



# ACADEMIC SENATE

Agenda for March 20<sup>th</sup> 2014, 3:00 pm to 5:00 pm, room 225

- A. **Confirmation of the Agenda for March 20<sup>th</sup>, 2014**
- B. **Approval of the Minutes for March 6<sup>th</sup>, 2014**
- C. **Audience comments.** *This section of the agenda is reserved for senate guests who wish to speak on items not on the agenda. Comments are limited to a total of three minutes for each person giving comments.*
- D. **Consent Agenda:** *The following items on the consent agenda will not be discussed. If any senator wishes to remove an item from the consent agenda, the motion should be made during agenda confirmation, item A above.*

**E. Discussion/Action Items:**

- a. Recommend discipline for FT Tenure Track faculty position
- b. PSEC recommendation regarding Sabbatical Leave 2014-2015
- c. Faculty Rebuttal to PSEC Sabbatical Leave determination
- d. ACCJC Metric committee recommendation endorsement
- e. Charging for printing in the library

**F. Information/Discussion**

- a. Transcript Evaluator Job Description
- b. Five-year update on CMC Tortoise Preserve
- c. Non-budget priorities
- d. Student Showcase
  - i. April – Powell
  - ii. May –
  - iii. June –
- e. Desert Studies Committee Meeting Minutes
- f. College Council Meeting Minutes

**G. Committee Reports:**

**a. Senate Committees**

- i. **Curriculum** - Allen, Armstrong, Berger, Blauwkamp, Brakebill, Case, Chlebig, Compton, Delaney, Hopkins, **Llort**, Norton, Powell, Thacker, Schiel, Wahl
- ii. **Library** - Allen, Chlebig, Dorner, Friedt, Norton, Steenberg, Norton, **Hopkins**, Pieper
- iii. **Professional Standards and ethics** - Chesterman, Itnyre, **Llort**, Thacker

**CMC Academic Senate 10 +1 Title 5 responsibilities delineated in CMC Board Policy**

Academic and Professional matters refer to the following:

- 1) Curriculum, including establishing prerequisites 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

**Other academic and professional matters as mutually agreed upon between the Governing Board and Academic Senate.**

- iv. **Educational Technology** - **Danza**, Haig, Holley, Powell, Llord, Muchenje, Friedt, Norton, Compton, Stults, Dorner
- v. **Cultural Education Enhancement** - **Allen**, Baird, Downer, Pieper, Norton
- vi. **FLEX** - **Berger**, McLaughlin, Brakebill, Blauwkamp
- vii. **Minimum Qualifications and Equivalency** - Armstrong, Haig, **Hopkins**, Itnyre, Llord, Wahl, Thacker, Walker, McLaughlin, Friedt
- viii. **Academic Integrity** - Chesterman, Danza, Parkin, Walker, Downer
- ix. **Rubric development and support** – Danza, Norton, Berger

**b. District Committees:**

- i. **Academic Calendar** – Norton (Alternate: Blauwkamp)
- ii. **Student Success and Support Committee** - Baird, Chesterman, Muchenje, Norton, Schiel, Compton, Thacker, Berger, McLaughlin
- iii. **Basic Skills** - Baird, Norton, **Thacker**, Muchenje, Hopkins, Gallagher
- iv. **Budget Advisory** - Norton
- v. **Equal Employment Opportunity** - Case
- vi. **Graduation** - Baird, Itnyre
- vii. **Scholarship** – Chesterman, Chlebig, Hopkins, Llord
- viii. **Desert Studies** - Bridenbecker, Case, Compton, **Delaney**, Dorner, Pieper, Allen, Norton, McLaughlin
- ix. **Technology** - Powell (Alternate: Danza)
- x. **Employee Development Fund** - Friedt (Alternate: Armstrong)
- xi. **Professional Development** – Berger (Alternate:)
- xii. **Perkins** – Blauwkamp, Dorner, Friedt, Gallagher, Haig, Powell, Schiel, Steenberg, Wahl, Brakebill
- xiii. **Salary Advancement** – Muchenje, Compton

**H. Senate Reports**

- a. **Officers**
- b. **SLOA Coordinator**
- c. **Part-time faculty representative**
- d. **Senators**

**I. Associated Students**

**J. Administration**

**K. Board of Trustees**

**L. Items for next meeting (these items are on hold [but not forgotten] due to time constraints and pressing time-sensitive matters)**

**Thursday March 6, 2014**

**Copper Mountain College  
Academic Senate  
Minutes**

Present (bold denotes those not in attendance): Cathy Allen, Andrea Armstrong, Ellen Baird, Brad Berger, Christi Blauwkamp, Jim Brakebill, **Bruce Bridenbecker**, Glenda Case, Gregg Chesterman, Katrina Chlebik, Robert Compton, Mike Danza, Paul Delaney, Joe DeSantis, Meredith Dorner, Spelman Downer, Paul Friedt, Marla Gallagher, Zachary Ginder, Jeffrey Haig, John Holley, Carolyn Hopkins, Cathy Itnyre, **Damaris Lizarraga**, Yadira Llort, Colin Maclaughlin, **Leann Matlin**, **Lonnie Mills**, Kylee Muchenje, **Laura Nankervis**, David Norton, **Dawn Page**, **Steven Parkin**, Dean Pieper, Jim Powell, Melynie Schiel, **Clayton Steenberg**, Tony Thacker, Kathleen Wahl, **Michel Walker**, and **Heidi Wilcox-Steins**.

**Also in attendance:** Pamela Kersey, Dean for Instruction; Eddie Carter, ASCMC Representative; Greg Brown, VP of E; Vala Stults, Part-Time Representative; Sandy Smith, Executive Director, CMC Foundation; Greg Gilbert, Senator Emeritus and Trustee

**Agenda** for March 6<sup>th</sup> 2014, 3:00 pm to 5:00 pm, room 225

**A. Confirmation of the Agenda for March 6<sup>th</sup>, 2014**

Allen motioned to approve, second by Chlebik, approved.

**B. Approval of the Minutes for Feb 6<sup>th</sup>, 2014**

Allen motioned to approve, second by Itnyre approved, DeSantis abstained.

**C. Audience comments.** *This section of the agenda is reserved for senate guests who wish to speak on items not on the agenda. Comments are limited to a total of three minutes for each person giving comments.*

**D. Consent Agenda:** *The following items on the consent agenda will not be discussed. If any senator wishes to remove an item from the consent agenda, the motion should be made during agenda confirmation, item A above.*

DeSantis motioned to approve, second by Powell, approved.

Item a. i. MATH-060 Mathematics for Elementary School Teachers moved to E.

Discussion/Action Items, item a.

**a. Approve the following Course Outlines of Record**

- i. PE-052 Dance, Aerobic, Low Impact
- ii. PE-062 Golf
- iii. PE-091 Volleyball
- iv. PE-096 Weight Training
- v. PE-098 Yoga
- vi. CIS-050 Computer Keyboarding

- vii. CIS-082F Adobe Illustrator for Print and Web Design I
- viii. CIS-082G Adobe InDesign I
- ix. CIS-083G Adobe InDesign II
- b.** Approve changes to the Liberal Studies Degree
- c.** Accept CTRAC Minutes from Feb 7 2014
- d.** Accept Curriculum Minutes from Dec 12 2013

**E. Discussion/Action Items:**

- a.** MATH-060 Mathematics for Elementary School Teachers  
Berger motioned, Gallagher seconded. Senate approved.
- b.** Accreditation follow-up report  
Itnyre discussed accreditation follow up in the works and report attached. Hopkins motioned to approve, second by Norton, approved.
- c.** Select Senators to serve and part-time faculty hiring committees (3 faculty – including division chair- needed for each)
  - i. Economics  
Schiel, Haig, and Hopkins nominated with Baird and Powell as alternates.
  - ii. Spanish  
DeSantis, Llord and Powell nominated.
  - iii. Sociology  
Delaney, Danza, and Steenberg nominated with Pieper and Case as alternates.  
Hopkins motioned to approve nominees, second by Berger, approved.
- d.** CMC Student Code of Academic Integrity – revised  
Eddie Carter stated that changes were made based on consultation with Walker. DeSantis motioned to approve, second by Danza. Schiel stated that this reading is to approve the document as written and revised by Associated Students, not to decide implementation. Norton and Haig made change recommendation for line “Academic integrity is important in the classroom...” to “Academic integrity is important in class...” to include online courses. Also recommended “be honest in my academic activities, and I will not tolerate dishonesty...” to replace “I will not engage in dishonesty in my academic activities, and I will not tolerate dishonesty...” Powell asked about the proposed implementation. Schiel reminded Senators that this action was to approve the document unless concerns over implementation would preclude a decision at this time. Schiel further stated that implementation of academic integrity policies would require a Board Policy. Powell stated he could vote without an implementation discussion at this time. Stults asked if students would be required to sign the document. Schiel stated that that would be part of the implementation decision process and unless implementation would preclude voting today that we are discussing the content of the document. Stults asked about the title and if the document was meant to be a pledge. Eddie Carter stated that some students want it signed and others simply want to reiterate the importance of

academic integrity. Schiel stated that the details of implementation would need to come back at a later time. DeSantis clarified motion to endorse code and address implementation at a later date. Berger asked about enforcement of student responsibility to report and that many students might be torn between loyalty to fellow students and their knowledge of academic integrity violations. Berger acknowledged that his approval of the document was not contingent upon the implementation policies. Danza stated that the implementation would be the purview of the Academic Integrity Committee and their recommendation to take it to the next level. Motion amended to task senate committee members to take it to the district committee (AIC) to work with ASCMC on implementation. Senate approved.

- e. Published information in class descriptions re: courses with title or number changes.

Llort trail of changes not published after one year making it confusing when course names change and recommended history be published for ten years. Armstrong endorsed Llort's statement and added not only will it aid students in their understanding but it will assist counselors in evaluating course correctly. Delaney motioned to approve recommendation, second by Chlebig, approved.

- f. PSEC recommendation regarding Sabbatical Leave 2014-2015, follow-up.

In a previous meeting the PSEC was asked to bring back their recommendation for further evaluation. Llort stated the committee brought the faculty request for sabbatical leave back and did not recommend approval. Llort further stated that the confidentiality agreement prohibited committee members to discuss the details of applications publicly. Downer appealed the committee recommendation. DeSantis stated that should the Senate decline the application for sabbatical the applicant may submit the request directly to the Board of Trustees. Hopkins stated that according to the Collective bargaining Agreement the application must be brought to the Senate. Norton asked what was given to the applicant to reflect their recommendation, i.e. their reason for recommendation. Hopkins the committee does not share the reasons with the Senate. DeSantis provided three options available. Llort stated ultimate authority rests with the BoT. Hopkins stated the Superintendent/President may take it to the BoT if not recommended by Academic Senate. DeSantis motioned to approve the recommendation of the PSEC, second by Baird. Stults stated it would be difficult to make an informed decision without additional information. Hopkins stated we would need to see the full proposal. DeSantis asked if there were a time element involved. Time is not of the essence. DeSantis suggested the item be tabled and the full proposal brought back at the next Senate meeting. Llort stated that confidentiality would be a problem. Schiel stated that confidentiality would not apply to the opinions given during the Senate discussion, only applies to disclosure of comments or applicant information made during the committee process. Hopkins stated that once approved by the BoT, the

entire application is published for public review in the library (confidentiality applies to applications not approved). Schiel suggested confidentiality poses potential Brown Act violations. DeSantis stated that the District may approve public discussion and current discussion not bound by previous discussions. Downer welcomed the opportunity to bring the full proposal to the Senate. Powell asked if Downer welcomed the opportunity to bring the full proposal. Downer agreed with the procedure. Schiel suggested the item be tabled for the next meeting. Danza asked about the PSEC guidelines. Gallagher asked for a clarification of the motion. Schiel stated the motion was to table the vote on PSEC recommendation and Downer would bring full proposal to next Senate meeting. Senate approved, Downer abstained.

**g. Faculty Rebuttal to PSEC Sabbatical Leave determination**

Downer will bring rebuttal to next Academic Senate meeting with full proposal.

**h. Status of SLO assessment improvement plans**

Hopkins stated “this is just me being *thorough*.” Schiel stated nothing came out of the meeting. Fall FLEX session did not result in changes to the list of proposed improvement activities. The senate was asked to discuss the list to determine what to keep. Delaney stated we should continue to foster undergraduate research. Schiel asked about the development of a standardized rubric. Norton stated that the committee tasked with a standard rubric held a FLEX session and faculty came up with several rubrics. Danza stated that we essentially ended up with seven rubrics. Berger thought it was a good process. Pieper stated the session got hung up on being unable to find commonality. Hopkins suggested making a new Senate committee from the ad-hoc committee and task them to develop a standard rubric. Danza suggested we could meet every FLEX. Schiel stated it is important for students to understand expectations and the importance of writing. DeSantis stated it is important to develop COR consistency. Schiel stated we have made progress. Hopkins motioned to formalize the committee and provide FLEX time, second by Danza. Powell suggested remove FLEX time element. Norton asked how many instructors require written assignments, only about half raised their hands. Senate approved motion to develop institution wide standard rubric to foster student understanding of expectations and student success (FLEX time as needed). Regarding the item for common course policies, DeSantis suggested SLO, PLO, and ILO emphasis institution wide. Danza stated that previously we had noticed a lack of Personal Development in PLO assessment and that common policies on student responsibilities in classes could address personal development institution-wide. He further suggested that we could rotate the ILOs in our PLO process focusing on one each semester. In two years, a student should have participated in the entire ILO rotation. Norton suggested survey faculty course requirements. Schiel recommended institution researcher assist in aggregating data and that it may require change on our part.

Regarding idea sharing Powell suggested we allocate time in Senate for forum to share ideas. Hopkins advised that Senate only forum would leave out substantial faculty participation. Schiel stated any forum would also need to be on the agenda.

**F. Information/Discussion**

**a. Review “Semester at a Glance” Document**

Stults stated this idea came out of part-time faculty meeting to give part-time faculty the heads-up on important dates and responsibilities. Perhaps also include orientation for new faculty in August FLEX week. Schiel stated the schedule already provides the student relevant information and we need to provide the faculty relevant information like SLO assessment, etc. Berger suggested document presented may make it easier for faculty combining information produced by other sources. Blauwkamp stated this information is produced in every syllabus in the Nursing Program. Stults stated this is intended for part-time faculty. Schiel stated this information needs to be relayed to all faculty. Compton asked if this needed to be incorporated into the required elements of a syllabus. Schiel stated that would need to be brought as ASAP to future meeting. Chlebek stated that the intent is to emphasize important dates for instructors not students – fill in the missing pieces faculty need to know. Delaney stated this information was sent out by Zhou (VP Academic Affairs) via email. Academic Affairs should originate these dates. Schiel stated we all need to read our email. Dorner stated we get these dates via email. DeSantis stated a reminder in the first semester would be a good idea but thereafter we should be responsible. Schiel this should be “tips and tricks” for new instructors. Ginder as a recently new faculty member orientation would be useful. DeSantis mentioned mentoring from practice advocated by prior administrator. Schiel stated the Division Chair job description is non-existent and that there is confusion over whether orientation should be responsibility of HR and Academic Affairs. Hopkins stated MOU describes Division Chair responsibilities and orientation not one of them. DeSantis suggested that the part-time representative may email this information.

**b. ACCJC Standards/Benchmarks relating to student retention and success**

Schiel discussed ACCJC Annual Report. We have to report and develop standards for data. Hopkins stated we need a baseline or metric for standard. Compton concerned about an institution standard that does not take program variation into account. Chesterman suggested a discipline/program standard. Schiel suggested a weighted average with program goals and program standards. Hopkins stated we need data from institution researcher to make meaningful standards. Berger suggested using other “like” institution standard, housed at Chancellors’ office for comparison. Schiel recommended a committee meet with researcher and prepare institution standards. Committee (Hopkins, Schiel, Chesterman, Berger, and Compton) will develop draft standards for senate consideration.

- c. PLO Assessment  
Hopkins stated ACCJC making more emphasis on PLOs than SLOs or ILOs and making indirect assessments a concern in some programs. Schiel recommended chart be brought to Senate. DeSantis suggested senate specifically address in study session. Hopkins recommended FLEX session.
- d. Transcript Evaluator Job Description  
Senate tabled.
- e. Transcript Evaluation Process  
Ginder described the process of counselor transcript evaluation. Chesterman chronicled the procedure as review transcript, compare with ASSIST, use course description in catalog, evaluate course description, if not matching obtain syllabus from student, review with faculty, complete form, A&R data entry, equivalency or not, back to counselor. Datatel database is in the works but as yet incomplete.
- f. Five-year update on CMC Tortoise Preserve  
Senate tabled.
- g. Non-budget priorities  
Senate tabled.
- h. Student Showcase
  - i. February – Itnyre
  - ii. March – Baird
  - iii. April – Powell
- i. College Council Meeting Minutes  
Senate tabled.

## G. Committee Reports:

- a. **Senate Committees**
  - i. **Curriculum** - Allen, Armstrong, Berger, Blauwkamp, Brakebill, Case, Compton, Delaney, Hopkins, **Llort**, Norton, Powell, Thacker, Schiel, Wahl
  - ii. **Library** - Allen, Dorner, Friedt, Norton, Steenberg, Norton, **Hopkins**, Pieper
  - iii. **Professional Standards and ethics** - Chesterman, Itnyre, **Llort**, Thacker
  - iv. **Educational Technology** - **Danza**, Haig, Holley, Powell, Llort, Muchenje, Friedt, Norton, Compton, Stults, Dorner
  - v. **Cultural Education Enhancement** - **Allen**, Baird, Downer, Pieper, Norton  
Allen announced Women’s History Month event on March 20<sup>th</sup>.
  - vi. **FLEX** - **Berger**, McLaughlin, Brakebill, Blauwkamp
  - vii. **Minimum Qualifications and Equivalency** - Armstrong, Haig, **Hopkins**, Itnyre, Llort, Wahl, Thacker, Walker, McLaughlin, Friedt
  - viii. **Academic Integrity** - Chesterman, Danza, Parkin, Walker, Downer
- b. **District Committees:**
  - i. **Academic Calendar** – Norton (Alternate: Blauwkamp)

- ii. **Student Success and Support Committee** - Baird, Chesterman, Muchenje, Norton, Schiel, Compton, Thacker, Berger, McLaughlin
- iii. **Basic Skills** - Baird, Norton, **Thacker**, Muchenje, Hopkins, Gallagher
- iv. **Budget Advisory** – Norton  
Norton advised Budget Advisory committee met and will be meeting again soon.
- v. **Equal Employment Opportunity** - Case
- vi. **Graduation** - Baird, Itnyre
- vii. **Scholarship** – Chesterman, , Gallagher, Hopkins, Llort
- viii. **Desert Studies** - Bridenbecker, Case, Compton, **Delaney**, Dorner, Pieper, Allen, Norton, McLaughlin  
Delaney stated important dates on the whiteboard and will be emailed to all faculty.
- ix. **Technology** - Powell (Alternate: Danza)
- x. **Employee Development Fund** - Friedt (Alternate: Armstrong)
- xi. **Professional Development** – Berger (Alternate: DeSantis)
- xii. **Perkins** – Blauwkamp, Dorner, Friedt, Gallagher, Haig, Powell, Schiel, Steenberg, Wahl, Brakebill
- xiii. **Salary Advancement** – Muchenje, Compton

## **H. Senate Reports**

- a. **Officers**
- b. **SLOA Coordinator**
- c. **Part-time faculty representative**
- d. **Senators**

Norton announced Roman Banquet tickets and student sponsorships available and urged faculty participation.

## **I. Associated Students**

## **J. Administration**

## **K. Board of Trustees**

Greg Gilbert stated it was a pleasure to attend the Academic Senate meeting.

## **L. Items for next meeting (these items are on hold [but not forgotten] due to time constraints and pressing time-sensitive matters)**



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

**Date of Senate Meeting:- February 20, 2014**

**Requested by:** Schiel, Riesgo

**Subject:** Topic: Tenure Track Faculty Recruitment

**Type of Consideration: Discussion/Action**

Discussion: The District has a faculty full time tenure-track position. FOR AY 13-14 it was filled on an interim basis with a Fire Technology/EMT instructor. The District would like to fill the vacant tenured-track position in the Fire Technology/EMT discipline, to have a FT faculty member in the program. The District is interested in hearing feedback from the Senate.



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

**Date of Senate Meeting:- February 20, 2014**

**Requested by:** Professional Standards & Ethics Committee

**Subject:** PSEC recommendation regarding Sabbatical Leave 2014-2015, follow-up.

**Type of Consideration: Discussion/Action**

**Desired Outcome:** This is a follow-up from the January 26, 2014 Academic Senate session in which, the following information was requested:

1. Name of Sabbatical Leave Applicant: Spelman Downer.
2. Abstract of Sabbatical Leave (submitted as part of the application):

I propose to produce a body of artwork in several mediums that addresses the environmental, geographical and historical changes that have occurred over 100 years on the landscape of Southern California: contemporary paintings derived from referencing aerial photography and satellite imagery, historical, geologic and web-based information; a book with illustrations of all the completed paintings/drawings; a short documentary film/video about the making and meaning of this work; and to share this process and work with my students, the school and the community through exhibitions, a lecture and “The Art of Mapping Places” workshop. My goal is to show our state and the impact we, as humans, have made on the land, so that in this time of expanding environmental consciousness, viewers, our community and our students will look closer at the impact they make, individually and as a society, on the land that we call home.
3. PSEC does not recommend Sabbatical Leave for 2014-2015.
4. The committee evaluates each application with reference to student success, improvement of instructional programs, and currency of candidate’s area. Each of these areas is assessed according to subject, purpose, and plan. **Please see attached Sabbatical paperwork rating form.**
5. **Attached: Confidentiality form for PSEC members.** This district confidentiality document is a requirement to sign since 2001.
6. The Sabbatical Leave Applicant was notified of the reasons for non-recommendation by PSEC.

**Background:** The information placed here is per agreement with CBA, HR Director, named Sabbatical Leave applicant(s), and PSEC members.

# Sabbatical Leave Rating Form: Documentation

Candidate # \_\_\_\_\_

Date: \_\_\_\_\_

Points: \_\_\_\_\_

Rater: \_\_\_\_\_

## INSTRUCTIONS

**Step One:** Is the application complete? Refer to Checklist for Sabbatical Applicants, steps 1-7.

**Step Two:** Sabbatical applications are reviewed *only if Step One has been completed and the application deemed complete*. Incomplete or late applications will not be reviewed. In each of the six categories below, please rate the candidate's application and supporting documentation on a scale of 4-0 referencing the descriptors. Fraction points, plus or minus marks will not be used.

### THESIS OF PROPOSAL is...

- 4 = ...distinct and unique.
- 3 = ...distinct.
- 2 = ...clearly stated.
- 1 = ...stated, but vague.
- 0 = ...not clearly stated.

### LETTER OF RECOMMENDATION: What is the stated academic value of the proposed sabbatical?

- 4 = Very strong and enthusiastic support of the academic value for this proposal.
- 3 = Strong support of the academic value for this proposal.
- 2 = Good or average support of the academic value for this proposal.
- 1 = Poor or weak support of the academic value for this proposal.
- 0 = No academic value stated; or no support is stated.

### LETTER OF RECOMMENDATION: What is the stated information on the ability of the applicant to successfully complete the sabbatical?

- 4 = Very strong statement and confidence in the applicant's ability to complete the sabbatical.
- 3 = Strong statement and confidence in the applicant's ability to complete the sabbatical.
- 2 = Below average statement and confidence in the applicant's ability to complete the sabbatical. .
- 1 = Poor or weak statement and confidence in the applicant's ability to complete the sabbatical. . .
- 0 = Not stated.

### SUBJECT AREA is...

- 4 = ...clearly linked to all of these: student success, improvement of instructional programs, and currency of candidate's area.
- 3 = ...clearly linked to two of these: student success, improvement of instructional programs, and/or currency of candidate's area.
- 2 = ...clearly linked to one of these: student success, improvement of instructional programs, and/or currency of candidate's area.
- 1 = ...vaguely linked to one or more of these: student success, improvement of instructional programs, or currency of candidate's area.
- 0 = ...not linked to student success, improvement of instructional programs, or currency of candidate's area.

**PURPOSE is...**

- 4 = ...clearly linked to all of these: student success, improvement of instructional programs, and currency of candidate's area.
- 3 = ...clearly linked to two of these: student success, improvement of instructional programs, and currency of candidate's area.
- 2 = ...linked to one of these: student success, improvement of instructional programs, and/or currency of candidate's area.
- 1 = ...vaguely linked to one or more of these: student success, improvement of instructional programs, and/or currency of candidate's area.
- 0 = ...not linked to student success, improvement of instructional programs, and/or currency of candidate's area.

**PLAN is...**

- 4 = ... organized and clearly linked to all of these: student success; improvement of instructional programs; currency of candidate's area.
- 3 = ... organized and clearly linked to two of these: student success; improvement of instructional programs; currency of candidate's area.
- 2 = ... organized and clearly linked to one of these: student success; improvement of instructional programs; currency of candidate's area.
- 1 = ... organized, but lacks clear linkage to one or more of these: student success; improvement of instructional programs; currency of candidate's area.
- 0 = ...disorganized or vague and lacks linkage to student success; improvement of instructional programs; currency of candidate's area.

**STATEMENT OF NEED**

- 4 = Clearly explains how this sabbatical will meet all of these: student, individual department/discipline, college, and/or community needs.
- 3 = Clearly explains how this sabbatical will meet three of these: student, individual department/discipline, college, and/or community needs.
- 2 = Clearly explains how this sabbatical will meet two of these: student, individual department/discipline, college, and/or community needs.
- 1 = Vaguely explains how this sabbatical will meet one or more of these: student, individual department/discipline, college, and/or community needs.
- 0 = Does not explain or poorly explains how this sabbatical will meet one or more of these: student, individual department/discipline, college, and/or community needs.

**EVIDENCE OF PREPARATION & COMMITMENT (Re: professional background -- How will it help your approach to your profession?)**

- 4 = Clearly describes all of these: professional background, interest in the topic of the sabbatical, and goals.
- 3 = Clearly describes two of these: professional background, interest in the topic of the sabbatical, and/or goals.
- 2 = Clearly describes one of these: professional background, interest in the topic of the sabbatical, or goals.
- 1 = Vaguely describes one or more of these: professional background, interest in the topic of the sabbatical, or goals.
- 0 = Does not describe one or more of these: professional background, interest in the topic of the sabbatical, or goals.

**SABBATICAL GOALS & OBJECTIVES**

- 4 Comprehensive and distinct outline of: how the sabbatical would enable the faculty member(s); and of the benefit to the institution of the study, research or travel.
- 3 Mostly comprehensive or distinct outline of: how the sabbatical would enable the faculty member(s); and of the benefit to the institution of the study, research or travel.
- 2 Satisfactory outline of: how the sabbatical would enable the faculty member(s); and of the benefit to the institution of the study, research or travel.
- 1 Vague outline of: how the sabbatical would enable the faculty member(s); and/or of the benefit to the institution of the study, research or travel.
- 0 Incomplete or no outline of: how the sabbatical would enable the faculty member(s); and/or of the benefit to the institution of the study, research or travel.



# COPPER MOUNTAIN COMMUNITY COLLEGE DISTRICT

## Professional Standards & Ethics Committee

### SABBATICAL COMMITTEE

As a member of a Sabbatical Committee, I am acting as an agent of the Copper Mountain Community College District, and I understand that I am participating in a confidential process. All of my actions related to this process are subject to the laws and regulations relating to equal and fair employment practices. Failure to maintain confidentiality could result in violation of Federal or State regulations and incur liability on behalf of the District.

Specifically, I agree not to release information to any non-committee member regarding:

1. List of applicants.
2. Written materials turned in by the applicant or evaluations made by the committee members about applicants.
3. Oral discussions by or about applicants or committee members during or following the interview process, and
4. Any other information that relates to the selection process.

I understand that I may be held personally responsible for any unauthorized disclosure of information. If I am asked questions about the process, I will refer them to the District Human Resources Office.

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Print Name of Sabbatical Committee Member

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(Signature)

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(Date)



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

**Date of Senate Meeting:- February 20, 2014**

**Requested by:** Downer

**Subject:** Challenge to PSEC decision on Sabbatical Proposal

**Type of Consideration: Discussion/Action**

Discussion: The PSE committee is not recommending sabbatical. Source documents have been presented to the senate to include PSE forms. Added for consideration is original Proposal along with rebuttal statement.

Desired outcome: Senate recommend sabbatical.

Members of the Copper Mountain College Senate,

I am pleased to be able to put in writing a statement to our membership with my opinion or perhaps rebuttal of the Evaluation Committee's decision not to recommend my sabbatical proposal. I find myself very perplexed to think a museum quality exhibition of my award winning work that would present an aerial map like history of Southern California development over the last 100 years, a theme based on facts, science, geography, social history, and urban planning, a concept, by the way that was deemed important enough to earn me a solo museum show in uber competitive New York City (*One Hundred Years of New York City History, Museum of the City of New York, 1999*), would be somehow inadequate for the committee. I proposed that my exhibition of all new work, done just for this sabbatical, would be held at Copper Mountain College first. Then I would do everything in my power to have it travel across Southern California; targeting the region's smaller museums, information about which I would be able to pass on to my students, all the while having a faculty member at our institution showing on a regional basis. Since I am now returning to teaching drawing and soon painting at the college, subjects I have not taught for about a decade, making 25 to 30 new painting/drawings would invigorate my own work and my ability to teach compellingly these traditional art skills again in the classroom. In addition, I proposed to have a public lecture in conjunction with the show at CMC, teach mapping workshops to high school students in the MBUSD (thereby having a chance to recruit new students to the school), script, shoot and edit with the full assistance of my best digital photography students a *one hour* documentary film, and publish a book, thereby preserving in the library the accomplishments of the sabbatical. Going through the process of self-publishing, something I have never done, would also allow me to be able to teach this increasingly important skill to my digital design student. In conclusion, I am asking the Senate to consider discourse on the merits of my sabbatical proposal.

Collegially, Spelman Evans Downer

APPLICANT'S NAME: Spelman Evans Downer  
DEPARTMENT: Art

### **Statement of Topic:**

I propose to produce a new body of work called: *Mapping 100 Years of Southern California*. This work will encompass approximately 25-30 small, medium and large-scale paintings depicting aerial views of Southern California.

The purpose of this work is to present a visual historical reference to locations in Southern California over the period of the last 100 years. This will be accomplished by showing aerial map-inspired oil paintings/drawings of these places as they appeared 100 years ago and, in complimentary paintings, show the current condition of that place.

My paintings have referenced aerial map-like views of landscapes for more than thirty years. In doing so, they have concerned themselves with more than geography, geology and urban development. They also trace an area's history of development and present the current condition of the environment of that place. These views of the human-made world built in a particular location have been created by a society that draws its imprint on the land as one collective organism. This imprint is an inscription of our own making over long periods of time. When seen as a whole design from above, this imprint shows us what we have created on the landscape. My approach is to synthesize various forms of visual information and make visible what can only be completely comprehended from an aerial perspective.

The plan is to expand my current knowledge through research of selected Southern California locations using historical and contemporary maps, aerial photographs, satellite images, and through personal travel to these sites. I will also build on my current knowledge of the history, geology and environmental impact of these locations by researching environmental literature, geologic maps and historical periodicals. The painting will be accomplished during the sabbatical period of time, principally during the first semester of the project. Near the end of the sabbatical, I plan to exhibit this work at Copper Mountain College. During the sabbatical I will actively pursue an exhibition of this work in one museum or prominent gallery. In addition, community outreach is an important component of this project. I plan to offer a lecture at CMC, open to the local community, at which I will present my process, my source imagery and the final paintings. I will offer a "The Art of Mapping Places" workshop to the local Morongo Basin Unified School District during the second semester of the project, with the purpose of expanding the students' understanding of maps, history, geography and geology. During this proposed second semester I would also self-publish a book of the paintings with a copy for the CMC library. I propose to prepare, with the involvement of the CMC MultiMedia Club, a short documentary film/video of the making of the paintings, which could be kept at the CMC library for future reference and/or posted on-line.

## Statement of Need:

Today, with the popularity of Google Earth and other imaging libraries, we have a unique ability to examine with a “view from above” the places in which we live. This now familiar zoom-in of the earth has been coined as the catch phrase "from outer space to in your face."<sup>1</sup>

With this collective understanding and use of this bird's-eye view perspective, this exhibition, lecture, workshop, book and video will, through the comparison of “before” and “after” paintings allow us to see the drawing that man's hand has made on our land. Our students and communities can see how we, as a society, have changed the natural world. The span of 100 years covers the migration to California that accelerated during the early-20th century with the completion of major transcontinental highways like the [Lincoln Highway](#) and [Route 66](#). Freeway systems established in the mid-20<sup>th</sup> century enabled further growth and transformation of the natural land into a sprawling metropolis.

I want to expand my students' understanding of the kind of ideas that are behind artwork and the educative ability of art. Because most CMC students are not art majors, there is a greater opportunity for them to have a transformative experience with my approach to synthesizing meaningful information into visual art, rather than the more often than not “art about art” in a postmodern world that leaves so many viewers puzzled and unappreciative of contemporary art discourse.

Students and the community will benefit from learning geographical themes such as location, culture, human interaction with environment, and the influence and importance of place.

It is important to me to share my view of landscape with others so that they might better understand the physical world in which they live. In the present techno culture, there is a disconnect with nature for many people who do not experience the natural world on a regular basis nor understand the complex nature of the physical world that surrounds them. My goal is to show our state and the impact we, as humans, have made on the land, so that in this time of expanding environmental consciousness, people will look closer at the impact they make, individually and as a society, on the land that we call home.

<sup>1</sup>.Google Earth can be traced directly back to a small company named [Autometric](#). A team at Autometric, created a visualization product named Edge Whole Earth." The catch phrase "from outer space to in your face" was coined by Autometric President Dan Gordon, and used to explain his concept for personal/local/global range.

## **Evidence of Preparation and Commitment:**

This project reflects my scholarly and professional interest in many different disciplines: painting, drawing, geography, environmental science, urban design, geology, photography and videography. Over the past 30 + years, my artwork has incorporated these themes. As a visual artist with a significant exhibition history nationally and internationally, I have pursued these themes and incorporated them into my work in various exhibitions at museums and galleries in New York City, where the work received outstanding reviews by prominent art critics in The New York Times, Art in America, etc. I have taught dozens of mapping workshops for schools in New York City, New Jersey, New Mexico, and Alaska, for students ranging in age from kindergarten to adults. I am well prepared and suited to developing museum quality exhibitions, school workshops and working with a wide range of students to educate them about these various topics using art as the tool.

Having an exhibition at a museum or would further my professional credibility and stature, which would benefit the college as well. My students that are interested in pursuing exhibitions of their work will learn how a professional artist approaches and manages his/her exhibition career. Since being at CMC, I have contributed significant time to college art projects, art clubs and videos, (i.e., the three Earth Works Now Exhibitions, numerous student exhibitions at various locations on campus, organizing the R.G.B. MultiMedia Series of student competitions, now in its 21<sup>st</sup> semester, documented CMC graduation, the Nursing Program graduations and directed an orientation video made for out tutoring center.) all of which has been extremely satisfying. However, there has been less opportunity for me to focus on my exhibition career. This sabbatical will enable me to step up those efforts.

## **Sabbatical Goals and Objectives:**

My goal for this sabbatical is to produce a museum-quality body of artwork that addresses the environmental, geographical and historical changes that have occurred over 100 years on the landscape of Southern California in several mediums: contemporary paintings derived from referencing aerial photography and satellite imagery, historical, geologic and web-based information. In addition, I will produce a short documentary film/video about the making and meaning of this work, self-publish a book with illustrations of all the completed paintings/drawings, and present a lecture at CMC for the local community and conduct a local school workshop, "The Art of Mapping Places" with the Morongo Basin Unified School District.

This sabbatical and above mentioned research, bodies of work, exhibitions and community outreach will make myself and the department more effective by expanding the public awareness of my unique approaches to making visual art, perhaps resulting in increased enrollment for my classes and the Art Department programs.

The first objective is to do considerable web based research for historical maps, aerial photography, and GPS images. I will study satellite images, historical maps, and geologic maps.

The second objective is to do field research by traveling to different locations such as Mount Wilson, Mount Baldy, Mount Palomar, and various Los Angeles and San Diego area museums and libraries that have the kinds of info I am looking for.

The third objective is to create the body of work in my studio in Yucca Valley.

The fourth objective is to collaborate with the CMC MultiMedia Club, which I am faculty adviser, in the shooting and editing of a short documentary film/video of the project. To reach this goal, I propose enrolling certain students into a CMC seminar.

The fifth objective is to create a series of exhibitions, starting with CMC, and aiming for a museum and/or prominent gallery and self-publish a book of the paintings with a copy for the CMC library.

The sixth objective is to reach out to the community by presenting a lecture and MUSD workshop.

The seventh objective is to increase my ability to share with my students the underlying ability of art to educate, and transform our understanding of place.

The eighth objective is to expand my professional development as an artist by increasing my own knowledge and creative abilities.

## **Time line:**

### **FALL 2014 Semester:**

August/September/October 2014:

1. Obtain and study aerial, satellite and mapping research materials/online research.
2. Travel to locations in Southern California such as Los Angeles, San Diego, Mount Wilson, Mount Baldy, and Mount Palomar for on site research.
3. Design, build, and prime panels for paintings.
4. Submit October 15 midterm report.
5. Plan dates for exhibition, lecture and workshop w/ CMC and MSD.

November/December 2014 and January/February 2015:

1. Spend approximately 4 months painting 40 to 50 paintings in a series for a result of 25-30 final paintings.
2. Document on video the projection of maps, drawing and painting process and meaning of the work.
3. Work with Morongo Unified School District to plan “Art of Mapping Places” workshop.

## **SPRING 2015 Semester:**

March/April 2015:

1. Submit March 15 midterm report.
2. Photograph all finished paintings.
3. Design book and self publish the book.
4. Document on video the completed project.
5. Edit the video and master for release in streaming and DVD/Blu Ray Disc formats.
6. Hold Mapping workshop with MUSD.
7. Prep for exhibition and public lecture.

May 2015

1. Install exhibition at CMC.
2. Conduct public lecture at CMC.

October 2015

Complete and submit final sabbatical report.

## **Supporting Documentation:**

See attached:

1. **Letter from Joe DeSantis**, Interim V.P. of Instruction, evaluating the academic value of the proposed sabbatical and the ability of applicant to complete the sabbatical.
2. **Biography/Resume**

## **Summary of Proposal:**

I propose to produce a body of artwork in several mediums that addresses the environmental, geographical and historical changes that have occurred over 100 years on the landscape of Southern California: contemporary paintings derived from referencing aerial photography and satellite imagery, historical, geologic and web-based information; a book with illustrations of all the completed paintings/drawings; a short documentary film/video about the making and meaning of this work; and to share this process and work with my students, the school and the community through exhibitions, a lecture and “The Art of Mapping Places” workshop. My goal is to show our state and the impact we, as humans, have made on the land, so that in this time of expanding environmental consciousness, viewers, our community and our students will look closer at the impact they make, individually and as a society, on the land that we call home.

To whom it may concern,

This letter is intended to demonstrate my recommendation for Spelman Downer's sabbatical request. He has described the project to me and provided me with a written description of it and the elements involved. I feel that this project and the presentational elements associated with it are appropriate to sabbatical leave as they reflect ongoing professional growth for him in his discipline and will provide a learning resource for CMC and the community. I am confident in Professor Downer's ability to plan, organize, and implement this project within the allotted timeframe.

Thank you

Joseph DeSantis

(Interim) Dean of Instruction, CIO



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

**Date of Senate Meeting:- February 20, 2014**

**Requested by:** Schiel

**Subject:** ACCJC Recommendation Committee Endorsement

**Type of Consideration: Discussion/Action**

Would the senate be comfortable with endorsing the yet to be determined recommendations of the appointed committee (Hopkins, Schiel, Chesterman, Berger, and Compton) regarding ACCJC metrics for the purpose of completing CMC report?



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

**Date of Senate Meeting:** March 20, 2014  
**Requested by:** Carolyn Hopkins  
**Subject:** Charging students to print in library  
**Type of Consideration:** Discussion/Action

**Background:** At a Roundtable meeting last semester the Superintendent/President announced the college would need to start charging students to print in the library. The stated reason was the the college's contract with Desert Images allotted a set number of prints and that number was exceeded and that other colleges charge for printing. Desert Images will be charging the college for library prints – estimated cost \$175-\$225 per month.

**Recommendations:**

- The Library Committee unanimously recommends that students should NOT be charged.
- ASCMC representatives on the Library Committee took this topic to their group. ASCMC recommends that students should NOT be charged.

**Rationales for Recommendations:**

- Financial hardship for students.
- Student Success - faculty often recommend students bring printed materials to class to take notes; charging may impact students' ability to do this.
- Student Success – some faculty require students to turn in print copies of assignments, rather than via email due to issues with email.
- Not a significant budgetary impact – current library revenue from copy machine and overdue fees are approximately \$3,000 per year, which exceeds estimated cost.
- Management recommendation on how to charge would (copy cards) would be problematic. Purchasing cards from Cashier – not feasible since library is open more hours. Cost and maintenance involved if purchasing copy card machine. Desert Images recommended using library public copy machine for printing. Library staff believes this would causes significant problems of queuing and potential privacy issues.
- If printing in the library has a fee it is highly probably that students will simply print in classrooms or labs and faculty are likely to increase printing to provide students with materials.
- ASCMC – if the rationale is partly because other colleges charge then all aspects of CMC operations should be aligned with other colleges.

**Desired Outcome:** That the Academic Senate make a recommendation on this topic.



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

**Date of Senate Meeting:** March 6 2014  
**Requested by:** Paul Delaney  
**Subject:** Five Year Update on CMC Tortoise Preserve  
**Type of Consideration:** Information

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**THIRTY-NINTH ANNUAL MEETING AND SYMPOSIUM  
THE DESERT TORTOISE COUNCIL**

DoubleTree by Hilton Hotel, Ontario, CA  
February 21–23, 2014

**Issues Facing Tortoise Translocation in an Urbanizing Area**

*Paul Delaney<sup>1</sup> and Edward LaRue, Jr.<sup>2</sup>*

<sup>1</sup>Copper Mountain College, 6162 Rotary Way, Joshua Tree CA 92252  
(760) 366-3791, email pdelaney@cmccd.edu

<sup>2</sup>Circle Mountain Biological Consultants Inc., P.O. Box 3197,  
Wrightwood, CA 92397 (760) 249-4948, email ed.larue@verizon.net

Copper Mountain College (CMC) established an 85-acre tortoise preserve in 2008 to serve as a translocation area (TA) for tortoises displaced from the adjacent 55 acres by campus expansion. Sixty monthly surveys along TA fencelines, and five annual 100% coverage surveys from 2009-2013, documented management concerns and generally bimodal (spring and fall) variance in tortoise activity. There was no statistically significant difference in tortoise abundance (*1-way ANOVA*,  $p = 0.26$ ) or mortality ( $p = 0.50$ ) after five years, suggesting successful translocation thus far. There was significant seasonal variance ( $p < 0.05$ ) in tortoise activity between months and years, along fencelines, and near roads. Tortoise activity was strongly correlated with environmental temperature and prior winter precipitation (*Spearman's*  $r = 0.80$ ). Subadult tortoises, scat and burrows were significantly less detectable than adults ( $p < 0.01$ ). Subadult tortoises experienced significantly higher mortality than adults, primarily due to predation ( $p = 0.04$ ). During the study period tortoise activity increased significantly along fences, except along the southern fence bordering Highway 62, indicating that road proximity affected tortoise behavior ( $p = 0.0008$ ). Management successes included no mortality of adult translocated tortoises, good compliance by construction personnel and vehicles, removal of invasive mustard species, educational efforts, and opportunities for citizen science. Persisting management issues included predation by ravens and canids, presence of *Mycoplasma*, ectoparasitic tick vectors, shell disease, recurrent litter, and storm or vehicle damage to fences. More effective population monitoring could be implemented using radiotelemetry, rigorous health testing, and durable identification markers. This translocation scenario is likely to be repeated when tortoises are displaced from other urban areas.

## Institutional (Program Review/SLO/AUO) Non-Budget Initiatives Fall 2013

Functional Area	Initiative	Identified In/As	External Coordination Required	Required Partners	Notes
Student Services	Restructure Orientation	Program Review/AUO	No		In-Process
Student Services	Additional SEP's	Program Review/AUO	No		In-Process
Student Services	New FA Debit Card	Externally Influenced	Yes	Information Services	Implemented
Student Services	On-Line Orientation	Program Review/AUO	Yes	Information Services	In-Process
Student Services	SS Act Requirements	Externally Influenced	Yes	Information Services Institutional Research	Ongoing
Student Services	EOPS Awareness	Program Review/AUO	No		
Academic Affairs	Access to Researcher	Program Review(S)	Yes	President's Office	Implemented
Academic Affairs	BB Shells Populated	Program Review(s)	Yes	Student Services Information Services Institutional Research	Completed
Academic Affairs	Grants <i>(need more)</i>	Program Review	Yes	President's Office Institutional Research	
Academic Affairs	Faculty Advisors	Program Review	Yes	Student Services (Possible Taskforce)	May have financial resource requirements
Academic Affairs	Community Partnerships	Program Review	Yes	Morongo Unified WIB Chancellor's Office (Deputy Sector Navigator's)	



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

**Date of Senate Meeting:** March 20, 2014

**Requested by:** Paul Delaney

**Subject:** Desert Studies Committee Meeting Minutes



**Desert Studies Committee Meeting Minutes**

March 11 2014 from 12-1 pm in Room 110, Minutes by P. Delaney

1. Members present: C. Allen, P. Delaney, M. Dorner, F. Cambon, G. Case, D. Pfeiffer, D. Pieper.
2. Treasurer's Report: Debra Pfeiffer reported that we have \$492 in the committee account.
3. The committee ordered more Desert Studies shirts and mugs for sale during Spring 2014 activities.
4. Professor Bridenbecker's fieldtrips this semester include:
  - a. March 25<sup>th</sup> (Tuesday) 12 -4 pm, Basin Geology Tour (or JT National Park geology tour).
  - b. March 29<sup>th</sup> (Saturday) 9 – 4 pm, Palm Springs Aerial Tram Tour (\$10 fee).
5. Volunteers needed to staff our table at Yucca Valley Earth Day April 19<sup>th</sup>. Students from the Desert Studies Club will help.
6. Ideas were discussed for additional activities during CMC "Earth Week", April 21-25. These included fieldtrips, art exhibits, archaeology exhibits, campus cleanups and recycling drives, nature walks, and band performances. The DS Student Club will have booths set up around the campus during this week.
7. Spring 2014 Activities other than Bridenbecker's field trips include:
  - a. March 29<sup>th</sup> from 9-4 pm, Bell Center: Desert Institute class, "Tortoise Surveying and Monitoring" by Paul Delaney and Ed LaRue.
  - b. April 19<sup>th</sup> 9-2 pm, Yucca Valley Community Center Earth Day, "Tortoise Encounters" (Conservation Community Outreach).
  - c. April 24<sup>th</sup> noon, Bell Center: Guest Speaker Frazier Haney from Mojave Desert Land Trust, "Habitat Conservation".
8. Treasurer Pfeiffer will resign in May and our new committee treasurer will be Fawn Cambon.
9. The meeting was adjourned at 12:45 pm.

College Council Meeting Minutes  
February 28, 2014 - 1:00 p.m.  
Library Meeting Room

D. Gast, R. Wagner, P. Kersey, J. Alpin, C. Hopkins, A. Riesgo, R. Compton,  
Z. Ginder, J. Kevari, M. Plummer, G. Brown, K. Coghill, M. Schiel

I. New Business

a. ACCJC Follow-up Report (C. Itnyre)

Dr. Wagner mentioned that we will stop our meeting today at 1:55 as some in attendance would like to attend the 2:00 Remembrance. Dr. Wagner asked about any issues with the ACCJC Report. The signature line was questioned and additional names will be added. As a result, there was consensus that the report should be forwarded to the Board of Trustees. Dr. Wagner reported that as a result of a recent phone call, he no longer owns property in Missouri.

b. Fall Schedule Planning (P. Kersey)

Dr. Kersey reported fall schedule planning information was sent out this week and they are waiting for feedback and comments. We will have a full summer schedule with 34 regular sections including Developmental Education and MASP. We are looking for lots of students.

c. Textbook Adoption Lists (P. Kersey)

Dr. Kersey informed the group that the textbook adoption list was sent out this week and will come back from faculty in order that we can get it to the bookstore.

d. Faculty Evaluations (P. Kersey)

Dr. Kersey mentioned that 31 evaluations had not been scheduled when she started. Now she has only one that has not yet been scheduled.

e. Pilot Substitute Faculty Plan (P. Kersey)

Dr. Kersey noted that a number of absences are a result of illness. Academic Affairs has put a list together for subs. The pilot will start next week and see if this is helpful. We will now have a good working list.

f. Summer Classes (P. Kersey)

This topic was mentioned above.

g. BP 5035 – Withholding of Student Records (G. Brown)

Mr. Brown reported this board policy has not changed; however, it has now been reviewed. It was previously 2001.

h. AP 5035 – Withholding of Student Records (G. Brown)

Mr. Brown mentioned he is working with the Business Office and updating policies and procedures to stay on track.

i. BP 3900 – Speech Time Place and Manner Draft (G. Brown)

Mr. Brown indicated he is reviewing policy and procedures. The language that is underlined are changes from the League. This policy includes our language and descriptor of area.

j. AP 3900 – Speech Time Place and Manner Draft (G. Brown)

Mr. Brown reviewed this procedure and noted it designates specifics and allows us to choose the timeframe. The three areas allow some flexibility depending upon circumstances. Phase III as the only area was questioned and Mr. Brown explained this does not disrupt classes and is a high traffic area. Large space with three separate areas will be our choice.

k. BP 5055 – Enrollment Priorities (G. Brown)

Mr. Brown mentioned the state has set aside resources through the Student Success Act.

l. Base Updates (Z. Ginder)

Mr. Ginder reported that Angela Rodriguez, a twenty-year army veteran has replaced Jeff Fourier as Base Education Officer. Ms. Rodriguez has a wealth of experience and it is very pleasant to work with her. Mr. Fourier purchased thirty textbooks for the MASP program. A new base technician has been hired; Summer Grenzow and they are now fully staffed. Student contact hours are down. Thanks to Mr. Kevari we have a student satisfaction survey including quality management questions to continually improve processes. MASP numbers are good. The March seminar is full and April is almost full. Mr. Ginder met with representatives from *Stars and Stripes Magazine*. It was an informational meeting and is a base specific education publication Mr. Fourier is working on free space for the college. Mr. Ginder will provide sample information. He will be presenting during the single marine program to talk about our college programs. He recently attended a career and education program and spoke with approximately 50 people.

m. Distance Education (Z. Ginder)

Mr. Ginder reported that a virtual campus is under discussion with Chancellor's Office. They are looking for a pilot program host. He suggested we have online registration completed first. New Distance Ed 501(c)3 with state authorization is still in the future. Victor Valley College discussed Distance Ed at the Region IX meeting. There are interesting things going on

with the Region IX Collaborative. It hasn't met since 2013, but we will be on the list.

A question came up regarding the summer schedule and if it is set and if we will have Fridays off. Ms. Riesgo clarified this went to CSEA yesterday and the MOU is in progress.

## II. Old Business

### a. Transcript Evaluator Job Description (A. Riesgo)

Ms. Riesgo and Mr. Brown are working with the constituent group regarding the details of this job description. Ms. Riesgo mentioned that Ms. Gast has been an enormous help in this process and it should be available prior to next College Council Meeting.

## III. Other/Discussion

Dr. Wagner reported there was a potential hold up on moving the Student Activity Center even though the Remodel for Efficiency had been completed; however, the Department of State Architect has provided a letter that the file is closed.

Dr. Wagner has asked Jacob Kevari to attend College Council Meetings. He met with him regarding employing our student survey and thought it would be beneficial to have him here. Through consensus, the follow up report was approved but Dr. Wagner wants to address the seven recommendations that were not compliance issues, but need to be addressed. He suggested that everyone get back into accreditation mode. Dr. Wagner mentioned the master calendar will be kept on track by Jacob and another reason for his presence at this meeting. This will help with his additional role in planning. Ms. Hopkins mentioned the possibility of modifying the participatory governance document. Dr. Wagner recommended we do this task without opening the entire document. Discussion was held regarding voting; however, this is a consensus building group and he suggested reviewing the document at the next meeting. Dr. Wagner mentioned committee movement and requested that committee things be kept on track.

Ms. Plummer reported we are in the testing phase of the new purchasing system. It will be coming on-line, is Windows based, and easy to use. Training will be coming soon. It will be easier and faster with access on-line to budget information.

Mr. Kevari mentioned the student survey and has added possible degrees. He plans to meet with faculty and keep it as consistent as possible going forward. Discussion was held about deployment of the survey and possible incentives. Mr. Brown recommended that if we plan to change anything,

now is a good time to do so. Dr. Kersey expressed concern about the length of the survey and suggested changing it next year and then doing the survey on a yearly basis. Some discussion was held regarding methods of change and deciding if this is useful information or not. Ms. Schiel mentioned there is a military designation that needs to be added.

Ms. Riesgo mentioned that CMC has softball team again. It starts on March 24, and we may have two more spots. If you are unable to play, snacks are needed.

Ms. Alpin asked a question regarding the budget relating to the Student Success Center computers that had not been corrected. Evidently they will be re-examined. An inquiry was made about the burnisher and if it had been purchased. It was clarified that it is in line to be funded. There was some discussion at the Budget Advisory Meeting that there is a bucket of money coming in. It was clarified this is the state level not local. A rainy day fund was mentioned and Dr. Wagner clarified that he will not propose that additional money being received from the state be spent. It will go into the general fund and may be in the reserve. The projected reserve was 8.6 which may increase to 9ish including property taxes and capital gains.

Ms. Hopkins indicated she is working on refining the process with faculty to focus on PLO assessments. Academic Senate will be discussing this topic. Flex activities include developing targets, goals, and benchmarking. She inquired about institutional dialogue including budgetary and non-budgetary priorities and when we will be going through these additional steps. Staff Day was mentioned with follow up anticipated.

Ms. Gast inquired about summer savings as a result of the campus closure on Fridays. Evidently it was less than 10%. Savings on utilities costs are a moving target and wasn't even half of what was presented initially.

Ms. Schiel reported the budget will go to the Senate at next meeting. They will take ACCJC recommendations of the matrix to the Senate also. SLO assessments and PLOs are moving and she has received no feedback on the Social Science Degree so it is alright.

Next Meeting: March 14, 2014

kc  
CCMM – 2-28-14