



**COLORADO
MOUNTAIN COLLEGE**

FACULTY MANUAL



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SPRING VALLEY

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STEAMBOAT SPRINGS

1330 Bob Adams Drive
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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.

This manual was revised on September 2017, this version is subject to revision and update as needed.

The Faculty Manual is available on Basecamp:

<https://basecamp.coloradomtn.edu/departments/academicaffairs/Pages/default.aspx>

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General Information

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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).

MISSION, VISION, VALUES, AND GUIDING PRINCIPLES

Vision: Our Desired Future

We aspire to be the most inclusive and innovative student-centered college in the nation, elevating the economic, social, cultural, and environmental vitality of our beautiful Rocky Mountain communities.

Mission: Why we exist, what we do, and what we offer

CMC offers a dynamic and innovative teaching and learning experience serving a diverse population in a student-centered, inclusive, and personalized learning environment. Through a comprehensive array of programs and courses of study, CMC provides high-quality education that is affordable and accessible, helping all students meet their individual educational goals. CMC measures its success through student success.

The specific aims of CMC are to:

- Deliver undergraduate instruction for associate and bachelor's degrees and certificates;
- Offer college preparatory instruction and academic skill development;
- Prepare students for careers requiring professional and technical training, and assist business and industry in meeting their workforce development needs;
- Provide support services tailored to the needs of each student;
- Make life-long learning opportunities available to all; and
- Contribute to the economic, social, and cultural vitality and sustainability of the communities that CMC serves.

Values

Values reflect what is considered right and wrong and what ought to be; these statements form the basis for ethical action.

- We believe **higher education and lifelong learning** provide a vital and necessary foundation for an egalitarian society.
- We treat all people with **civility, dignity, and respect**.
- We encourage **open and honest** communication and **honor** all ideas and opinions.
- We embrace **diversity** in its many forms and work actively to create an **inclusive** college community.
- We act with **integrity** to build **trust** in our personal and professional relationships.

The CMC code of ethics provides guidance on putting these values to work in day-to-day interactions.

Guiding Principles

Guiding Principles inform decision-making and the allocation of resources within the institution.

- We **collaborate** with one another and with external partners.
- We apply the principles of **sustainability** to foster social equity, economic vitality, and environmental health.
- We strive for **excellence** and **innovation** in all we do.
- We create a **positive working environment** and a **stimulating and enjoyable teaching and learning experience**.
- We hold ourselves **responsible** and **accountable** for our actions.
- We maintain the **public trust** through responsible **stewardship** and fiscal **transparency**. We meet challenges with **thoughtful deliberation** and **purposeful action**.

CMC's Strategic Plan and Mission, Vision, Values and Guiding Principles can be found here:
http://coloradomtn.edu/about-cmc/vision_mission_values/

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 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:

- Glenwood Springs-Spring Valley
- Leadville
- Steamboat Springs

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
- Breckenridge
- Buena Vista
- Carbondale
- Dillon
- Glenwood Springs
- Vail Valley at Edwards
- Rifle

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 process 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. Use of 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.

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 understating 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 documents the levels of learning attained.

LEARNING OUTCOMES ASSESSMENT PROCESS[LD1]

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 [HK2][BJ3][BJ4]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 Deans.

Accountability and Expectations

FULL-TIME FACULTY JOB DESCRIPTION

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 NEW STRUCTURE

[Academic Affairs Redesign](#)

[Executive Summary on Roles and Communication within the New Academic Structure](#)

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^[WMS]

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 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 assessed through the CCCNS website: [Common Course Numbering System](#). 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 four year public college. These course plans, course descriptions, competencies, and topical outlines are also available on the CCCNS website. 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: <https://basecamp.coloradomtn.edu/departments/academicaffairs/Pages/default.aspx>. 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 require that prior to disbursing federal funds to students, the college has to confirm not only enrollment for the semester but that the student has also started attending each class. Otherwise, we risk our ability to award federal financial aid and/or to serve Veterans who have VA Benefits. On the 7th day after the start of the semester log into WebAdvisor and complete "never attended" reports for your courses (note: for late-start classes, which are defined as starting the 2nd week or later of the semester, report on the 7th business day (not including weekends) after the class start date).

NOTE: A no-show ("never attended") for a **face-to-face class** is defined as a 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 online discussion about academic matters
- Documented initiation of contact with instructor to ask question(s) about academic subject

NOTE: A no-show (“never attended”) for an **online class** is a student who has BOTH failed to have:

- Logged into the class; AND
- Completed the introductory assignment(s)

Then what happens?

The Registrar’s Office will drop only the never-attended financial aid students from your course and will contact Veterans to advise them of their options. If the student does not have Financial Aid they will not be dropped automatically. Please continue to monitor student attendance and either complete a Faculty Administrative Withdrawal Form before the withdraw date or assign the earned grade even if that is a failing grade.

“No-Show” Reporting and Financial Aid/Veteran Benefits:

If a student is dropped from a course (or courses) for non-attendance, the resultant loss in credit hours may cause a reduction and/or cancellation of his/her financial aid award. Like class reinstatement, financial aid awards can only be reinstated with documented extreme extenuating circumstances. Reinstatement in class DOES NOT guarantee financial aid reinstatement.

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 <https://basecamp.coloradomtn.edu/departments/academicaffairs/Pages/default.aspx>. Sample syllabi are available from your instructional supervisor.

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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 critical inquiry, 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
- Team work 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.

COLLEGE EMAIL

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

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:

- a) 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 the 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.
- b) 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
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,

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 condition be met prior to allowing the student to be readmitted.

DO NOT PROMISE A STUDENT THAT HE/SHE WILL BE DROPE FROM YOUR CLASS. TO ENSURE THAT A STUDENT IS DROPE FROM A CLASS, HE/SHE MUST TAKE THE INITIATIVE TO DROPE 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 - Documentation 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 situations. 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. You will be required to login with your CMC username and password to access this website.

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: <https://catalog.coloradomtn.edu/>.
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 Dean of Academic Support by October 15th 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): \$815.76 per credit	\$81.58 per credit
➤ Lecture/Lab (1 credit: 22.5 hours instruction): \$961.44 per credit	\$96.14 per credit
➤ Lab (1 credit: 30 hours instruction): \$1106.04 per credit	\$110.60 per credit
➤ Bachelors (MSN pending): \$2162.76	N/A
➤ Nursing Clinical only* (1 credit: 45 hours instruction): \$2422.08	\$242.21 per credit

*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. The VPAA will approve payment of the stipend upon receipt of a letter fully completed and signed Adjunct PD Stipend Request Form, located on the Academic Affairs Basecamp page. The campus budget pays the stipend after approval. Adjunct faculty members who have taught for at least 2 semesters in the past two years may apply to the CMC Faculty Professional Development Fund at their site for financial assistance for conferences or other professional development opportunities.

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.

Beginning January 1, 2013 all employees of the college are required to use direct deposit to ensure a timely receipt of your paycheck. Direct Deposit are issued at 7:00AM of payday and paystubs are emailed to the instructor's email address. All paperwork must be submitted to payroll by the first of each month to ensure payment.

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 faculty may not teach more than eleven (11) credit hours (or the equivalent) per semester.

OVERLOADS ARE NOT ALLOWED FOR ADJUNCT FACULTY

GUIDELINES FOR COMPLYING WITH THE AFFORDABLE CARE ACT (ACA)

Following the issuance of the new guidelines by the IRS in February 2014, the following will be used by CMC through the end of 2015, or until such time as revised guidelines are issued by the IRS. This accommodates the 1.25 work hours for each 1 classroom contact hour and the extra .25 would include any additional meetings, office hours, etc. over and above the prep time, grading, etc:

- 0-3 credits: 2.5 work hours per 1 credit hour (1.5 hours outside + 1 hour contact/classroom = 2.5 hours per credit)
- 4 credits: 2.25 work hours per 1 credit hour (1.25 hours outside + 1 hour contact/classroom = 2.25 hours per credit)
- 5+ credits: 2.0 work hours per 1 credit hour (1.0 hours outside + 1 hour contact/classroom = 2.0 hours per credit)

We will firmly hold all instructional supervisors to the 11 credit maximum for teaching. See below for “Special Requests”.

This schedule still allows for bundling the EMS and Outdoor classes so as not to exceed the 30 hour requirement. For more information on bundling classes, please contact Human Resources.

We continue to requiring that Instructional Supervisors and Program Coordinators to hold faculty accountable for the less than 30 hour guidelines standard.

SPECIAL REQUESTS

We are aware that there may be circumstances that a campus has a need to hire an adjunct to teach more than the maximum allowed for adjunct faculty. If this is the situation, then the following will need to be submitted in advance of an adjunct being contracted for the additional teaching:

This request should be submitted in writing to both the Vice President of Academic Affairs and the Director of Human Resources including:

- Campus location
- Class identifier and # of credits to be taught
- A list of other classes the adjunct is contracted to teach (CSAR report)
- An explanation/justification for the exception

All approvals need to be in writing, from both the VPAA and VPHR. No contract should be issued until the written approval has been received by the Instructional Supervisor. The Instructional Supervisor needs to be aware that the cost of benefits will be charged against their campus' budget.

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/eligible dependents equal to the number of credits taught each semester, NOT TO EXCEED SIX CREDITS PER SEMESTER PER FAMILY. Includes credit courses at the 100, 200, 300, and 400 level. Adjunct faculty and Regular Part-Time Employees must still be employed during the term in which they or their spouse and/or dependents participate in the Tuition Grant Program.

2. PERA contribution as determined by statute.
3. Professional development opportunities.
4. Worker's compensation/unemployment.
5. Pay for attending meetings (\$50/half day, \$100/full day).
6. Benefits available for Adjunct Faculty and part-time staff on the HR Department page on Basecamp at <https://basecamp.coloradomtn.edu/departments/humanresources/Pages/default.aspx> under the "Benefits" section.

ONLINE FACULTY RESOURCES

The faculty workshop calendar is online at <http://www.coloradomtn.edu/training>. View information regarding faculty resources online at <http://www.coloradomtn.edu/innovations>. Additional information regarding faculty resources is available on Basecamp on the Academic Affairs 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 required for instructors of transfer-level courses, OR a Master's degree in a related field with 18 graduate hours in the discipline being taught, OR a Master's degree in any discipline area with 18 graduates hours in the discipline to be taught. 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. For more detail on Faculty hiring procedures, please see the Curriculum and Instructional manual, located on the Academic Affairs Basecamp page.

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 directly deposited by the 15th of each month.
2. *Are there other ways of receiving my paycheck?*
No. 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. *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.
5. *Is there any pay for prep time?*
No. Prep time is included in the compensation that you receive, there is no additional pay.
6. *Are there benefits?*
Yes. Please refer to Basecamp on the Human Resources page:
<https://basecamp.coloradomtn.edu/departments/humanresources/Pages/default.aspx>

7. *Do adjuncts receive a CMC email address?*

Yes. Colorado Mountain College uses Basecamp and email 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: email, Basecamp, 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 email and pull up your email often to correspond with students, receive messages from your instructional supervisor or from the College in general. Ask your instructional supervisor for an email 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 June 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

All full-time faculty will have their contract, whether 9 month or 12 month, paid over a 12 month period. Payment for full-time faculty will be on the last business day of each month beginning in August and concluding on the last business day the following July. Faculty hired after the beginning of the Academic Year (August) will have their salary prorated over the remainder of the academic year with the final payment on the last business day in July.

CONTRACT PERIOD

As standard procedure, full-time faculty will be contracted for 170 work days over a 9-month contract period or a 12-month contract period. The 9-month contract period will be from the beginning of the Academic Year in August through the end of the Spring term in May. The 12-month contract period will be from August 1 through July 31 of the following year.

NOTICE OF NON-RENEWAL

Notice of non-renewal shall be given by the President or her/his designee no later than sixty days preceding the end of the contract term. The effective date shall be no sooner than the end of the current contract date. The notice of non-renewal must state the reasons and inform the faculty member of appeal rights.

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 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.

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.

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.

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.

Approval for Sabbatical leave is approved 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 the individual faculty member 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, transfer 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 contact Human Resources directly for other relevant benefits, policies or procedures. For further information and requirements please see Curriculum and Instruction Manual, Chapter 1.

PROFESSOR EMERITUS

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.

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.

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.

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

Website: <http://library.coloradomtn.edu>

The libraries at Colorado Mountain College offer an extensive collection of resources, available within the physical collections of Spring Valley at Glenwood Springs, Steamboat Springs, and Leadville campus libraries and 24/7 online through the Virtual Library website. The libraries provide access to books, videos, music, art images, audio books, career resources and practice tests, journals, magazines, maps, government documents, and course reserves. They also offer a variety of services, including research assistance and free Interlibrary Loan service.

The library's Faculty Resources website provides additional information about library services for faculty, including research instruction materials and copyright resources: <http://library.coloradomtn.edu/faculty>

Contact Information

- Breckenridge and Dillon
(970) 968-5842, ylef@coloradomtn.edu
- Edwards
(970) 569-2926, kmwalker@coloradomtn.edu
- Leadville & Buena Vista
(719) 486-4249
- Quigley Library: Spring Valley, Glenwood Springs, Carbondale, & Aspen
(970) 947-8271
- Rifle
970-625-6960, egardner@coloradomtn.edu
- Steamboat Springs
(970) 870-4445

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 on the Office of Innovations' Basecamp page.

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 on your campus into your classroom to explain the myriad types of services available at each campus that can maximize student success.

COUNSELING SERVICES

CMC offers a comprehensive range of educational, life-planning 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 planning, limited personal counseling with referrals to counseling community resources, 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 may offer the following testing services at some CMC locations 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. Please check at your campus for testing availability.

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 CMC Steamboat Springs, CMC Leadville, CMC Glenwood Springs – Spring Valley, CMC Rifle and CMC Edwards, and CMC Breckenridge. 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 more 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 and succeed in college-level courses. Here are some resources that can assist you:

PLACEMENT ASSESSMENT

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

DEVELOPMENTAL MATH

Developmental math classes will prepare you to succeed in your college-level math classes. Additionally, developmental math classes will help to prepare you for college major. Based on the Accuplacer score, you may be placed in a developmental math class that prepares you for a 100-level courses for Liberal Arts, Statistics, Integrated Math, and college-level career math courses. Also, based on the Accuplacer score, you may be placed in a developmental math class that prepares you for college-level College Algebra and Finite Math courses. The developmental math classes will help you to build the knowledge and skills needed to successfully achieve your academic and career goals.

COLLEGE COMPOSITION AND READING

The College Composition and Reading (CCR) courses integrate building reading and writing skills across the disciplines in each course. This accelerated learning program prepares students for a rigorous academic environment. Based on the Accuplacer score, you may be placed in a CCR class that can be taken concurrently with a college-level course in a discipline strand of Communications, Science, Social Science, Arts and Humanities, or Career and Technical Education (CTE) courses. Also, based on the Accuplacer score, you may be placed in a CCR class that can be taken concurrently with an ENG 121 course. The CCR classes prepare students to succeed in college-level courses.

LEARNING LABS

The 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 assistance.

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)/HIGH SCHOOL EQUIVALENCY

General Education Development (GED)/High School Equivalency exam preparation classes and retesting are available at CMC. The GED/High School Equivalency exam consists of five tests (writing skills, social studies, science, reading and mathematics). GED/High School Equivalency 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 student 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. There is also a free online tutoring service called Smarthinking that is available 24 hours a day. The online tutoring is Vocational students and learning disabled students, 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.

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 currently offers five bachelor degree programs: the Bachelor of Arts degree in Sustainability Studies (BASS), the Bachelor of Science degree in Business Administration (BSBA), the Bachelor of Applied Science degree (BAS), the Bachelor of Science degree in Nursing (BSN) and the Bachelor of Arts degree in Interdisciplinary Studies with an emphases in Elementary Education (BAIS-EE).

Bachelor of Science in Nursing (BSN):

Locations Approved: The following locations offer any and all courses towards this degree and bear responsibility for ensuring availability in degree completion:

- Breckenridge/Dillon Campus
- Glenwood Springs Campus

Other Locations & Delivery: No other locations will offer any two-year or four-year nursing courses.

Admissions Requirements: Students must have an unencumbered registered nurse license in Colorado; have graduated from an accredited (ACEN) Associate Degree in Nursing with a minimum cumulative 2.5 GPA and applicants who do not meet the minimum credit hour or grade point average requirement may be reviewed by the CMC Admissions Committee under the state transfer window exception.

Bachelor of Science-Business Administration (BSBA):

Locations Approved: The following locations offer any and all courses towards this degree and bear responsibility for ensuring availability in degree completion:

- Breckenridge/Dillon Campus
- Edwards Campus
- Glenwood Springs/Spring Valley Campus
- Steamboat Springs Campus

Other Locations & Delivery: Other campuses can continue to teach the 100-200 level courses as a feeder program to the BSBA.

Admissions Requirements:

- This degree is NOT a 2+2. Students can select BSBA as freshmen. This degree has a continuation requirement. The students must demonstrate successful completion of the necessary AA general education courses to continue taking more than 15 credits at the 300-400 level.
- To take any 300-400 level courses, students must have completed 45 credit hours of associate level coursework with a minimum 2.3 GPA.

Bachelor of Arts-Interdisciplinary Studies – Elementary Education (BAIS-EE):

Locations Approved: The following locations offer any and all courses towards this degree and bear responsibility for ensuring availability in degree completion:

- Edwards Campus
- Glenwood Springs Campus

Other Locations & Delivery: Other campuses can continue to teach 100-200 level courses as a feeder program to the BAIS-EE. No other campuses will offer 300 or 400 level courses toward this degree.

Admissions Requirements:

- The BAIS-EE is not a 2+2 degree.
- The students start as freshmen in the CMC program. Students must later meet various continuation requirements. Specific questions need to be addressed to Dr. Barbara Johnson, the Program Director.

Bachelor of Applied Sciences (BAS):

Locations approved: The following locations offer any and all courses towards this degree and bear responsibility for ensuring availability in degree completion:

- Edwards Campus
- Spring Valley Campus
- Steamboat Springs Campus

Other locations and Delivery: No other campuses will offer 300 or 400 level courses toward this degree program.

Admissions Requirements: The Bachelor of Applied Science (BAS) program is a “2+2”, where students in the program will need to have completed an Associate of Applied Science (AAS) degree in a specific discipline from a regionally accredited school with 60 credits minimum; and have completed the BAS lower division course requirements before enrolling in more than 15 upper-division credits.

Bachelor of Arts-Sustainability Studies (BASS):

Locations approved: The following locations offer any and all courses towards this degree and bear responsibility for ensuring availability in degree completion:

- Breckenridge/Dillon Campus
- Carbondale and Spring Valley Campus
- Edwards Campus
- Steamboat Springs Campus

Other Locations and Delivery: Other campuses can continue to teach the 100-200 level courses as a feeder program to the BASS degree. No other campuses may offer 300-400 level courses towards this degree.

Admissions Requirements:

- This degree is NOT a 2+2. Students can select the BASS as freshmen. This degree does not have a continuation requirement.
- Students must demonstrate successful completion of the necessary AA general education courses to continue taking more than 15 credits at the 300-400 level.
- To take any 300-400 level courses, the students must have completed 45 credit hours of associate level coursework with a minimum 2.3 GPA.

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 course-work 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.

CAREER AND TECHNICAL EDUCATION

Career & Technical Education (CTE) programs at Colorado Mountain College consists of the Associate of Applied Science (AAS) degrees, and Certificates of Occupational Proficiency (COP). COP's provide a pathway to an AAS degree. In turn the AAS degrees are pathways to the college's new Bachelor of Applied Science (BAS) or other four-year degree programs as well as the Associate Degree in Nursing (ADN) which seamlessly pathways into the Bachelor of Science in Nursing (BSN) degree. CTE programs are 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.

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

- Accounting
- Culinary Arts
- Digital Media
- Early Childhood Education
- EMT Paramedic
- Energy Technology
- Entrepreneurship
- Fire Science Technology
- Graphic Design
- Information Technology
- Medical Assistant
- Natural Resource Management
- Nursing
- Paralegal
- Professional Photography
- Resort Management
- Restaurant and Culinary Management
- Ski Area Operations
- Ski and Snowboard Business
- 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 Repair
 - Heating & Air Conditioning
- Colorado Law Enforcement Training Academy (CLETA)
- Culinary Arts
- Culinary Management
- Digital Media
- Early Childhood Education
- Emergency Medical Technician
 - Basic
 - Intermediate
 - Paramedic
- Entrepreneurship
- Energy Technology
 - Electrical Industrial Instrumentation Technician
 - Oil and Gas Technology
 - Basic Solar Photovoltaic Installer
 - Energy Efficient Facilities
- Fire Science
 - Fire Academy I
 - Fire Academy II
 - Company Officer
- Geographic Information Systems
- Graphic Design: Web Technology
- Graphic Technology
- Information Technology
 - A+ Computer Technician
 - Cisco Certified Network Associate (CCNA)
 - Microsoft Office Specialist
 - Network +
 - Security +
 - Server +
- Natural Resource Management
- 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
 - Retail and Repair Shop Technician
 - Shop Manager
 - Marketing Media Manager
 - Professional Guide

- Sustainable Cuisine
-Operations I and II
- 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.

Certificates of Completion are awarded in the following areas:

- Creative Arts
- Fly Fishing Guide
- Outdoor Education
- Permaculture Design
- Spanish Proficiency
- Sustainability Leadership

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. Service to teaching, student support, student evaluations and performance evaluations
2. Service to the discipline
3. Service to the College
4. Service to the community

Compensation: Faculty who receive a promotion to a higher academic rank will receive a percentage increase in accordance with the following promotion schedule:

- | | |
|--|----|
| ➤ Instructor to Assistant Professor | 3% |
| ➤ Assistant Professor to Associate Professor | 4% |
| ➤ Associate Professor to Professor | 5% |

All promotions and increases become effective at the beginning of the academic year/new contract period.

Policy for Promotion:

I.1. FACULTY PROMOTION IN RANK Promotional opportunities for faculty are available based on established procedures. The Faculty Senate in collaboration with the Vice President for Academic Affairs will create a procedure

establishing a uniform criteria and method for evaluating Faculty members for promotion and will submit that procedure for approval by College Council.

I.2. ELIGIBILITY FOR PROMOTION The following guidelines will apply when considering regular, fully benefited faculty members for promotion in academic rank:

- A. To be considered for promotion from instructor to assistant professor, a faculty member must have completed a minimum of two years of consecutive full-time contracted service at Colorado Mountain College as a teaching faculty member at the instructor rank. This means that an instructor may submit a portfolio in their second year of service as an instructor.
- B. To be considered for promotion from assistant professor, a faculty member must have completed a minimum of three years of consecutive full-time contracted services at Colorado Mountain College as a teaching faculty member at the assistant professor rank. This means that an assistant professor may submit a portfolio in their third year of service as an assistant professor.
- C. To be considered for promotion from associate professor to professor, a faculty member must have completed a minimum of five years of consecutive full-time contracted services at Colorado Mountain College as a teaching faculty member at the associate professor rank. This means that an associate professor may submit a portfolio in their 5th year of service as an associate professor.
- D. Special recommendations of promotion or placement in academic rank may be made upon the recommendation of the President and approval of the Board of Trustees, irrespective of eligibility or nomination.

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

1. The portfolio will be developed by the petitioning faculty member in conjunction with a faculty promotion mentor, who must be a full professor.
2. The portfolio is submitted for review to the Campus Vice President for recommendation.
3. The portfolio is submitted to the Vice President of Academic Affairs.
4. The portfolio is forwarded to a college-wide Promotion Committee; The Faculty Senate will appoint the chair of the committee which will be composed of faculty members holding the rank of full professor.
5. The chair will be appointed by the November meeting of the Faculty Senate and will be chosen from applicants submitting a letter of interest to the faculty senate by their September meeting. The chair of this committee will change annually.
6. The committee will consist of a chair-elect, the chair, the outgoing chair and 4-5 ad hoc committee members chosen by the chair. The chair is encouraged to consider the makeup of the committee to include faculty within the discipline of that year's applicants and to consider a balance of campuses represented on that committee.
7. The promotion committee forwards its recommendation with comments to the Vice President of Academic Affairs for further action.
8. The portfolios of the faculty members being recommended for advancement and the accompanying recommendation and comments are forwarded by the Vice President of Academic Affairs to the President for 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. Faculty applying for promotion will submit a letter of intent by September 15th of the academic year preceding the year of eligibility for promotion. This letter will go to: campus dean, campus VP, Instructional Supervisor, President of the Faculty Senate and the Vice President of Academic Affairs. The Faculty Senate President will forward these letters to the Promotions Committee. The Faculty Senate President will notify faculty of this timeline at the May in-service the previous year.
3. Promotion portfolios are due to the campus vice president and supervisor by November 15th.
4. Promotion portfolios must be submitted to the Vice President of Academic Affairs prior to December 1st.
5. The committee will confer applications in January and February.

6. Faculty will be notified of the results of their application by the end of February, and promotion will be effective the following contract year.
7. Upon announcement, approved promotion in academic rank will be updated in the college catalog/website for the following contract year.

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 for mitigation. Solutions may include risk assumption, risk transfer, and educational awareness through training opportunities. Additionally, the Department continuously monitors the implemented solutions for effectiveness to ensure current best practices are in place. Reaching the goal of a safe and healthy work and educational environment requires active support of, and participation in, the College's risk management efforts. The Risk Management Plan (RMP) is designed to proactively reduce the frequency and severity of losses to the institution; however, it also provides procedures to follow should a loss occur. This plan is intended to address all CMC activities regardless of level of risk, location, or duration. CMC employees are required to follow and enforce the RMP. PLEASE NOTE: The existing Risk Management Plan is currently under review and revision. Reference to the current manual should continue until an update has been release.

Course activities that take place outside the classroom and off premise are considered a "field trip." Field trips must be stated in the syllabus and accompanied by appropriate paperwork, including a complete Emergency Action Plan (Form "H" of the RMP). Instructional supervisors are required to provide RMP training to faculty.

GOALS OF RISK MANAGEMENT

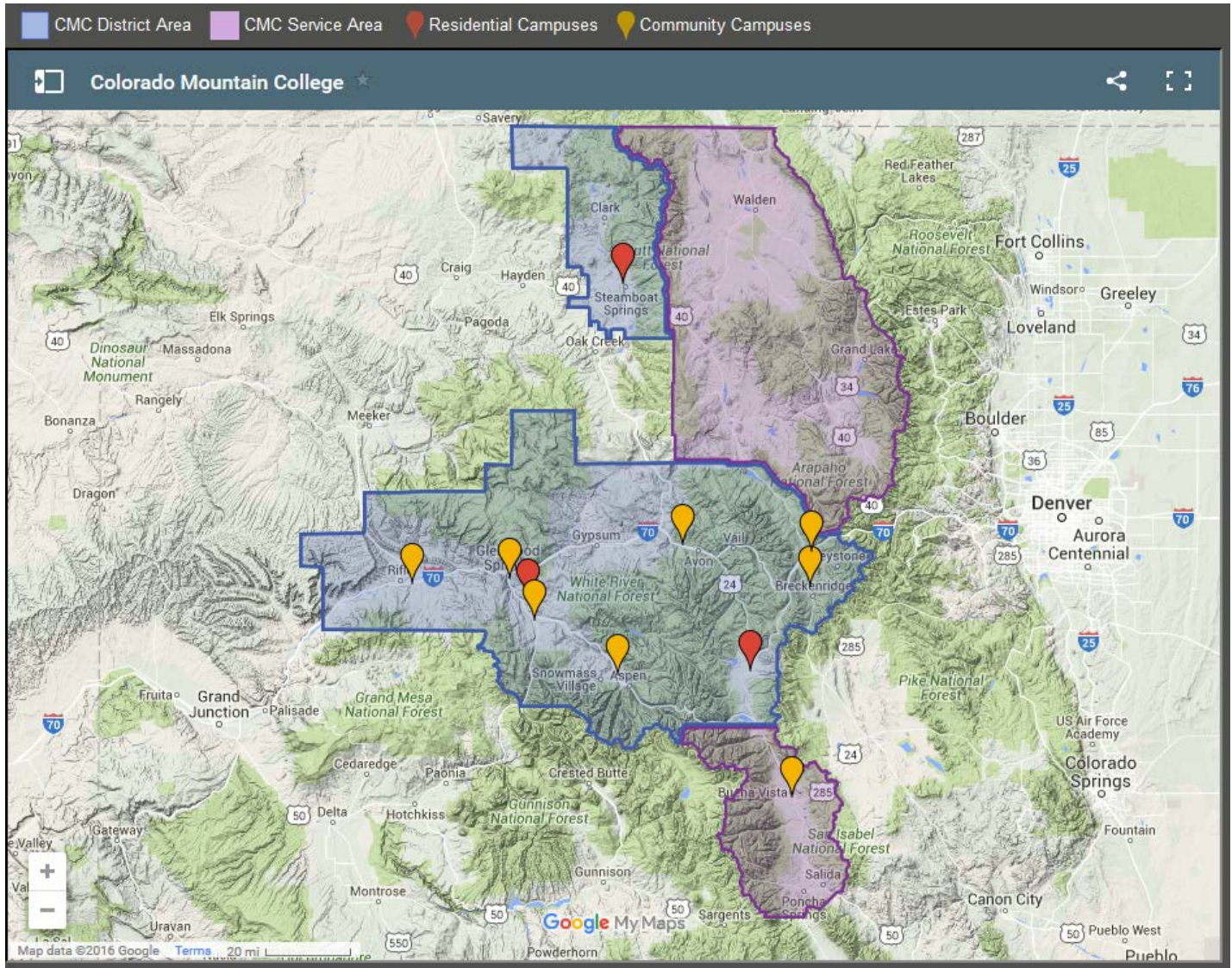
1. Use a proactive approach to identify and control risks in an effort to prevent incidents which could result in bodily injury or death, physical damage to property, as well as technical, strategic, and reputational losses.
2. Develop, implement and continuously monitor emergency response plans for all CMC locations.
3. Continually monitor the effectiveness of risk management programs and procedures and to revise as needed to remain current with best practices.

For complete information please see the Risk Management webpage on Basecamp at:

<https://basecamp.coloradomtn.edu/departments/riskmanagement/Pages/default.aspx> or contact the Risk Management Office at ext. 8533.

Appendix A

LOCATION MAP



THE FOLLOWING DOCUMENTS CAN BE FOUND ON BASECAMP:

CMC SYLLABUS TEMPLATE

<https://basecamp.coloradomtn.edu/departments/academicaffairs/Pages/default.aspx>

BENEFITS AVAILABLE FOR ADJUNCT FACULTY AND PART-TIME STAFF

<https://basecamp.coloradomtn.edu/departments/humanresources/Pages/default.aspx>

Appendix B

[VOLUNTEER RELEASE FORM](#)

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](#)

Appendix E (Revised/Approved by the Senate April 2017)

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. In order to conduct valid business and to vote on measures, a meeting of the General Faculty must include a quorum; defined to include at least 90% of the full-time faculty and a minimum of 50 Adjunct Faculty. The Faculty Senate President will verify that a valid quorum exists and remains present for the duration of the meeting. When a quorum is confirmed, a simple majority of the General Faculty in attendance is sufficient to pass measures. If a quorum is not present, or if the departure of faculty members results in the loss of a quorum at the meeting, business can be discussed, but no valid votes may be taken. 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, an Adjunct Faculty Senate Representative, an Adjunct Faculty Senate Representative-Elect, 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 year after the conclusion of her or his regular term and will serve as the Secretary of the Senate.

2.1.2. The Faculty Senate should attempt to achieve a membership balance between transfer studies faculty and career and technical 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

2.2.1 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, as defined in Section 8.3 of the Faculty Senate By-Laws.

Appendix F (Revised/Approved by the Senate April 2017)

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 that Faculty Senator represents.
2. Function of Faculty Senators as Campus Representatives. It is the function of a Faculty Senators 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 8.3 of these By-Laws) 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 during the academic year (August through May).
- 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, telephone conference call, or face-to-face at annual retreat or college-wide meetings 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 voting members of the Faculty Senate (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 Faculty Senate Adjunct Representative if the President of the Faculty Senate is absent.
- 6.3. When a quorum exists, a vote of the majority of voting members of the Faculty Senate 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. It is the responsibility of each voting member of the Faculty Senate to inform the Faculty Senate President when a proxy will represent that voting member, and identify the person acting as proxy. Any voting member of the Senate may serve as proxy for a maximum of one other member for a specific meeting.

7. Operation of the Senate.

- 7.1. The Executive Committee composed of the President, President-Elect, Faculty Senate Adjunct Representative, Faculty Senate Adjunct Representative-Elect, 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.
 - 7.1.1. The Secretary will post/disseminate draft meeting minutes no later than one week prior to the next Faculty Senate meeting. This will ensure that Senators have time to review the draft prior to being asked to approve the minutes at the next meeting.
 - 7.1.2. If revisions are made to a previous meeting's minutes, those revisions are sent to Senators no later

than seven days following the meeting that directs those revisions. Senators may vote to approve revised minutes via email and/or Basecamp.

7.1.3. Agenda items, whether “new” or “continuing,” along with any necessary support documents, must be submitted to the Senate President for inclusion on the agenda no later than two weeks prior to a scheduled Faculty Senate meeting.

7.1.4. The Faculty Senate President will post/disseminate the agenda within 72 hours of receiving submissions. This will ensure that all Senators have at least 12 days before the next meeting to review/act upon/gather input regarding items on the agenda. Under normal circumstances, no items will be added to the agenda after the Faculty Senate President has distributed this agenda. Any member of the Senate can request that the Faculty Senate President add an “urgent” item be added to the agenda prior to the next meeting. The Faculty Senate President may allow such addition as “New Business” at his/her sole discretion. If the Faculty Senate President does allow an urgent addition to the agenda, the Faculty Senate President will notify voting members of the Faculty Senate of the addition immediately.

7.1.5. In order to insure ample time for constituent input on agenda items, any agenda item appearing for the first time will automatically be placed in the “New Business” section of the agenda. Under normal circumstances, the Senate will not issue recommendations or other external communications based on “New Business” agenda items. “New Business” agenda items, under normal circumstances, will carry over to the next month’s meetings as continuing “Old Business” items.

7.1.6. Continuing agenda items will automatically be placed in the “Old Business” section of the agenda. Under normal circumstances, the Senate will make every effort to act upon (approve/reject, issue recommendations, etc) “Old Business” items the first time those items appear on the agenda in this category.

7.1.7. In unusual circumstances, the Senate may vote to carry “Old Business” items over to the next Senate meeting. Such carry over should be the exception, rather than the rule.

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 two weeks 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. The Faculty Senate President may allow later additions as “New Business” at his/her sole discretion. If the Faculty Senate President does allow such a late addition to the agenda, the Faculty Senate President will notify voting members of the Faculty Senate of the addition immediately.

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 and Task Forces must submit their minutes, recommendations, and comments to the Executive Committee.

7.6. The General Faculty may direct the Faculty Senate to establish standing committee and ad hoc task forces.

7.7. Faculty Senate recommendations are formalized through draft resolutions or position statements, 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 By-laws 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, the College Vice Presidents, or individual faculty members

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 coordinate with the College President and the relevant Council/Committee chairs to appoint a minimum of three representatives to the College Council, a minimum of two to the Academic Programs Resource Committee (APRC), and a minimum of two to the Instructional Leadership Team. The Faculty Senate representatives will be fully participating/voting members of these decision-making groups. The Faculty Senate may select any members of the General Faculty to serve as Faculty Senate representatives to these bodies. If the representatives are not current Faculty Senators, they will submit a written summary of each meeting to the Faculty Senate President and Secretary within seven days of the meeting.

8.4. Faculty Senate representatives to the Councils/Committees identified in Section 8.3 will submit materials to their respective Councils/Committees in accordance with the respective guidelines of those bodies to insure consideration. **NOTE: This will be revised if AADT changes the committee structure.**

8.5. The communication channel between faculty and the Board of Trustees is through the College President.

9. Faculty Senate Committees and Task Forces.

9.1. Structure and Function

9.1.1. The Faculty Senate may establish ad hoc task forces and standing committees.

9.1.2. The Faculty Senate determines the membership of such committees and task forces and terms of office of committee members.

9.1.3. Committee and task force members may be removed by a majority vote of the Faculty Senate.

9.1.4. Committees and task forces 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, Faculty Senate Adjunct Representative, Faculty Senate Adjunct Representative-Elect, and a Secretary. These officers constitute the Senate's Executive Committee. The term of these Officers is one year. The position of President will be rotated among the three residential campuses and the commuter campuses.

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 she or he assumes the duties of President.

10.2.2. The Adjunct Faculty members elect the Adjunct Faculty Senate Representative and the Adjunct Faculty Senate Representative-Elect from the general membership of adjunct faculty. The term of office of the Adjunct Faculty Senate Representative-Elect is one year preceding the year in which he or she assumes the duties of Adjunct Faculty Senate Representative. The term of office of Adjunct Faculty Senate Representative-Elect is also one year. The position of Adjunct Faculty Senate Representative will be rotated among the three residential sites and the commuter sites when possible.

10.2.3. The outgoing Faculty Senate President becomes the Senate Secretary for the academic year following her or his presidency. If the outgoing Faculty Senate President is unable to serve as Senate Secretary, the Faculty Senate elects a Secretary from the Senate Membership. 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, on the College Council, the Academic Programs Resource Committee (APRC) 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 Council, the Academic Programs Resource Committee (APRC) and the Instructional Leadership Team by shadowing the President when possible.
- Attending Board of Trustees meetings, when possible.
- 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 Adjunct Faculty Senate Representative. The Adjunct Faculty Senate Representative 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 Council, the Academic Programs Resource Committee (APRC) 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 Adjunct Faculty Senate Representative votes only in case of a tie.

10.3.4. The Adjunct Faculty Representative-Elect has the following duties:

- Preparing to serve on the College Council, the Academic Programs Resource Committee (APRC) and the Instructional Leadership Team by shadowing the Adjunct Faculty Senate Representative when possible.
- Preparing to assume the duties, rights, and powers of the Adjunct Faculty Senate Representative in the following year.
- Assuming all the duties, rights, and powers of the Adjunct Faculty Senate Representative when the Adjunct Faculty Senate Representative 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 Adjunct Faculty Senate Representative

- 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
- Reimbursed for mileage

10.4.4. The Adjunct Faculty Senate Representative-Elect

- Paid the standard adjunct meeting rate for attending meetings and reimbursed for mileage.

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 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 Basecamp at <https://basecamp.coloradomtn.edu/facultystaff/Pages/default.aspx>

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 4Special needs and knowledge of other services
- Coordinate community resources
- Discipline specific (other): _____

Goals:

Demonstrated Actions/Proofs:

<i>Category</i>		<i>Score</i>	<i>Possible Score</i>
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:

	<i>Category</i>	<i>Score</i>	<i>Possible Score</i>
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:

	<i>Category</i>	<i>Score</i>	<i>Possible Score</i>
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:

<i>Category</i>		<i>Score</i>	<i>Possible Score</i>
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
<i>Part B</i>			
3	Service to college and discipline		4 Points
	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		
	Weighted Average of Part A & B – Sum lines 2 and 7 and divide by 3		4 Points

Appendix I

FACULTY WORLOAD 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 workshops/seminars/conferences/in- services):

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

Appendix J

[Faculty Advancement Score Sheet](#)

Appendix K

[Provisional Faculty Process and Timeline](#)

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

[College-Wide Emergency Response Team Phone Tree](#)

Appendix N

[Form G Emergency Action Plan Form](#)