

**Recognition of CMC
Academic Senate's –
10 +1 Title 5
responsibilities
delineated in CMC
Board Policy**

Academic and Professional matters means the following policy development and implementation matters:

1. Curriculum, including establishing pre-requisites and placing courses within disciplines;
2. Degree and certificate requirements
3. Grading policies;
4. Educational program development;
5. Standards or policies regarding student preparation and success;
6. District and College governance structures, as related to faculty roles;
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports;
8. Policies for faculty professional development activities;
9. Processes for program review;
10. Processes for institutional planning and budget development; and
11. Other academic and professional matters as mutually agreed upon between the Governing Board and Academic Senates.



ACADEMIC SENATE

April 21, 2011

3:00 – 5:00 PM

Room 401



“Our mission is to provide access to educational opportunities to diverse desert communities through a comprehensive curriculum and a passion for the success of every individual student.”

AGENDA

I. Confirmation of the Agenda for 21 April 2011.

II. Approval of the minutes for the 7 April 2011 meeting

III. INFORMATION ITEMS

- a. Board of Trustees Presentation 10+1 by Greg Gilbert (13-14)

IV. CONSENT ITEMS

- b. Educational Technology Committee minutes (February 8 and March 24, pages 16-18)

IV. DISCUSSION/ACTION ITEMS

- a. Job Descriptions: Receptionist, Coordinator of Base Programs, Coordinator of Health Sciences Program (Berger/Hopkins, pages 20-28)
- b. Hiring Committees: Executive Director of the Foundation, Interim, Coordinator for Base Programs, Coordinator for Nursing Programs, Alternate Media Specialist (Riesgo/Danza page 29)
- c. Graduation Breakfast (White, page 30)
- d. Graduation Speaker (Baird, page 31)
- e. Senate Officer Elections (Berger, page 32)
- f. Academic Senate Constitution (Berger, page 33-36)
- g. Senate Representative to the Foundation (Gilbert, page 37)
- h. Distance Learning and Integrity: On-campus testing (Danza, pg 38)

VI. COMMITTEE REPORTS

(bold denotes chair or co-chair)

A. Senate Committees

1. Curriculum Committee – A. Armstrong, B. Bridenbecker, G. Case, C. Compton, J. Desantis, P. Friedt, G. Gilbert, C. Hopkins, Y. Llort, C. Steenberg, **M. Schiel**, T. Thacker, **M. Walker**
 - i. CTRAC – A. Armstrong, C. Hopkins, C. Itnyre, **M. Schiel**, **M. Walker**
 - ii. Library – J. DeSantis, P. Friedt, **C. Hopkins**, C. Itnyre, D. Morrison, D. Pieper, C. Steenberg, J. White
 - iii. Textbook Review – M. Gallagher, T. Thacker
 - iv. Syllabus Review – **G. Gilbert**, **T. Thacker**
2. Professional Standards and Ethics Committee – E. Baird, G. Chesterman, J. DeSantis, **Y. Llort**
3. Educational Technology – M. Danza, **P. Dutkiewicz**, S. Parkin, **H. Ramsey**, E. Smith, T. Thacker

B. District Committees

1. Academic Calendar – M. Gallagher
2. Basic Skills Initiative – E. Baird, Cheyenne Bonnell, Gregg Chesterman, Jackie Hanselman, Tony Thacker
3. Budget –, **M. Schiel**
4. EEO – G. Case, H. Ramsey
5. Facilities Planning – P. Delaney, P. Friedt, J. Hanselman
6. FLEX – **B. Berger**, **J. DeSantis**, J. Hanselman, H. Ramsey
7. Graduation – E. Baird, C. Blauwkamp
8. College Council – B. Berger, M. Schiel
9. Matriculation – G. Chesterman, P. Friedt
10. Scholarship – E. Baird, C. Bonnell, M. Gallagher, C. Hopkins, Y. Llort, D. Morrison
11. Desert Studies – E. Baird, C. Bonnell, G. Case, P. Delaney, Y. Llort, D. Pieper, J. White
12. Research – B. Berger, S. Parkin, M. Schiel, E. Smith
13. Technology Committee – H. Ramsey
14. Equivalency Committee – A. Armstrong, B. Bridenbecker, P. Dutkiewicz, **G. Gilbert**, C. Hopkins, S. Parkin, H. Ramsey, S. Schiel, M. Walker
15. Recognition Committee – B. Berger
16. Academic Integrity Committee – M. Danza, J. DeSantis, **G. Gilbert**, S. Parkin, D. Pieper, H. Ramsey,

VII. REPORTS:

A. SENATE OFFICERS:

- i. President Berger
- ii. Vice-President Schiel
- iii. Secretary Danza
- iv. State Academic Senate Representative DeSantis

B. SENATE

C. STUDENT SHOWCASE

D. PART-TIME FACULTY REPRESENTATIVE

E. CURRICULUM CO-CHAIRS

F. SLO COORDINATOR

G. AUDIENCE COMMENTS: Comments of three minutes or less per speaker may be made on items not listed on the agenda. Speakers are asked to register with the Senate Secretary. Items on the agenda may be commented on as they appear.

H. BOARD OF TRUSTEES

I. ASCMC

J. MANAGEMENT

XVII. FUTURE AGENDA TOPICS

XVIII. ADJOURNMENT

ACADEMIC SENATE MEETING DATES FOR SPRING 2011 SEMESTER

January 20, February 3, February 17, March 3, March 17, April 7, April 21, May 5, May 19



Academic Senate

MINUTES OF PREVIOUS MEETING

Thursday, 7 April 2011

**COPPER MOUNTAIN COLLEGE
ACADEMIC SENATE**

MINUTES

Present (bold denotes those not in attendance): Cathy Allen, **Andrea Armstrong, Ellen Baird**, Brad Berger, **Christi Blauwkamp, Cheyenne Bonnell**, Bruce Bridenbecker, Glenda Case, **Gregg Chesterman**, Robert Compton, Mike Danza, Paul Delaney, Joseph DeSantis, **Spelman Downer, Pat Dutkiewicz, Paul Friedt, Marla Gallagher**, Greg Gilbert, **Jackie Hanselman**, Carolyn Hopkins, Cathy Itnyre, **Yadira Llort, Doug Morrison**, Steven Parkin, **Rick Penaflo**, Dean Pieper, Heather Ramsey, Melynie Schiel, Ellie Smith, **Clayton Steenberg, Tony Thacker, Tally Tinjum, Kathleen Wahl**, Michel Walker, John White, and **Heidi Wilcox-Steins**.

Also in attendance: Managers: Dan Cain, Cheryl Munsey, AnDrea Riesgo.

Brad welcomed everyone back from Spring Break. Brad thanked Melynie for running the previous meeting. Brad thanked Carolyn and Cathy for the food.

V. Confirmation of the Agenda for 7 April 2011.

A motion was made to confirm the agenda (JD and PD).

Melynie asked to remove the speech CORs from the consent agenda and move them to the discussion/action agenda. The friendly amendment was accepted. The motion passed.

VI. Approval of the minutes for the 3 March 2011 meeting

A motion was made to approve the minutes (JD and CH).

Brad asked for any discussion. Steve Parkin said he found a few errors but nothing worth noting. Brad asked the secretary to note at the beginning of the minutes that VP Schiel ran the meeting.

Brad asked the Secretary and Carolyn Hopkins to look at page nine of the packet. The minutes stated that Carolyn had said that AP 4225 “was ready for ‘prime time’.” Brad asked whether it should read AP 4225 “was not ready for ‘prime time.’” Carolyn and the Secretary agreed this was an error and the word “not” should be inserted. Last, Brad reported that he was at the Accreditation Institute not Curriculum Institute as stated in the minutes and he asked the Secretary to fix this error.

The friendly amendments were accepted. The motion passed.

VII. INFORMATION ITEMS

IV. CONSENT ITEMS

A motion was made to approve the items on the consent agenda (JD and CI). The motion passed.

VIII. DISCUSSION/ACTION ITEMS

A. Course Outline for Approval (SP 001, 002, 004, 015, 007)

Melynie reported that the Speech CORs were part of SB 1440 compliance. She explained that Joe listed English 3A as a co-requisite because speech classes require students to do research. Joe and Melynie were under the impression that co-requisite meant the required course could be taken before or during the other course. She explained that co-requisite has a very particular meaning: taking two courses in the same semester. Senators discussed how Datatel had a few problems dealing with co-requisites and pre-requisites and Cheryl discussed some of the problems associated with co-requisites and pre-requisites for transfer students.

Joe DeSantis made a motion to change English 51 to a prerequisite and change English 3A as an advisory (CH). The motion passed.

A motion was made to approve the CORs as amended (JD and CH). The motion passed.

B. AP4225 Course Repetition

A motion was made to table this agenda item (CH, MS). The motion passed.

C. Division Alignment and Chair Selection

Brad wrote the recommended changes to division alignments on the white board at the front of the room.

Melynie made a motion to move political science to the science division and move Computer Science to the career and technical education division (CH). Brad asked for discussion.

Steve Parkin recommended that CS stay with the science. Steve asked what was the logic and driving force of the division realignment. Carolyn explained that the criterion was workload for the division chairs. Cheryl explained that this was management decision but management was looking for input from the faculty. Cheryl understood why Steve wanted to keep CS in the science division but she explained that many programs straddle two areas. She added that CS can receive Perkins money therefore it made sense to put it with the other programs receiving Perkins money.

Paul Delaney asked why the college wanted to create three divisions rather than two or four. Carolyn explained that the faculty asked for four divisions. Cheryl explained that the college cannot create four divisions due to financial constraints.

Steve pointed out there was an 8 programs in Humanities, 8 programs in Sciences, and 5 in the Career and Technical division. He asked how this disparity will create equal workload for the division chairs. Cheryl responded that having 11 full-time faculty members in a division is not indicative of more work; she said that the CTE division only has 5 programs but that division chair will need to deal with Perkins which will be a lot of work.

14 Senators voted in favor of the proposed realignment of the division and 4 Senators opposed the change. The motion passed.

Cheryl explained the issues associated with division chair selection. She explained that one division chair is outgoing (Greg Gilbert – Humanities), one division chair only has one year left to serve (Glenda – Social Science), and one division chair has two years left to serve (Bruce - Science). She said her preference was for Bruce to remain as division chair of science to finish out his two year term. She explained that the new humanities and CTE division will need division chairs and Glenda has one year left to serve. Cheryl recommended that Glenda act as division chair for the humanities and the college would create a selection process for the CTE division chair. A motion was made to reflect Cheryl's recommendation (MD and CH).

Joe asked why Glenda should move to humanities since she has never worked with them. Joe said that she had worked with CTE therefore she should stay with CTE for a year. Joe asked Glenda where she felt the most comfortable. Glenda explained that her old division was split into three parts: history and philosophy were moved to the humanities, psychology and sociology were moved to the sciences, and other programs were moved to the new CTE division. She said "everything is everywhere!"

Paul asked why it was necessary to deal with this now. Carolyn said it would impact office assignments. .

Brad asked when someone would be selected for CTE division chair. Cheryl explained that letters would go out to all eligible faculty and they would be asked to submit letters of intent and interview.

The motion passed.

D. Seniority

Mike Danza explained that he and Ellen had discussed this issue and they were wondering why a formal process for course selection and time did not exist. Mike explained that he was able to trade class times with Glenda but he wanted to know why we couldn't have even greater flexibility. He argued that instructor-X at the college might want to stop teaching Monday nights while instructor-Y might want to teach Monday nights but these two instructors have no way of communicating because the college does not have a formal process.

Cheryl explained that a process does exist: the District gets to decide.

Carolyn explained that this issue was a work conditions issues therefore it should be discussed at Faculty Association meetings not Academic Senate meetings. Carolyn said that faculty members at the college might not want an explicit policy because it could work against faculty.

Cheryl said the college could create a policy that hurts faculty members (e.g. you will teach this class on this day at this time). Cheryl argued that faculty members have a great deal of flexibility because everything is based on past practice.

E. Honor Council Process

Dean explained that Academic Integrity Committee was interested in creating a culture of academic integrity therefore the committee developed the idea of an honor council. Dean reported that the Honor Council and the proposed process would create consistency, offer students due process, and it would create a culture of integrity because it would involve students. He explained that with the proposed process faculty would retain their autonomy but brings students into the process to participate in such a way that it teaches them about Academic Integrity. Dean explained that the committee wanted the support of the faculty so the proposed process can go to the next level. He added that ASCMC has approved the proposed process and a member of ASCMC worked to create the process.

Heather explained the Honor Council would create a consistent process for adjudication. She explained that a faculty member or student could initiate a report of academic dishonesty. She explained that this would begin an Honor Council investigation.

She explained that faculty members who report academic dishonesty would be asked to report the case to an online system. She explained that faculty members have two options: 1) they could handle case autonomously or 2) they could decide not to handle it autonomously but instead ask the honor council to handle it. She explained it was important for faculty members to report the case even if they decided to handle it autonomously because it helps determine whether this is a pattern of behavior for the student. Heather explained that if the honor council is asked to deal with it then there would be an investigation process done by a faculty member and student. The investigators would meet with parties involved, get the facts, and write fact based report.

Anita reported that she had learned a lot by being a member of this committee. She said as a student it was important that her A was equal to the student sitting next to her in class. She explained that it is in the best interest of all students to create a culture of academic integrity because it is not fair to those who work hard when others are cheating and earning good grades.

Cheryl asked whether VP Brown been involved. Heather said that VP Brown was involved and the committee has been holding meetings in his office. She explained that he has checked other California colleges and California law for us.

Paul Delaney asked how many votes were needed to adjudicate academic dishonesty. Heather explained that three votes because one faculty member would be responsible for conducting the hearing but that faculty member does not vote. Steve Parkin clarified that the honor council was last step before the sanction and the sanction would be done by VPSS.

Heather said she forgot to say something important. She explained that when students are suspected of academic dishonesty and the instructor handles the case autonomously the student

has three options: 1) The student can admit that they were dishonest and I accept the instructor's sanction, 2) The student can admit that they were dishonest but they can claim the sanction is too harsh, or 3) The student can claim they did not act dishonestly.

Cheryl asked whether the committee had given any thought to workload. Cheryl conducted an informal poll of faculty members to determine how many cases of academic dishonesty occur per semester.

Heather and Dean explained that most often faculty members ask their students whether they cheated, the student admits to cheating, and the student accepts the punishment.

A motion was made to conceptually support to proposed process by the Academic Integrity committee (JD and CH).

Brad asked how the pool of people on the honor council would be selected. Heather explained that it could be populated through Academic Senate and ASCMC.

Brad asked why the ombudsman only included non-teaching faculty. Joe explained that non-teaching faculty would not be perceived as being biased before the process or becoming biased after the process because they do not assign grades.

Brad asked what happens when faculty members have no integrity in the eyes of the student. Carolyn explained that any complaint about instructors go to the VPAA and there is a process.

F. Deactivation/ COR Audit

Melynie explained that the document was not ready. Michel explained that the Assist deadline was 6 May. Melynie explained that within the next four calendar days all faculty will get a document about deactivation with a column asking whether or not a course should be deactivated. Michel explained that faculty members should feel free to add courses to be deactivated.

Cheryl said the deadline was 2 May. She asked whether one senate meeting to conduct this business was sufficient. She said it was very important that everyone meet this deadline.

Joe said that there would be two meetings. Melynie explained that the Curriculum Committee had already approved the recommended list therefore the ones faculty members approve of will go straight to Senate and Cheryl will take it to the BOT in May.

G. Budget priorities

Melynie directed everyone attention to the budget priorities included in the back of the packet.

Everyone agreed that an SQL programmer was needed. Heather discussed the Faculty Resource Room and the technology that would be available (symposium, computer, etc.).

Cheryl pointed out that full time faculty would receive two hundred dollars for supplies.

Cheryl pointed out that the library online database needed to move down because it will be a

continuing cost.

Carolyn explained the administration has \$10,000 in a contingency fund. She offered an example: if the library received an unexpected bill for \$200 then Carolyn calls Cheryl and Cheryl can use that contingency money to cover the unexpected expense.

Melynie pointed out that a small amount of the money was going toward instruction. She wanted to know how the college extracted these items from the program reviews.

Steve asked whether the \$14000 for faculty and staff development included traveling to meeting and conferences. Cheryl responded that that had not been decided.

Melynie argued that the faculty needed more information. Brad asked how the dollar amount \$14,000 was selected given the fact that Cheryl just said some things about that money has not been decided. He argued that the money in the budget should come from program review and we should know what is included and excluded to establish how much to allocate.

Melyne said she was a member of the BAC and she doesn't know how the much money is going to faculty or how dollar amounts were determined. Steve agreed that line items were not enough; he said that the Academic Senate needed to see more information.

Carolyn said that a great deal of this problem will be solved with the new forms because they require showing who was asking for money and why.

Paul Delaney asked if travel requests should be included in program review. Carolyn said yes.

A motion was made to suspend the order of the day and jump to ASCMC report and State Academic Senate report. Senators discussed whether the Senate had quorum. After counting it was discovered that the Senate did not have quorum.

ASCMC

Anita reported that four students from CMC attended the SSCCC. Anita explained that the students were blown away at the level of professionalism at this event. She explained that CMC students have been working with Region IX and networking. She was hopeful that CMC will no longer need to reinvent the wheel. She wanted to remind the Academic Senate that ASCMC supports Phi Theta Kappa who will be hosting an event tomorrow at 6 pm and a silent auction. Last, Anita reported that many students disagree with CMC's policy regarding graduation with honors. She explained that student can have a 2.GPA at CMC but high marks from another school and graduate with honors from CMC.

Carolyn said she suspects that the honors policy is Title V if it is all Region IX schools have the same policy.

State Academic Senate Representative Desantis

Joe distributed copies of the resolutions. He explained that he was happy to vote in the direction that faculty members want him to vote. Brad asked when the latest that the faculty can give Joe feedback was. Joe said he welcomes feedback until Saturday morning. Joe offered his cell phone number: 760 401 4475.

Committee Reports

Ed Technology: Heather reported that a faculty resource center was being created. She added that Tony used Basic skills money for some goodies like several more classrooms worth of sympodiums and lecterns and an Elmo camera. She said the resource center will be fill it with software and hardware faculty need like Camtasia, a headset, and a microphone. Heather reported that the Educational Technology committee will be doing trainings in May and June. She asked faculty members to contact members of the committee if there is any equipment of software they want in this resource center.



Academic Senate

INFORMATION ITEMS

10+1 Notes BoT
April 14, 2011 Presentation
(Greg Gilbert's segment of President Wagner's Report)

Today I am speaking at the invitation of Dr. Wagner so while I will speak about our faculty senate I am not speaking for them.

I doubt that my presentation on 10+1 will break new ground for such an experienced board, but like creation stories and marriage vows, these things occasionally bear repeating.

For now, I'll dispense with Ed Code references, Title 5, and various guidelines and move directly to Academic and Professional Matters, the 10+1 and how it works.

1. When *rely primarily*, the recommendation of the Academic Senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will they not be accepted.
2. With *mutual agreement*, when an agreement has not been reached:
 - Existing policy **remains** in effect except in cases of legal liability or fiscal hardship
 - Board may act - after a good faith effort - only for compelling legal, fiscal, or organizational reasons.

Reasons for the board's decision must be in writing and based on a clear and substantive rationale which puts the explanation for the decision in an accurate, appropriate, and relevant context. Developed jointly by California Community College Trustees, Chief Executive Officers of the California Community Colleges, and the Academic Senate — a 30-day limit.

Here is how our 10+1 looks in practice:

1. Curriculum, including establishing prerequisites
Our curriculum committee has done an incredible job of seeing that we are in compliance with AB 1440, making certain that courses not accepted for transfer are discontinued, overseeing the updating of course outlines at an blistering production pace, and supervising the development of new classes and programs, textbook policies, placing courses in disciplines, and so much more.
DE and textbook criteria, faculty service areas, placing courses in disciplines
2. Degree & Certificate Requirements
Degree Reqs: English and Math, Info Comp (library workshops)
3. Grading Policies
Now this is expanding to assessment criteria and is reflected in all syllabi and academic program reviews
4. Educational Program Development
while CMC's BoT relies primarily on the Senate for the oversight of existing programs, it mutually agrees on the establishment of new programs. Program oversight is becoming increasingly data and results driven and part of a planning and review cycle.
5. Standards & Policies regarding Student Preparation and Success
Student Learning Outcomes, Metriculation, the Setting of Prerequisites – and most recently the development of a Copper Mountain College Honor Council
6. College governance structures, as related to faculty roles
Our equivalency audit of 150 faculty members has resulted in our being one of the first colleges in the system to be fully compliant with the minimum qualifications list. The committee continues to meet to screen the qualifications of potential hires.

This section also applies when reorganization issues – addition of a layer of administration, for example, should entail consultation.

7. Faculty roles and involvement in accreditation process

Our development of SLOs and measures for courses and programs are on schedule to meet an ACCJC requirement that all aspects of a college's operations have closed the assessment loop by 2012. Really, when you think of classes, counseling, and library services – and how absolutely everything at the college relates to services delivered at the point of contact with students in support of learning, the faculty must play a central role.

8. Policies for faculty professional development activities

Use of flex days – and how this relates to program review and measures. i.e. DE preparation which resulted in a regular effective contact policy and Blackboard Training

9. Processes for program review

Program review is integral to successful accreditation and planning cycles. Program reviews have not only been completed for every academic program, but they are now engaged in completing the second cycle of closing the assessment loop.

10. Processes for institutional planning and budget development

Now part of our annual program review calendar

+1 Other academic and professional matters as mutually agreed upon. This can include such as how we allocate classroom space, establish a final examination calendar – things of that sort.

Example: Our scheduling is such that we have fewer courses accommodating more students than ever before in our history – with many, if not most, of our Monday-Thursday day classes meeting twice a week, and our reading and writing courses are spread evenly throughout the week and stacked with other courses for maximum availability.

More powers:

(E) Academic Senate may assume responsibilities and perform functions as may be delegated by the Governing Board

(F) Appointment of faculty members to college committees shall be made by the Academic Senate - requires consultation with CEO or designee

Joint Agreement (Stronger than Consultation; requires that senate's and boards work out an agreement. This is affirmed in 2005 appellate court decision regarding Irvine Valley College. Because it went through appellate court, this decision applies to everyone.

Areas:

Section 87359 (b) Waiver of Minimum Qualifications and Equivalency

Section 87360 (b) Hiring Criteria

Section 87458 (a) Administrative Retreat Rights

In conclusion, at CMC the 10+1 is a healthy and vibrant expression of faculty leadership in academic and professional areas.

Notes:

In 1988, Assembly Bill 1725 provided legislative intent that resulted in changes to Ed Code, Title 5, and various guidelines (curriculum handbook, DE, accessibility, etc.). The essential effect is that tenure requirements were lengthened, professional development was established, and faculty were empowered to make recommendations to local boards concerning academic and professional matters, the 10+1.

Ed Code section 70902 says: "The Governing Board shall ... ensure ... the right of academic senates to assume primary responsibility for making recommendation in the areas of curriculum and academic standards." The corresponding section for the State Academic Senate is 70901, thus allowing for a parallel universe wherein local and state operations follow the same processes to Consultation Council and the Board of Governors.

TITLE 5 § 53203 A,B,C – Powers

TITLE 5 § 53200 – Definitions

(B) Academic Senate means an organization whose primary function is to make recommendations with respect to academic and professional matters.

(C) Academic and Professional matters refers to the 10+1



Academic Senate

CONSENT AGENDA

Educational Technology Committee
Minutes
February 8, 2011

The Educational Technology Committee had its first meeting of the Spring 2011 semester on Tuesday, February 8, at 11am. In attendance were faculty members Mike Danza, Pat Dutkiewicz, Steve Parkin, Heather Ramsey, and Tony Thacker and student representative Kimberlyn Davis.

Heather opened the meeting with a report about the discussions held at the January 25 and February 1 Technology Committee meetings. She explained that the January 25 meeting was cut short since the committee had not received the updated version of the Technology Master Plan. Heather used the available time to meet with Steve Kemp to discuss IT's current plans for technology upgrades across the campus. At the meeting with Steve K., she learned a bit about the history of CMC's struggles with DataTel and its subcontractors regarding the deployment of an online portal to be used for student registration, remote grade submission, and general access to CMC information. Steve explained that the delay in availability of online registration is due to a series of unfortunate events, including the death of the owner of Sisix, the first subcontractor hired to deploy the portal, which led to the dissolution of the company itself and ultimately forced DataTel to find a second subcontractor, Bright Planet, to finish the work started by Sisix. The people with Bright Planet did not agree with the methodology laid out by Sisix and insisted that they could not complete the project as agreed upon in the previous contract. The solution they suggested involved significantly greater cost to CMC, so the project has stalled due to funding issues. At present, remote grade submission is up and running, but online registration is still in the works. Steve said that IT is striving to have online registration available for Fall 2011, but he said that there is still much work to be done.

Heather then reported that at the Feb. 1 Tech Comm meeting, one of the major topics of interest was the upcoming Windows 7 deployment. Al Whitehurst indicated that this conversion would be extremely time-consuming and would cause problems with certain programs used by faculty and staff. For example, CoCo is incompatible with Windows 7, as is the version of Visual Basic used by Rick Penaflor in his CS classes. At least one ACCESS (formerly DSPS) program, called Dragon Naturally Speaking, will also be rendered inoperable with the conversion. Kimberlyn, who also attended the Feb. 1 Tech Comm meeting, recalled that Al had said that he expects an additional cost of \$15,000 to \$40,000 to cover labor and software if Windows 7 is to be deployed by Fall 2011. Al suggested that a Dec. 15, 2011 deadline for Windows 7 deployment seems more doable.

After Heather and Kimberlyn concluded their reports on Tech Comm, Mike started a discussion about the recent external review of the IT department that was conducted by the McCallum Group. He mentioned that the evaluator from McCallum had submitted a report of her findings to CMC and that, as part of our mission to help the faculty with their technological needs, we (meaning the Ed Tech committee) needed to study the report. It was suggested that an ASAP be sent for the next Senate meeting to ask that the Senate request access to McCallum's report on our behalf. A second ASAP was then suggested to ask the Senate to request access to the IT department's inventory reports so that Ed Tech can evaluate the needs of the faculty and compare that to the resources that we already have on hand. This led into a discussion of the process by which hardware and software is purchased and distributed. Steve P. suggested that Ed Tech create a flow chart demonstrating how purchases should be initiated and carried through to fruition. He recommended that we invite Elaine Harmon to our next meeting so that she can help clarify some of this process and so that she can give us the latest information about the portal--when it will become fully functional and what capabilities it will have.

In the last Ed Tech meeting of Fall 2010 (December 15), the group discussed the importance of adding a section about technology needs to each program review. At that meeting, it was suggested that we, as a committee, draft a form to be added to the standard program review document. This was tabled until the first meeting of

Spring 2011. When this agenda item came up for discussion at the Feb. 8 meeting, Tony reported that he believed that Melynie Schiel had already incorporated a technology section into the new electronic standard form for program review. Tony suggested that we get with Melynie and the Program Review committee to confirm this.

The next item discussed was the volume licensing program offered via Microsoft Enrollment for Education Solutions. Pat had sent an email to the Ed Tech committee members and to VP Munsey and IT that contained a link to a short video discussing a subscription volume licensing program designed specifically for schools and colleges. This subscription would allow faculty, students, and staff to all have access to standard Microsoft programs (and any additional Microsoft programs to which CMC would like to subscribe) both on campus and at home. The subscription comes with software assurance, meaning that we would always have access to the newest version of the software, we would have home-use rights, and there would be support for e-learning courses. One subscription contract would last for three years and would require three annual payments, each depending on the number of users at the start of each of the three years. There would be no additional costs. For example, if at the start of the first year we had 2,500 users, CMC would pay the subscription price for 2,500 users, regardless of how many additional users entered the system within that year. Also, software upgrades are automatic, again with no additional cost. VP Munsey expressed great interest in this prospect and asked IT to investigate. Pat reported to Ed Tech that she received an email from Steve Kemp indicating that we receive volume licensing under our Microsoft agreement. In addition, we receive the absolute best pricing per FTE calculation under our agreement. All we need to know is what software the faculty is requiring to teach for any semester and we can add it to the agreement. If the software is not Microsoft, we need to find other vendors such as GHA.

An email from Al W stated

My research shows that *we are already currently licensed for campus-wide use* of Visual Studio Professional 2010 and/or Visual Studio Premium 2010. It would only be a matter of which one to decide on (their differences are substantial, and *very* technical).

No cost to the campus for either of those 2 versions (we could even use both, but not on the same computers)

If either of those 2 versions would meet the needs of the particular classes/instructors, I can prepare installation DVD's via Microsoft's SA (Software Assurance – that is their online license area), at which point I can test them for inclusion into the masters, or determine if they need to be installed separately.

The last agenda item discussed was the creation of a one-page campus technology update flyer. This had been an agenda item at the Dec. 15, 2010 meeting of Ed Tech, and as per the agreement at that meeting, Pat created a template for the flyer. The committee approved of her ideas, and we divided the informational articles among the members. Steve P. offered to work on the “Technology Master Plan” article, Heather offered to do the “Faculty Technology Office” article, Tony said he would take care of the “Tech Tips” section, and Pat said she would work on the “Campus Wide Microsoft Agreement” article.

The committee agreed to meet again on February 15, 2011, at 11am. Steve P. offered to invite Elaine Harmon to this meeting.

The Feb. 8 meeting adjourned at 11:55am.

Educational Technology Committee
Minutes
March 24, 2011

The Ed Tech Committee met on March 24, 2011 at 11am. In attendance were Steve Parkin, Heather Ramsey, and Tony Thacker.

The main focus of this meeting was to discuss the committee's goals for the rest of the academic year. Steve said it was very important that we find out what computers need to be replaced in the classrooms and faculty offices so that the faculty know what equipment they are going to be dealing with. Tony suggested that we find out what happens to the software on a computer that is being replaced. Are the software licenses recovered, or is CMC required to get new licenses to install the same software on the new computer?

Tony reported that the Basic Skills Committee has made major purchases to equip many classrooms with a lectern, a Smart Podium, and clickers. He also created a report for Cheryl Munsey that indicates the approximate cost (a little over \$40,000) to fully equip the remaining classrooms that Basic Skills was not able to get to. Steve noted that having a lectern in the two new labs would correct a fundamental design flaw--at present, there is no place to put a computer, monitor, and keyboard in the science labs.

Tony also reported that we are closer to getting access to a room in the Bell Center to serve as a Faculty Resource Center. This room will be equipped with a computer, a Smart Podium, and many new types of software to meet faculty needs. Faculty training will be made available for the new equipment and software. For example, Tony and Heather reported that Heather will be giving a training on Camtasia one Saturday in April or May. Tony indicated that there will need to be some way to keep track of who is using the Faculty Resource Center when, and Steve replied that this can be done using a calendar posted on the CMC website.

The committee concluded the meeting with a discussion of our goals for the rest of the academic year. The list stands as follows:

1. Get data about classroom and faculty office computers.
2. Seek answers to these questions: What is the standard for Windows 7? Who will be upgraded and when? Will there be a training course?
3. Establish a training schedule for the equipment and software that will be available in the Faculty Resource Center.
4. Talk to IS about installing everything that Basic Skills ordered.
5. Discuss further: Is IS or IT more appropriate?

The committee will meet again on April 5, 2011 at 11am. The March 24 meeting adjourned at 11:55am.



Academic Senate

DISCUSSION/ACTION ITEMS

RECEPTIONIST

DEFINITION:

Under the direction of the Vice President for Student Services, perform duties of a college telephone operator and campus receptionist; provide routine information to the public; perform general clerical, mail processing and typing work as assigned; perform related duties as assigned.

REPRESENTATIVE DUTIES: The following duties are typical of those performed by an employee in this job title; however, an employee may perform other related duties.

- ❖ Perform duties as a college operator using proper telephone etiquette; receive incoming calls; determine routing and direct calls; may make emergency calls for ambulance, paramedics or law enforcement as necessary; provide information to the public.
- ❖ Greet visitors and serve as a receptionist for students, faculty, staff and general public; answer inquiries and provide routine information regarding standards, procedures and programs.
- ❖ Data entry, including DataTel and/or other District operating software.
- ❖ Distribute incoming mail and prepare outgoing mail; assist in the preparation of mass mailings.
- ❖ Operate a computer to maintain records, general lists and other material; file documentation; and maintain related records.
- ❖ Maintain the District events calendar on the website.
- ❖ Receive campus information and relay that information to the campus community and public.
- ❖ Process and distribute visitor and temporary parking permits.
- ❖ Assist in the development of the staff directory; maintain and distribute the staff directory; and maintain current listing of extensions and locations of offices, staff and organizations.
- ❖ Assist in new student orientation.
- ❖ Perform a variety of other activities including typing material, distributing supplies and forms, and maintaining and updating information on bulletin boards.
- ❖ Schedule rooms for college activities, events and meetings.
- ❖ Perform a variety of clerical duties and act as back up for other positions.
- ❖ Perform related duties as assigned.

EMPLOYMENT STANDARDS:

- ❖ **Education and Experience:** Any combination equivalent to graduation from high school and one year of clerical work.
- ❖ **License:** Driver's license with a good driving record.
- ❖ **Knowledge of:** Operation of a telephone operating system; telephone techniques and etiquette; correct English usage, grammar, spelling, punctuation and vocabulary; record-keeping and filing techniques; modern office practices, procedures and equipment, including a computer, fax machine and copier; interpersonal skills using tact, patience and courtesy.

- ❖ **Ability to:** Operate or learn to operate a telephone operating system; perform general clerical work involving some independent judgment; maintain records; operate a variety of office machines; communicate effectively both orally and in writing; understand and follow oral and written instructions; establish and maintain cooperative and effective working relationships with others; read, interpret, apply and explain rules, regulations, policies and procedures; sit for extended periods of time.

PHYSICAL CHARACTERISTICS:

- ❖ Sit for long periods of time.
- ❖ Vision and hearing to communicate effectively by telephone or in person.
- ❖ Manual dexterity to operate phone system and other office equipment.

PERSONAL CHARACTERISTICS:

- ❖ Ability to remain calm under stress; reassure callers; and flexible to changing schedule and demands.
- ❖ Ability to meet the public, students and staff in a friendly and cooperative manner; be a team player and sensitive to the needs of others in a diverse educational environment.

WORKING CONDITIONS:

- ❖ **Environment:** Office environment on a college campus. Frequent interruptions. Occasional standing or walking; periodic handling of lightweight material. May have contact with dissatisfied individuals.

SUPERVISION:

- ❖ Supervision is received from the Vice President for Student Services. No supervision is exercised. May take or give work direction or assistance on projects as assigned.

COORDINATOR OF BASE PROGRAMS

III. DEFINITION:

Under the direction of the Vice President for Student Services, responsible for coordinating class offerings while implementing and maintaining Student Services programs, including but not limited to, admissions and records, matriculation, registration and counseling services at the Marine Corps Air Ground Combat Center (MCAGCC) CMC Education Office; perform other duties as assigned.

IV. **REPRESENTATIVE DUTIES:** (The following duties are typical of those performed by an employee in this job title; however, an employee may perform other related duties.)

- ❖ Accept and appropriately apply credit from all regionally accredited colleges and universities. Accept and appropriately apply military, CLEP, Advanced Placement, and American Council on Education guide Non-Traditional credit.
- ❖ Complete requests for evaluation of credit to meet course program certificated and/or degree requirements, including development of Student Education Plans.
- ❖ Maintain a professional and effective relationship among the counselors and other segments of the educational community, including the local school district and other institutions.

Professional Development:

- ❖ Continue to develop professional skills and knowledge as they relate to the discipline by attending professional workshops, conferences, seminars or meetings as necessary.

Additional Responsibilities:

Participate in the hiring, training, supervision and evaluation of classified and student staff.

- ❖ Participate in the hiring, training, supervision and evaluation of classified and student staff.
- ❖ Provide recommendations for instructional supplies, equipment and other job-related support.
- ❖ Keep official records, collect data and submit records as required by District policy and administrative procedures.
- ❖ Abide by District regulations concerning the proper use, care and security of equipment.
- ❖ Provide counseling and advice to students on academic pursuits, assessment tests, academic progress, financial aid, California residency requirements and transfer requirements.
- ❖ Develop and review program, including necessary changes to keep program current with District policy and state/federal mandates.
- ❖ Provide a professional program including academic, career and vocational counseling and planning.
- ❖ Work closely with faculty, staff, administrators, and the community.

- ❖ Make recommendations on technology modifications and uses of technology to the benefit of the learning environment and student success.
- ❖ Prepare and submit appropriate reports.
- ❖ Respect student rights as specified in District policy and applicable federal and state laws or regulations.
- ❖ Monitor students' progress and prescribe interventions, as needed, for continued success.
- ❖ Assist the District in complying with state, county and/or federal-mandated requirements.
- ❖ Perform teaching duties as assigned, including responsibilities as an instructor.
- ❖ Provide the administration with assistance on the evaluation of student petitions and grievances.
- ❖ Regularly attend and participate in academic and staff meetings.
- ❖ Attend commencement ceremonies.
- ❖ Participate in advisory committee meetings when required.
- ❖ Participate as a peer evaluator of full-time and adjunct faculty as requested.
- ❖ Consult with management on personnel needs; assist with preparation of position descriptions and serve on screening/hiring committees as needed.
- ❖ May participate as faculty advisor to student organizations or clubs.
- ❖ Participate in the process of shared governance by contributing to the academic community through committee work within the department, college or district levels, or participate in other significant non-classroom college, district or community activities.
- ❖ Prepare and submit necessary forms in accordance with college procedures.
- ❖ Participate in articulation activities.
- ❖ Provide the appropriate assistance to facilitate college activities.
- ❖ Demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of community college students.

EMPLOYMENT STANDARDS:

Education and Experience:

- ❖ Counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, or career development; **OR**
- ❖ Possession of master's degree, or equivalent foreign degree, in a discipline reasonably related to counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, or career development and possession of a bachelor's degree, or equivalent foreign degree, in the counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling,

social work, or career development

Desirable:

- ❖ One year of successful administrative or leadership experience, preferably in counseling or admissions and registration at the community college level.
- ❖ Working with and in a military environment.
- ❖ Two years of successful counseling or teaching experience, preferably at the community college level.
- ❖ Demonstrated evidence of sensitivity to and understanding of the diverse academic, socioeconomic, cultural, ethnic background and ability of community college students.
- ❖ Familiar with California Education Code relating to community college admissions and records and other student services programs.

Licenses and Other Requirements:

- ❖ Valid California driver's license with an acceptable driving record.

Knowledge of: Effective communication and interpersonal skills; possess excellent organizational and leadership skills; skills to forecast and plan programs; federal and state financial aid programs; computer software; and an ability to work with a diverse student, staff and community population.

Ability to: Provide leadership and motivate students and staff; plan, organize and implement effective programs for Copper Mountain College; communicate effectively, both orally and in writing; establish and maintain cooperative and effective working relationships and community partnerships; plan, organize, analyze situations accurately and adopt an effective course of action; work independently with little direction or as a team member; meet schedules and deadlines; be flexible to changing demands; and work confidentially with discretion.

PHYSICAL REQUIREMENTS:

- ❖ Vision to operate a motor vehicle and read computer screens, regulations, laws and codes, rules and policies, and other printed matter.
- ❖ Travel via personal or commercial transportation.
- ❖ Speech and hearing to communicate effectively in group settings and by telephone to students, faculty, staff, and others.
- ❖ Sit or stand for extended periods of time.
- ❖ Lift and / or carry 25 pounds.

WORKING CONDITIONS:

- ❖ Busy college admissions and student support office environment located on a military base.
- ❖ Frequent contact with local, state and federal agencies.
- ❖ Constant contact with military educational personnel.
- ❖ Constant contact with students, faculty and classified staff to support the base academic support offered to students.
- ❖ Must be able to attend evening and weekend meetings or events.
- ❖ Requires driving in the regular course of work.

SUPERVISION:

- ❖ Supervision from the Vice President for Student Services.

COORDINATOR OF HEALTH SCIENCES PROGRAMS

V. DEFINITION:

Under the direction of the Vice President for Academic Affairs, the Coordinator of Health Sciences Programs is responsible for providing leadership, planning, direction, coordination and evaluation of all Health Sciences Programs including the Associate Degree of Nursing, Vocational Nursing, Nurse Assistant, Emergency Medical Technician and Home Health Aide. Leadership will include developing the program while ensuring compliance with the Board of Registered Nursing Vocational Nursing Board, and Department of Health Services. The Coordinator of Health Science Programs will administer the nursing programs by coordinating, updating and revising the LVN and ADN Programs. Work closely in the development and updating of curriculum, and participate on District committees. May teach one or more lecture or clinical courses per semester, may also substitute in a lecture or clinical rotation as needed.

VI. **REPRESENTATIVE DUTIES:** The following duties are typical of those performed by an employee in this job title; however, an employee may perform other related duties, and not all duties listed are necessarily performed by an employee in the job title.

- ❖ Provide leadership and coordination in the Health Sciences Programs including, but not limited to, planning, organization, direction and evaluation of the activities, services and operations.
- ❖ Develop instructional class and clinical site rotation schedules and determine staffing priorities for all Health Science Programs.
- ❖ Provide leadership for program improvement and development; work directly with the health science faculty in the planning, development and modification of curriculum; set priorities for resource needs; and assist the Vice President with strategic and long-range instructional planning.
- ❖ Act as the liaison between the college Health Science Programs and local schools, colleges, healthcare facilities, professional organizations and community leaders; oversee the development and maintenance of clinical contracts with service agencies used for student clinical placement.
- ❖ Prepare and submit appropriate documentation and reports required by the Board of Registered Nursing, the Board of Vocational Nursing and other agencies that certify other Health Science Programs.
- ❖ Participate in and support the nursing faculty in the continued development, implementation, coordination and reporting functions in the Health Sciences Programs by attending professional conferences, seminars or meetings as necessary.
- ❖ Plan and facilitate appropriate Health Sciences Program committee meetings, including, but not limited to, annual Nursing Advisory Committee meetings, and departmental meetings.
- ❖ Review student applications to appropriate Health Sciences programs; oversee the preparation of letters of acceptance/denial and ensure student files comply with all applicable third party regulatory requirements; forward completed and required program completion documents of students to the appropriate licensing agency.

- ❖ Assure application process for NCLEX-RN and/or NCLEX-VN is reviewed and completed for candidates; and coordinate all aspects of self-study and accreditation/re-accreditation process to maintain continuous California State Board accreditation status of the Associate Degree Registered Nursing Program and Vocational Nursing Programs.
- ❖ Develop and review program, including necessary changes to keep program current with District policy and state/federal mandates.
- ❖ Provide a professional program including academic, career and vocational counseling and planning.
- ❖ Work closely with faculty, staff, administrators, and the community.
- ❖ Make recommendations on technology modifications and uses of technology to the benefit of the learning environment and student success.
- ❖ Prepare and submit appropriate reports.
- ❖ Respect student rights as specified in District policy and applicable federal and state laws or regulations.
- ❖ Monitor students' progress and prescribe interventions, as needed, for continued success.
- ❖ Develop and maintain program budget, determine annual staffing and office productivity needs and plan expenditures accordingly, prepare required budget documents.
- ❖ Ensure District complies with state, county and/or federal-mandated requirements for program admission.
- ❖ Participate in the hiring, training, supervision and evaluation of classified and student staff.
- ❖ Perform teaching duties as assigned, including responsibilities as instructor.

Professional Development:

- ❖ Continue to develop professional skills and knowledge as they relate to the discipline by attending professional conferences, seminars or meetings as necessary.

Additional Responsibilities:

- ❖ Provide the administration with assistance on the evaluation of student petitions and grievances.
- ❖ Regularly attend and participate in academic and staff meetings.
- ❖ Attend commencement ceremonies.
- ❖ Participate in advisory committee meetings when required.

- ❖ Participate as a peer evaluator of full-time and adjunct faculty as requested.
- ❖ Consult with management on personnel needs; assist with preparation of position descriptions and serve on screening/hiring committees as needed.
- ❖ May participate as faculty advisor to student organizations or clubs.
- ❖ Participate in the process of shared governance by contributing to the academic community through committee work on the department, college or district levels, or participate in other significant non-classroom college, district or community activities.
- ❖ Prepare and submit necessary forms in accordance with college procedures.
- ❖ Participate in articulation activities.
- ❖ Abide by District regulations concerning the proper use, care and security of equipment.
- ❖ Participate in on-going activities such as workshops, meetings, and training to ensure a safe learning and working environment.
- ❖ Provide the appropriate assistance to facilitate college activities.
- ❖ Demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of community college students.

EMPLOYMENT STANDARDS:

❖ **Education and Experience:**

- Appropriate Degree or higher from an accredited college or university which includes coursework in nursing, education or administration; **AND**
- One (1) year of experience in an administrative position (as interpreted by the licensing agency as one year as Assistant Director or Director of Nursing Education); **AND**
- Two (2) years experience teaching in pre-or post-licensure nursing program; **AND**
- One (1) year experience as a registered nurse providing patient care (within the past five years); or the equivalent experience and/or education, as determined by the Board of Registered Nursing and the Board of Vocational Nursing; **AND**
- Meet or exceed all requirements for the position of Director of the ADN program as specified by the California Board of Registered Nursing [BRN].

❖ **Licenses and Other Requirements:**

- Current and active California RN license.
- Valid California driver's license with an acceptable driving record.

- ❖ **Knowledge of:** California State Board regulations and application requirements for the Vocational and Associate Degree Registered Nurse programs; possess effective communication and interpersonal skills; possess excellent organizational and leadership skills; skills to forecast and plan nursing academic programs; and an ability to work with a diverse student, staff and community population.
- ❖ **Ability to:** Provide leadership and motivate students and staff; plan, organize and implement an effective Health Sciences Program for Copper Mountain College; communicate effectively, both orally and in writing; establish and maintain cooperative and effective working relationships and community partnerships; plan, organize, analyze situations accurately and adopt an effective course of action; work independently with little direction or as a team member; meet schedules and deadlines; and work confidentially with discretion. Work collaboratively as a member of the College's Management Team.

PHYSICAL REQUIREMENTS:

- ❖ Vision to operate a motor vehicle and read computer screens, regulations, laws and codes, rules and policies, and other printed matter.
- ❖ Travel via personal or commercial transportation.
- ❖ Speech and hearing to communicate effectively in group settings and by telephone to students, faculty, staff, and others.
- ❖ Sit or stand for extended periods of time.
- ❖ Lift and / or carry 25 pounds.

PERSONAL CHARACTERISTICS:

- ❖ Ability to provide leadership to encourage growth and expand the Health Sciences Programs.
- ❖ Ability to successfully recruit students.
- ❖ Ability to establish and maintain successful working relationships to support the Health Sciences Programs.
- ❖ Ability to be flexible to changing demands.
- ❖ Ability to work in groups or independently.
- ❖ Ability to promote a service-oriented developing college.
- ❖ Ability to take initiative and develop plans for the Health Sciences Programs.
- ❖ Ability to meet deadlines.
- ❖ Ability to motivate and generate enthusiasm.

WORKING CONDITIONS:

- ❖ Growing Health Sciences Program situated on a college campus and in clinical sites located throughout the community.
- ❖ Must be able to attend day, night and weekend meetings or events.
- ❖ Requires driving in the regular course of work.

SUPERVISION:

- ❖ Supervision from the Vice President for Academic Affairs

Copper Mountain College

**Academic Senate Agenda Packet
(ASAP)**

Date of Senate Meeting: 4/21/11

Requested by: Andrea Riesgo via Mike Danza.

Subject: Hiring Committees

Type of Consideration:

- XAction Item**
- Information/Discussion**

Desired Outcome: Faculty to populate hiring committees

Background:

- Executive Director of the Foundation, Interim (2 representatives; 2 alternates)
 - Screening: May 2 – May 16
 - 1st Interview: Week of May 23
- Coordinator for Base Programs (3 representatives; 1 alternate)
 - Screening: April 25 – May 4
 - 1st Interview: Week of May 9 (later in the week)
- Coordinator for Nursing Programs (3 representatives; 1 alternate); serve on both the RN and LVN hiring committees
 - Screening: May 9 – May 13
 - 1st Interview: Week of May 16 (later in the week)
- Alternate Media Specialist (1 representative; 1 alternate)
 - Screening: April 25 – May 4
 - 1st Interview: Week of May 9

**Copper Mountain College
Academic Senate Agenda Packet
(ASAP)**

Date of Senate Meeting: 4/21/11

Requested by: John White

Subject: Graduation Breakfast

Type of Consideration:

- XAction Item**
- Information/Discussion**

Desired Outcome: Where should the graduation breakfast be held?

Background:

John White email:

“WHETHER WE SHOULD COOK IT AND HAVE IT IN THE CAFETERIA OR PRESENT THEM WITH A CONTINENTAL TYPE DOWN IN THE BELL CENTER, WHERE THEY WILL BE PRACTISING, IS THE QUESTION. WHETHER IT IS NOBLER IN THE MIND..... OR NOBLER FOR THE TUMMY..... I WOULD LIKE TO KNOW WHAT THE FACULTY WISHES. LAST YEAR WE HAD A LOT OF FOOD LEFT OVER BECAUSE OF THE DISTANCE BETWEEN THE BELL CENTER AND THE CAFETERIA. SUPPOSEDLY MANY DID NOT COME TO THE MEAL. IF (!!!!) THE BREAKFAST IS FUNDED, WHAT SHOULD WE DO?? I’M READY TO DO WHICHEVER, NO MATTER WHAT SHAKESPEARE (SP?) THINKS. PLEASE LET JANIE RAMSDORF OR ME KNOW YOUR FEELINGS. ALSO,IF BRUCE CAMPBELL WERE TO CATER IT, WHAT WOULD THAT COST (IF WE WENT CONTINENTAL)? DON’T GET ME WRONG, I’D STILL LIKE TO GATHER UP MY COLLEAGUES AND COOK FOR OUR GRADS. MMMMMMMMMM, SCRAMBLED EGGS BY CHEF RICK PENAFLORE!!!!!!!!!!!!!! (AND I KNOW THAT IT HAS NOT ONLY BEEN TEACHERS BUT ALSO MANY OTHERS OF THE STAFF HELPING OUT AND THANKS TO THEM FOR THE PAST SEVERAL YEARS!!!!!!!!!!!!!!!!!!!!)”

**Copper Mountain College
Academic Senate Agenda Packet
(ASAP)**

Date of Senate Meeting: 4/21/11

Requested by: Ellen e Baird as a member of the Graduation Committee.

Subject: Graduation Speakers

Type of Consideration:

- XAction Item**
- Information/Discussion**

Desired Outcome: Faculty to elect a graduation faculty speaker

Background: Faculty are asked to nominate and elect a graduation speaker.

**Copper Mountain College
Academic Senate Agenda Packet
(ASAP)**

Date of Senate Meeting: 4/21/11

Requested by: Brad Berger

Subject: Senate Officer (and Committee) Elections

Type of Consideration:

- XAction Item
- Information/Discussion

Desired Outcome: Nomination and Election Process

Background:



**Copper Mountain College
Academic Senate Agenda Packet
(ASAP)**

Date of Senate Meeting: April 21, 2010

Requested by: B. Berger

Subject: Academic Senate Constitution

Type of Consideration:

- Action Item**
- Information/Discussion**

Desired Outcome: Discuss the proposed amendments to the Academic Senate Constitution so that it can be updated and approved at a future Academic Senate meeting.

Background: When the previous Academic Senate President, Carole Kendall, unexpectedly retired in the summer of 2010, the Constitution did not clarify the remedy to fill her vacant position. The Senate decided in fall of 2010 to initiate a voting process to take care of the situation, but the Senate acknowledged that the Constitution should be amended to address future occurrences of vacated officer positions.

Additional amendments are also included that are meant to improve and update the document.

(NOTE: PROPOSED CHANGES ARE UNDERLINED, PROPOSED DELETIONS ARE INDICATED BY STRIKE-THROUGH)

Academic Senate Constitution

Preamble

We, the members of the faculty of the Copper Mountain Community College District (CMCCD), are uniting to form the Academic Senate. We are inspired by a common desire to maintain the quality of community college education.

We believe that the Academic Senate is essential for realizing the fullest educational and professional potential of each member of the faculty and for furthering the aims and goals and fulfilling the mission of CMCCD. Toward these endeavors we pledge our mutual support and cooperation.

Purpose

The purpose of the Academic Senate is to serve as the official voice of the faculty on educational and professional matters.

Article I - Name

The official name of this organization shall be the Academic Senate.

Article II - Membership

All full-time and currently assigned ~~adjunct part time~~ certificated academic employees of the Copper Mountain Community College District are members of the Academic Senate.

Article III - Organization

All full-time faculty shall be voting members of the Academic Senate. ~~Adjunct Part-time~~ faculty shall have one voting representative and one alternate, nominated and elected at large by the ~~adjunct part-time~~ faculty. All ~~adjunct part-time~~ faculty are welcome to participate in Academic Senate meetings.

The Academic Senate meetings shall be run by a President, elected during each spring semester. The Academic Senate shall have a Vice-President, elected during each spring semester. The Academic Senate shall have a Secretary, elected during each spring semester. The Academic Senate shall have a Designee for State Academic Senate matters, elected during each spring semester. The Academic Senate shall have an ~~Adjunct a Part-Time~~ Representative, elected during each spring semester. The elections shall be by secret ballot. The elected officers ~~Officers~~ shall be installed at the last Academic Senate meeting of the spring semester. ~~An officer of the Academic Senate shall be the representative to the CMCCD Board of Trustees. The President of the Academic Senate shall be the representative to the CMCCD Board of Trustees, unless otherwise designated by the President.~~

The Academic Senate shall have a standing Curriculum Committee, whose chair shall be elected by the Academic Senate. In accordance with Title 5 Section 51023.7, the Academic Senate mandates the inclusion of a voting student representative to the Curriculum Committee.

The Academic Senate shall have a standing Professional Standards and Ethics Committee whose chair shall be elected by the Academic Senate.

The Academic Senate shall have a standing Educational Technology Committee whose chair shall be elected by the Academic Senate.

Other Ad Hoc committees shall be appointed as needed. **(NOTE: SHOULD THE OTHER COMMITTEES THAT EXIST BE LISTED HERE AS WELL?)**

Article IV - Responsibilities of Officers

The President shall preside at all meetings of the Academic Senate. The President shall assure that all members perform their assigned duties and implement the provisions of the constitution. **(NOTE: HOW WILL ASSURANCE BE ENFORCED?)** ~~The President, or another officer appointed by the President, shall represent the recommendations of the Academic Senate to the CMCCD Board of Trustees.~~

~~The Vice-President shall assume the responsibilities of the President when the President is unavailable. The Vice-President is not a President-elect position. The Vice President does not automatically become President at the end of the President's term of office. All officers are elected annually as prescribed in Article III. If any officer resigns from office, retires from the district, or for any other reason permanently leave office, an election process to fill only the vacancy will be initiated at the first Academic Senate meeting after the vacancy occurs. The election process will be similar to that prescribed in Article III.~~

~~The Secretary will be responsible for publishing, and distributing and posting agendas and minutes of Academic Senate meetings. Agendas will be distributed by an "all subscribers" email, three days prior to meetings physically posted in a public place on campus, and posted electronically on the Academic Senate webpage of the CMC website at least 72 hours prior to meetings. The Secretary is charged with keeping the Academic Senate Calendar.~~

~~The Adjunct Part-Time Faculty Representative shall attend Academic Senate meeting and keep adjunct part-time faculty informed about the needs and concerns of part-time faculty.~~

~~The Designee to the State Academic Senate shall be the local contact for State Academic Senate matters. The Designee shall keep the Academic Senate informed on state-level concerns.~~

~~The Chairs of all committees will preside over meetings of the committee. The Chairs are responsible for informing the Academic Senate of committee recommendations so they may be reviewed by the Academic Senate. Minutes of committee meetings shall be distributed to all Academic Senate members by publishing them in Academic Senate meeting packets. Committee recommendations shall be placed on the agenda of Academic Senate meetings. These committees shall include and are not limited to: Curriculum Committee, Professional Standards and Ethics Committee, Educational Technology Committee.~~

~~The Chair of the Curriculum Committee will preside over meetings of the committee that serves as the primary recommending body on matters of curriculum. The Chair is responsible for informing the Academic Senate of committee recommendations so that they may be reviewed by the Academic Senate. Minutes of the Curriculum Committee shall be distributed to all Academic Senate members. Committee recommendations shall be placed on the Academic Senate calendar for action.~~

~~The Chair of the Professional Standards and Ethics Committee will preside over meetings of the committee. The Chair is responsible for informing the Academic Senate of committee recommendations so that they may be reviewed by the Academic Senate. Minutes of the Professional Standards and Ethics Committee shall be distributed to all Academic Senate members. Committee recommendations shall be placed on the Academic Senate calendar for action.~~

~~The Chair of the Educational Technology Committee will preside over meetings of the committee. The Chair is responsible for informing the Academic Senate of committee recommendations so that they may be reviewed by the Academic Senate. Minutes of the Educational Technology Committee shall be distributed to all Academic Senate members. Committee recommendations shall be placed on the Academic Senate calendar for action.~~

Article V - Meetings

The Academic Senate shall meet twice a month, or as needed, to conduct business. Special meetings of the Academic Senate may be called by the Academic Senate President or upon petition of a quorum of the membership. Members shall be given 72 24-hour prior notification of special meetings.

A quorum shall consist of one-third of the voting members of the Academic Senate.

An issue requiring discussion and/or action on policy, including ~~Motions or~~ proposed resolutions, can be submitted to the Academic Senate from committees or individual faculty members. Individuals or committee designees will inform the secretary to put a ~~motion/resolution~~ the item on the agenda and be present at the meeting to submit the ~~item~~ motion/resolution. Notice of ~~such~~ action taken on the item will be included in Academic Senate minutes. Faculty members can submit written proxy votes. Passage of motions/resolutions will be by a majority of members present and proxy. **(NOTE: I THOUGHT PASSAGE WAS BY A MAJORITY OF THE WHOLE.)** Actions of the Academic Senate shall be effective immediately upon passage unless otherwise stated in the motion. Nominations (including self-nominations), for officer positions and committee membership (including hiring committees) must be made by written proxy if a faculty member cannot be present at the meeting when the nominations are made.

The Academic Senate minutes will be forwarded to Administration and/or the Board of Trustees.

~~A quorum shall consist of one-third of the voting members of the Academic Senate. When a quorum is present, a resolution or action on policy by the Academic Senate shall require an affirmative vote of one-half, plus one of those present for passage.~~

The official parliamentary authority of the Academic Senate shall be Robert's Rules of Order, new revised. **(NOTE: JOE DESANTIS SAYS THIS SHOULD BE CHANGED TO CONFORM TO THE RULES USED BY THE BOARD OF TRUSTEES.)**

Article VI - Relationship of Academic Senate to Faculty

The Academic Senate is the voice of the Faculty. The Academic Senate shall be responsible and responsive to the faculty at all times. The Academic Senate and any of its committees may act with the full authority of the faculty only on those matters upon which the Academic Senate as a whole has taken a position through the form of motions or resolutions carried out in accordance with the provisions of this Constitution.

Article VII - Ratification of the Constitution

Ratification of this Constitution will require a minimum of two-thirds affirmative vote of the Academic Senate membership. Copies of the proposed ratification shall be distributed to all members of the faculty for discussion two weeks prior to voting on the ratification. Voting on the ratification shall be by secret ballot.

Article VIII - Amending the Constitution

Amendments to this Constitution may be initiated in two ways:

1. By action of a majority vote of the Academic Senate.
2. By petition signed by ~~at least~~ more than 50% of the full-time faculty.

Copies of proposed amendments shall be distributed and voting shall be conducted in the same manner as for ratification of this constitution. The Constitution will be reviewed and amended as necessary.

Ratified - May 1999

Amended - September 2001; Amended - November 2008; Amended – May 2011



**Copper Mountain College
Academic Senate Agenda Packet
(ASAP)**

Date of Senate Meeting: April 21, 2011

Requested by: Greg Gilbert

Subject: Academic Senate Representative to CMC Foundation

Type of Consideration:

- Action Item (First Reading)**
- Information/Discussion**

Desired Outcome: To select an annual representative to CMC's Foundation Board. I would like to introduce the topic at this meeting and request a final selection at the May 5 meeting.

Background: This position entails being a Board member, with all of the duties and responsibilities of membership. This individual will represent CMC's faculty at Board meetings and functions.

This representative role at the Foundation involves a commitment to attend all Foundation meetings and to participate fully as a Board member, including reading each board packet and being prepared to cast informed votes at each meeting. The Foundation meets monthly, usually the last Monday from 5:30-7:30 p.m. In addition, there are occasional workshops and joint meetings with civic and professional boards, usually on Saturdays, and an opportunity to serve on one or more Foundation committees. The Foundation Board is comprised of professional people from throughout the Morongo Basin, two CMC Trustees, and CMC's Superintendent/President.



**Copper Mountain College
Academic Senate Agenda Packet
(ASAP)**

Date of Senate Meeting: April 21, 2011

Requested by: Mike Danza

Subject: On-Campus Testing for Online Classes

Type of Consideration:
 Action Item
 Discussion

Desired Outcome: Discuss cheating in online courses and discuss whether on-campus testing is a feasible alternative for the college.