitted to the President of the Faculty Senate in writing. The Faculty Senate considers those matters with college-wide implications.
- 8.3. The Faculty Senate shall provide representatives to the college-wide decision-making process. The Faculty Senate will appoint two representatives to the College Leadership Team, two to the Resource Allocation Team, and two to the Instructional Leadership Team. The faculty will be fully participating members in these decision-making groups.
- 8.4. Items to be submitted for consideration by the college-wide decision-making process shall be presented to the appropriate administrative assistant 14 days in advance so agendas can be distributed to participants 10 days in advance of the meeting.
- 8.5. The communication channel between faculty and the Board of Trustees is through the College President.
9. Faculty Senate Committees.
- 9.1. Structure and Function
- 9.1.1. The Faculty Senate may establish ad hoc and standing committees.
- 9.1.2. The Faculty Senate determines the membership of committees and terms of office of committee members.
- 9.1.3. Committee members may be removed by a majority vote of the Faculty Senate.
- 9.1.4. Committees must report their activities to the Faculty Senate on a regular basis. They should submit all comments and recommendations to the Faculty Senate for action.
- 9.1.5. The Faculty Senate—not its committees—is the final authority on the position of the faculty in the absence of a General Faculty vote or referendum.
- 9.2. A Majority of the members of a college-wide Faculty Senate Committee shall constitute a quorum.
10. Officers.
- 10.1. The Faculty Senate officers include a President, President-Elect, Vice President for Adjunct Faculty Affairs, Vice President-Elect for Adjunct Affairs, and a Secretary.
- 10.2. Election of Officers.
- 10.2.1. The Faculty Senate elects a President-Elect from the Faculty Senate or from the General Faculty. The President-Elect is elected by a simple majority of the Faculty Senate by secret ballot. The term of office of the President-Elect is one year preceding the year in which he or she assumes the duties of President. The term of office of the President is also one year. The position of President will be rotated among the three residential sites and the commuter sites.
- 10.2.2. The Faculty Senate elects a Vice President-Elect for Adjunct Faculty Affairs from among those adjunct faculty members nominated by the instructional supervisors or self-nominated. The term of office of the Vice President-Elect for Adjunct Affairs is one year preceding the year in which he or she assumes the duties of Vice President of Adjunct Affairs. The term of office of Vice President of Adjunct Affairs is also one year. The position of Vice President-Elect for Adjunct Affairs will be rotated among the three residential sites and the commuter sites when possible.
- 10.2.3. The Faculty Senate elects a Secretary from the Senate Membership or the General Faculty. The term of office of the Secretary is one year.

10.3 Duties of the Officers.

10.3.1. The President. The President performs all duties consistent with the responsibility of the office, including:

- Presiding at all Faculty Senate meetings and voting only in the case of a tie.
- Assembling and distributing the meeting agendas.
- Serving, or appointing a designee (subject to the approval of the Faculty Senate) to serve, the College Leadership Team, the Resource Allocation Team and the Instructional Leadership Team.
- Attending Board of Trustees meetings.
- Forwarding written Faculty Senate recommendations to the appropriate decision-making group.
- Communicating with the College President and College Vice Presidents on issues of faculty interest.
- Providing recommendation of faculty appointment to all college committees.
- Serving as an ex-officio member of all Faculty Senate Committees.
- Representing the faculty at all official functions of the College.
- Acting as a representative of Colorado Mountain College faculty to the community.

10.3.2. The President-Elect. The President-Elect has the following duties:

- Preparing to serve on the College Leadership Team, the Resource Allocation Team and the Instructional Leadership Team by shadowing the President when possible.
- Attending Board of Trustees meetings.
- Preparing to assume the duties, rights, and powers of the President in the following year.
- Assuming all the duties, rights, and powers of the President when the President cannot fulfill these duties.
- Voting, except when acting as President. When acting as President, the President-Elect votes only in case of a tie.

10.3.3. The Vice President for Adjunct Faculty Affairs. The Vice President for Adjunct Faculty Affairs has the following duties:

- Representing the interests and concerns of the Adjunct Faculty in the Faculty Senate.
- Serving, or appointing a designee (subject to the approval of the Faculty Senate) to serve, on the College Leadership Team, the Resource Allocation Team and the Instructional Leadership Team.
- Attending Board of Trustees meetings.
- Presiding over meetings of the Faculty Senate in the absence of the President and President-Elect.
- Presiding over one adjunct faculty meeting during the Fall Semester and one adjunct faculty meeting during the Spring Semester.
- Voting, except when acting as President. When acting as President, the Vice-President votes only in case of a tie.

10.3.4. The Vice President-Elect for Adjunct Affairs has the following duties:

- Preparing to serve on the College Leadership Team, the Resource Allocation Team and the Instructional Leadership Team by shadowing the Vice President for Adjunct Affairs when possible.
- Preparing to assume the duties, rights, and powers of the Vice President for Adjunct Affairs in the following year.
- Assuming all the duties, rights, and powers of the Vice President for Adjunct Affairs when the Vice President for Adjunct Affairs cannot fulfill these duties.

10.3.5. The Secretary has the following duties:

- Recording the minutes of all Faculty Senate and General Faculty meetings.
- Maintaining a record of the disposition of all Faculty Senate resolutions.
- Maintaining a file of all official Faculty Senate business.
- Maintaining the official membership roll and record of attendance at Faculty Senate meetings.

10.4. Release Time and Compensation for Officers

10.4.1. The President

Summer Semester: 3 credit hours pay at adjunct rate.

Fall Semester: 6 credit hours release time.

Spring Semester: 6 credit hours release time.

10.4.2. The President-Elect

3 credit hours release time to be taken during the fall or spring semester.

10.4.3. The Vice President for Adjunct Faculty Affairs

Summer Semester: 3 credit hours pay at adjunct rate.

Fall Semester: 6 credit hours pay at adjunct rate.

Spring Semester: 6 credit hours pay at adjunct rate.

10.4.4. The Vice President-Elect for Adjunct Faculty Affairs

Paid the standard adjunct meeting rate for attending meetings.

10.4.5. The Secretary

One academic/professional conference paid for by CMC's President's Office.

10.5. Removal of Faculty Senate Officers. The President and President-Elect serve at the discretion of the Faculty Senate and may be removed from office by a two-thirds vote of the Faculty Senate.

11. Amending the Bylaws. The Bylaws of the Faculty Senate may be amended by a simple majority vote of the Faculty Senate.

Appendix G ▶

FACULTY EVALUATION ABSTRACT ▶

PROFESSIONAL DEVELOPMENT AND CONTINUOUS IMPROVEMENT PLAN ▶

ABSTRACT

Colorado Mountain College is committed to excellence in instruction through the training and evaluation of faculty and instructional support services. Through consistently monitoring and improving the classroom experience of students and the instructional effectiveness of the faculty, it is our goal to improve student learning. Additionally, the Professional Development and Continuous Improvement Plan serves as a factor in consistent personnel decisions that support the goals of CMC, including the development of faculty.

Philosophical Statement: The evaluation of instructors is the responsibility of the instructional supervisor. The Instructional supervisor may seek the assistance and counsel of others as necessary (e.g., Assistant Campus Deans, Deans, discipline-specific faculty, counselors, and veteran teachers) to effectively complete the evaluation system.

I. PURPOSE

1. The purpose of this document is to allow faculty and their supervisor the opportunity to develop a plan that meets the needs of the individual, the college, and improves learning for all involved.
2. The Faculty Professional Development and Continuous Improvement process follows a comprehensive approach to reviewing and evaluating the activities of faculty members within their four major roles – teaching effectiveness, service, professional development and activities, and service to students.
3. The evaluation process allows faculty members the opportunity to place greater emphasis on one or more of the four major roles in a given year.

II. OBJECTIVES

1. Formative:
 - To arrive at a mutual understanding of our general institutional goals as well as specific instructional goals
 - To foster an understanding of how faculty achieve these goals
 - To help faculty improve their teaching performance and student learning
 - To promote communication among faculty, supervisors, administrators, and students
 - To increase the effectiveness and efficiency of all faculties, both full-time and adjunct, working as a collaborative team
2. Summative:
 - To gather information to help determine both individual and institutional development activities
 - To gather information for consideration in decisions pertaining to retention, salary, and promotion
 - To help maintain an inventory of faculty as a resource to the institution
 - To assess the effectiveness of faculty

III. ELEMENTS

The CMC Faculty Evaluation System includes the following elements:

1. Forms and Documents:

- Classroom Observation Form
- Student Ratings of Instruction - IDEA (Individual Development and Educational Assessment)
- Faculty Appraisal of College Services Form
- Faculty Self-Evaluation Form
- Faculty Professional Development and Continuous Improvement Evaluation System

2. Implementation:

- A commitment by Faculty, instructional supervisors, Site Administrators, and other College personnel to use the system consistently;
- IDEA evaluation efforts to occur at midterm rather than end of term;
- The complete Faculty Professional Development and Continuous Improvement Evaluation Plan System must occur with every full-time faculty member once each year prior to the new academic year; Appraisal of College Services, classroom observation and IDEA (student ratings) once per year;
- IDEA, Classroom Observation, and Appraisal of College Services to occur with every adjunct faculty member in the first semester of instruction and on a regular basis thereafter;
- Conferencing is an integral part of the Faculty Evaluation System and should follow the classroom observation and IDEA administration as soon as possible after the results have been received by the instructional administrator;
- IDEA administration to ensure anonymity of student;
- Accumulation, storage and use of data to occur at instructional delivery sites using secure site personnel files;
- Directions for use of instruments printed on the forms;
- An annual review of the Faculty Evaluation System may be conducted to assure its effectiveness and efficiency by college administration and Faculty Senate.

3. Training

- The Faculty Professional Development and Continuous Improvement Evaluation Plan System will include a consistent training program for all staff and faculty who use or are affected by the System.
- The elements of the Faculty Professional Development and Continuous Improvement Evaluation Plan System are parts of a unitary whole. No one instrument or evaluative procedure should be employed without employing all appropriate others.

IV. AREAS OF APPRAISAL

The Faculty Evaluation System will evaluate CMC's effectiveness in achieving institutional and instructional goals. Instruments of the system will focus on areas of appraisal of the teaching-learning process. Areas of appraisal include:

Teaching Effectiveness
Service
Professional Development and Activities
Advising

Please see APPENDIX H for the Faculty Evaluation and Continuous Improvement System. All documents are posted on the CMC Portal at <https://mycmc.coloradomtn.edu>.

Appendix H ►

FULL-TIME FACULTY EVALUATION AND CONTINUOUS IMPROVEMENT PLAN FORM ►

Faculty Member: _____

Date: _____

GOAL OF THE SYSTEM

The purpose of this document is to allow a faculty member and his/her supervisor the opportunity to develop a plan that meets the needs of the individual and the college while promoting continuous improvement in teaching and learning. The Faculty Evaluation and Continuous Improvement process follows a comprehensive approach to planning, reviewing, and evaluating the activities of faculty members within four major roles: teaching effectiveness, service to college and discipline, professional development and activities, and service to students. This is a pilot document, any feedback or suggestions after its use should be directed to the St. VPAA prior to July 1, 2013.

INSTRUCTIONS

It is recommended that the goal setting process be completed during the last half of the spring semester, or the beginning of the fall semester (no later than October 1), in order to begin the annual cycle. The “Assessing Improvement” process is to be completed during the spring semester of the annual evaluation cycle (no later than May 1).

GOAL SETTING PROCESS

1. A faculty member, with his/her supervisor, will review the “required checklist items” (see page 2), and discuss and document, using the space provided on each page, how and when these will be completed.
2. A faculty member, with his/her supervisor, will determine and document goals for the academic year for each of the four major role categories: teaching effectiveness, service to college and discipline, professional development and activities, and service to students.
3. A faculty member, with his/her supervisor, will assess and score completion of (or progress on) goals at a later date (see “Assessing Improvement” below).
 - a. Competence, progress, and improvement within the 4 role categories will be measured on a 0 to 4 point scale. See accompanying rubric for more detail.
 - b. The Teaching Effectiveness score will count double in the final scoring.
 - c. Satisfactory completion (determined by faculty and supervisor) of goals within each role will earn the faculty member up to the maximum score per category.

ASSESSING IMPROVEMENT

The supervisor and faculty member will meet to review the previous academic year’s Faculty Evaluation and Continuous Improvement Plan. The following steps must be completed.

1. Completion of required checklist items is assessed.
2. Points are assigned to each category on a zero (0) to four (4) scale. See the attached rubric for more detail.
3. Based on checklist completion and awarding of scores, faculty and supervisor develop a plan for the next academic year. As the awarding of scores may still be subjective, points are meant not for comparison against other faculty, but rather for comparison with one’s previous years’ performance with the end goal of continuous improvement in mind. Scores should help faculty “pin-point” areas needing the most improvement and thus drive goal setting for the next year.

Please note: This classroom observation and IDEA (student ratings) are to be completed once per year (minimum). Details can be found in the Curriculum and Instruction Manual.

In an effort to simplify the tracking of faculty Continuous Improvement, the following checklist and evaluation sheet has been created.

Check-list items (these items are required of all full-time faculty)

<i>Item</i>	<i>Demonstrated</i>	<i>Not Demonstrated</i>	<i>Needs Improvement</i>
Office hours (a minimum of five hours) posted, published on syllabi and conducted.			
Syllabi completed, submitted and published for students.			
Course outcomes assessment – if any course is part of the college wide assessment plan, was the assessment administered and results reported?			
Final grades posted to web advisor in a timely fashion. If not, appropriate paperwork completed and submitted.			
Attend CMC in-service(s).			
Attend campus in-service(s) and events.			
Full course load planned and discussed with supervisor.			
Campus specific checklist items e.g. submission of final exams.			

Plan for fulfillment:

Faculty Member: _____

Date: _____

Teaching is a majority of a faculty members responsibility, thus it represents the majority of one's continuous improvement.

Teaching Effectiveness may include one or more of the following items: 16 Points

- ▶ Appropriate progress of material in each course taught
- ▶ Course structure and preparation
- ▶ Learning outcomes and classroom assessment
- ▶ Aligning curriculum and/or coordinating with accreditation agencies as appropriate
- ▶ Learning and implementing a variety of teaching styles
- ▶ Understanding various learning styles
- ▶ Professionalism
- ▶ Risk management protocols
- ▶ Coordinate clinical opportunities, as appropriate
- ▶ Provide a safe learning environment
- ▶ Special needs and knowledge of other services
- ▶ Coordinate community resources
- ▶ Discipline specific (other): _____

Goals:

Demonstrated Actions/Proofs:

Category		Score	Possible Score
1	Self Evaluation – documented insights		4 Points
2	Classroom Observation by Supervisor		4 Points
3	Peer Review – completed by faculty or for another faculty member (every other year for each: one year complete a review of a peer, next year have a peer review you)		4 Points
4	Student Ratings of Instruction (IDEA or other generally accepted method) use of results		4 Points
5	Total Points Earned (sum lines 1 – 4)		16 Points
	<i>Part A Score (line 5 divided by number of categories evaluated)</i>		4 Points

Faculty Member: _____

Date: _____

Service to college and discipline may include one or more of the following items: 4 Points

- ▶ *Committees:* campus, college-wide, state, national associations, international associations, and others.
- ▶ *Mentor peers and participate in peer mentoring within discipline:* observe other faculty; peer mentor other faculty; mentor in provisional period for new faculty; participate in peer mentoring by being observed by peers
- ▶ *Service to discipline:* individual research; developing/advancing instructional technology; other involvement including college-wide assessment; modify, develop, and maintain curriculum, work with discipline to develop and implement a comprehensive assessment plan; track learning outcomes using TaskStream or other methods; revise curriculum in light of assessment data.
- ▶ *Service to the Community:* voluntary service to the community such as, but not limited to serving on committees. This service provides a connection between CMC and the community and also serves to promote CMC's presence in the community.

Goals:

Demonstrated Actions/Proofs:

Category		Score	Possible Score
1	Service to College		4 Points

Faculty Member: _____

Date: _____

Professional Development and Activities – personal stuff that makes you better! 4 Points

- ▶ *Continuing Education:* continuing certification in discipline, graduate coursework and conferences, practical experience in field, in-house trainings, orientation for new faculty
- ▶ *Sharing expertise in discipline:* grant writing, publishing, exhibitions, performances, presentations, conferences, other

Goals:

Demonstrated Actions/Proofs:

Category		Score	Possible Score
1	Professional Development		4 Points

Faculty Member: _____

Date: _____

Service to Students: 4 Points

- ▶ *Academic & CTE advising (formal, assigned in Datatel) of students:* Program specific advising
- ▶ *Participation in student activities:* orientation, convocation, assisting parents/students with questions, career advising, recruitment of students, advising student organizations, testing (not related to course load), Student Appreciation Day, Common Reader work, work with student services personnel in advisement of students, club advising, other.

Goals:

Demonstrated Actions/Proofs:

Category		Score	Possible Score
1	Service to Students		4 Points

Special consideration or circumstances that should be considered during this semester:

- ▶ *Re-assignment time: eg.:* Discipline Coordinator, Faculty Senate, Lead Faculty, Project Chair or Participant, Other.
- ▶ Will you be developing a portfolio this year? **YES** **NO**

Faculty Member: _____

Date: _____

Summary:

<i>Category</i>		<i>Score</i>	<i>Possible Score</i>
1	Teaching Effectiveness		4 Points
2	Part A Score – line 1 times 2		4 Points
Part B			
3	Service to college and discipline		4 Points
4	Professional Development and Activities		4 Points
5	Service to Students		4 Points
6	Part B Total – Sum lines 3 through 5)		
7	Part B Score – Line 6 divided by 3		
	<i>Weighted Average of Part A & B – Sum lines 2 and 7 and divide by 3</i>		4 Points

Appendix I ►

FACULTY WORKLOAD FORM ►

Name _____

Date _____

1. Course load anticipated for upcoming fall, spring and summer

Fall _____ credit hours Office Hr/week: _____

Spring _____ credit hours Office Hr/week: _____

Summer _____ credit hours Office Hr/week: _____

1a) Description of approved release time:

Fall _____ credit hours

Spring _____ credit hours

Summer _____ credit hours

2. Campus and/or College Committees and average hrs/week:

3. New Course Preparation (if applicable) Description and average hrs/week:

4. Individual Research (if applicable) Description and average hrs/week:

5. Other responsibilities associated with faculty status (attending or presenting at work-shops/seminars/conferences/in-services):

6. Special consideration or circumstances that should be considered during this semester:

Appendix J ▶

FACULTY ADVANCEMENT SCORE SHEET ▶

Candidate Name _____ Score _____

Cover letter

1. Teaching, Student Support, and Performance

Points-60

Score

Resume

Faculty Evaluations and Observations

Supervisor

Student

Self evaluation

Workload Form

Letters of recommendation

Campus Vice President (REQUIRED) or Director

Instructional Supervisor (REQUIRED)

Mentor

Student Affairs

Peers

Students

Student guidance and academic advising

List of Courses Taught

Syllabus

2. Service to the College

Points-10

Score

Preface

Committee Work

Contribution and date

Campus

College-wide

State

National

International

Curriculum Development

Assessment Work

Provisional Mentoring

Program Development

Recruitment of Students

Activities, flyers, articles, ads

Student Organizations Advising

3. Service to Discipline/Professional Development

Points-10

Score

Preface

Professional Development

CMC In-services

Organization and date

Professional Activities and Associations

Awards/Honors

Scholarly and Creative Activities

Research

Presentations

Continuing Ed

Publish

Advanced degrees

Grants

Certifications

Graduate coursework

Exhibits/ Performances

4. Service to the Community

Points-10

Score

Preface

Community Activities and Involvement

Organization, role, and date

Shared Activities with Schools

Role and date

Partnerships

10 points to be applied to one of the above categories, at the faculty member's discretion, for a total of 100 points.

Appendix K ▶

FULL-TIME FACULTY, PROVISIONAL STATUS ▶

Full-time faculty hired as of August 2010 will be on a provisional contract for two years (four semesters). Newly-hired faculty members who have multiple years of experience in higher education are not exempt from “provisional status.” The process outlined below is intended to help a new faculty member become acquainted and connected with CMC, grow as a professional, and ultimately, improve student learning and success. This process is intended to help not only the provisional faculty member but also the institution, as we continue to open opportunities for dialogue about student success. The relationship between provisional faculty member, mentor, and instructional supervisor is intended to open up that dialogue.

ORIENTATION

In order for provisional faculty to become active participants within CMC, they need to be properly informed about the institutional and campus culture. This will be done by way of a two-day orientation at Central Services in Glenwood Springs as well as a campus-specific orientation.

I. Orientation at Central Services

The two-day orientation at Central Services will take place two days prior to the first day that all faculty return to their respective campuses. This time is intended to serve the following purposes: (a) inform provisional faculty about the institution, policies/procedures and resources in a coherent, consistent way; (b) connect provisional faculty in a more direct way with the key operations at Central Services; (c) build camaraderie and a support network among provisional faculty.

The two-day orientation at Central Services will include:

1. Face-to-face introductions with individuals directly connected to the work of faculty, including, but not limited to, the following:
 - a. President
 - b. Senior Vice President of Academic Affairs
 - c. Assistant Vice Presidents of Academic Affairs
 - d. Faculty Senate President
 - e. Human Resources Personnel
 - f. Instructional Supervisors
2. Information on CMC's mission, vision, and strategic plan
3. Overview of CMC's organizational structure
4. Overview of provisional process
 - a. Role of Mentor
 - b. Role of Instructional Supervisor
 - c. Observations/Evaluations
5. Review of Faculty Manual and Job Description/Expectations
6. Highlights from Curriculum and Instruction Manual
7. Overview of college-wide assessment efforts
8. Review of promotion process and expectations for promotion portfolio
9. Ordering name badges, one card, business cards
10. Overview of policy and completion of paperwork:
 - a. Network and Email Access
 - b. Sexual Harassment
 - c. FERPA
 - d. Safety – Completion of Safety Modules
 - e. Risk Management

11. Technology Instruction/Training
 - a. Using the Service Desk
 - b. Navigating the CMC Web site and Faculty Portal
 - c. WebAdvisor
 - d. Blackboard
 - e. Elluminate Live
 - f. SmartBoard
 - g. Virtual Library
 - h. IVS
12. Overview of professional development opportunities
 - a. EDU222
 - b. Office of Innovations in Teaching and Learning
 - c. Professional Development Funding (campus-specific)
13. CMC Faculty-of-the-Year presentation on some aspect of teaching and learning
14. Dinner gathering of provisional faculty and faculty mentors

II. Campus Orientation

The orientation at the provisional faculty's home campus will take place in the week that all faculty return to campuses. This time is intended to serve the following purposes: (a) inform provisional faculty about the campus culture, policies/procedures and resources in a coherent, consistent way; (b) connect provisional faculty in a more direct way with their campus.

The campus orientation will include:

1. Face-to-face introductions with individuals directly connected to the work of the campus, including, but not limited to, the following:
 - a. Instructional Supervisor/Program Director
 - b. Discipline Chair/Director
 - c. Lead Faculty
 - d. HR Liaison
 - e. Administrative Assistants
 - f. Physical Plant
 - g. Business Office Personnel
 - h. Bookstore
 - i. Student Services Staff
 - j. Disabilities Coordinator
 - k. Tutoring/Learning Lab Staff
 - l. IT Staff
2. Tour and Map of the Campus
3. Overview of organizational structure at the campus (a who's who of the campus)
4. Securing keys
5. Ordering name plates for office doors
6. Instruction in copier usage, ordering office supplies, security, sending and receiving mail, parking, reserving rooms/equipment
7. Overview of policy and completion of paperwork:
 - a. Leave Forms/Who to call when ill
 - b. Physical Plant work requests
 - c. Emergency procedures
8. Technology Instruction/Training
 - a. Computer Access/Setup
 - b. Voicemail Access/Setup
 - c. Email check

9. Meeting with mentor and instructional supervisor to include the following:
 - a. Utilization of Syllabus Template
 - b. Information on IDEA evaluations
 - c. Review of provisional process (mentoring/evaluations)
 - d. Completion of Faculty Evaluation and Continuous Improvement Form
 - e. Completion of Faculty Workload Form
 - f. Expectations for non-teaching campus responsibilities (e.g., advising, meeting attendance, trainings, etc.)
 - g. Overview of discipline-level responsibilities (e.g., assessment, meetings, etc.)

OBSERVATION/EVALUATION OVERVIEW

Over the course of four semesters, provisional faculty will participate in collaborative observations/evaluations of their development as a professional and their service to the institution. Assigned mentors will observe the provisional faculty member teaching in the classroom at least twice (as outlined below) and will have regularly scheduled meetings with assigned faculty. At the end of each semester, a Provisional Faculty Review will be completed alongside a provisional faculty mentor-instructional supervisor discussion. These provisional faculty reviews will be housed in the faculty member's file in Human Resources and will document the individual's progress. This record is intended to demonstrate that provisional faculty members have effectively met the obligations of the position so that they can move forward from provisional status with the college.

The steps within each semester must be completed in sequential order, unless otherwise noted.

A. SEMESTER 1

The focus in the first semester will be on teaching and learning and will include the following components:

a. Provisional Faculty Member Observes a Peer's Classroom

Within the first three weeks of the semester, the provisional faculty member will observe a colleague's classroom. The colleague does not have to be the provisional faculty's assigned mentor. During this observation, however, the provisional faculty will use the same "Instructor Effectiveness and Development Classroom Observation" form located on the CMC portal: <https://mycmc.coloradomtn.edu/web/mycampus/home;jsessionid=6748D24A4B40CDD9A1F0FDF6FCFAE3B3>

After the observation, the provisional faculty will meet with their colleague to discuss the observation. This is meant to provide the provisional faculty member with an opportunity to see the observation form in practice and have a discussion with a colleague about teaching effectiveness.

b. Mentor Observes Provisional Faculty's Classroom

Between weeks 3-12 of the semester, the provisional faculty member will be observed by their mentor. Prior to the observation, the provisional faculty member completes the Pre-Observation Form (CMC Portal) and sends this to their mentor along with a copy of their course syllabus and class schedule.

When the mentor observes the provisional faculty, they will use the "Instructor Effectiveness and Development Classroom Observation" form; however, the mentor will be focusing on the following questions:

- i. Does the faculty member's syllabus contain clearly written learning objectives and outcomes?
- ii. Does the day's lesson have a clear relationship to the stated objectives and outcomes?
- iii. Is there appropriate scope/sequencing in the course schedule?
- iv. Are classroom policies clearly articulated in the syllabus, and does the faculty member uphold these policies within the classroom?
- v. Does the faculty member use effective classroom management strategies?

Within two weeks after the observation, the mentor and faculty member visit face-to-face to discuss what was observed. After discussion, the mentor sends the completed observation form to the provisional faculty member and instructional supervisor for placement in the provisional faculty member's file.

c. Instructional Supervisor Observes Provisional Faculty's Classroom

Between weeks 3-12 of the semester, the provisional faculty member will be observed by their instructional supervisor. (This observation may coincide with the mentor observation of provisional faculty. The decision as to whether these two can be folded into one class visit will be made through discussion among provisional faculty, mentor, and instructional supervisor.)

Prior to the observation, provisional faculty members complete the Pre-Observation Form (see resources/documents section below) and send it to the instructional supervisor.

When instructional supervisors observe provisional faculty, they will use the “Instructor Effectiveness and Development Classroom Observation” form.

Within two weeks after the observation, the instructional supervisor and provisional faculty member will visit face-to-face to discuss what was observed. After discussion, the instructional supervisor forwards the completed observation form to the provisional faculty member and mentor. The instructional supervisor places a copy of the observation form within the provisional faculty member’s file and forwards the original to Human Resources.

d. Instructional Supervisor, Mentor, Provisional Faculty Meet

In the last two weeks of the semester, the instructional supervisor, mentor, and provisional faculty member will meet to complete three tasks:

- i. Revisit the Faculty Evaluation and Continuous Improvement System Form: Do current goals need to be revised?
- ii. Complete Provisional Faculty Review
 1. If significant “issues” are noted in the progress report, these will be documented and addressed in a Warning/Action-Improvement Plan. In the subsequent semester, these issues must be adequately addressed/eliminated by the stated dates (no later than the end of the semester). Failure on the part of provisional faculty member to make these improvements will factor into contract renewal.
- iii. Evaluate the mentor-mentee relationship

B. SEMESTER 2

The focus in the second semester will again be on teaching and learning, with a more specific focus on student engagement. This semester will include the following components:

a. Mentor Observes Provisional Faculty’s Classroom

Between weeks 3-12 of the semester, the provisional faculty member will be observed by their mentor. Prior to the observation, the provisional faculty member completes the Pre-Observation Form (see resources/documents section below) and sends it to their mentor.

When mentors observe provisional faculty, they use the “Instructor Effectiveness and Development Classroom Observation” form; however, the mentor will be focusing on the following questions:

- i. What methods does the faculty member use to engage their students?
- ii. Does the lesson engage multiple intelligences/learning styles?
- iii. Are all students actively engaged?
- iv. Has the faculty member shown improvement in the “Areas Needing Improvement” section (Part III, Summary section of the form) of Semester 1’s observation forms (of both mentor and instructional supervisor)?

Within two weeks after the observation, the mentor and faculty member visit face-to-face to discuss what was observed.

After discussion, the mentor forwards the completed observation form to the provisional faculty member and instructional supervisor for placement in the provisional faculty’s file.

b. Instructional Supervisor Observes Provisional Faculty’s Classroom

If noted “issues” arose during Semester 1 (in observations and/or the end-of-semester progress report) the instructional supervisor will observe the provisional faculty member again during Semester 2, following the same procedure as before: pre-observation form, observation using standard form, post-observation discussion and paperwork.

c. Mentor-Provisional Faculty Discuss/Modeling of formative and summative assessment

d. Mentor Evaluates Provisional Faculty outside of the classroom, in the following areas:

- i. Does the provisional faculty communicate effectively with colleagues? Are they collegial?
- ii. Does the provisional faculty use technology appropriate to the discipline and campus (e.g., WebAdvisor, SmartBoard, etc.)?
- iii. Is the provisional faculty member advising students? If so, is this done effectively, and has the provisional faculty member received proper training?

e. Instructional Supervisor, Mentor, Provisional Faculty Meet

In the last two weeks of the semester, the instructional supervisor, mentor, and provisional faculty member will meet to complete six tasks:

- i. Complete Faculty Evaluation (see “Faculty Evaluation and Continuous Improvement Form” below)
- ii. Completion of Faculty Evaluation and Continuous Improvement Form for next academic year
- iii. Completion of Faculty Workload Form
- iv. Discuss IDEA results
- v. Complete Provisional Faculty Review 2
 1. If necessary, Warning/Action-Improvement Plan
- vi. Evaluate the mentor-mentee relationship: How is it going? Is this working out?

C.SEMESTER 3

a. Instructional Supervisor Classroom Observation of Provisional Faculty

Between weeks 3-12 of the semester, the provisional faculty member will be observed by their instructional supervisor. Prior to the observation, the provisional faculty member completes the Pre-Observation Form (see resources/documents section below) and sends this to their instructional supervisor.

When the instructional supervisor observes the provisional faculty, they use the “Instructor Effectiveness and Development Classroom Observation” form.

Within two weeks after the observation, the instructional supervisor and faculty member visit face-to-face to discuss what was observed. After discussion, the instructional supervisor forwards the completed observation form to the provisional faculty member and their mentor. The instructional supervisor places their copy of the observation form within the provisional faculty member’s file.

b. Mentor-Provisional Faculty Discussion/Recommendations

The mentor will document the responses and forward to the instructional supervisor. Recommended questions:

- i. What role has the provisional faculty member played in campus and college-wide assessment? (e.g., participation in TaskStream)
- ii. How has the provisional faculty member been involved with CMC in-services, meetings, committee work, etc.?
- iii. In what professional development activities has the provisional faculty member participated? (e.g., CMC trainings, conferences, etc.)

c. Instructional Supervisor-Mentor-Provisional Faculty Meeting

In the last two weeks of the semester, the instructional supervisor, mentor, and provisional faculty member will meet to complete three tasks:

- i. Revisit the Faculty Evaluation and Continuous Improvement Form: Do current goals need to be revised?
- ii. Complete Provisional faculty Review 3
 1. If necessary, Warning/Action-Improvement Plan
- iii. Evaluate the mentor-mentee relationship: Has the provisional faculty started identifying a Full Professor to serve as mentor for the promotion process?

D. SEMESTER 4

a. By the eighth week of the semester, the Instructional Supervisor and Mentor make recommendation for faculty's removal from "provisional".

b. Mentor assists provisional faculty in selecting a mentor for promotion process

c. Instructional Supervisor-Mentor-Provisional Faculty Meeting

By the tenth week of this semester, instructional supervisor, mentor and provisional faculty will meet to complete Provisional Faculty Review 4 which will include the recommendation for progression off provisional status. If faculty will not be retained, this should come as no surprise as this entire process is intended to keep communication clear and the process transparent. In the previous three semesters, Observation Forms, Progress Reports and Action-Improvement Plans are mediums for that message.

d. Instructional Supervisor-Provisional Faculty Meeting

In the last two weeks of the semester, the instructional supervisor and provisional faculty member will meet to complete three tasks:

- i. Complete Faculty Evaluation (see "Faculty Evaluation and Continuous Improvement Form" below)
- ii. Completion of Faculty Evaluation and Continuous Improvement Form for next academic year
- iii. Completion of Faculty Workload Form
- iv. Discuss IDEA results

e. In the last two weeks of the semester, all provisional faculty will gather with faculty mentors, instructional supervisors, and college president to celebrate the transition from provisional.

FAQs

- Classroom observations are to be used as guides for improvement. Because a faculty member's role at the college extends beyond the classroom, the Provisional Faculty review will be the tool used to determine successful progress. Mentors and instructional supervisors will work together to compose these reports. They each have an equal voice in the reporting. In other words, neither the mentor's nor the instructional supervisor's evaluations will be weighted more heavily than the other's.
- Mentors can be changed during the process.
- The two years of provisional status does count toward advancement/promotion.
- If a provisional faculty does not complete the steps in the process (in any given semester), this will be noted in their end-of-semester progress report.
- Should a provisional faculty have an emergency or life event that prevents them from completing certain "steps" in the process (e.g., hospitalization, maternity leave, etc.), the mentor and instructional supervisor will collaborate to develop a plan to meet the requirements in the process that best fits the individual's situation. Such emergencies will be documented and handled on a case-by-case basis.
- Only faculty on a 12-month contract will be able to count summer semesters as part of the four-semester sequence.
- If an individual has been hired as interim faculty, the time as interim will count towards their provisional period.

QUESTION: What happens if the evaluation does not occur at the end of the two years? Is there an automatic movement to "regular" status?

FACULTY RESPONSE: The evaluation must be completed. See caveat at the top of this document. However, a provisional faculty member will not be held in arrears for failure of the instructional supervisor and/or mentor to comply with the steps in the process.

RESOURCES/DOCUMENTS

All documents currently in place at Colorado Mountain can be found on the CMC Portal.

<https://mycmc.coloradomtn.edu/web/mycampus/home;jsessionid=6748D24A4B40CDD9A1F0FDF6FCFAE3B3>

Appendix L ▶

INTERNAL COMMUNICATION PROTOCOL ▶

For emergencies, call (in order of importance):

- ▶ **Step 1. 911 IF NECESSARY.** (Take care of emergencies first then go to step 2)
- ▶ **Step 2.** Use the numbers on your Emergency Action Plan to contact search and rescue, hospitals, County Sheriff's office, or any other organization you need in order to get the situation stable
- ▶ **Step 3.** CMC Central Services has a toll free number through which you can contact the CMC Central Services during regular business hours. That number is: 1-800-621-8559 or 970-945-8691.
- ▶ **Step 4.** Once the situation is stable and you can deal with needs other than emergencies, call the people in the order listed below until you get someone.

1. CMC switchboard 800-621-8559 or 970-945-8691 (monitored 8am-5pm Monday - Friday only)
2. Person on call – check your cell phone instructions
3. Additional Responsible Persons _____

4. For Transportation Issues _____
Use gas credit cards or the “P” Card to get help as necessary. Call in using the above numbers as necessary to inform CMC of your actions.

EXTERNAL COMMUNICATION PROTOCOL ▶

DO NOT SPEAK WITH MEMBERS OF THE PRESS. Instead, say (and repeat as often as you need to) “I am not authorized to speak to the media. The person you need to talk to is Debra Crawford in our Public Information Office. Her number is 970-384-8535.” DO NOT assume that any conversations you have with them are “off the record.”

* She (Debra Crawford) also requests that, when possible, the employee should call her and let her know they have been contacted by the press.

Incident Documentation:

If an incident should occur where there is a significant injury resulting in loss of field time, a near miss that could have resulted in a significant injury resulting in loss of field time, or a fatality, use the “Incident Report Form.” Fill it out completely and DO NOT give it to anyone except your instructional supervisor. Designate a healthy person to act as your “scribe” to record the sequence of events and the time they occur. Remember to get statements from any witnesses. This will be a legal document so discourage commentary and keep it to just the facts. Attach the scribe’s notes to the Incident Report Form.

Emotional Support:

Colorado West Regional Mental Health
Employee Assistance Program Director
970-945-2241

CMC Field Staff are encouraged to utilize the above agency for any reason they may need emotional support or reassurance. In simple cases, this may take the form of receiving a comforting word on their difficult decision to evacuate a participant with a sprained ankle. In more complex cases, this may take the form of receiving help with arranging a crisis counselor for a group that has had a serious physical or emotional trauma.

Evaluation:

The Department of Risk Management and each CMC location should review their specific Emergency Action Plan as often as necessary, or at minimum, on an annual basis, to make sure that the plan reflects accurate information including, but not limited to, policies, protocols and facility details.

Appendix M ▶

EMERGENCY PHONE NUMBERS ▶

PROGRAM FACULTY OR ACTIVITY COORDINATOR

Name: _____
Title: _____
Address: _____ at travel location _____
Phone: _W-H-C int'l phone number _____
Fax: _____
E-mail: ____ applicable during trip? _____
Best way to contact: Phone Fax E-mail

ASSISTANT INSTRUCTOR OR COORDINATOR

Name: _____
Title: _____
Address: _____ same as program faculty _____
Phone: _W-H-C _____
Fax: _____
E-mail: _____
Best way to contact: Phone Fax E-mail

CAMPUS BASED RESPONSIBLE PERSON

(Campus Vice President, Director of Campus Operations, Instructional Supervisor etc.)

Name: _____
Title: _____
Address: _____
Phone: _W-H-C _____
Fax: _____
E-mail: _____
Best way to contact: Phone Fax E-mail

ALTERNATE TO THE CAMPUS BASED

RESPONSIBLE PERSON *(Campus Vice President, Director of Campus Operations, Instructional Supervisor, etc.)*

Name: _____
Title: _____
Address: _____
Phone: __W-H-C _____
Fax: _____
E-mail: _____
Best way to contact: Phone Fax E-mail

CMC DIRECTOR OF RISK MANAGEMENT

Name: Rebecca Adair
Phone: 1-970-384-8533
Fax: 1-970-384-8507
E-mail: radair@coloradomtn.edu

INSURANCE BROKER

Name: Flood and Peterson Insurance, Inc.
Title: Loree Vanderhye, Broker
Address: 351 Grant Street, Denver, CO 80229
Phone: W 1-800-564-5315 C: 303-638-1504
Fax: 1-720-977-7113
E-mail: loreev@fpinsurance.com
Best way to contact: Phone Fax E-mail

INSURANCE COMPANY

Name: St. Paul Travelers
Address: 385 Washington St., Saint Paul, MN 55102-1396
Phone: 1-800-332-3232

CMC PUBLIC RELATIONS CONTACT

Name: Debra Crawford
Title: Public Information Officer
Work Phone: 1-800-621-8559 x 8535
1-970-945-8691 x 8535
1-970-384-8535
Cell: 1-970-309-1486
Home: 1-970-947-1943
Fax: 1-970-384-8507
E-mail: dcrawford@coloradomtn.edu

EMERGENCY SITUATION

COUNSELING SERVICES:

Colorado West Regional Mental Health
Employee Assistance Program Director
970-945-2241

GOALS OF THE EMERGENCY ACTION PLAN:

- ▶ Manage internal communication (within CMC)
- ▶ Manage external communication
- ▶ Develop incident documentation
- ▶ Provides for the emotional support to the field staff and students
- ▶ Evaluates the effectiveness of the emergency response protocol

Appendix N ►

EMERGENCY ACTION PLAN FORM ►

Course: _____
(Please put the course code and title here.)

Dates: _____
(Please put the course dates here.)

Course Location: _____
(Please put the course location here.)

Lead Instructor: _____
(Please put the name of the Lead Instructor here.)

Assistant Instructor (if applicable): _____
(Please put the name of the Assistant Instructor here.)

List of Students: _____
(Please put a list of ALL THE STUDENTS WHO ARE WITH YOU IN THE FIELD here.)

Itinerary: _____
(Please put a detailed itinerary including campsites and trails traveled here.).

Evacuation Plans: _____
(Please put a detailed plan for evacuation including trails and trail heads, location of emergency vehicles, and any other relevant information here. Indicate evacuation information for each day or for each area traveled.)

Please attach a map with the itinerary and evacuation plans highlighted

Notes: (Any notes or special instructions may be put here.)



Central Services

802 Grand Avenue
Glenwood Springs, CO 81601
1.800.621.8559

www.ColoradoMtn.edu

Colorado
Mountain
College

