Year Three Report
Northwest Commission on Colleges and Universities

Rocky Mountain College
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Institutional Overview

Rocky Mountain College has a long and colorful history. Predating the statehood of Montana by eleven years, the College has weathered an earthquake, mergers, name changes, relocations, and enrollment and budget shortfalls to emerge as a strong thread in the fabric of higher education in Montana and the Northwest.

Drawing on strong traditions in both the liberal and practical arts, Rocky Mountain College has long demonstrated a commitment to student development and openness to different perspectives. The College strives to provide students with the foundations of a good life: rational inquiry, creative expression, critical thinking, and the practical application of knowledge. RMC graduates have become educational leaders, successful businesspeople, physicians, physician’s assistants, attorneys, pilots, and leaders in a plethora of other professions. Rocky Mountain College has marked them all with an appreciation of ethical responsibility and the tools for handling the challenges of changing times.

From its humble and complicated beginnings, Rocky Mountain College has developed into a vibrant, primarily residential college which is currently enjoying an upswing in enrollment, having experienced a 15% increase in the student population over the last three years. The College’s low student-teacher ratio and its high rate of financial support for students attract those seeking an intellectually rigorous yet personally supportive environment. RMC’s 1043 students (Fall 2011 enrollment) come from 42 states and 20 countries, with 54% of the population coming from Montana. Minority students comprise 9% of the student body, and more than 40% of RMC students are from the first generation in their families to attend college. All freshmen and sophomore students are required to live on campus, and many other students choose to, giving RMC its residential character. Rocky Mountain College is a member of the National Association of Intercollegiate Athletics and the Frontier Athletic Conference and sponsors seven men’s and seven women’s varsity sports. In addition to their academic pursuits, approximately one-third of RMC students participate in varsity athletics.

Rocky Mountain College offers twenty-four undergraduate academic programs and three master’s-level programs. Students can choose from fifty major options, with majors in business, education, exercise science, aviation, equestrian studies, and biology accounting for nearly 60% of the student population. Programs in psychology, history, literary studies, communication studies, environmental science, computer science, and the fine arts also generate significant enrollments.
Preface

Recent Institutional Changes

Rocky Mountain College’s recent history has been marked by a renewed focus on core operations. Although some new academic programs have been introduced, the new offerings have been designed to leverage off existing programs. In the summer of 2008, the College enrolled the first cohort in its Master of Educational Leadership Program. In 2009, minors in Reading and Organizational Leadership were added. During the 2011 academic year, a new major in Environmental Management and Policy was instituted. Without exception, these new offerings are built on the foundations of historically successful programs and generally represent new configurations of existing courses. Only the Master of Educational Leadership required significant additions to course curricula.

The College’s renewed focus on core operations is also evident in its efforts to better retain students. First-year student retention has long been an issue for the College, which has manifested in the form of less than desirable graduation rates (the 2005 cohort five-year rate was 47%) and institutional financial underperformance. Despite concerted efforts to improve retention in the 1990’s and at the turn of the millennium, retention of the Fall 2007 first-year cohort was only 57%. In 2007, RMC received a Title III Strengthening Institutions grant to enhance retention efforts. The Title III project and other retention efforts have provided valuable funds and focus, and retention efforts have begun to pay dividends. First-year student retention for the Fall 2010 cohort showed a nearly 15 point increase to 71%.

A significant aspect of the College’s Title III proposal was the acquisition of a current generation enterprise resource planning system to replace outdated information technology resources. The transition to the new ERP system, Campus Management, has not been without difficulties, but the College is hopeful that improved information will ultimately lead to better decision making. Management decision making at Rocky Mountain College has become more data driven, due not only to the improved ERP system but also as a result of the creation of an institutional research analyst position.

During the past five years, RMC has made significant improvements to its recruitment and admissions processes. A consultation agreement with Noel-Levitz has helped the College better define its market, its message to prospective students, and the processes by which students are recruited. Improvements in admissions and retention have led to significant increases in enrollment; a 25% increase has occurred over the last five years. RMC has been able to achieve significant enrollment growth while maintaining academic standards. Despite the large increase in new student numbers, the entering student academic profile has improved slightly.
Chapter 1: Mission, Core Themes, and Expectations

Eligibility Requirements 2 and 3

Rocky Mountain College is a private, not-for-profit corporation incorporated under the laws of the State of Montana. According to the Restated Bylaws of Rocky Mountain College, authority to operate is vested in the Board of Trustees. The Bylaws further state the roles and responsibilities of College constituents. RMC has been accredited through the Northwest Commission on Colleges and Universities since 1949. The College is authorized to award degrees in education by the Montana Board of Public Education. The flight training portion of the Aviation Program is authorized as a pilot training school under the Code of Federal Regulations Part 141.

In anticipation of changes to the structure and application of accreditation standards, the Rocky Mountain College Board of Trustees initiated a review and revision of the College’s mission statement in the spring of 2009. A revised mission statement was developed by a Trustee subcommittee and reviewed by the Faculty Executive Committee before being submitted for faculty consideration in the fall of 2009. The faculty voted to affirm the revised mission statement in October, 2009, and the Board of Trustees approved the new mission in the following month.

The process of core theme development began in December of 2009 with the presentation of information sessions to faculty, staff, and trustees regarding the proposed accreditation standards and their implications. Core themes development began in earnest in January 2010 and was initially a project of the Faculty Executive Committee. Core themes development quickly expanded beyond the Faculty Executive Committee and became the purview of a core themes working group and various sub-groups. More than thirty faculty and staff members, with representation split equally between faculty and staff, engaged in the development process.

Ultimately, the core themes were crafted by a working group consisting of the members of the Faculty Executive Committee, the Accreditation Liaison Officer, and five key staff members. The core themes were shaped and revised in an iterative process between May and December of 2010. The core themes, objectives, and indicators addressed in this report were formally drafted in December, 2010. In May of 2011, the Board of Trustees ratified the core themes.

The RMC mission and core themes guide the College strategically, tactically, and operationally. Institutional resources, both human and financial, are devoted exclusively to the pursuit of mission. Embedded in the pursuit of mission is the satisfaction of RMC’s purpose as a degree-granting institution of higher learning. RMC’s student centeredness is manifest in all College pursuits.
Standard 1.A --- Mission

Rocky Mountain College Mission

Rocky Mountain College educates future leaders through liberal arts and professional programs that cultivate critical thinking, creative expression, ethical decision making, informed citizenship, and professional excellence.

Interpretation of Fulfillment of Mission

Rocky Mountain College occupies an increasingly unique position in the landscape of higher education. This uniqueness is not limited to our emphasis on the liberal arts in the context of outstanding professional programs, and it is not limited to our dedication to sustaining high standards of pedagogical excellence despite the resource constraints that have increasingly affected virtually all learning institutions. Rocky Mountain College is unique because we offer an exceptional liberal arts-based education delivered by exceptionally talented and devoted faculty to an equally exceptional community of learners.

This community of learners is exceptional not because, as is so often the case at liberal arts-based colleges, it is economically or even academically elite. On the contrary, this community of learners is exceptional because it is as economically, socially, and academically diverse as the local communities and the State of Montana that the College serves. In this sense—liberal arts based-education in the context of professional development for students representing a broad range of experience and abilities—Rocky Mountain College is deeply important and increasingly necessary.

Liberal arts-based education has not always had to justify itself, and though there is no respectable association representing the interests of higher learning that does not vigorously emphasize the essential importance of the liberal arts, it is an ironic and deeply unfortunate fact that the kind of education to which we at Rocky are devoted is increasingly threatened. The crisis of liberal arts education is widely acknowledged, though its implications are less frequently iterated. The gravest implication is that, as the world more rapidly evolves and grows more increasingly complex, education more narrowly conceived is more likely to fail both learners and communities.

Rocky Mountain College must continue to strive to provide exceptional liberal arts programming for a substantial core of students who come to the institution in order to receive a strong education in the liberal arts. We understand that the vitality of our programs depends as much on a devoted student body as it does on a devoted faculty.

At RMC, we welcome many students who also see education principally as a means to the end of professional preparation. They express an interest in specific professional objectives rather than a more general desire to realize broad educational and personal development. We strive to encourage both professional and personal development through the marriage of liberal arts and professional programs. Our liberal
arts-based education is premised on the simple fact that broad understanding and experience realizes two essential results: greater understanding of a complex world and one’s place in it and greater ability to adapt to that world and to the complex challenges in one’s personal and professional life. We at Rocky Mountain College understand our importance in the context of our community, the State of Montana, and the world at large. Furthermore, we know precisely how vital what we do is in the framework of recent developments in higher education that increasingly emphasize and value more narrowly conceived and more narrowly applicable forms of learning. Our quality curriculum and student support services reflect the professional interests of our students even as we hold ourselves accountable to a mission broadly conceived, broadly applicable, and urgently essential.

The mission of Rocky Mountain College, while expressed explicitly at the beginning of this chapter, is likewise expressed in our core themes: academic excellence; transformational learning; shared responsibility and stewardship. We pursue the fulfillment of our mission by offering an uncompromising student-centered education executed by excellent faculty devoted to the liberal arts, through a curriculum founded in the liberal arts, and by providing support services and programs developed by professional staff to enhance students’ collegiate experience and to encourage personal development. A unique population of students is transformed into well-rounded, effective, and responsible citizens of their communities and an increasingly interconnected world. We pursue this undertaking ever more vigorously because, as the world grows more complex and its problems more urgent, this undertaking is more essential. We hold shared responsibility and stewardship as a core value because, with its emphasis on resources and sustainability, it expresses a consequential fact: What we do at Rocky Mountain College must be nourished and guarded because what we do is exceptional and necessary.

**Acceptable Threshold of Mission Fulfillment**

The core theme objectives described elsewhere in this document are the achievements or conditions necessary to accomplish that which is described by each core theme. Collectively, the core themes and their related objectives represent the achievements or conditions necessary to fulfill the mission. Individually, satisfaction of the objectives is necessary, but not sufficient, for the fulfillment of mission.

Although Rocky Mountain College has changed the articulation of its mission five times within the last twenty years, each of these iterations has carried the same essential message as the current mission statement. Throughout its history, the College has pursued the elements of the current mission, but the pursuit has been implicit in nature. Phrased differently, the College has not deliberately assessed progress toward its mission. Such being the case, it has historically proven difficult to articulate with any precision an extent of acceptable mission fulfillment.

However, Rocky Mountain College finds the current state of mission fulfillment acceptable, and chooses to describe this state using metrics associated with student
outcomes, enrollment and retention, and financial performance. The measured levels of
these metrics appear in Appendix 1.1. The College further defines the current state, in
terms of indicators, as an average of the past three years (2008-2009, 2009-2010, 2010-
2011), and an acceptable level of mission fulfillment as meeting established targets for
75% of the indicators articulated below. Finally, the established targets are defined as
90% of the three year average for each indicator, unless otherwise indicated. In keeping
with a philosophy of continuous improvement, the College consistently strives for
improvement in these, and other, performance metrics.

**Standard 1.B ---Core Themes**

The College has identified three core themes which serve to define the intent of
the mission statement. Per Standard 1.B.1, the core themes individually manifest
essential mission elements and collectively encompass the mission as a whole. The
themes are also understood as the conditions necessary to achieve mission. In order to
achieve its mission, Rocky Mountain College must achieve academic excellence,
actualize transformational learning for its graduates, and create an environment of
shared responsibility and stewardship that serves as a mode of operation and a model of
sound practices for students.

**Core Theme 1: Academic Excellence**

Rocky Mountain College creates a culture of learning by providing distinctive
academic programs designed and executed by outstanding faculty. The College is
committed to the liberal arts and sciences as the basis for all academic development and
as the foundation of the student experience. This commitment directs the College’s
general education requirements and the expectations of students engaged in the various
disciplines. Graduates possess knowledge and abilities that promote professional
excellence and lifelong learning through the combination of programs in the traditional
liberal arts and sciences with professions-oriented disciplines.

Four broad objectives related to the Academic Excellence core theme have been
identified. These objectives speak to the faculty’s perception of an academically
excellent institution as viewed through the prism of graduate learning outcomes.
Concomitantly, the indicators associated with each objective are based on learning
outcomes. In short, the institution believes that academic excellence is achieved when
graduates are broadly educated in the liberal arts and sciences and highly proficient in a
major field of study.

The objectives and related indicators of achievement associated with Academic
Excellence are:

*Objective 1*

- Graduates demonstrate knowledge of the principles, methods, and content of
  the quantitative disciplines, the natural sciences, the social sciences, the fine
  arts, and the humanities.

*Indicators*
Objective 1
• Graduates communicate effectively orally and in writing.
  Indicators
  o Level of student achievement as indicated by general education outcomes assessment;
  o Level of student achievement as indicated by academic major outcomes assessment;
  o Student perceptions as indicated on the National Survey of Student Engagement.

Objective 2
• Graduates demonstrate analytical, critical, and problem-solving skills.
  Indicators
  o Level of student achievement as indicated by general education outcomes assessment;
  o Level of student achievement as indicated by academic major outcomes assessment;
  o Student perceptions as indicated on the National Survey of Student Engagement.

Objective 3
• Graduates demonstrate analytical, critical, and problem-solving skills.
  Indicators
  o Level of student achievement as indicated by general education outcomes assessment;
  o Level of student achievement as indicated by academic major outcomes assessment;
  o Student perceptions as indicated on the National Survey of Student Engagement.

Objective 4
• Graduates demonstrate an understanding of creative processes and engage in creative processes in ways applicable to their areas of study.
  o Level of student achievement as indicated by general education outcomes assessment;
  o Level of student achievement as indicated by academic major outcomes assessment;
  o Student perceptions as indicated on the National Survey of Student Engagement.

Objective 5
• Graduates demonstrate knowledge, skills, and expertise in a major field of study.
  Indicators
  o Level of student achievement as indicated by academic major outcomes assessment;
  o Graduate success at achieving admission to graduate and professional schools as evidenced by placement rates;
  o Graduate success at obtaining satisfying employment as indicated in employment placement profile;
Graduate success at obtaining professional certification/licensure as indicated by scores on professional certification/licensure examinations;

Student perceptions as indicated on the National Survey of Student Engagement.

**Indicator Rationale**

All five objectives for Academic Excellence are rooted in graduate knowledge, skills, and abilities. Therefore, key indicators for each objective are based on student learning outcomes assessments. For objectives one through four general education outcomes assessment plays a key role. For objectives two through five, academic major outcomes assessments are relied upon. Both the general education and major assessment protocols are designed to include direct indicators of student performance.

The College has recently modified general education assessment. Moving forward, the assessment of general education requirements will be tiered, with one instrument, the Educational Testing Services (ETS) Proficiency Exam, serving as an assessment instrument for the general education requirements as a whole, and individual program assessments serving as assessment instruments for the individual components of the general education requirements. Historically, only the assessments of general education contributions by individual programs have been considered. In conjunction with the decision to use the ETS Proficiency Exam, which will be administered to graduating students, the faculty have stipulated learning outcomes for the general education requirements as a whole. These outcomes correspond with the first four objectives of the Academic Excellence core theme. Individual programs will continue to maintain objectives and assessments for their respective contributions to the general education requirements. In total, these assessments provide the College with direct feedback, as evidenced by student proficiency, concerning progress toward Academic Excellence objectives. As noted with respect to mission fulfillment, the College is not presently dissatisfied with the degree to which the institution is excellent academically, but we look forward to an enhanced ability to measure student progress related to general education using the ETS Proficiency Exam as a benchmarking device.

Academic programs at RMC use a variety of academic major outcomes assessments. The assessment tools include exit exams; analyses of student work and portfolios; critiques of senior recitals and exhibitions; field observations; and exit surveys and interviews. Academic programs have been given considerable latitude in terms of developing the assessment approaches that faculty believe will provide the best information to inform programmatic decisions. Invariably, academic major assessments focus on graduating students. Most of the assessments directly measure student proficiency as evident in student work. A few provide feedback about student impressions of their performance and degree of preparation. In these cases, assessments rooted in student work will augment student-perception-based instruments. Nonetheless, all academic majors at RMC use assessment practices that provide feedback related to Academic Excellence objective five.
Many of the academic major assessments also provide feedback related to more general skills, such as analytical and critical thinking; oral and written communication; creative expression; and problem solving. Where applicable, these assessments will be used to indicate progress related to Academic Excellence objectives two, three, and four.

Another assessment instrument, the National Survey of Student Engagement (NSSE), will be used to measure student perceptions of institutional performance related to all four Academic Excellence objectives. Numerous questions on the survey speak to the issues constituting the Academic Excellence objectives.

Progress toward objective five is further indicated by student performance as measured with instruments used only in relation to objective five. Several academic majors at RMC are in fields requiring professional certification or licensure. In these cases, the results of professional certification exams provide clear and direct feedback concerning graduates’ levels of preparation. Less direct, though still valuable, information can be derived from analyses of graduate and professional school placement rates. Similarly, employer perceptions of the preparation of RMC graduates, as evident in placement rates in the major field of study, provide meaningful feedback.

Core Theme 2: Transformational Learning

Rocky Mountain College embraces its role as a transformational agent in the lives of students and elevates them educationally, economically, socially, and culturally. The College promotes the development of the whole person to maximize students’ human and leadership potential. The College, more than the sum of its curricula and programming, affords students opportunities to engage in a wide range of curricular, co-curricular, and extra-curricular opportunities enhancing the student experience.

RMC recognizes that the college experience results in development beyond that indicated by academic preparation. The College strives to help students engage in fulfilling lives as evident in the four Transformational Learning objectives.

Objective 1

• Graduates exhibit preparation and maturity appropriate for the next stage of their academic or professional lives.

  Indicators
  - Level of student achievement as indicated by academic major outcomes assessment;
  - Employer satisfaction with the level of student preparedness as indicated by the results of an applied learning preceptor survey;
  - Employer satisfaction with the level of graduate preparedness as indicated by the results of an employer satisfaction survey;
  - Graduate success at achieving admission to graduate and professional schools as evidenced by placement rates;
Objective 2

- Graduates demonstrate an ability to achieve goals by working effectively with others.

**Indicators**
- Level of student participation in co- and extra-curricular activities;
- Level of student achievement as indicated by outcomes assessment of extra- and co-curricular activities;
- Level of student achievement as indicated by general education and relevant academic major outcomes assessment;
- Student perceptions as indicated on the National Survey of Student Engagement.

Objective 3

- Graduates demonstrate an understanding of the ethical implications of their choices.

**Indicators**
- Level of student achievement as indicated by general education and relevant academic major outcomes assessment;
- Level of student ethical awareness as indicated by the National Survey of Student Engagement;
- Incidence of violation of integrity related campus policies as indicated by the records of appropriate bodies;
- Student perceptions as indicated on the National Survey of Student Engagement.

Objective 4

- Graduates demonstrate an understanding of informed and responsible citizenship.

**Indicators**
- Level of student achievement as indicated by general education and relevant academic major outcomes assessment;
- Incidence of community enhancing behaviors as indicated by the National Survey of Student Engagement and internal records;
- Incidence of community diminishing behaviors as indicated by the records of appropriate bodies;
- Student perceptions as indicated on the National Survey of Student Engagement.
Transformational Learning objective one is closely related to Academic Excellence objective five. As a result, the objectives share several common indicators. Graduates’ levels of academic preparation are measured using academic major outcomes assessments, scores on professional licensing examinations, and placements in both graduate school and employment. The academic major assessments and professional licensing examination scores present clear and direct evidence of graduates’ abilities in their chosen fields of study. Placement rates provide less direct information, but do indicate the degree to which employers and graduate schools believe that RMC graduates are academically prepared.

Progress toward Transformational Learning objective one is further indicated by employer satisfaction with RMC graduates. Surveys of applied learning (internships, student teaching, clinical rotations, and similar experiences) preceptors are presently administered and provide information about how RMC students nearing graduation are perceived by professionals in their fields. The College intends to expand the survey process to include employers of RMC graduates. These employer-related instruments provide useful information about the broader preparation of RMC graduates. Whereas placement rates indicate employers’ belief in academic preparation, employer satisfaction with RMC-prepared employees speaks to more holistic preparation including, but not limited to, job-related knowledge and skill development.

Like the Academic Excellence objectives, all Transformational Learning objectives are also assessed using student perceptions as indicated by the National Survey of Student Engagement. The College believes that student perceptions of their development as people provide insight valuable in assessing institutional progress related to \textit{whole person} development. Elements of the NSSE are also valuable in terms of assessing more pointed aspects of student development. Specifically, student ethical awareness (objective three) and student engagement in community enhancing activities (objective four) are specifically queried on the NSSE. Although self-reported, these indicators of student development speak to the issues associated with the objectives.

All four Transformational Learning objectives are also assessed using academic major and general education student learning outcomes assessments. Numerous academic outcomes assessments used at RMC are relevant in terms of assessing students’ ability to work collaboratively, students’ understanding of ethical considerations, and students’ grasp of the aspects of responsible citizenship (objectives two through four).

The Transformational Learning objectives are not confined to classroom learning. Obviously, students transform as a result of the entire collegiate experience. RMC offers a wide range of co- and extra-curricular activities and leadership opportunities. The College intends to employ the same rigorous outcomes assessment philosophy used in the academic programs to non-academic activities. Although these processes are currently under development, all programs at RMC intend to assess their activities against articulated desired outcomes. With respect to the core themes, these assessments will be
most directly applicable to Transformational Learning objective two. The College also believes that rates of participation in co- and extra-curricular activities are indicative of collaborative development.

The remaining indicators for Transformational Learning objectives three and four—incidence of integrity related policies, incidence of community enhancing behaviors, and incidence of community diminishing behaviors—require further clarification. Stated most simply, the College intends to assess students’ ability to make positive ethical and social choices by gathering evidence related to the consequences of choices. The College further intends to establish baselines reflecting current rates of incidence in an effort to assess changes in manifest student behaviors. The campus policies, bodies, and records referred to in the indicators include, but are not limited to, academic integrity policies, academic appeals processes, student life disciplinary and appeals processes, housing disciplinary and appeals processes, and student judicial processes.

Core Theme 3: Shared Responsibility and Stewardship

Rocky Mountain College strives to be the embodiment of its mission. By serving as a capable steward of resources and by employing a participative and effective governance model, the College demonstrates application of the concepts expressed in its mission. Specifically, the College strives to engage in informed and ethical decision making through the application of best practices as a means to promote organizational development and excellence. In short, the College endeavors to manifest the ideals of critical thinking, ethical decision making, informed citizenship (from an organizational perspective), and professional (organizational) excellence. In doing so, the College models abilities, dispositions, and behaviors expected of students.

The Shared Responsibility and Stewardship theme connects not only to the express mission elements noted above, but also to the implied mission elements of continued viability and organizational improvement. The Year-One Peer Evaluation Report suggests that the Shared Responsibility and Stewardship theme is too operationally oriented and serves more as a means to an end than an end itself. Given Rocky Mountain College’s history of financial and managerial difficulties, organizational health is, however, perceived internally as a meaningful end state. The College strongly desires to hold itself as accountable in terms of fiscal and organizational responsibility as it holds students accountable in terms of learning outcomes. As a result, the College’s own development is afforded parity with student development.

Objective 1

• The College successfully engages in resource development.

   Indicators
   ○ Revenue sustains operations as evidenced by balanced budgets;
   ○ Revenue, both from operations and giving, and endowments grow as evidenced by financial reports;
The College’s financial ratios compare favorably to external benchmarks.

Objective 2
- Resource allocation to programs, activities, and services promotes their successful execution.

  Indicators
  - Growth in program/service budgets;
  - The college’s resource allocations compare favorably to external benchmarks;
  - Faculty and staff perceptions as indicated by a survey of faculty and staff.

Objective 3
- Decisions are made prudently, ethically, and at appropriate organizational levels.

  Indicators
  - Observation of pertinent policy documents as indicated by the records of governance, policy-related, and student appeals proceedings;
  - Faculty and staff perceptions as indicated by a survey of faculty and staff.

Objective 4
- Activities and services support the well-being of members of the college community.

  Indicators
  - The level of activity/program performance as indicated by outcomes assessment;
  - The level of student satisfaction with services as indicated by the Student Satisfaction Inventory;
  - The level of faculty and staff satisfaction with services as indicated by a faculty/staff survey.

Indicator Rationale

Indicators for Shared Responsibility and Stewardship objective one are derived largely from the institution’s financial reporting system. Measuring RMC’s success in terms of resource development is straightforward: net revenue from tuition, revenue from annual giving and endowment earnings, and growth in the endowment can all be directly observed in existing financial statements. It is important to note that as a tuition-driven institution, RMC is, from a financial perspective, primarily focused on growing net tuition revenues. Generating tuition revenues from matriculated students is essential to the health of the institution and necessitates the strategic awarding of financial aid resources.
Information related to annual profitability, or, more accurately, the avoidance of operating deficits, though important, is not deemed a sufficient indicator of successful resource development. RMC intends to benchmark its performance as evident in key financial ratios against similar institutions using data available from the Integrated Postsecondary Education Data System (IPEDS) and the National Association of College and University Business Officers (NACUBO). In doing so, the College can directly assess its financial performance in both absolute and relative terms.

Among the measures to be considered will be indicators related to resource allocation issues (objective two). Measures of growth in program and service budgets, instructional and other operational expenditures per student, and instruction and operational expenditures as a percentage of the institution’s budget speak to the effectiveness with which financial resources are employed. Although resource growth does not necessarily indicate that resources are being allocated to promote the successful execution of programs and services, the historical resource situation at RMC lends significant meaning to such metrics. Since the College has traditionally struggled with resource sufficiency, the institution has become particularly adept at making effective use of limited resources. Phrased differently, RMC is a very fiscally conservative institution, and new resources are put to the highest-valued use. Resource growth, in the case of RMC, will almost certainly lead to improved operational performance. As is the case with objective one, RMC is keenly interested in how its resource allocation metrics compare to similar institutions. Such comparisons speak to the adequacy of resource allocations.

A survey of faculty and staff will be designed to solicit feedback about employee perceptions of resource adequacy. This instrument will also be used to solicit employee perceptions related to objectives three and four. As is the case with student and employer surveys, employee surveys do not provide definitive proof of the accomplishment of objectives. Nonetheless, constituent perceptions do provide meaningful feedback.

Objectives three and four are non-financial in nature and address organizational issues in more constituent-focused ways. Objective three will be assessed based largely on periodic reviews of decisions and decision making processes. RMC employs an organization model designed to promote shared governance and decision making at appropriate organizational levels. The institution must simply ascertain whether prescribed organizational policies are observed. Besides direct review, the aforementioned survey of faculty and staff will provide feedback related to the observation of structure and policy.

The faculty and staff survey will also provide information about objective four. Employee perceptions of the degree to which the institution demonstrates support for the well-being of its community are important indicators of the institution’s effectiveness in this regard. As members of the college community, students will also be afforded the opportunity to provide perceptions-based feedback in the form of the Noel-Levitz Student Satisfaction Inventory.
Perhaps the most important indicators related to objective four are outcomes assessments of the actual effectiveness of activities and programs. Academic services, such as advising, student services, and other administrative functions are expected to articulate outcomes and assess against them. RMC intends to apply assessment practices used in academic programs to all forms of programs and services. These assessments will provide direct indications of program and service effectiveness.
Chapter 2: Resources and Capacity

Eligibility Requirements 4-21

Since its founding, Rocky Mountain College has pursued its mission by blending the liberal arts with professional programs. Although the College is affiliated with the United Church of Christ, the United Methodist Church, and the Presbyterian Church, it operates in a completely non-sectarian and independent manner, capable of holding itself accountable to, and responsible for, meeting all NWCCU standards. As clearly stated in the College Catalog, RMC does not discriminate on the basis of race, color, sex, religion, national origin, citizenship, age, disability, or sexual orientation in admissions, policies, programs, or employment, and adheres to all financial and professional ethical standards appropriate for an academic institution. For example, Rocky Mountain College faculty and its administration value the rights and accept the responsibilities associated with academic freedom in teaching and research. In addition, the Restated Bylaws of the Rocky Mountain College Board of Trustees clearly dictate the size of the Board, as well as its responsibilities and practices. Members of the Board are responsible for the quality and integrity of the institution, as well as ensuring that the institution’s mission and core themes are being achieved. Furthermore, Board members are careful to limit contractual, employment, and financial relationships with the institution, and the college President is prohibited from serving as chair.

An effective administrative structure provides leadership to, and management of, institutional operations such that RMC is able to fulfill its mission. Highly qualified, nationally recruited faculty are evaluated regularly, and invested with the responsibility of crafting and assessing curricula which produce appropriate student learning outcomes. These outcomes are driven by the Rocky Mountain College mission and/or best disciplinary practices, and include core outcomes produced, in part, by required general education course work. In addition to developing disciplinary competence and demonstrating an understanding of the fine arts, humanities, social sciences, and natural sciences, Rocky Mountain College graduates are able to think critically, communicate orally and in writing, and analyze models using approximating or statistical techniques. In order to meet the needs of these students, RMC provides library and information resources necessary to support all programs offered. In addition, extensive efforts have been made to provide appropriate instructional technology for classrooms and laboratories. Significant resources are also devoted to acquiring and maintaining the other physical and technological infrastructure necessary to accomplish the College mission. Chief among these expenditures has been the acquisition of a current generation, enterprise resource planning system, Campus Management. Although the College has experienced significant improvements in terms of physical plant, classroom technology, and faculty in the last few years, it is aware that such efforts must continue.

College information is kept current and available to the public on the college website and/or in the RMC Catalog, the Student Handbook, the RMC Faculty Policy Manual, the RMC Employee Manual, and in a variety of departmental policy handbooks and documents. Additionally, College financial information is made available via an
external financial audit which is conducted annually. These audits reveal that the Rocky Mountain College demonstrates financial stability with sufficient cash flow and reserves to support all programs and services in the fulfillment of its mission. RMC financial planning reflects available funds, realistic development of financial resources, and appropriate financial risk management.

Rocky Mountain College values the opportunity provided by the NWCCU accreditation process to clarify and measure its mission and core themes. To this end, the College is committed to providing complete and accurate information to the Commission.

**Standard 2.A Governance**

Rocky Mountain College employs a governance structure that allows for effective and efficient decision making, as well as ongoing review of strategy, policy, and procedure. The governance system is comprised of trustees, administrators, faculty, staff, and students and affords opportunities, when appropriate, for each of these constituencies to provide input into decision making processes.

The Rocky Mountain College Board of Trustees serves as the ultimate authority regarding matters of the College. The Restated Bylaws of Rocky Mountain College (Appendix 2.1) charge the Board of Trustees with the responsibility of choosing and evaluating the college President, determining the strategic direction of the College, establishing academic policy after considering recommendations from the administration, approving an annual operating budget and its components, authorizing major fundraising efforts, and approving major capital investments and the financing thereof. In exercising its responsibilities, the Board works closely with the President, who is an *ex-officio* member of the Board, and the executive leadership of the College, which consists of the Academic Vice President/Provost, the Chief Financial Officer, the Vice President for Student Life, and the Vice President of Enrollment Services.

The executive leadership of the College, along with the President, also comprises the President’s Cabinet. The President’s Cabinet is responsible for executing the strategic plan and offering recommendations to the Board of Trustees related to the responsibilities of the Board. President’s Cabinet deliberations and recommendations are, in turn, informed by input from staff members reporting to their respective vice presidents. An organizational chart highlighting these relationships is presented in Appendix 2.2.

Although the Board of Trustees is responsible for approving academic policy, the formulation of said policy is the responsibility of the faculty. Faculty recommendations are passed to the Board through the President and the Academic Vice President/Provost. The Rocky Mountain College Faculty Constitution (Appendix 2.3) recognizes the faculty as having “…primary responsibility for the formulation of educational policy, including requirements for admissions, courses of study, conditions of graduation, the nature of degrees to be conferred, and any other matters critical to the educational work of the College.” The faculty functions as a committee of the whole, with leadership provided by a faculty chair. The governance-related work of the faculty typically originates in one of
four standing faculty committees: Curriculum, Assessment, Faculty Evaluation, and Personnel Policies. The agenda for faculty meetings is established by a fifth standing committee, the Faculty Executive Committee. The membership of the Faculty Executive Committee consists of one member from each of the standing committees, the faculty chair, and the three academic division chairs. The Academic Vice President/Provost and the Associate Academic Vice President are ex-officio members of the Faculty Executive Committee as well.

For administrative purposes, the faculty is organized into three divisions (Arts and Humanities, Professional Studies, Science and Mathematics), each with an elected chair. Although faculty business requiring a vote is conducted by the body as a whole, items of interest to faculty are often addressed at the divisional level as a means of fostering discussion. The division structure serves principally as a mechanism for improving communication and the flow of information to and from individual faculty members. Academic scheduling, budgeting, and staffing decisions are more easily addressed through the division structure.

RMC staff engage in governance through the Staff Council and through direct communication with administrative leadership. RMC employees benefit from a relatively “flat” organizational structure. As a result, staff employees have access to senior and executive leadership. Operational departments, such as Student Records, Physical Plant, Student Services, Admissions, and Financial Aid, meet on a regular basis.

Student participation in governance is achieved primarily through the Associated Students of Rocky Mountain College (ASRMC). Any student enrolled in six or more credit hours has standing as a member of this student government organization. Direct engagement in College governance, through communication with College leadership, is undertaken by the ASRMC Governing Council, which consists of a four member executive board and ten senators. The ASRMC Governing Council is responsible for the oversight of student organizations, student publications, and student social and cultural events.

The President’s Cabinet is responsible for monitoring compliance with the Commission’s Standards for Accreditation. Of the Cabinet members, the Academic Vice President/Provost is chiefly responsible for accreditation matters. As an independent college, the impact of legislative acts of the State of Montana is limited. Some academic programs, particularly Education, Aeronautical Science, and Physician Assistant Studies, are routinely subject to state, federal, or other external mandates. Compliance therewith, though ultimately the responsibility of the Academic Vice President, is monitored by program faculty. Appropriate staff monitor regulatory changes in other areas, especially in those cases where regulatory changes are frequent. For example, the Director of Financial Aid routinely assesses compliance with federal law associated with financial aid. Similarly, the Associate Dean for Student Life monitors compliance with regulations regarding housing and student safety, and the Registrar is responsible for assuring compliance with respect to the maintenance of student records. RMC is not subject to any collective bargaining agreements.
Governing Board

Presently, the RMC Board of Trustees consists of thirty individuals from varied backgrounds including education, business, law, medicine, banking, and the clergy. The President, an *ex-officio* member, is the only College employee serving on the Board. Appendix 2.4 represents a complete listing of Board membership. The 2010 Restated Bylaws of Rocky Mountain College stipulate a total Board membership of no fewer than 19 and no more than 25 members.

The Board bylaws (Appendix 2.1) clearly articulate the authority, responsibilities, and organization of the Board. Some specific iterations of Board powers articulated generally in the bylaws are stated in other College policy documents. For example, the Faculty Policy Manual charges the Board with the final approval of faculty tenure recommendations.

Among the responsibilities of the Board are the duties of appointing, evaluating, suspending, and removing the President, who serves as the chief executive officer of the College. In the College bylaws, the Board specifically affords the President “the authority and responsibility to conduct the business of the college in all its day-to-day activities.” The President is further charged with acting as “the duly authorized agent of the Board of Trustees in all matters in which the Board of Trustees has not designated some other person to act.”

Trustees meet quarterly (typically in February, May, September, and November) as a body of the whole. Board business comes before the trustees through one of eleven standing trustee committees. A full list of committees is detailed in Appendix 2.5. Between meetings of the Board of Trustees, an executive committee consisting of at least eleven trustees and including the Chair and Chair-elect is charged with transacting the business of the College under the express authority of the full board. The executive committee convenes on an as-needed basis.

The Restated Bylaws of Rocky Mountain College vest the authority to operate the College in the Board of Trustees and grant the Board “final authority in establishing college policy and college programs.” As such, the Board oversees, reviews, and approves essentially all college policies including operating policies in all divisions, personnel policies, and the curriculum.

The Board also oversees and reviews its own operations and policies. On an annual basis, the Chair, in consultation with the college President and key trustees, reviews the performance of the Board and its members as part of the committee chair selection process. In recent years the Board, through its Committee on Trustees, has focused more attention on board and trustee development. A major component of board development has been an emphasis on conformity with best practices as articulated by the Association of Governing Boards.
Leadership and Management

Although the ultimate authority for the operation of the College rests with its Board of Trustees, the operational work of the College is executed by its leadership, faculty, and support staff. The principal leadership body at the College is the President’s Cabinet, which consists of the President and four executive vice presidents. Cabinet meetings including the President occur on a monthly basis. In addition to the monthly full Cabinet meetings, the executive vice presidents meet as a cabinet on a weekly basis when a full cabinet meeting is not called. The President meets privately with each of the executive vice presidents on a weekly basis as well.

The President’s Cabinet is charged with executing the College’s strategic plan and offering recommendations, through the President, to the Board of Trustees on matters related to the Board’s responsibilities. The President’s Cabinet plays a lead role in not only the execution of the strategic plan, but also its development, subject to the oversight and approval of the Board of Trustees. Similarly, cabinet members, individually and as a group, play lead roles in tactical and operational decision processes, subject to the oversight and approval of the President. The actions of the Cabinet and its members are informed by senior managers and faculty who report to the executive vice presidents as well as staff with an indirect reporting relationship to the executive vice presidents. Rocky Mountain College is sufficiently small and its reporting structure sufficiently “flat” to allow meaningful input to decision processes from its employees.

Still, despite the accessibility of college leaders, the leadership structure and decision making protocols are clear. The membership of the President’s Cabinet includes the executive leaders of four key operating divisions: academic affairs, finance, student services, and enrollment services. Combined, these campus leaders have nearly seventy years of service to the College. Curriculum vitae for the executive leadership team are provided in Appendix 2.6. All of the executive leaders are directly supported by one or more senior level managers as illustrated in Appendix 2.2. The fundamental nature of the College, its size, and the accessibility of its leaders all coalesce to foster an environment of collaboration and cooperation.

Spurred first by the development of a student learning and academic program assessment system, other functions within the College have worked to develop improved assessment protocols. This process was enhanced by the development of core themes and core theme objectives. The operations of the College are directed toward the accomplishment of mission and the fulfillment of core theme objectives. Methods of assessing progress to those ends are under constant development and refinement. Assessments begin at the course or activity level and build to more general assessments of the institution’s progress and performance. Outcomes assessment has spread from courses and academic programs to the rest of the institution.

Since 2006, Mr. Michael R. Mace has served as the institution’s chief executive officer. President Mace’s professional background is rooted in private industry, but his
non-traditional qualifications for the presidency have not limited his effectiveness. To
the contrary, Mr. Mace’s business acumen has helped the College significantly in its
efforts to become more financially stable. The President is a full-time employee of
Rocky Mountain College, and is not otherwise professionally employed. As noted
earlier, the President serves as an *ex-officio* member of the Board of Trustees but is not
eligible to serve as that body’s chair.

In September 2011, the administrative structure of the College was changed such
that most of the executive vice presidents report to the Academic Vice President/Provost
instead of reporting directly to the President. The change was designed to alleviate the
President of some responsibility for the day-to-day operations of RMC, thus allowing
more energy to be directed at fundraising and other external matters. The President is
still ultimately responsible to the Board for the effectiveness of regular operations.
Furthermore, the President continues to meet regularly with the President’s Cabinet as a
group and individually with the Provost and other executive vice presidents.

**Policies and Procedures**

*Academics*

Academic policies pertaining to students are published in the RMC Catalog,
which is updated annually and is available in print and electronic forms. Responsibility
for curricular matters rests with the faculty as a whole, though changes to the curriculum
are first presented by academic programs to the Faculty Curriculum Committee and are
subject to final approval by the Board of Trustees, which, in such cases acts on
recommendations of the President and Academic Vice President. The Chair of the
Curriculum Committee works in concert with the Registrar and the Academic Vice
President to maintain the accuracy of the curricular elements of the catalog. Academic
policies not directly related to curriculum are the responsibility of the Academic Vice
President, who works in conjunction with the Registrar and other relevant parties to
ensure catalog accuracy.

Policies related to faculty members’ roles and responsibilities, including policies
on faculty evaluation and academic freedom, are explicated in the Faculty Policy Manual,
which is available to faculty in print (Appendix 2.7) and electronic forms. Changes to
faculty policies originate in the Faculty Personnel Policies Committee, are subject to
approval by the faculty as a whole, and are further subject to final approval by the Board
of Trustee, which, in such cases, acts on recommendations from the President and
Academic Vice President.

Library policies are published online and are available at
(http://www.rocky.edu/academics/library). Policies concerning library use, circulation,
intellectual property, interlibrary loan, reserve materials, electronic resources, computer
use, archives, and privacy protection are among those highlighted. Remote library access
policies and links to external library resources are also provided. Library staff and, where
applicable, academic computing staff are responsible for enforcing library and acceptable
use of electronic resource policies. The principal means of enforcement are suspension of library or computer privileges and transcript or registration encumbrances. Internal library policies are published in the library’s Collection Development Plan, provided as Appendix 2.8.

General transfer-of-credit policies and transfer admission requirements are outlined in the RMC Catalog. Typically, courses from colleges with accreditation equivalent to that held by RMC are accepted in transfer, though courses below the 100 level are not accepted. Specific transfer issues, such as substitutability within a degree program and suitability for satisfaction of general education requirements, are often handled on a case-by-case basis in the Office of Student Records. Treatment of transfer courses is based in the standards of the American Association of College Registrars and Admissions Officers. In some cases, existing articulation agreements, transfer guides, or precedent established by repeated incoming transfers of a common class are used to make transfer decisions.

Students

Student rights and responsibilities are outlined in the RMC Catalog and the RMC Student Handbook (http://www.rocky.edu/student-life/dean-student-life/student-handbook/). The Student Handbook was most recently updated in August 2011 and includes policies related to academic and behavioral conduct, as well as student due process protocols. The Catalog is an additional resource for information regarding conduct policies and student due process. Additionally, the Catalog articulates policies regarding accommodations for persons with disabilities.

Administration of academic conduct policies is the purview of the academic affairs division. The Faculty Academic Standards Committee processes student appeals of academic matters. The Academic Vice President serves an appellate function and provides general oversight of academic matters to ensure student rights. The Academic Vice President also serves as the court of final appeal on behavioral conduct matters. The original jurisdiction for such matters rests with the student services division, and the Vice President for Student Life oversees the associated judicial processes. Both the Academic Vice President and the Vice President for Student Life share the responsibility of administering policies related to services for students with disabilities.

With limited exception, students are admitted to the College and not to specific programs. Admission criteria are published in the RMC Catalog and various recruitment publications. Stringent placement criteria, rather than recommendations, for introductory mathematics and English have been recently developed and are administered by the College’s Director of Advising prior to new student registration. Affected students are apprised of their placement at the time of initial registration. Academic progress criteria, including criteria associated with financial aid, are published in the Catalog, as are individual course prerequisites. Satisfaction of course prerequisites is administered by the Office of Student Records.
The College’s three graduate programs – Accountancy, Educational Leadership, and Physician Assistant Studies – are subject to separate admission criteria, as is the undergraduate teacher education program. Admission criteria for these programs are also published in the RMC Catalog. Formal continuation policies are applicable to students in the Education, Physician Assistant, and Aviation programs. These policies are published in programmatic student handbooks and are provided to students engaged in the programs in question. Appeals processes associated with program or institutional suspension or dismissal are published in the RMC Catalog, the RMC Student Handbook, and appropriate program handbooks.

The RMC Catalog and Student Handbook also include information concerning student eligibility for co-curricular activities and student rights and responsibilities once engaged in said activities. Some programs, particularly athletics and outdoor recreation, publish supplementary documents apprising participating students of their rights and responsibilities.

**Human Resources**

The Human Resources Department regularly reviews human resource policies as published in the RMC Employee Manual and the RMC Faculty Policy Manual for consistency, equity, and legal propriety. General employee policies are further reviewed and modified by the President’s Cabinet and, if substantive changes are instituted, the Board of Trustees. Faculty personnel policies are reviewed bi-annually by the Faculty Personnel Policies Committee. Changes to faculty policy are approved by the faculty as a whole and by the Board of Trustees. Both the Employee Manual and Faculty Policy Manual were last reviewed in April 2011. Employment policies are available in print and online forms.

Employee conditions of employment are elements of the human resource policies noted above. Additionally, non-faculty employees are provided with written job descriptions which detail job responsibilities and evaluation criteria. Employees are evaluated at appropriate intervals and provided with written performance feedback when evaluated. Faculty performance evaluation criteria, including criteria for promotion and tenure and conditions which result in termination, are outlined in detail in the Faculty Policy Manual.

Personnel records, whether in hardcopy or electronic form, are secured and the confidentiality of employees is strictly maintained. Physical employee records are maintained in restricted access areas in secure cabinets. Electronic records are protected by frequently updated passwords.

**Institutional Integrity**

Rocky Mountain College makes every effort to represent itself clearly and accurately across the variety of messages and media employed. The principal means of formally communicating information about academic programs and student services is
the RMC Catalog, which is updated annually. The RMC website is likely the most accessed source of information about the College, and the College is committed to updating its content frequently. Web content is reviewed annually, and the College updates news and information items frequently. A complete revision of the website was undertaken in late 2010/early 2011, and any inconsistencies between web content and physically published materials were resolved through the revision. The website and its associated faculty intranet serve as electronic repositories of important publications such as the Catalog, the Student Handbook, the Faculty Policy Manual, and the Operating Policies Manual. Four-year plans (or five-year plans, where applicable) for each academic major and the general education requirements are also available on the website.

The College strives to conduct its affairs ethically and with due sensitivity to others. RMC not only embraces ethical behavior as part of its mission and values, the College strives to instill a sense of ethics in its student population. RMC’s religious affiliations inform the emphasis on ethics, but the institution’s religious ties are not so strong as to materially affect autonomy.

Despite a commitment to cooperation and service, conflicts among College constituents do occasionally arise. Student grievance protocols are published in the Catalog and Student Handbook. Employee grievance procedures are published in the Faculty Policy Manual and the Operating Policies Manual. A conflict of interest policy is also articulated in the Operating Policies Manual. Trustees are subject to a conflict of interest provision in the College Bylaws. The College does not presently have an intellectual property policy.

The RMC Catalog and webpage both indicate that RMC is accredited by the Northwest Commission on Colleges and Universities. Contact information for the Commission is also provided. The Catalog and webpage also indicate the accreditation bodies for programs subject to specialized accreditation: Education through the Montana Office of Public Instruction, Aviation through the Aviation Accreditation Board International (AABI), and Physician Assistant through the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA).

Where appropriate and practicable, the College enters into clear, signed contractual agreements for goods and services provided by external vendors. These contracts are signed either by the President or the Vice President for the operating division to which the goods or services relate. The College signatories are responsible for ensuring compliance with the institution’s policies and procedures, as well as compliance with the Commission’s Standards for Accreditation. Ensuring the contract’s consistency with the institution’s mission, goals, and values is also the responsibility of the College’s signatory. The spirit and intent of contracts of significant value and/or duration are typically discussed by the President’s Cabinet.
Academic Freedom

Rocky Mountain College faculty value the rights and accept the responsibilities associated with academic freedom in teaching and research. As a whole, the institution is supportive of academic freedom as evidenced by the following statement, which serves as the statement of purpose associated with the first policy delineated in the Faculty Policy Manual:

At its April 25, 1957 meeting, the board of trustees of Rocky Mountain College adopted the “1940 Statement of Principles on Academic Freedom And Tenure,” jointly developed and adopted initially by the AAUP and the Association of American Colleges, as part of the faculty personal policies of this College. This statement remains part of the current policy. Its spirit permeates other parts. The College affirms that any individual appointed to the faculty will have full academic freedom. The responsibility for teaching classes is the teacher’s and it will not be abridged.

The policy on academic freedom indicates in greater detail those aspects of academic freedom most valued by the institution. This policy was most recently approved by the Board of Trustees in May of 2009.

Rocky Mountain College has also adopted the AAUP Statement of Professional Ethics as the core of the College’s policy on basic responsibilities of faculty. In doing so, the College explicitly values academic freedom, intellectual honesty, freedom of inquiry, the significance of the instructor/student relationship, and fair and accurate presentation of scholarship and ideas. Moreover, the College recognizes that these ideals apply not only to faculty, but also to students and other college and community constituents. The College embraces free inquiry and learning and strongly encourages the free exchange of ideas. The College’s church affiliations in no way adversely affect the free exchange of ideas.

Finance

Ultimate oversight of the College’s finances rests with the Board of Trustees. College Bylaws require board approval of operating and capital budgets, financing and borrowing plans, major fund raising efforts, property acquisitions and disposals, and the acquisition of major equipment. The College also operates under a board-approved investment policy, which includes guidelines regarding transfers among funds. Three trustee committees – Finance, Advancement, and Audit – are responsible for financial matters. Furthermore, the Board of Trustees is granted the authority to appoint, suspend, or remove the Treasurer of the College. The position of Treasurer is, by default, held by the Chief Financial Officer. The Treasurer is charged with maintaining adequate and correct accounts of College business transactions and reporting the financial condition of the College to the President and Board.
Standard 2.B. Human Resources

Rocky Mountain College works to ensure that support functions are adequately staffed both in terms of the number and effectiveness of staff personnel. Detailed job descriptions for all non-faculty positions are on file in the Office of Human Resources. These job descriptions serve as the basis for position postings, basic job training, goal setting, and performance evaluation. They clearly state job duties, qualifications, and reporting and supervisory relationships. Job descriptions are made available to employment applicants upon request.

Requests for replacement personnel or new positions are formally made by the Vice President responsible for the function making the personnel request. Requests are reviewed for need and financial efficacy by the Chief Financial Officer, the Office of Human Resources, and the President. The aforementioned detailed job description and posting/advertising information accompany the position request. Hiring policies and procedures are stipulated in the Operating Policies Manual.

Non-faculty employees are subject to a formal assessment of job performance relative to criteria derived directly from the job description. Employee goals and objectives may be built into evaluations at the supervisor’s discretion. Employees are subject to formative evaluation throughout the six month probationary period in an effort to identify and rectify performance issues as quickly as possible. The first formal summative evaluation occurs at the end of the probationary period. Annual evaluations take place thereafter.

Employees are encouraged to engage in professional development activities. Non-faculty employees have access to department funds dedicated to employee development. Recently, the College, through funding from a Title III grant, has invested significant resources in training associated with a new enterprise resource management platform. Additionally, the College has provided training opportunities by bringing presenters to campus or using campus personnel in training and development roles. Each faculty employee has access to $800, annually, to be used for faculty development activities. Faculty have also had access to additional development dollars through Title III funding or by making a request for additional development dollars through the Office of the Academic Vice President. Faculty are also eligible for paid sabbatical leaves after each seven-year period of service.

RMC also works to ensure that academic programs are adequately staffed, and College leadership is comfortable with the 11:1 student-to-faculty ratio. New faculty positions are created based on maintaining quality, access, and student service as the demands on programs grow. The institution relies primarily on full-time faculty; in 2010-2011 approximately 15% of the credits offered at RMC were taught by adjunct faculty.
All instructional faculty are evaluated regularly. Tenure-eligible faculty are evaluated annually until tenure is earned. Thereafter, tenured faculty are evaluated every five years. Tenured and tenure-eligible faculty are evaluated on four general components of performance: teaching, scholarly and creative activities, service to the College, service to the community. Subject to minimum and maximum weighting thresholds and approval of the Academic Vice President, faculty are afforded the opportunity to weigh the performance elements on which the evaluation is based. In doing so, faculty have significant input into framing institutional expectations regarding individual workloads and responsibilities. Of the performance elements, teaching is the most emphasized, with a possible weighting range of 50-70%. Within each performance element, multiple indices are employed to assess performance. The primary evaluation is based on these indices and input from peer review committees unique to each faculty member. The actual evaluation is performed by a campus-wide faculty evaluation committee, which offers summative performance recommendations to the Academic Vice President. The AVP ensures that the Evaluation Committee has followed policy and forwards the committee recommendation to the President, who is responsible for final decisions regarding contract renewal. Tenure and promotion decisions are subject to an additional layer of scrutiny at the Board of Trustees level. The AVP, President, and the trustees have access to primary evaluation data and are afforded multiple opportunities to engage in the evaluation process. The Academic Vice President reserves the right to request an out-of-cycle evaluation of a tenured faculty member should compelling evidence suggest that such an evaluation is warranted.

Peer review committees and the Faculty Evaluation Committee also manage the formative evaluation process, in which all tenured and tenure eligible faculty are required to engage. The formative evaluation process is held separate from the summative evaluation process, and administrators do not have access to formative evaluation information unless the formative process surfaces multiple longitudinal iterations of an uncorrected deficiency. Areas of concern identified in the formative evaluation process are redressed by the faculty member and his or her peer review committee. Areas of concern identified in the summative evaluation are rectified in a consultative manner with input provided by the Evaluation Committee, the faculty member’s peer review committee, the Academic Vice President, and any relevant internal or external consultants. A faculty member’s use of faculty development funds may be, at the discretion of the AVP, directed toward rectifying an identified performance deficiency.

Non-tenure eligible and adjunct faculty are evaluated annually by the Academic Vice President based on input from the appropriate division chair or program director (in cases where such a position exists). Non-tenure eligible faculty with annual contracts are offered the opportunity to engage in the full evaluation system applicable to tenured and tenure eligible faculty. Such faculty are also encouraged to engage in the formative evaluation process. Non-teaching faculty are evaluated in the same manner as staff employees.
Standard 2.C Education Resources

Rocky Mountain College offers degrees at the associate, bachelor, and master levels. Nearly 90% of the student population is comprised of degree-seeking undergraduate students. Bachelor of arts and bachelor of science degrees are offered in 50 different major options from 24 academic disciplines. The College offers three graduate-level degrees (accountancy, physician assistant, and educational leadership) and an associate of arts in general studies. In all undergraduate programs, students are required to fulfill general education requirements consisting of forty-three semester hours of study in the general areas of mathematics, writing, communication, fine arts, humanities, social science, and natural science. Bachelor-level students must also complete a major; majors range in size from 27 semester hours to 97 semester hours. Bachelor-level students must complete no fewer than 124 overall credits to be eligible for graduation; associate-level students must complete 62 credits. Graduate programs range in size from 27 semester hours in accountancy to 97 semester hours in physician assistant studies. Credit requirements in all programs are within national norms, requirements in those programs leading to licenses or external permits to practice are of sufficient size to make graduates eligible for licensure.

All academic programs at RMC, including the general education requirements, are based on identified and articulated student learning outcomes. General education and major/program learning outcomes are published on the College website. Individual courses are also outcomes-based, and course-level outcomes are available on course syllabi. Satisfactory achievement of student learning outcomes and other published grading criteria result in the awarding of credit on a semester hour basis wherein 50 minutes of weekly contact time over a 16 week semester equates to one credit hour. Grades are awarded according to a traditional 0.00-4.00 (A-F) scale.

RMC admission and graduation requirements, as well as degree program admission (where applicable) and graduation requirements, are published in the RMC Catalog and on the College webpage. Programs are sequenced to provide progression of rigor and specificity of content, and prerequisites are stipulated where necessary and appropriate.

Curricular development, implementation, assessment, and revision fall within the purview of the faculty. The Restated Bylaws of Rocky Mountain College state:

The faculty shall have the responsibility for recommending to the Academic Vice President and, through the President to the Board, the formulation of educational policy, including requirements for admissions, courses of study, conditions of graduations, the nature of degrees to be conferred, and any other matters critical to the educational work of the College.

The Board of Trustees, though ultimately responsible for the approval of curricular (and related) proposals, clearly assigns the responsibility for curricular development to the faculty. The Board does not take action on curricular matters not first considered by the
faculty. Curricular proposals are initiated at the faculty level through the Curriculum Committee using a defined process which requires the acknowledgement of student learning outcomes and bases for assessment. Recommendations ultimately result from a vote of the faculty as a whole, as stipulated in the Faculty Constitution.

In addition to developing the curriculum executed at RMC, over time, RMC faculty have passed resolutions governing the acceptance of credit from other institutions and sources. These resolutions are the basis for policies articulated in the RMC Catalog concerning the transfer of credits, credit for prior learning, and credit for advanced placement. Typically, courses from colleges with accreditation equivalent to that held by RMC are accepted in transfer, though below the 100 level are not accepted. Specific transfer issues, such as substitutability within a degree program and suitability for satisfaction of general education requirements, are often handled on a case-by-case basis in the Office of Student Records. Treatment of transfer courses is based on the standards of the American Association of College Registrars and Admissions Officers. In some cases, existing articulation agreements, transfer guides, or precedent established by repeated incoming transfers of a common class are used to make transfer decisions.

Non-traditional credit policies are also outlined in the Catalog. Non-traditional credit, which includes credit for prior learning; credit for military experience; advanced placement; International Baccalaureate; CLEP; and DANTES, cannot exceed, in total, thirty-one credits (25% of the total required for graduation). Where applicable, American Council on Education recommendations regarding non-traditional credit are followed. In the case of credit for prior learning, specifically, credit is granted based on the review and recommendation of the faculty Academic Standards Committee. The Academic Standards Committee typically consults with relevant faculty from RMC or other institutions as it considers student-submitted portfolios demonstrating student proficiency. Non-traditional credit is not available in the graduate programs.

In the Faculty Constitution, the faculty asserts responsibility for assessment of educational programs by providing for a standing Assessment Committee charged with administering the College’s assessment program. The Academic Vice President oversees assessment efforts and provides assistance to the Assessment Committee. Student learning outcomes are published for each major option and the general education requirements. The Assessment Committee is responsible for facilitating assessment of the general education requirements and majors, but the actual assessments are implemented and reviewed by program faculty. Course level assessment is the responsibility of the faculty member teaching the course.

The use of library resources is emphasized throughout the curriculum and many introductory courses introduce students to proper library procedures. College librarians are classified as faculty and are eligible to serve with their colleagues on governance committees, including the Curriculum Committee. Outside of the committee structure, librarians work closely with faculty to ensure access to adequate library resources.
College policy on hiring and appointments, as articulated in the Faculty Policy Manual, provides faculty with significant influence in the selection of new faculty. Although the hiring decision is ultimately made by the Academic Vice President, search committees are comprised entirely of faculty. These committees are responsible for reviewing job applicants, conducting telephone and on-campus interviews, coordinating the input of other constituents, and offering a recommendation to the AVP. Faculty also consult with the Academic Vice President and the President as to what program needs and hiring priorities exist, as well as what searches will be conducted in a given year.

Undergraduate Programs

All Rocky Mountain College undergraduates, regardless of degree level, degree program, or major, are subject to the same general education requirements. The general education requirements consist of 43 semester hours of study in the general areas of mathematics, writing, communication, fine arts, humanities, social science, and natural science. The general education requirements are designed to lay important foundations for students as they strive for productive and fulfilling personal and professional lives. Specifically, the general education requirements in their entirety are designed to fulfill the following student learning outcomes, which are published on the College website.

Students who complete the general education requirements at Rocky Mountain College will be able to

1. Compose essays that demonstrate critical thinking, command of standard grammar, and logical organization;
2. Demonstrate critical, analytical, and creative problem solving skills.
3. Analyze texts and other materials critically and creatively;
4. Construct and analyze models using approximation or statistical techniques.
5. Construct and deliver clear, well-organized oral presentations;
6. Demonstrate an understanding of key concepts and methods of the natural sciences;
7. Demonstrate an understanding of key concepts and methods of the social sciences;
8. Demonstrate an understanding of key concepts and methods of the fine arts;
9. Demonstrate an understanding of key concepts and methods of the humanities.

In addition to the overarching general education requirements, which are derived from the faculty’s determination of what educational elements must exist to achieve RMC’s mission, additional student learning outcomes are stipulated for each academic discipline that satisfies a general education requirement. By adding this layer of student learning outcomes, the faculty indicates how each individual general education requirement contributes to the overall goals of general education. For example, students are required, as part of the humanities general education requirement, to complete a literature course; only courses satisfying the following learning outcomes may be used to satisfy this requirement:
After completing the literature requirement, students will
• Demonstrate knowledge of the key terms of literary interpretation;
• Develop arguments through analytical reading, rhetorical devices, and the creative evaluation of literary texts;
• Demonstrate skills in close reading;
• Demonstrate knowledge that literature is an expression of culture;
• Develop written and oral communication skills relevant to literary analysis.

Outcomes of the same intent are articulated for each individual component of the general education requirements. These more specific outcomes are published on the College webpage. Assessment of both levels of general education student learning outcomes occurs annually and is the responsibility of the faculty under the direction of the Assessment Committee.

It is important to note that the current general education requirements are the product of a review and revision undertaken during the 2011-2012 academic year. The process of articulating overall general education outcomes drove changes to the content of the general education curriculum. As a result of the outcome-setting process, requirements in health and wellness, communication, and economic decision making were removed or modified. Like all academic pursuits, these former requirements were considered valuable, but were not considered to be sufficiently mission-centered nor necessary for the fulfillment of general education student learning outcomes. The process of establishing overall general education outcomes was the continuation of recent efforts to emphasize the importance of student learning outcomes, and the assessment thereof, to the curriculum.

Rocky Mountain College does not presently offer any certificate programs.

Graduate Programs

Rocky Mountain College offers three programs at the master level: Accountancy, Educational Leadership, and Physician Assistant Studies. These programs are clearly appropriate for RMC given the College’s mission and emphasis on professional preparation. All three programs are associated with disciplines that have been historical strengths at the College: business, education, and biology. Two of the programs, Accountancy and Physician Assistant Studies, were former undergraduate programs that have been elevated to the graduate level.

The elevation of the former undergraduate programs afforded RMC the opportunity to directly consider how the rigor and expectations associated with accounting and physician assistant programs should increase. Faculty in these programs have taken steps to ensure that the programs are executed at a level commensurate with graduate study. The Educational Leadership Program, though not derived directly from an undergraduate program, can be viewed against the backdrop of the College’s teacher education programs. Like those faculty responsible for developing other graduate
programs, the faculty associated with Educational Leadership designed a program appropriate to the demands of graduate study.

As compared to undergraduate programs, the graduate offerings require greater depth of study, enhanced rigor, more significant intellectual challenge, greater knowledge of the literature in the respective disciplines, and clear demonstration of professional competence. RMC’s graduate programs are all centered on preparation for professional practice, and the skills related thereunto are the focal points of the programs. As such, learning outcomes associated with the programs are derived from national standards in the disciplines represented. Licensure and placement success of RMC master’s-level graduates indicates the programs’ effectiveness in terms of student preparation for professional practice.

Admissions requirements for the graduate programs are published in the Catalog and on the College’s webpage. Though subject to approval by the faculty as a whole, these requirements are developed and maintained by faculty from the respective programs. The admissions requirements are designed to ensure that students are sufficiently prepared from both academic and dispositional perspectives. In all three programs, admissions decisions are made by program faculty. All RMC graduate programs require clear demonstration of academic fitness for graduate study. In Accountancy and Physician Assistant Studies, candidates are held to high admission standards related to undergraduate GPA (minimum of 3.0) and completion of specific undergraduate preparatory courses. Educational Leadership applicants must be currently licensed to teach, and although a specific GPA threshold is not stipulated, undergraduate academic performance is reviewed as part of the admission process. Accountancy and Physician Assistant Studies applicants are also required to demonstrate proficiency through national aptitude exams, the GMAT and GRE, respectively.

In all RMC graduate programs, applicants are subject to rigorous individual review as a means to assess dispositional fitness for graduate study and professional practice. In Educational Leadership and Physician Assistant Studies, applicants are interviewed by program faculty. In Educational Leadership, personal statements are also required. The Accountancy Program requires neither an interview nor a personal statement, but virtually all students in the program gain admission through ‘3-2’ admission requirements. Such being the case, students’ fitness for graduate study is directly assessed by program faculty as students engage in coursework at RMC. Additionally, ‘3-2’ students are not formally admitted into the Master of Accountancy Program until they have successfully complete two semesters of graduate courses. This practice allows faculty to assess both academic and dispositional fitness prior to admission. Both the Educational Leadership and Physician Assistant Studies programs require as admissions requirements significant professional experience in the intended areas of study. This practice also allows for assessment of both performance and dispositional fitness for graduate study.

Student progress standards are also the responsibility of faculty in the respective graduate programs. All RMC graduate programs are cohort based, so any academic
deficiencies must be rectified immediately for students to avoid falling out of step with their cohorts. No protocols for deceleration exist, but accommodations have been made on a case-by-case basis for students who experience academic difficulty. Such cases, however, are extremely rare. Physician Assistant Studies students must maintain a minimum GPA of 3.0 to remain in the program in good standing. In Accountancy and Educational Leadership, students must pass all courses with a grade of C, or higher, in order to progress to the next semester of study (or graduation).

Experiential learning is a component of all three graduate programs. In all cases, clinical experiences, practica, and internships are structured, monitored, and assessed by RMC faculty. As noted, prior experience is a requirement for admission to some graduate programs, but academic credit is not granted for prior experience. Additionally, RMC generally does not accept graduate-level credit in transfer from other institutions. The Physician Assistant Studies Program does not accept transfer credit as a matter of program policy. In Accountancy and Educational Leadership, in exceptional cases it is possible to transfer credit in. The suitability and acceptability of any credits students seek to transfer in is assessed jointly by program faculty and the Registrar.

*Continuing Education and Non-Credit Programs*

Rocky Mountain College offers limited continuing education opportunities directed toward K-12 teachers seeking re-certification credit. RMC offers for-credit courses for this purpose and is also authorized by the Montana Office of Public Instruction to offer renewal units required for teacher license renewal. Courses associated with both of these purposes are reviewed and approved by RMC education faculty. Student feedback related to continuing education courses is evaluated by RMC faculty. Such courses are often taught by adjunct faculty subject to evaluation by RMC. As a result, RMC maintains responsibility for the quality of continuing education courses. When enrolling, students must choose to receive either credit or renewal units, they may not earn both from the same course.

Rocky Mountain College also offers online non-credit courses through a partnership with Ed 2 Go. These life and career enrichment offerings are most often used by College staff as a development opportunity. The College maintains records describing the number of these courses and the nature of learning provided through them.

Rocky Mountain College does not currently grant Continuing Education Units.

*Standard 2.D Student Support Resources*

Rocky Mountain College strives to create effective and supportive learning environments enhanced by the provision of student services. Academic support services are introduced to students during the recruitment process and are emphasized at the point of admission and again in new student orientation. Students most likely to benefit from academic services are identified prior to matriculation and are connected to relevant services upon their arrival on campus.
Services for Academic Success (SAS), a federally funded TRIO program, provides a wide range of academic services to students meeting specified selection criteria based on physical or learning disability, income status, or first-generation college student status. SAS services include tutoring; academic, career, and personal counseling; supplemental instruction; cultural and academic enrichment opportunities; use of computer labs; graduate school counseling; and accommodations for students with disabilities. Typically, between 25% and 30% of RMC’s undergraduate population participate in SAS.

The Office of the Academic Vice President, in conjunction with SAS, sponsors a drop-in tutoring program which provides access to SAS-trained tutors for students not qualified for full participation in the SAS program. The Office of the Academic Vice President also arranges tutoring for those students not eligible for SAS nor able to take advantage of drop-in tutoring.

SAS-eligible students are identified at the time of admission, and such students are encouraged, but not required, to participate in SAS. Also at the time of admission, students who are academically at risk, whether SAS-eligible or not, are identified and apprised of available services. Conditionally admitted students may, as a condition of enrollment, be required to participate in academic and other service programs. Mathematics and English placement also occur at admission, and students placing into developmental courses must enroll in them.

For the 2011-2012 academic year, RMC initiated two additional academic support services. The Leadership Engagement and Achievement Program (LEAP) was initiated as an early step in the implementation of a more comprehensive student retention plan. The program identifies students in need of additional support through an early alert reporting system. Students are then connected with appropriate services, including peer mentoring and tutoring. SAS-eligible students are also connected with SAS personnel.

Additionally, through funding provided by at Title III grant, the College was able to create a writing center designed to provide writing assistance and mentoring to any student seeking such services. The writing center works in concert with SAS and LEAP, but is not a part of either program. The writing center is staffed by a half-time director and student writing mentors.

More than half of RMC’s students live on campus, and, as a result, the on-campus housing experience contributes significantly to RMC’s academic atmosphere. The Residence Life Department promotes community standards designed to make students accountable for their actions and behaviors within the residence halls as well as across campus. The Residence Life Policy Handbook can be found online (http://www.rocky.edu/student-life/housing-residential-life/future-students/Policies.php) and outlines all guidelines and policies associated with on-campus living. The handbook is discussed with each student as they check in to campus housing and is discussed further during the new student orientation process.
Residence hall resident assistants are required to complete programming objectives each semester. The resulting programs must include topics that address interpersonal development, diversity, community responsibility, campus culture, and academic success. Programming ranges from activities for targeted residence hall floors and populations to campus-wide programming available to all students.

All residence halls observe quiet hours as a means of promoting appropriate learning environments. Specific hours vary by building, but all residence halls observe twenty-four hour quiet hours during final exam week and the week preceding the final exam period.

The Residence Hall Association (RHA) also works to promote effective academic environments. The RHA serves as a form of student government within the residence halls and affords students opportunities to offer and affect changes to their living communities. Often, the work of the RHA focuses on identifying ways in which the residence life experience can better support RMC’s mission and educational objectives.

RMC strives to ensure campus safety and security. Student living areas are secured by electronic access and alarm systems, as well as by active patrols coordinated by the Residence Life and Campus Safety Departments. The Campus Safety Department also secures non-residential campus facilities each evening, and each facility is checked five times during overnight hours. In the summer of 2011, the College initiated a campus-wide emergency alert system with documented protocols. Additionally, campus safety programming and staffing was increased for the Fall 2011 semester. New communication materials related to campus safety have been created and made available to all campus constituents. The Campus Safety Committee, which holds regular meetings open to all members of the campus community, has also been recently established. RMC complies with all federal and state regulations regarding the reporting of crime statistics and other matters related to campus safety.

In order to promote the success of new undergraduate students, RMC administers admission criteria based on previous academic performance and academic potential as demonstrated by national aptitude tests. International students are also subject to admission requirements related to proficiency in English. Students not satisfying the stipulated admission requirements are eligible for conditional admission. Such applicants must, however, submit additional application materials (a personal essay and letters of recommendation), and their applications are subject to review by a committee of faculty and staff who make the final admission decision. Undergraduate programs at RMC do not typically maintain separate program admission standards. The Education Program is an exception, as students must make specific application to the program during the sophomore year. Education Program admission decisions are made by the Teacher Education Committee and are based on a review of applicants’ academic performance, the results of admission interviews, and scores on a writing proficiency examination.
As noted earlier, admission to graduate programs at RMC is based on published admission criteria for each program. The establishment of admission requirements is the responsibility of the faculty, subject to approval by the Board of Trustees.

Prior to registration, newly admitted undergraduate students are provided with the academic information necessary to engage in the registration process. New matriculates are provided with advising sheets that outline the general education requirements and, if a student has indicated a prospective field of study, major requirements via mail. A link to the web-based version of the RMC Catalog is also provided in pre-registration mailings. In other mailings, students qualifying for academic services such as SAS or LEAP are apprised of their eligibility for such services and introduced to the benefits associated therewith. Initial course registration occurs during on-campus registration events or via telephone prior to the beginning of the fall semester. During registration sessions, students meet with faculty advisors who not only help students devise schedules, but also strive to orient students to academic life at RMC.

Upon arrival to campus, all students are required to participate in a mandatory orientation designed to equip them with important information about academic and campus life. The process is designed to familiarize both students and parents, and numerous opportunities are provided for students and parents to ask questions and receive additional information about specific functions or programs. Student athletes and international students engage in additional mandatory orientation experiences.

New first-year students are afforded the opportunity to engage in an extended orientation. This week-long experience uses the expertise of numerous staff members and upper-level students to immerse new students in RMC culture and aid in the formation of interpersonal relationships. Additionally, all first-year students are required to enroll in Campus Compass, a one-credit college orientation course. The course serves to orient students to academic requirements and expectations, College services, and key functions and personnel. Campus Compass also deals extensively with critical issues affecting students in the first year, including drug and alcohol issues, mental health issues, transitional issues, interpersonal relationship issues, and academic challenges.

Program elimination is uncommon at RMC. Occasionally, however, programs are eliminated due to lack of market demand and/or the College’s desire to make better use of scarce resources. Program elimination is a curricular matter acted upon by the faculty and the Board of Trustees. When programs are eliminated, the College makes arrangements to ‘teach out’ any students enrolled in the program in question. If a continuing academic program is so significantly modified as to create potential hardship for students, potentially affected students are addressed on a case-by-case basis. When necessary, students, in concert with their academic advisors, devise programs of study which account for changes in program requirements by making academically appropriate course substitutions. All such substitutions are subject to the approval of the registrar and the Academic Vice President.
The requirements of Standards 2.D.5 and 2.D.6 are satisfied by publication of the RMC Catalog, which is available in print and electronic forms. Some catalog information is repeated in and supplemented by the RMC Student Handbook. In cases where information is not of general interest, program handbooks supplement the Catalog. Program handbooks exist in the Education, Aviation, and Physician Assistant programs and are used to describe program, licensure, and certification examination requirements in detail. The Office of Career Services also serves as a resource for students seeking employment in professions subject to licensing or other entry or advancement requirements.

The majority of student records are maintained in the student records portion of the Campus Management information system, Campus Vue. CampusNet, which manages the Campus Management system, performs a full backup once a week with differential backups done nightly. Transaction Logs are backed up every 15 minutes. CampusNet retains the most recent backup copies on site for one week after which it is transferred off-site to a company specializing in data warehousing. All paper transcripts from previous institutions, non-digital RMC transcripts, and other records are stored in fire-safe filing cabinets and in an on-campus vault.

In regards to policies on the confidentiality and release of student records, RMC follows guidelines detailed by FERPA. Students are sent the "Notice to Students of Their Privacy Rights" by email and notice also appears in the RMC catalog. FERPA guidelines are maintained on the College website, which provides information to students, faculty, staff, and parents.

A comprehensive financial aid program is administered by the Office of Financial Aid. Aid is awarded based both on academic merit and student need from a combination of institutional discount, restricted endowment funds, externally administered scholarships and loans, and federal funds. The requirements for and nature of the various sources of financial aid are communicated to students through the RMC Catalog, the College website, electronic communication, and physical mailings. The College’s enterprise resource planning system allows for accurate and timely reporting of financial aid and student accounts.

The Office of Financial Aid ensures compliance with federal regulations concerning financial aid. The College provides access to an on-campus financial aid counselor with expertise in Federal Direct Loans. Per federal regulation, students are required to engage in loan entrance counseling prior to receiving the initial loan disbursement. Students are also required to complete a Master Promissory Note in order to access a Federal Direct Loan. The requirements of the note are addressed with students. RMC routinely monitors compliance with federal regulations. Through the U.S. Department of Education, the College monitors its loan default rate which is consistently at or below the average rate for similar institutions.
Financial aid counselors are on staff to assist students with understanding the requirements and limitations of all forms of financial aid. These counselors also provide exit counseling to graduating and other non-returning students.

RMC employs a comprehensive and systematic academic advising system, whereby students are apprised of academic requirements and mentored as to the accomplishment thereof. All students have a faculty member as their primary advisor, and coaches, academic support personnel, and other staff may serve as secondary advisors. Primary advisor approval is required for student registration and application to graduate. Faculty advisors are typically assigned from a student’s major area of study, though students are allowed to request an advisor other than the assigned advisor. The Director of Advising, in concert with the Academic Vice President and a faculty committee (the Advising Team), is responsible for oversight of the advising program. Advisor training is available to all faculty on a routine basis and is mandatory for new faculty. Staff who may serve an advising support role are also encouraged to engage in advisor training. Advising requirements and responsibilities are provided to students via the RMC Catalog, downloadable advising worksheets, and other resources on an advising webpage. Many faculty also use an advising syllabus to clarify roles and responsibilities in the advising process. Advising is a component of the faculty performance evaluation process as applicable to individual faculty. The effectiveness of the advising program as a whole is assessed by the Academic Vice President.

Co-curricular programming at RMC has increased with the addition of a full-time program director. A wide range of activities are offered for students of varied interests and abilities. Program evaluations are conducted for each activity, and the resulting information is used for planning and programmatic improvement. Activities are consistent with the College’s mission and core themes and are considered significant contributors to the fulfillment of mission. The student population is regularly surveyed to determine student interest relative to programming, and the student government is regularly consulted for review of program evaluations and suggestions for improvement. As noted above, the residence life function also provides co-curricular activities. Oversight of most co-curricular activities is ultimately the responsibility of the Vice President for Student Life. Some co-curricular activities are within the purview of the Academic Vice President.

Auxiliary services are positioned to contribute positively to the RMC community and the College’s learning culture and environment. Like co-curricular activities, auxiliary services are perceived as meaningful contributors to mission fulfillment. Responsibility for the oversight of auxiliary services lies with the Vice President for Student Life. Input regarding the effectiveness of auxiliary services is routinely sought on an informal basis from the student government and the student population at-large, as well as from faculty and staff.

As detailed elsewhere in this document, the Residence Life Department is particularly critical to the College’s overall efforts to promote a culture of learning.
Through the Residence Hall Association, students have significant input regarding the policies pertaining to residence halls.

Student health is of great concern to the college community. As such, RMC operates a fitness center, which offers free membership to students, faculty, and staff. Food Services are provided on a contract basis through Sodexo, Incorporated, and a variety of meal plan options are provided. Students are provided with numerous healthy food choices and nutritional information is readily available. The College also provides health services, including the weekly availability of an on-campus physician, to students and employees.

RMC contracts with Follett Corporation to operate a campus bookstore. The bookstore staff works closely with faculty and students to ensure that textbook and academic supply needs are fulfilled. The bookstore serves as the primary textbook supplier to students and provides textbooks for all RMC courses requiring a text. E-commerce and textbook rental options are provided. The bookstore also carries a wide range of laboratory and other academic supplies.

RMC sponsors fifteen athletic teams competing in nine sports. Resource allocations, staffing levels, and facilities are competitive with peer institutions. Athletic programs are perceived as an augmentation to the academic experience and are managed based upon that core philosophy. Accordingly, all academic policies, including admission requirements, are applied to athletes precisely as they are applied to other students. Special athletic scholarships are available, but otherwise, financial aid is administered to athletes in the same manner it is administered to other students.

Athletic programs presently generate net revenue for the College. Institutional funding for athletics is supplemented by an active and successful athletics fundraising program. Athletic fundraising is coordinated with the Advancement Department, and all funds are deposited in College accounts. All purchasing for athletics is managed through regular College processes and must be authorized by the Vice President for Student Life.

Several RMC courses include web-based components, but only a limited number of courses are offered completely online. For the most part, distance technologies are used as course supplements. As a result, identity verification issues are not significant. Web components of courses, and the contents of completely online courses, are managed through the Moodle platform, which is password protected. Students must obtain password information in person, and identities are verified at that time. Other distance courses are offered via two-way video conference, so students at distance can be viewed by the instructor. Students enrolled in these classes are engaged in a program with a residency requirement, so their identities are known to faculty involved in the program.

Standard 2.E --- Library and Information Resources

Consistent with its mission and core themes, Rocky Mountain College holds or provides access to library and information resources with an appropriate level of
currency, depth, and breadth to support the institution’s mission, core themes, programs, and services, wherever offered and however delivered. The Paul M. Adams Library adds approximately 1,000 new print book titles to its collection every year as well as periodic electronic book acquisitions. The most recent ebook purchase was 1,600 titles of current interest from Ebsco eBooks. Conversely, the Library staff regularly withdraws materials from the collection based on currency, accuracy, condition, and other criteria outlined in the Collection Development Policy.

The Library also maintains currency and the appropriate level of depth and breadth to support the institution’s mission, core themes, programs, and services through periodical database subscriptions like EbscoHost and InfoTrac, as well as online reference sources like Credo Reference, Country Watch, and Encyclopedia Britannica. All electronic resources are accessible by faculty and students anytime, anywhere through the Remote Access link on the Library’s webpage, as well as the 80 hours a week the Library building is open.

Planning for the Paul M. Adams Library and its information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators. Usage statistics for all library materials in the catalog are generated through Sirsi, the Library’s integrated library system. Statistics are also provided by our online database vendors, and all this data is used to guide future planning and resource acquisitions. Interlibrary loan statistics are also collected and used to make book purchase decisions and annual periodical subscription renewals, cancelations, and additions.

At the beginning of every Fall semester, the Assistant Librarian solicits materials requests from faculty via a mass email and requests are accepted throughout the year from faculty, staff, administrators, and students through the Library’s Book Recommendation link on its webpage. Requests are also received via email, over the telephone, and in person. The Library conducts a User Satisfaction Survey each Spring semester and does a “head count” sampling for one week every semester. The Satisfaction Survey reveals the library’s strengths and weaknesses and is used to adjust or enhance our information resources accordingly. The head count is used to plan library services, especially staffing and library hours.

RMC provides appropriate instruction and support for students, faculty, staff, and administrators to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered. Freshmen students’ first introduction to the Library and information literacy is through their Campus Compass class where they learn about the Library’s services and resources. Later at the faculty’s request, classes come to the library or librarians visit the classroom or computer lab for specialized instruction in using the catalog, periodical databases, and other electronic resources. At least one Library staff member is always available for one-on-one instruction during library hours. Remote access is available 24/7, as well as online reference assistance via email when the Library is closed.
College librarians, in concert with the Academic Vice President, are responsible for assessing the quality, adequacy, utilization, and security of library resources and services. To some extent, these assessments are carried out as elements of employee performance evaluations. More general assessments of resource adequacy and utilization are undertaken by library personnel on an ongoing basis. Library personnel are sensitive to the needs of students, faculty, and other library patrons and routinely solicit input from these constituent groups.

**Standard 2.F Financial Resources**

Rocky Mountain College has sufficient cash flow to meet cash requirements during most of the fiscal year. The College maintains a line of credit of $1.2 million with First Interstate Bank that is accessed only once or twice during the fiscal year. When necessary, draws are typically made in June or July and in rare instances in December. In the past 24 months, the College has drawn on the line of credit twice. Draws were made in July, 2010 for $400,000 and in June, 2011 for $600,000. Both draws were repaid within 30 days as soon as funds were available. Senior Administration is provided with cash flow projections on a regular basis, which aids in meeting cash requirements.

The College’s risk management measures include a Red Flag Committee which includes staff from all departments who have developed procedures for their areas to prevent identity theft. In addition, the College’s risk management insurance includes a complete portfolio of insurance policies as well as identity theft insurance. In conjunction with the Montana State Worker’s Compensation division, quarterly safety training is mandatory for all facilities services staff. Senior administration and pertinent staff meet with a risk management insurance consultant annually.

Tuition revenue, the College’s most important source of revenue, is carefully projected to be as realistic as possible. Other major revenue sources include housing, dining, fundraising and endowment income. Enrollment, housing and dining revenue are based on factors such as historical averages, retention, and recruiting expectations. These numbers are then adjusted for trends or changes in programs. The endowment draw is based on a twelve quarter moving average market value. Generally, the draw is 5%; however, in recent years, the endowment draw has decreased due to stock market fluctuations and the resulting decrease in endowment component values. The College follows UPMIFA guidelines and generally does not draw from endowment principal unless instructed otherwise by the donor. Fundraising goals are established by the President in conjunction with advancement personnel.

In addition to small contingencies provided in the various departmental budgets, the College’s annual budget includes a contingency of between .5 to 1%. The College plans to increase this contingency over the course of the financial plan to 2% of the annual operating budget, or about $500,000.
The financial planning/budgeting process begins in the early fall when the President’s Cabinet meets to set the tuition, housing and dining fees for the following fall semester. The new fees are approved by the Board of Trustees at the November Board meeting. Once the new rates are approved, they are used in the recruiting process. The detailed budget is then developed using expected enrollment, planned discount rate and planned salary and benefit increases. Individual departments propose requests for additional funding through their respective Vice Presidents. A complete budget is approved by the President’s Cabinet in the Spring and by the Board of Trustees during their May meeting.

Beginning in the fall of 2012, a Budget Committee appointed by the Provost will be involved in the budget process. This Committee will provide feedback between the Cabinet and the campus community and will include the President, Vice Presidents and representatives from faculty and staff.

The most significant challenge the College faces in the budget process is having sufficient budget dollars to allocate among the many campus needs. The College has long suffered from a lack of financial resources, and financial issues years in the making are only now being addressed. Compensation and benefits are a high priority in the planning process. The College has granted salary increases in four out of the last five fiscal years. In addition, the College has absorbed larger percentages of the health and accident insurance increases on behalf of the employees. The College is committed to providing additional salary increases in order to bring salaries in line with comparable institutions of higher learning.

As evidenced by clean audits with few or no findings, the College’s accounting system, policies, internal controls, staffing and procedures ensure timely and accurate financial information. Rocky Mountain College has a staff of well qualified and experienced accounting professionals and has implemented effective policies and internal controls to ensure the timeliness and accuracy of financial information.

In 2009, the College converted to a new campus software system, Campus Management. This was partially funded by a Title III grant and provides faculty, staff, and students with on-line, 24/7 access to financial and instructional data. Budget managers have the ability to view their budgets in summary form or at the transaction detail level at any time. Now that the College has been on the system for almost three years, the full benefits of the system’s reporting features and tools are being realized.

Although the College is challenged by the aging infrastructure of the 100 year old campus facilities, advancements have been made in securing funds for many capital improvements over the last few years. Capital budgets reflect the institution’s mission and core theme objectives. Long-range capital planning supports the mission and goals of the strategic plan. Debt is periodically reviewed and debt ratios are in line with standards. The College projects budgets for at least three fiscal years and incorporates all long range goals in those budgets.
Since the last self-study, significant building and improvement projects have been successfully completed with funding from operations, grants, and/or contributions. These include new bleachers in the gym, new seating in the Fortin Center auditorium, renovating and expanding Morledge-Kimball Hall for additional classroom and faculty office space, replacing the roof and front entry on Tech Hall, adding an elevator to Losekamp Hall, purchasing a campus-wide alert system, acquisition of the Edwards Jet Center for our flight operations program, renovating various classrooms and the science department wet labs, and developing a new website, signage and logos. In addition, architectural work was completed on the Bair Science addition to be funded through donations according to the College’s strategic plan.

During fiscal 2011, the College entered into a performance contract to replace boilers, lighting, thermostats and other equipment which will generate sufficient savings in utilities to service the debt incurred. With Johnson Controls as a partner, and $2.6 million in tax-exempt revenue bond funding, the College was able to replace aging, inefficient boilers, improve water and electrical use, and reduce the cost of natural gas and electricity in a program that will pay for itself over 15 years.

In addition to the major capital improvements, over the last three years, grant funding has provided for necessary equipment acquisitions. Title III grant monies allowed for the replacement of most faculty and staff computers, printers, servers and other information technology infrastructure. A NASA equipment earmark was used to purchase equipment for the science curriculums and a DHHS-HRSA grant provided funds for much needed instructional equipment for our Physician’s Assistant program. In addition, over $800,000 of grant funding provided scholarships or research opportunities to our students.

Rocky Mountain College’s auxiliary operations include residence halls, bookstore, campus dining, fitness center membership, swim lessons and camps and conferences. All auxiliary operations directly support the operations of the College. The Bookstore and Campus Dining are contractual, and the remaining operations are College controlled. All auxiliary operations contribute net financial resources in support of the College’s mission.

The College is audited annually by Anderson ZurMuehlen & Co., P.C., a regional accounting firm with offices in Billings, Bozeman, Butte, Helena, Great Falls and Missoula, Montana. They employ over 200 individuals, 40 of whom are shareholders. Affiliations include the AICPA, PCPS/Partnering for CPA Practice Success and the AICPA Governmental Audit Quality Center, to name a few. The annual audit is on a regular, timely cycle, which begins in May with a pre-audit consultation, field work in July and August, and presentation of a final draft of the audit report for review by the Audit Committee in early October. Management letters to the Board of Trustees are discussed in detail with the Finance Committee at the November Board of Trustees’ meeting.
All institutional fundraising is conducted in a professional and ethical manner under the direction of the President and Director of Advancement. The Director of Planned Giving has been with the College for 17 years, and comes from a background of over 20 years as an estate and tax planning attorney, and has also served as a bank president and trust officer.

**Standard 2.G Physical and Technological Infrastructure**

In recent years, Rocky Mountain College has made significant strides in terms of facilities improvements. A major renovation was completed on a formerly derelict building, Kimball Hall, in time for the Fall 2009 semester. The renamed Morledge-Kimball Hall has since become a center of campus activity. The facility houses seven technologically-equipped and well-appointed classrooms, two conference/seminar rooms, a student lounge, and 28 faculty offices. As a result of the renovation, the building is fully ADA compliant.

The addition of Morledge-Kimball Hall is only the most recent of numerous capital projects designed to improve the quality and sufficiency of campus facilities. In 2004, a new 200-room residence hall, Rimview Hall, was constructed. Older residence halls had undergone major renovations six years prior to the completion of Rimview. As a result, all residence halls are accessible and secured either by keycard access or unique keying. Other major construction projects occurring within the last ten years have resulted in elevator access to Losekamp Hall, ramp access to Technology Hall, a new roof for Technology Hall, and complete renovation of Prescott Hall, which houses administrative offices. Additionally, significant improvements have been undertaken in the Fortin Center, which houses classrooms and athletic facilities. The College, through a property swap and gift, has recently acquired facilities located at the Billings-Logan International Airport and used for the Aviation Program’s flight operations.

Classroom furnishings have been upgraded and the vast majority of classrooms are equipped with technological resources. Laboratory facilities and workshop areas have also been rendered more safe and comfortable through the installation of more adequate fume hoods and dust collection systems. Other projects have improved outdoor campus facilities and have resulted in upgraded sidewalks and lighting. Although accessibility in three of the College’s seven historic structures continues to be a challenge, facilities usage is managed such that a lack of accessibility is not problematic for students. Overall, campus facilities are adequate in terms of utility, comfort, and safety for the current student population and should remain adequate for the planned student population. A major renovation and expansion of the Bair Science Center is a top College priority, however. Growth in the number of science majors and the College’s emphasis on undergraduate research have driven a need for improved science facilities.

During fiscal 2011, the College entered into a performance contract to replace boilers, lighting, thermostats and other equipment which will generate sufficient savings in utilities to service the debt incurred. With Johnson Controls as a partner, and $2.6
million in tax-exempt revenue bond funding, the College was able to replace aging, inefficient boilers, improve water and electrical use, and reduce the cost of natural gas and electricity in a program that will pay for itself over 15 years.

The Facilities Department publishes, regularly reviews, and adheres to policies regarding hazardous materials. Although not regularly budgeted, the resources required to support proper treatment and disposal of hazardous materials have been made available when necessary. In the past two years, more than $40,000 has been allocated to asbestos abatement. A safety manual was developed and distributed to all employees in 2010, and workplace safety issues are a routine agenda item of the Campus Safety Committee.

Recent campus improvements have been made in accordance with the Campus Master Plan, which is consulted relative to planning discussions, the establishment of campus priorities, and the initiation of capital projects. Although the Campus Master Plan is regularly reviewed, the current version is nearing the end of its utility, and a substantive update will be required in the near future.

Rocky Mountain College has long struggled with resource adequacy and, as a result, has become quite adept at managing resources to maximize utility and life span. Without question, the resource situation could be improved, but current equipage is adequate for the College’s needs, and resource availability has improved dramatically in recent years. Grant funding and targeted gift requests have allowed for increased expenditures on scientific and other academic equipment, as well as technology and physical plant resources. Academic departments make annual equipment requests, which are prioritized by the Academic Vice President and funded to the extent possible. Academic and other departments also regularly update an equipment “wish list” used in fundraising processes.

Technological Infrastructure

In October 2007, Rocky Mountain College was awarded a Title III Strengthening Institutions Grant aimed at improving retention principally through increased access to management information. Concomitantly, the majority of grant resources were directed at the acquisition of technological resources. Through Title III funding, RMC was able to acquire a current generation enterprise resource planning system: Campus Management and the associated suite of applications. The Campus Management system replaced an antiquated, DOS-based system, AIMS, which was not particularly user friendly. Title III and RMC resources have also been devoted to system configuration, customization, and training.

Although the transition to the Campus Management platform has at times been difficult, the College has made important strides through the acquisition of the system. More users have greater direct access to management information as compared to the AIMS system. Furthermore, the College continues to develop a degree audit function aimed at improving academic advising.
Some significant configuration and operational issues have been encountered during the transition to Campus Management. To some degree, these issues were caused by under-investment in system training and initial configuration, a deficiency which the College has since worked to correct. Users are becoming increasingly adept at system usage and troubleshooting, and satisfaction with the system is increasing. User support from the College’s administrative computing personnel during the transition has been outstanding.

Title III funds were also used to acquire desktop computers for all faculty and many staff. Faculty have also enjoyed increased access to classroom technology, as investments in such technology have been a priority over the past decade. As previously noted, most classrooms are technologically equipped. Faculty technological support is provided by a two-person academic computing department. Academic Computing works diligently and effectively to configure faculty computers, provide training in technology usage, and rectify problems with technological resources.

Student technology support is also provided by the Academic Computing Department. Academic Computing staff maintain a total of five computer labs located in the library, the student center, and in residence halls. Wireless internet access is provided at numerous locations across campus, including classroom buildings, the library, and residence halls. Residence hall rooms also come equipped with Ethernet access points. When possible and practicable, Academic Computing personnel work on student personal computers as well.

Both the Administrative and Academic Computing Departments are key contributors to planning processes related to technology. Personnel from these departments are consulted as technology-related decisions are made. User concerns are introduced into decision processes by technology personnel.

Technology personnel are also responsible for developing and implementing technology renewal plans subject to the approval of the Academic Vice President and the President. The current technology replacement plan is presented in Appendix 2.9. This plan, and the budget dollars allocated to it, represent a significant step forward in terms of ensuring current technology. Prior to the development of the plan, technology was replaced on an ad-hoc basis.

Conclusion

The process of articulating institutional core themes and the related objectives and indicators continues to bear fruit for Rocky Mountain College. Participation in the initial project was widespread, and the institution has developed a renewed clarity of mission. As a result of the process, far more members of the College community are able to speak effectively about what Rocky Mountain College is and what it seeks to accomplish. Mission and core themes continue to serve as the basis for important action; a consideration of mission and core themes was central to the review of the College’s general education requirements, for example.
RMC seeks distinction through the evolution of traditional liberal education. By embracing students’ desire to use education as a means to a better economic life but not acquiescing entirely to that concept of education, RMC is able to prepare students especially capable of meeting the challenges of an ever-changing world.

RMC is committed to providing high-quality education rooted in the liberal arts and applicable to myriad professional paths. To that end, RMC chooses to assess itself in ways based primarily on student achievement. Some indicators speak to age-old issues confronting higher education, some speak to emerging issues, and many speak to both. RMC prepares students for a dynamic world through a contemporary curriculum without abandoning the best ideas and practices of the past.

The fundamental question faced when considering Standard Two is whether RMC possesses adequate resources, infrastructure, and systems to achieve its mission. Throughout its history, Rocky Mountain College has struggled with a lack of resources. Despite this lack of material wealth, the people of RMC have kept the College alive. The College is proud to have turned its vision toward that which is necessary to thrive, rather than what is necessary to merely survive. In recent years the College has experienced significant improvements to infrastructure, faculty and staff resources, and instructional equipage. Without question, the College must continue to work diligently to acquire and preserve resources, but the institution has made great advancements toward these ends.

College constituents look forward to the outcomes of ongoing planning and assessment processes. In some ways, historical resource deficiencies are traceable to flawed planning and assessment protocols. Today, the College stands committed to sound planning and assessment, and that commitment is evident in the improvement of both. As the College gets better at planning and enhances its techniques for assessing progress against the resulting plans, performance, both operational and financial, will continue to improve.

Rocky Mountain College is grateful for the opportunity to reflect upon its mission and the College’s ability to accomplish that mission. The College looks forward to the Commission’s input as it engages in a process of ongoing improvement.
Appendices
Appendix 1.1

Rocky Mountain College finds the current state of mission fulfillment acceptable, and describes this state using metrics associated with student outcomes, enrollment and retention, and financial performance. The College further defines the current state, in terms of indicators, as an average of the past three years (2008-2009, 2009-2010, 2010-2011), and an acceptable level of mission fulfillment as meeting established targets for 75% of the indicators articulated below. Finally, the established targets are defined as 90% of the three year average for each indicator, unless otherwise indicated.

### Enrollment

<table>
<thead>
<tr>
<th></th>
<th>2008-2009</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>Three Year Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>795</td>
<td>812</td>
<td>923</td>
<td>843</td>
</tr>
<tr>
<td>Graduate</td>
<td>79</td>
<td>66</td>
<td>61</td>
<td>69</td>
</tr>
</tbody>
</table>

### Graduation and Retention

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-2009</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>Three Year Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six Year Graduation Rate</td>
<td>49%</td>
<td>45%</td>
<td>52%</td>
<td>48.6%</td>
</tr>
<tr>
<td>Fall to Fall Freshman Retention</td>
<td>59.3%</td>
<td>59.8%</td>
<td>66.4%</td>
<td>62.1%</td>
</tr>
</tbody>
</table>

### Student Satisfaction Survey*

<table>
<thead>
<tr>
<th>春 2008</th>
<th>春 2009</th>
<th>春 2010</th>
<th>Three Year Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.74</td>
<td>4.7</td>
<td>4.6</td>
<td>4.68</td>
</tr>
</tbody>
</table>

* Question #1: So far, how has your college experience met your expectations? Measured on a 7 point scale (1=much worse, 2=quite a bit worse, 3=worse, 4=about what I expected, 5=better than I expected, 6=quite a bit better than I expected, 7=much better than I expected.)

### General Education Assessment

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Efforts are made to collect adequate general education assessment data.</td>
<td>General education assessment continues to improve.</td>
<td>A standardized exam is administered to a sample of graduating students to collect preliminary data. The entire process of general education assessment is reevaluated.</td>
<td>100% of general education requirement courses are evaluated using authentic assessments, leading to planning for improvement.</td>
</tr>
</tbody>
</table>
# Academic Majors Assessments

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A majority of program assessments are conducted and analyzed.</td>
<td>Nearly all program assessments are conducted and analyzed.</td>
<td>A shift from program assessment to major assessment is successfully completed.</td>
<td>100% of academic majors are evaluated using authentic assessments, leading to planning for improvement.</td>
<td></td>
</tr>
</tbody>
</table>

## Faculty

<table>
<thead>
<tr>
<th></th>
<th>2008-2009</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>Two or Three Year Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE</td>
<td>73</td>
<td>79</td>
<td>76</td>
<td>76</td>
</tr>
<tr>
<td>% Full Time with Terminal Degrees</td>
<td>N/A</td>
<td>70%</td>
<td>74%</td>
<td>72%</td>
</tr>
</tbody>
</table>

## Employment Placement

<table>
<thead>
<tr>
<th></th>
<th>2008-2009</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>Three Year Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Success Rate</td>
<td>99%</td>
<td>97%</td>
<td>97%</td>
<td>98%</td>
</tr>
<tr>
<td>Employed Full Time or Pursuing Further Education</td>
<td>92%</td>
<td>86%</td>
<td>86%</td>
<td>88%</td>
</tr>
<tr>
<td>Employed in or Pursuing Further Education in a Field Suggested by or Related to a Major</td>
<td>79%</td>
<td>77%</td>
<td>80%</td>
<td>79%</td>
</tr>
<tr>
<td>Employed Full Time</td>
<td>76%</td>
<td>73%</td>
<td>72%</td>
<td>74%</td>
</tr>
<tr>
<td>Pursuing Further Education</td>
<td>16%</td>
<td>13%</td>
<td>14%</td>
<td>14%</td>
</tr>
</tbody>
</table>

## ACT/SAT Scores

<table>
<thead>
<tr>
<th>Standardized Test</th>
<th>2008-2009</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>Three Year Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT</td>
<td>22</td>
<td>22</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>SAT</td>
<td>1021</td>
<td>997</td>
<td>1017</td>
<td>1012</td>
</tr>
<tr>
<td>Mean GPA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entering Freshmen</td>
<td>3.26</td>
<td>3.30</td>
<td>3.34</td>
<td>3.30</td>
</tr>
<tr>
<td>RMC Annual Cumulative</td>
<td>3.04</td>
<td>3.02</td>
<td>3.02</td>
<td>3.03</td>
</tr>
<tr>
<td>RMC Fall Semester Cumulative</td>
<td>3.02</td>
<td>2.99</td>
<td>3.02</td>
<td>3.01</td>
</tr>
<tr>
<td>RMC Spring Semester Cumulative</td>
<td>3.05</td>
<td>3.04</td>
<td>3.03</td>
<td>3.04</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Financial Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type</td>
</tr>
<tr>
<td>Total Net Revenue/FTE</td>
</tr>
<tr>
<td>Total Expenditures/FTE</td>
</tr>
<tr>
<td>Operating Profit</td>
</tr>
<tr>
<td>Academic Cost Per Student</td>
</tr>
<tr>
<td>NACUBO Discount Rate</td>
</tr>
<tr>
<td>Endowment</td>
</tr>
<tr>
<td>Unrestricted Private Gifts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Internal Records of Community Diminishing Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disciplinary Actions</td>
</tr>
<tr>
<td>Alcohol</td>
</tr>
<tr>
<td>Drug-Related</td>
</tr>
<tr>
<td>Weapons</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduates Contributing to RMC</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Contributing</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 2.1

RESTATED BYLAWS OF ROCKY MOUNTAIN COLLEGE

Approved by the Board of Trustees
May 7, 2010

ARTICLE I

The College

Section 1. Purpose Rocky Mountain College is a community of learning committed to:

A. Offering an excellent education in the liberal arts, the sciences, and professional fields.

B. Emphasizing the relevance of the Christian faith to all phases of living, while embracing persons of other faiths and traditions.

C. Preparing students for a life and for employment that will be ethical, responsible and personally fulfilling.

Section 2. The College Community The Board of Trustees, the administration, and the faculty have important roles to play, each in cooperation with the others, in the ongoing efforts of the College to achieve its goals. These Bylaws establish responsibilities and authorities of constituent groups of the College community.

ARTICLE II

The Board of Trustees

Section 1. Authority The authority to operate the College is vested in the Board of Trustees, which shall have final authority in establishing college policy and college programs. Without limitation this authority shall include the power to:
A. Appoint, suspend, or remove the President, the Treasurer, and/or the Secretary of the College in accordance with these Bylaws.

B. Evaluate the performance of the President annually.

C. Approve the awarding of degrees to candidates recommended by the faculty, and approve the awarding of honorary degrees upon recommendation of the President.

D. Establish academic policy after receiving recommendations from the administration.

E. Review and adopt a budget for the college annually.

F. Approve the sale and purchase of property, the construction of new buildings, major renovations of existing buildings, and purchase of major equipment.

G. Authorize major fund raising efforts of the College.

H. Approve tuition and fees.

I. Authorize or delegate authority to accept gifts for the College.

J. Authorize and approve the incurring of debts by the College and securing thereof.

K. Review any existing or proposed activities or additions or changes to the school property, which impact the environment or image of the College or the Campus Master Plan.

L. Communicate and consult regularly with the administration.

M. Exercise such other powers as by law or custom are granted to trustees or directors of similar institutions.

Section 2. Organization

A. Constituency. The Board of Trustees shall consist of the following:

1. No fewer than 12 or more than 28 at-large trustees who shall be nominated by the Committee on Trustees and elected by the Board.

2. An alumni trustee who shall be nominated by the Rocky Mountain College Alumni Association.
3. Six denominational trustees, to be nominated, two each, by the three affiliated church bodies: the Montana-Northern Wyoming Conference of the United Church of Christ, the Yellowstone Conference of the United Methodist Church, and the Yellowstone Presbytery of the Presbyterian Church (U.S.A.). Denominational Trustee nominations shall be submitted for approval to the Committee on Trustees, and elected by the Board.

4. Ex-officio members, who shall be:

   a. The President of the College, and
   b. An executive minister from the Montana-Northern Wyoming Conference of the United Church of Christ, the Yellowstone Conference of the United Methodist Church, and either of the Montana Presbyteries of the Presbyterian Church (U.S.A.). Up to two executive ministers from each of the three affiliated church bodies listed above.

Ex-officio members shall be granted the same rights and duties as other trustees, except voting privileges.

B. Chair. The Chair shall take office on July 1 for a term of two (2) years. A person who has previously served as Board Chair may be elected again as Board Chair provided at least two (2) years have passed in the interim.

The Chair of the Board of Trustees shall preside at all meetings of the Board, shall serve as Chair of the Executive Committee, and shall appoint all committees and their chairs with the exception of those elected by the Board. The Chair shall be an ex-officio voting member of all committees of the Board; shall execute all deeds and sign all notes issued by the college, unless such duties are specifically delegated by the Board to other persons; shall sign all diplomas; and shall in general perform all duties incident to such office. The Chair may, from time-to-time, designate the Chair-elect to preside at meetings of the Board and/or Executive Committee.

If the office of Chair of the Board of Trustees becomes vacant for any reason, the Chair-elect, if there is one, will assume the office of the Chair for the unexpired term of the departing Chair, and for a full two (2) year term thereafter. If there is no Chair-elect, the Executive Committee will appoint an Acting Chair, on recommendation of the Committee on Trustees, until the next meeting of the Board, at which time a Chair will be elected.
C. **Chair-elect.** A Chair-elect will be chosen by the Board of Trustees during the first year of the Board Chair’s two-year term, and take office on July 1 of that year. This allows the Chair-elect one year to gain understanding of the operations of the college before assuming the office of Board Chair. The Chair-elect will be an ex-officio voting member of all standing committees and will consult with the Chair, past Chairs, the President, and other Board members as needed. The Chair-elect shall automatically become Chair at the expiration of the then Chair’s term.

D. **Terms, Resignation, Vacancies, and Removal of Trustees.** Except as otherwise provided in this Article II, each at-large, alumni and denominational trustee of the College shall be elected to serve for a term of three (3) years. Trustees shall be divided into three (3) classes, substantially equal in number, with staggered terms of three (3) years, so that the terms of office of one of the classes shall expire on June 30th of each year. A trustee shall hold office for the term for which the trustee was elected or until such trustee’s death, resignation or removal. Denominational trustees and the designated alumni trustee will be nominated by their constituent organizations. Trustees may be re-nominated and may serve for additional three (3) year terms with no limit on the number of terms.

Any vacancy occurring because of the death, resignation or removal of an at-large trustee may be filled by the Board of Trustees for the un-expired term of such trustee. If a vacancy should occur in the office of a denominational trustee or an alumni trustee, the affiliated church body or the alumni association shall nominate a successor for such vacancy. Any trustee may be removed from membership on the Board of Trustees at any time, with or without cause, by the affirmative vote of a two-thirds majority of all remaining trustees present at a regular meeting or a special meeting called for that purpose. Trustees may resign at any time by giving written notice to the Board Chair.

E. **Meetings.** The Annual Meeting of the Board of Trustees shall be held in Billings, Montana in May within two (2) days of the annual commencement ceremony of the College. The Board of Trustees shall also hold regular meetings usually in September, November, and February.

Regular meetings and the Annual Meeting shall be held at a time and place to be determined by the Chair of the Board of Trustees and the President of the College. Special meetings of the Board may be called at any time by the Chair of the Board of Trustees, or the President of the College, or five (5) or more members of the Board of Trustees. Notification of a Special meeting shall state the nature of the business to be considered. Notice of all Regular and Annual meetings and any
Special meetings of the Board of Trustees shall be mailed or sent to each member of the Board of Trustees, at his/her post office address, fax, or e-mail address, as appears upon the books of the Board, or otherwise personally delivered, at least seven (7) days before such meeting.

A majority of the Board of Trustees shall constitute a quorum. The vote of a majority of those members present and voting at a meeting at which a quorum is present shall constitute the action of the Board, unless a greater number of votes are required by these Bylaws. If a quorum of the Board of Trustees is not present at the meeting, the meeting may be adjourned by the Trustees in attendance from time to time, until a quorum is present. Minutes of all proceedings of the Board of Trustees and Executive Committee, shall be maintained by the Secretary of the College.

Unless excused by the Chair of the Board, Trustees are expected to attend three (3) of the four (4) meetings scheduled each year. Trustees may participate in Annual, Regular, or Special meetings by any means of communication in which all members participating may simultaneously hear each other during the meeting.

The most recent edition of the Roberts Rules of Order, as modified by these Bylaws, shall be observed in the conduct of its business. The order of business shall be in such order as the Chair of the Board and member trustees shall determine.

Section 3. Committees of the Board The Board of Trustees shall have the following committees:

A. Executive Committee. The Executive Committee shall consist of the Chair of the Board of Trustees, the Chair-elect, the Secretary of the College, the Immediate Past Chair if a member of the Board, the Chairs of the following Standing Committees of the Board: Advancement, Buildings and Grounds, Education, Finance, Strategic Planning, Student Services, and Committee on Trustees, and such additional trustees as the Chair of the Board may appoint.

Between meetings of the Board, the Executive Committee shall transact such business as may be delegated to it by the Board of Trustees and shall have general supervision of the administration and property of the College, except that unless specifically empowered by the Board of Trustees to do so, it may not take any action inconsistent with a prior and existing act of the Board of Trustees, award degrees, alter Bylaws, locate permanent buildings on tax-exempt property held for College purposes, remove or appoint the President of the College, or take any action which has been reserved to the Board of Trustees.
The Chair of the Executive Committee shall decide the dates and places of meetings during the intervals between meetings of the Board. Special meetings of the Executive Committee may be called by the Chair of the Executive Committee, the President of the College, or any three (3) members of the Executive Committee at such times and places as either may decide.

The Executive Committee shall keep an accurate record of its proceedings and minutes of the meetings shall be distributed promptly after each meeting to each member of the Board of Trustees. At each and every meeting of the Board of Trustees, the proceedings and actions taken by the Executive Committee since the last meeting of the Board shall be submitted to the Board for ratification or amendment.

A majority of the members of the Executive Committee shall constitute a quorum for the transaction of business.

**B. Standing Committees.**

1. **Finance.** This Committee, composed of the Committee Chair, and at least six (6) other members, shall be responsible to the Board for general review of budget, finance, and investments, with adherence to the Financial Policy in the Policy and Procedures manual of the College, attached to the Bylaws.

2. **Investment.** This Committee, composed of at least six (6) Trustees, is appointed by the Board Chair. Up to three non-Trustees with appropriate expertise shall also be appointed by the Chair of the Committee in consultation with the Chair of the Board. This Committee shall be responsible for monitoring investments and advising the Board on investments and investment policy.

3. **Advancement.** This Committee, composed of the Committee Chair, and at least six (6) members, shall be responsible to the Board for the general review of the development and public relations operations of the College, alumni affairs, and for the recommendation of the policy, programs, and long range plans in the areas of fund raising and public relations.

   a. **Art Subcommittee:** The Art subcommittee of the Advancement Committee shall be composed of at least four (4) members, one of whom shall be designated as Chair. This subcommittee shall be responsible for securing, cataloguing, and accepting all gifts of art, appraising it, and thanking the beneficiaries. Further, it shall determine the suitability of gifts and the location for display. Each gift received must be accompanied by a statement signed by the donor.
transferring ownership to the College and giving the College full 
authority to display, store, or dispose of the piece.

4. **Education.** This Committee, composed of the Committee Chair and at 
least six (6) members, shall be responsible to the Board for the general 
review of the educational program in the following areas: faculty affairs, 
academic programs, honorary degrees, commencement activities, and co-
curricular activities.

5. **Building and Grounds.** This Committee, composed of the 
Committee Chair and at least six (6) members, shall be responsible to the 
Board for construction, maintenance, repair and replacement of the 
physical facilities utilized by the College.

   a. **Master Plan Subcommittee.** The Master Plan Committee is a 
   subcommittee of Buildings and Grounds and shall be composed of at 
   least three (3) members, one of who shall be designated Chair. The 
   Committee shall be responsible to the Board for development and 
maintenance of the Campus Master Plan, to include land and building 
use; landscaping; traffic control; street, parking and sidewalk layout; 
historical preservation; and architecture on, or pertaining to the 
College campus.

6. **Student Services.** This Committee, composed of the Committee Chair 
and at least six (6) members, shall be responsible to the Board for the 
general review of the admissions program of the College and for the 
recommendation of policy, programs, and long range plans in the areas of 
student recruitment, student financial assistance and student life.

7. **Strategic Planning.** This Committee, composed of the Committee 
Chair and at least six (6) other members, shall be responsible for 
monitoring the administration’s strategic plan that drives the College and 
relates to the implementation of the mission of the College. It will assess 
the annual update of the strategic plan as it impacts policies of the Board 
of Trustees, reporting to the Board at the first scheduled meeting of the 
academic year.

8. **Committee on Trustees.** This Committee, composed of the 
Committee Chair and at least six (6) members, shall be responsible to the 
Board for all Trustee issues, including nominating candidates for new 
Trustees, Chair, and Chair-elect; orientation of newly elected trustees; 
development and implementation of a process for evaluation of trustees’ 
performance (attendance, participation, etc.); identification of issues, with 
the assistance of the Chair of the Board and the President, that require 
focused attention; development of a process of continuing education for 
Trustees; and development of an orderly process to address the diversity
of the Board, the identification of potential Trustees in consultation with the Chair of the Board and the President, the number of Trustees within the parameters of the Bylaws, and those issues arising from term limits or uncompleted terms due to resignations. The candidates for honorary degrees will be nominated by the Committee on Trustees in consultation with the President to be confirmed by the full Board at the full Board meeting preceding the award.

9. **Audit Committee.** This Committee, composed of three (3) members, shall be responsible for periodically appraising the financial control and accounting systems of the College and recommending any changes it deems appropriate. It shall also recommend the designation of an independent auditor each year and shall cause to be prepared and submitted to the Board of Trustees at least once a year an audited statement of the financial condition of the College as of the close of the fiscal year and of the receipts and expenditures for each year and of contracts, proposed or existing, with Board members to include other employees of the College. The Committee may request any designated independent auditor, or any officer or employee of the College, to appear before it to report on the financial condition of the College and answer any questions the Committee may have.

10. **Bylaws Committee.** This Committee, composed of five (5) members, shall be responsible for reviewing the Bylaws of the College on a periodic basis, or when requested to do so by the President, Board chair, Executive Committee, or the Board of Trustees. Bylaws shall be reviewed with the intention of reconciling bylaws language with the duly adopted procedures of the College; to reflect any changes in governance and organization; and to clarify, add, or subtract language as circumstances dictate. The Bylaws Committee will make its report to the Executive Committee and the Board of Trustees, and make recommendations for appropriate changes.

11. **Church Relations Committee.** This Committee, composed of the Committee Chair and at least six Trustees, shall be responsible to the Board for general review of and recommendations for the Campus Ministry and Church Relations programs as well as community and denominational outreach and co-curricular programming.

C. **Special Committees.** The Chair of the Board of Trustees may from time to time constitute such other committees as are deemed necessary for the proper conduct of Board business.
D. Committee Guidelines

1. Meetings and Records. Each Committee and Subcommittee shall have a secretary who shall keep full and accurate minutes. Each Committee shall have a regular schedule of meetings and shall make reports to the Executive Committee and to the Board of Trustees. Subcommittees will meet when called and report as needed.

2. Quorum. A quorum for committee business shall be a simple majority of the voting members.

3. Term. The members of the standing committees shall serve for two (2) years and may be reappointed.

4. Special Meetings. Special meetings of the standing Committees and Subcommittees may be requested by the Chair of the Board, the Chair of the Committee, the President of the College, or written request of two members.

ARTICLE III

Corporate Officers of the College

Section 1. President The President is the chief executive officer of the College and is given the authority and responsibility to conduct the business of the college in all its day-to-day activities. The President is elected by the Board of Trustees and shall serve at the pleasure of the Board. The President shall act as the duly authorized agent of the Board of Trustees in all matters in which the Board of Trustees has not formally designated some other person to act. The President shall:

A. Be responsible for the total operation of the College in accordance with policy and budget established by the Board of Trustees;

B. Serve as a member ex-officio of the Executive Committee and standing committees of the Board, except for the Audit Committee;

C. Make full reports to the Board annually or when requested to do so by the Chair of the Board or Chairs of committees;

D. Have the privilege of the floor at all meetings of the Board and committees except when an executive session is called;
E. Have the power to acquire or convey property for the College or corporation with the prior approval of the Board of Trustees or the Executive Committee acting for the Board;

F. Have the power to negotiate and execute contracts, including contracts between the College and the United States Government, on the authority of the Board of Trustees or the Executive Committee acting for the Board;

G. Be authorized to sign reports, applications, and notices to the United States Government or any of its subdivisions;

H. Be the official medium of communication between the Board and the faculty, staff and students;

I. Be a member ex-officio of all faculty committees and departments;

J. Submit a budget to the Board of Trustees annually;

K. Have the final authority and power to make all decisions relating to the employment status or other status (e.g. an independent contractor, and therefore not a common law “employee” for payroll and compensation purposes) of any individual supplying services to the College, including the administrative officers, faculty, and other employees, subject only to those powers expressly reserved to the faculty and approved by the Board. These powers of the President are plenary, and include without limitation, the power to appoint, remove, promote, demote, suspend, or otherwise discipline, and to terminate any employee of the College.

In the event of a vacancy in the office of the President of the College, or in the event of his or her inability to serve, the Executive Committee of the Board shall designate an Acting President until confirmed or rejected at the next meeting of the Board. Upon announcement of retirement, or the resignation or termination of the President of the College, the Chair of the Board shall immediately appoint a Search Committee Trustees Chair who will assemble a committee of at least three Trustees of the College to begin the search for a successor. The Search Committee shall identify and recommend, to the Executive Committee of the Board, a professional search firm. The search firm shall conduct the necessary studies to develop suitable candidates for evaluation and final selection by the Board of Trustees.

The Board may, at its discretion, upon vote of two-thirds of those Trustees present at any regular or special meeting, substitute any agreed upon selection process.
Section 2. **Treasurer** The Treasurer shall keep and maintain adequate and correct accounts of the property and business transactions of the College. The Treasurer shall report to the President. The Treasurer will render to the President and to the Board of Trustees, at regular and special meetings of the Board whenever they may require, an account of all his/her transactions as Treasurer and of the financial condition of the College. Unless otherwise determined by the Board, the Vice-President of Finance/Chief Financial Officer shall be the Treasurer, ex-officio, to serve at the pleasure of the Board.

Section 3. **Secretary of the College** The Secretary shall be chosen by the Board in consultation with the President. The Secretary shall attest to and affix the Seal of the College to such documents as required in the business of the College. The secretary shall cause notice to be given for meetings of the Board of Trustees and shall cause an official record to be kept of all meetings.

**ARTICLE IV**

**Administrative Officers of the College**

Section 1. **Vice President for Academic Affairs** The Academic Vice President shall be appointed by the President and shall have supervision of the educational program and such duties as may be required by the President.

Section 2. **Vice President of Finance/Chief Financial Officer** The Vice President of Finance shall be appointed by the President and shall have supervision of the business and financial affairs of the college and such other duties as may be required by the President. The Vice President of Finance may also be the Treasurer of the College.

Section 3. **Other Officers** Such other administrative officers as are deemed necessary for the efficient operation of the College may be appointed from time to time.

**ARTICLE V**

**Financial Policy**

Section 1. Trustees shall give administration appropriate autonomy in financial planning and budgeting matters.

Section 2. The College will follow generally accepted accounting principles and the Financial Policy as outlined in the Policy and Procedure Manual.
Section 3. The principal amount of endowment funds, or funds functioning as endowment, shall not be spent, loaned, or encumbered for current operations except with the approval of the Board of Trustees.

ARTICLE VI

The Faculty

Section 1. The faculty shall consist of all persons teaching courses for academic credit; the President of the College; Vice President of Academic Affairs; Registrar; Director of the Aviation Program; Director, Academic Coordinator, and Clinical Coordinator of the Physician Assistant Program; Director of the Equestrian Program; Director of the Degree Completion Program; and Head Librarian and Assistant Librarian.

Section 2. The faculty shall hold stated meetings during the academic year such times as it shall designate and shall elect a chair (other than the President and Academic Vice President) and provide for a secretary who shall keep a record for the proceedings. The faculty shall adopt such rules of procedure and provide for such committees as may be required.

Section 3. College personnel standards for faculty and other matters relating to the role of the faculty and its operations shall be set forth in a Faculty Handbook adopted and amended from time to time by the faculty.

Section 4. The faculty shall have the responsibility for recommending to the Academic Vice President and, through the President to the Board, the formulation of educational policy, including requirements for admission, courses of study, conditions of graduation, the nature of degrees to be conferred, and any other matters critical to the educational work of the College.

The faculty shall recommend to the Board candidates for degrees.

The faculty shall, in an advisory capacity, cooperate with the students on co-curricular activities and programs.

The faculty, administration, and the Board shall recognize the need for regular consultation and communication to work most effectively in the achievements of the College’s objectives.
ARTICLE VII

Institute for Peace Studies

The Institute for Peace Studies was formed as a subordinate organization of Rocky Mountain College in 1990 and operates under an auxiliary Board of Advisors, which shall include two (2) College trustees appointed by the Chairman of the College Board of Trustees. This Board of Advisors is entrusted with policy-making and fund-raising for the Institute subject to the approval of the Rocky Mountain College Board of Trustees. Either the Chair or the Administrator of the Institute for Peace Studies will report regularly to the RMC full Board of Trustees.

ARTICLE VIII

Seal

The College shall have a corporate seal in the custody of the Secretary which shall be circular in form and shall have inscribed thereon “ROCKY MOUNTAIN COLLEGE”, “1878” and such other inscriptions or symbols as the Board of Trustees may direct.

ARTICLE IX

Indemnification

Each Trustee and officer and former Trustees and officers of the College shall be and hereby are indemnified by the College against all claims, liabilities, expenses and costs necessarily incurred by such trustees and officers in connection with the defense, compromise or settlement of any action, suit or proceeding, civil or criminal, in which such person is made a party by reason of being or having been such Trustee or officer, to the extent not otherwise compensated, indemnified or reimbursed by insurance, except in relation to matters as to which such person shall be finally adjudged in such action, suit or proceeding to be guilty of or be liable for gross negligence, willful misconduct or criminal acts in the performance of his or her duties to the College.
ARTICLE X

Conflicts of Interest

A Trustee shall be considered to have a conflict of interest if (a) such Trustee has existing or potential financial or other interests which impair or might reasonably appear to impair such member’s independent, unbiased judgment in the discharge of his or her responsibilities to the College, or (b) such Trustee is aware that a member of his or her family (which for purposes of the paragraph shall be a spouse or child) or any organization in which such Trustee (or member of his or family) is an officer, director, employee, member, partner, trustee, or controlling stockholder, has such existing or potential financial or other interests. All Trustees shall disclose to the Board any possible conflict of interest at the earliest practicable time. Upon such disclosure, such Trustee shall abstain from speaking and voting on any matter under consideration at a Board or committee meeting, in which such Trustee has a conflict of interest. The minutes of such meeting shall reflect that a disclosure was made and that the Trustee having a conflict of interest abstained from speaking and voting. Any Trustee who is uncertain whether he or she has a conflict of interest in any manner shall disclose the possible conflict of interest and request the Board or Committee to determine whether a conflict of interest exists, and the Board or Committee shall resolve the question by majority vote.

ARTICLE XI

Discrimination Prohibited

In administering its affairs, the College shall not discriminate against any person on the basis of race, creed, color, national or ethnic origin, disability, gender, age, sexual orientation, or familial status.

ARTICLE XII

Amendments

These Bylaws may be amended by the affirmative vote of two-thirds of the members of the Board of Trustees present and voting at any meeting of the Board at which a quorum is present, provided that written notice setting forth the proposed amendment has been mailed or e-mailed to each Trustee at least seven (7) days prior to such meeting.
Appendix 2.2
ARTICLE I - Introduction

1.0 The faculty shall operate in accordance with the Articles of Incorporation and By-Laws of the Rocky Mountain College Association.

ARTICLE II - Purpose of Organization

2.0 The responsibilities of the faculty are thus:

The faculty shall have primary responsibility for the formulation of educational policy, including requirements for admissions, courses of study, conditions of graduation, the nature of degrees to be conferred, and any other matters critical to the educational work of the College.

The faculty shall serve as primary academic advisors for all students.

The faculty shall recommend to the board of trustees candidates for degrees.

The faculty shall, in an advisory capacity, cooperate with the students in co-curricular activities and programs.

The faculty recognize the need for regular consultation and communication with the administration, the board of trustees, the staff, and the students to work most effectively in the achievement of the College's objectives.

ARTICLE III – Membership

3.0 The faculty shall consist of all persons teaching courses for academic credit; and the following: the president of the College; the academic vice president; the director of the aviation program; the director of the equestrian program; the director of the degree completion program; the director of the physician assistant program; the director of the library; and the assistant director of the library.
3.1 Voting privileges at any meeting of the faculty shall belong to persons with the rank of professor, associate professor, assistant professor, or instructor who teach at least halftime. Faculty on sabbatical or leave who had voting privileges during the academic year previous to their sabbatical or leave retain those voting privileges. Adjunct faculty do not have voting privileges.

In addition, the following faculty have voting privileges: the president of the College; the academic vice president; the director of the aviation program; the director of the equestrian program; the director of the degree completion program; the director of the physician assistant program; the director of the library; the assistant director of the library; and faculty emeriti who have teaching assignments.

ARTICLE IV – Officers

4.0 A faculty chair shall be elected by the faculty. The faculty chair must be a tenured member of the faculty. The chair shall be elected during the first business meeting in January and shall begin performing the usual duties of the office on June 1. Nominations must be submitted to the chair of the personnel policies committee at least five working days prior to the election. The chair of the personnel policies committee shall notify the faculty of the nominees three working days prior to the election. No nominations from the floor shall be accepted. In the event that only one candidate stands for election, the faculty shall still conduct an election. The faculty chair must be elected by a majority of the votes cast. The faculty chair shall serve for one year.

4.1 A division chair shall be elected by the voting faculty members of his or her division. Division chair elections shall normally take place during the first division meeting after January 31st. Faculty shall be informed of the date of the election no later than five working days before the election. In the event that only one candidate stands for election, the division shall still conduct an election. Votes must be cast by a quorum of voting members of the division. Division chairs must receive a majority of votes cast. Division chairs shall begin performing the usual duties of the office June 1st and shall serve a two-year term.

4.2 Representatives to the committees of the board of trustees shall be elected by the faculty. Representatives shall serve one-year renewable terms.

4.3 A recording secretary shall be appointed by the faculty chair and may be a non-member.

4.4 A parliamentarian shall be appointed by the faculty chair and may be a non-member.
ARTICLE V – Committees

5.0 The work of the faculty shall be carried out by its divisions and its committees. However, policy changes initiated by a division or committee must be brought to the faculty for its approval before implementation. Any division, committee, or individual faculty member may recommend to the faculty and, in this way, initiate faculty action and policy.

5.1 The faculty executive committee shall consist of
• the faculty chair
• the academic vice president (ex officio)
• the associate academic vice president(s) (ex officio)
• the division chairs
• and one representative, elected by faculty vote, from each of the following committees:
  • the personnel policies committee
  • the faculty evaluation committee
  • the curriculum committee
  • the assessment committee

The faculty executive committee shall establish the agenda for faculty meetings; communicate faculty concerns to the wider campus community; and assist the faculty chair and the academic vice president in providing leadership on matters of general concern to the faculty.

5.2 The evaluation committee shall consist of five elected faculty members, all five being tenured. Each division shall be represented on the committee. Committee members shall serve two-year terms.

The evaluation committee shall advise the academic vice president on hiring, nonrenewal of contracts, salaries, tenure, promotion, sabbaticals, teaching loads, etc. Persons who are being considered for tenure or promotion may not serve on the evaluation committee.

5.3 The personnel policies committee shall consist of five elected faculty members, at least three being tenured. Each division shall be represented on the committee. Committee members shall serve two-year terms.

The personnel policies committee shall study, on an ongoing basis, faculty personnel policies; shall initiate changes in said policies; and shall recommend to the faculty changes in policies which relate to faculty organization and government, including changes to this constitution.

The personnel policies committee shall serve as a hearing committee in matters of due academic process, particularly when the faculty evaluation committee and the academic vice president disagree on tenure and/or promotion decisions.
The personnel policies committee shall solicit nominees to fill positions on standing committees, including mixed committees (i.e., committees which include faculty and/or students and/or members of the administration) for the following year, said nominations to be subject to ratification by the faculty. Nominations may be accepted from the floor.

The personnel policies committee shall assess the academic governance structure, including the divisions, the division chairs, the faculty chair, the academic vice president, and the associate academic vice president.

5.4 The curriculum committee shall consist of five elected faculty members, at least three being tenured. Each division shall be represented on the committee. Committee members shall serve two-year terms.

The curriculum committee shall establish curricular priorities; review changes to majors, minors, general education requirements, and course offerings; and approve individualized programs of study.

5.5 The assessment committee shall consist of five elected faculty members, at least three being tenured. Each division shall be represented on the committee. Committee members shall serve two-year terms. The assessment committee shall establish academic assessment guidelines, and administer the college’s academic assessment program.

5.6 The faculty shall elect five members to the judicial council. Committee members shall serve two-year terms. Only the faculty of the judicial council shall hear and rule on faculty grievances.

5.7 The faculty shall establish other committees as necessary. These may be ad hoc or continuing in nature. When one of these committees is deemed no longer necessary, the faculty may eliminate it.

5.8 The evaluation committee, personnel policies committee, curriculum committee, assessment committee, judicial council, and other standing faculty committees shall report to the faculty at least once each semester.

ARTICLE VI – Meetings

6.0 The faculty executive committee shall determine the mode and frequency of faculty meetings, but at least one meeting per month should be held during the academic year.

6.1 Robert's Rules of Order (latest edition) shall be the official rules of the faculty and shall prevail in all cases except those specifically covered by this constitution or by current standing rules.
6.2 Special meetings shall be called by the faculty chair upon signed request by five voting members.

6.3 A quorum shall consist of at least a majority of the voting members.

6.4 Official faculty business and voting normally take place in regular faculty meetings. If an emergency, as determined by the faculty executive committee, requires voting by mail, official action requires a majority of the faculty members eligible to vote. The personnel policy committee shall be in charge of conducting emergency votes and maintaining the confidentiality of all ballots.

6.5 College administrators and trustees are invited to attend faculty meetings and to speak as appropriate. The faculty executive committee may also invite others to speak at faculty meetings as appropriate.

6.6 Changes in graduation requirements for a baccalaureate degree or an associate of arts degree shall require a two-thirds majority of those voting, the vote to be taken no earlier than the meeting following the introduction of those changes.

ARTICLE VII - Amendments

7.0 Amendments to this constitution may be proposed by a committee or by any members at any regular meeting. Such amendments shall be added to the constitution when ratified by a two-thirds majority of those voting at the meeting following the introduction of those changes.

ARTICLE VIII - Effectiveness of this Constitution

8.0 This constitution shall be effective upon ratification by two-thirds of the voting members present as defined in Article III. All procedures designated for a certain time of year in other articles shall be performed within 30 days of final ratification or as soon as possible thereafter.
## BOARD OF TRUSTEES
### ROCKY MOUNTAIN COLLEGE
#### 2011 - 2012
##### (through June 30, 2012)

<table>
<thead>
<tr>
<th>NAME</th>
<th>MAILING ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. James Almond</td>
<td>3103 Ramada Drive</td>
</tr>
<tr>
<td>(Sandy)</td>
<td>Billings, MT 59102</td>
</tr>
<tr>
<td>(Retired Banker/Rancher)</td>
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<td></td>
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</tr>
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<td>Dr. William Ballard</td>
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<td>(Merilyn)</td>
<td>845 12th St. West</td>
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<td>Billings, MT 59102</td>
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<td>(406-259-8790 ofc; 259-3884 fax)</td>
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<tr>
<td>Mr. Don Bottrell</td>
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<td>(Business Owner)</td>
<td>P.O. Box 80284</td>
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<td></td>
<td>Billings, MT 59108</td>
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<td>Billings, MT 59103</td>
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<td>Rev. David Burt</td>
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<td>(Dist. Superintendent)</td>
<td>P.O. Box 20335</td>
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<td></td>
<td>Billings, MT 59104</td>
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<td>(406-256-1380 ofc)</td>
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<tr>
<td>Dr. Larry Campodonico</td>
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<tr>
<td>(Semi-retired Physician)</td>
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<td></td>
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<td>Ms. Chris Dorr</td>
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<td><a href="mailto:c.dorr@bresnan.net">c.dorr@bresnan.net</a></td>
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### Appendix 2.5

#### RMC BOARD OF TRUSTEES

**STANDING COMMITTEES**

**JULY 1, 2011 – JUNE 30, 2012**

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**Board of Trustees Committees**

<table>
<thead>
<tr>
<th>Executive Committee</th>
<th>Finance Committee</th>
<th>Student Services Committee</th>
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<tbody>
<tr>
<td>Bill Ballard</td>
<td>Rod Svee – Chair</td>
<td>Barb Skelton – Chair</td>
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<tr>
<td>Rocky Brown</td>
<td>Jim Almond</td>
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<td>Larry Campodonico</td>
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<td>Rod Svee</td>
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| Don Bottrell          |                             |                            |
| Rocky Brown           |                             |                            |
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**Buildings & Grounds Committee**

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<td>Linda Scott DeRosier (faculty)</td>
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Appendix 2.6
College Executive Leadership Vitae
Michael R. Mace
3916 Laredo Place, Billings, MT 59106 (406) 656-9081 eve, cell (406) 671-9557

PROFESSIONAL PROFILE

President Rocky Mountain College, Billings Montana 2005 - Present
• Appointed interim president after 5 year college financial crisis because of business background. Named president in July 2006.
• Achieved balanced operating budget three years in a row after five years of deficits.
• Achieved full reaffirmation of accreditation of college.
• Raised nearly 2 ½ times as much in undesignated giving as in any previous year.
• Reduced college debt by 20% in two years.
• Increased college endowment by 40% in two years.
• Erased operational deficit of $5.3 million in 18 months; increased new enrollment growth by 59% and new enrollment cash flow by 121%.
• Achieved National College Athletic Championships’ in Men’s Basketball & Men’s & Women’s Skiing [8 out of 9 varsity athletic teams went into tournament play

Founding Partner - Sterling Acceptance Corporation/D&M Industries; Fargo, N.D. 1989 – 2005
• Privately held asset holding company with investments in emerging middle market assembly manufacturing construction supply firms - Senior Level, Self-directed Entrepreneurial Executive. Purchased as a absentee owner with on site management.
  o Directed company revenue growth at an annual compound rate of 12%; Earnings per share growth at 21½%; Return on Stockholder equity at 26%.
• Built a team of strategic alliances with 14 national brand manufacturers, creating direct distribution to end users while lowering inventory cost and increasing inventory turns. Developed tactical relationships with individuals outside of the firm’s direct line of reporting & sphere of influence, thus enabling the cooperation and development of multiple projects at the same time with no added human resource costs to D&M Industries.
• Responsibilities include: Chairman/CEO; Guiding tactical operations of a Construction/Manufacturing/ Distribution Company; Strategic corporate growth planning; Manage and direct profit and loss, serving as senior policy level investment and management director providing financial balance sheet and guarantees for corporate borrowing; Senior Executive creating options for mutual gain; One of a small handful who introduced the distribution of the key card locking system to the American Lodging & Hospitality Industry in the late 80’s.
• Manufacturing based value added architectural hardware, door and millwork distribution firm. Sold the company to employee owned ESOP.

Mace Holdings LLP - Billings, MT 1975 – Present
• Past General Contractor - Land and Housing Development; Annual Development and Construction Revenues, $13,500,000; Self-employed in college as a general contractor under the Farmers Home Administration Housing Programs including land acquisition and development.
• Originated Mutual Mortgage Group as an extension of corporate construction activities at Mace Holdings Inc. Grew into an FHA Direct Endorsement Underwriter, packaging and selling into securitized mortgage pools for small rural Montana banks.
• Former Montana Real Estate Broker – Certified Commercial Investment Member, National Association of Realtors; 1983 CCIM Certificate #1913
  o Consultant Specialization – Alternative Conflict Resolution and Principled Negotiation in reference to troubled bank real estate credits.

Coal Black Liquids LLC – Development and commercialization of CO2-neutral biological conversion of North Dakota/Montana coal for agricultural fertilization and environmental remediation.

Michael R. Mace dba Mutual Trade Service - Consultant; Consulting Export Intermediary and related services to foreign and American Industries; License to export goods and services; Certificate of Review issued by the United States Department of Justice and Department of Commerce and approved by the United States Senate in 1988

EDUCATION AND AFFILIATIONS

• Harvard Graduate School of Education – Institutional Educational Management 2011
• University of Minnesota, Minneapolis, MN - Carlson Graduate School of Management 1996

**Minnesota Executive Program** – an exclusive MBA curriculum option for the working Executive, by invitation only; An MBA curriculum option for the working Executive at the Carlson Graduate School – A 40-year program at the University of Minnesota Carlson Graduate School of Management; The program objective, typically designed for senior level executives of Fortune 1000 firms, or those individuals who may be promoted to COO, CEO, CFO, President, or active Board Member, is one that helps these significant individuals plot business strategies that leverage the opportunities of their firm and minimize the risks presented by the emerging demands of the market place. The program not only provides graduate level education but more importantly the program addresses critical issues facing senior level executives, focusing on contemporary themes and problems. Changes are around us all the time and the program develops those critical thinking skills needed in organizational strategy, structure, and leadership to dramatically improve performance and results.

• Montana State University, Bozeman, MT 1974
  o Bachelor of Science, Business Administration, specialization in accounting and finance.

CURRENT COMMUNITY INVOLVEMENT

• Board Member – St. Vincent Hospitals – Sisters of Charity – Leavenworth Kansas
• Chairman – Rocky Mountain Technology Foundation – Billings Clinic/ Rocky Mountain College
• Board Member /Past President – Montana Captive Insurance Association
• Past Board Member – Big Sky Economic Development Commission
• Past Board Member – Yellowstone Art Museum
• National Advisory Council Member – Scholarship America
• Previous Trustee – Rocky Mountain College
• Past Board Member – Rocky Mountain Bank – Member Heartland Financial Inc. Dubuque, Iowa
• Past Board Member – Head Start
• Past Board Member – Guardian Technologies; traded on the New York Stock Exchange
• Member – Cosmos Club; Washington DC
Executive Management Summary - Possesses over 33 years of progressive executive management experience; highly skilled with business development, executive and academic team facilitation, real estate finance & development. Employs an unwavering work ethic with proven first-chair ability to creatively solve problems, resolve conflict, improve morale, drive revenue growth, & improve performance.

Executive Corporate Expertise - Alternative Conflict Resolution and Principled Negotiation of troubled bank credits. *Budget Preparation * Strategic Planning * Financial Consulting * Financial Management * Forecasting  
Profit and Loss Responsibility *Expense Control * MS Word, Excel, & PowerPoint

Carefully analyzes problems from every angle, and strategically thinks in terms of how to effectively improve performance and profits. Recognizes strengths and weaknesses in human resources, as well as those of the organization and understands the antagonists and the supporters. Sorts out issues, gets into details, and rationalizes complex obstacles by putting them into a clear framework. Does not necessarily take the weighted average of other people’s opinion but does consider the powerful influence of an effective team and knows how to build them. Understands from a senior level “executive chair” perspective how all the parts fit together—or do not fit—and puts them into a setting based upon corporate objectives, resolving intricate corporate issues, in addition to political and transactional predicaments. Can lead a team of people (within direct control and outside the sphere of influence) through crucial cycles, and fulfills an organized company game plan. Has the benefit of an inner compass that imparts an ability to ethically view every situation from 360 degrees.
Anthony R. Piltz, CMA, CFM, CPA
224 Burlington Avenue
Billings, Montana 59101
(406)252-6914
piltza@rocky.edu

Professional Experience:
• **Academic Vice President/Provost**
  Rocky Mountain College, Billings, MT March 2007-Present
  o Responsible for leadership and management of the College’s operating divisions. Duties include serving as a member of the College’s management team (President’s Cabinet), direction-setting for the academic division and the College as a whole, program development, strategic planning, hiring and performance evaluation, budgeting and budget administration, and enrollment management.

• **Associate Academic Vice President**
  Rocky Mountain College, Billings, MT 2006-March 2007
  o Responsible for oversight and management of approximately one-half of the College’s academic programs. Duties include hiring, program development, budgeting and budget administration, reviewing curriculum, and strategic planning.

• **Chair, Division of Business and Technology**
  Rocky Mountain College, Billings, MT, 2000-2006
  o Responsible for oversight and management of the largest of the College’s four academic divisions. Duties include faculty evaluation and hiring, program development, budgeting and budget administration, and supervision of administrative and staff personnel. Division chairs also serve on the Budget and Strategic Planning Committees, and comprise the membership of the Council of Chairs. As the Council of Chairs, Division Chairs are responsible for setting the general academic policy of the institution. Major accomplishments during my term as chair include:
  ▪ Development of a Master of Accountancy Program.
  ▪ Initiating a strategic planning process that resulted in the creation of an institutionally accepted strategic plan. Provided training in strategic planning for virtually all of the College’s key administrators including the Board of Trustees Chair and Chair Elect and the College President.
  ▪ Leading successful searches in Business, Computer Science, Equestrian Studies, and Aviation (including a Directorship).
  ▪ Creating significant enrollment growth in all Division programs.
  ▪ Assisting in the drafting of an accreditation self-study for a ten-year review by the Northwest Commission on Colleges and Universities.
• Establishing an institutionally owned and operated flight school to serve the Aviation program
• Revising the Business curriculum, including the establishment of an internship requirement
• Developing external advisory councils for Business and Computer Science and enhancing similar bodies in Aviation and Equestrian Studies
• Assessing and completely revising the Computer Science Curriculum, including the addition of an Information Technology option
• Enhancing the College’s Applied Management degree completion major, with an emphasis placed on creating congruence between this non-traditional program and the traditional Business program.

**Professor of Business and Economics**
Rocky Mountain College, Billings, MT, Fall 1990-Present.
  o Promoted from Associate Professor in 2002. Promotion to Associate Professor occurred, with the granting of tenure, in 1996.
  o Responsible for all duties related to teaching a twelve hour-per semester course load, as well as student advisement and College service. Responsible for supervision of all student internships in the Business program. During my tenure at RMC, I have taught the following:

  | Principles of Accounting I and II | Cost Accounting |
  | Intermediate Accounting I, II, and III | Managerial Accounting |
  | Accounting Theory | International Accounting |
  | Tax Accounting I and II | Tax Research |
  | Production/Operations Management | Principles of Finance |
  | Principles of Macroeconomics | Business Policy |

  I have taught Managerial Accounting, Production/Operations Management, and Principles of Finance in both traditional and accelerated formats.

• **Faculty Athletics Representative to the National Association of Intercollegiate Athletics**
  Rocky Mountain College, Billings, MT, Fall 2000-January 2012.
  o Responsible for certification of athletic eligibility under the rules of the NAIA for the College’s 150 student-athletes. Provide training and consultation in eligibility issues to coaches and serve as a liaison between the Faculty and the Athletic Department.

• **Member, National Association of Intercollegiate Athletics Region I Eligibility Committee**
  National Association of Intercollegiate Athletics, Olathe, KS Fall 2005-Present.
o Responsible, as a member of a five-person committee, for making recommendations to the NAIA national office concerning student and institutional athletic eligibility appeals.

• **Academic Associate**  
Constraints Management Group, Enumclaw, WA, June 1999-Present.  
  o Responsible for assisting in the development and implementation of Theory of Constraints and Drum-Buffer-Rope technologies for various clients of the world’s largest Theory of Constraints consulting firm.

• **Cost Accounting Consultant**  
  o Served as a product cost consultant in Velsicol’s Chattanooga, Tennessee production facility. Responsible for identifying production cost components for the facility’s entire product range.

• **Instructor**  
Truman State University, Kirksville, MO Fall 1989-Spring 1990.  
  o Prepared and presented three hours of lecture weekly for one section of Principles of Accounting. Handled all administrative duties of instruction.

**Education and Professional Designations:**  
• **Certified Public Accountant (CPA),** Montana Board of Public Accountants, 1999.

• **Certified as a Jonah, or Expert in the Theory of Constraints Thinking Process,** Avraham Y. Goldratt Institute, 1998

• **Certified in Financial Management (CFM),** Institute of Management Accountants, 1997.

• **Certified Management Accountant (CMA),** Institute of Management Accountants, 1995.

• **Master of Accountancy,** Truman State University, Kirksville, MO, 1990.

• **Bachelor of Science, Business Administration Major, Economics Minor,** Grand Canyon University, Phoenix, AZ, 1988.

**Honors and Accomplishments**  
• **Robert Beyer Gold Medal,** in recognition of achieving the highest total score on the December 1994 Certified Management Accountant examination.
• **United Methodist Exemplary Teaching Award**, in recognition of outstanding teaching at a United Methodist-related institution, 1998.


**Recent Presentations**

• *Client Expectations and Experiences; Consultant and Associate Consultant Training*, Noel-Levitz National Conference on Student Recruitment, Marketing, and Retention, Orlando, FL, 2007.


• *Applications of The Theory of Constraints*, Rocky Mountain College, Billings, MT, 2002


• *Setting The Direction of The Organization*, Rocky Mountain College, Billings, MT 1999 and 1998.

**Committee Service at Rocky Mountain College**

• Budget Committee, 1995-1997 and 1999-Present

• Strategic Planning Committee, 1993-1995 and 1999-Present

• Committee to Determine a Division Structure, 1999-2000
• Faculty Executive Committee, 1998-1999
• Personnel Policies Committee, 1996-1999
• Enrollment Management Committee, 1998-2000
• Employee Benefits Committee, 1993-1995
Professional Summary
Certified Public Accountant with 30 + years’ public and private accounting experience

Summary of Qualifications
• 6 years’ experience as Chief Financial Officer for private 4 year college
• 3 years’ experience as Budget Director for private 4 year college
• 5 years’ experience as tax manager and asset management accountant for oil and gas company with multiple corporations and partnerships, doing business in several states
• 14 years’ experience as supervisor for large oil and gas accounting department
• Extensive experience in all phases of public accounting for small to medium-size businesses
• Dependable in completing projects timely with accuracy and professionalism

Experience
2006 – Present  Chief Financial Officer  Rocky Mountain College, Billings
2002-2006  Budget Director  Rocky Mountain College, Billings
2002  Tax Accountant  Galusha, Higgins & Galusha, CPA’s
Billings
1996-2001  Tax Manager  JN Oil & Gas, Billings
1982-1996  Accounting Supervisor  CENEX, Inc., Billings
CPA’s Billings
1977-1979  Staff Accountant  Galusha, Higgins & Galusha, CPA’s,
Billings

Education
Montana State University – Billings  B.S.B.A., Accounting and Information Systems.
Graduated with High Honors

Professional Memberships
American Institute of CPA’s
Montana Society of CPA’s
Montana Association of Female Executives
Brad A. Nason
Vice President and Dean of Student Services
Rocky Mountain College
1511 Poly Drive
Billings, MT  59102
(406) 670-7290
(406) 259-1695, home

Education:
M. S. Montana State University-Billings, Special Education (Personnel and Guidance Services), 1986
B.S Rocky Mountain College, Sociology and Anthropology, 1983

Current Administrative Experience:
Vice President and Dean of Student Services, Rocky Mountain College (July 1987—present). Chief student services officer of the college, directing all aspects of student services in accordance with the mission, stated goals and philosophy of the institution. Reporting directly to the President, responsibilities include intercollegiate athletics, career services, counseling, health services, student activities, outdoor recreation, intramurals, campus ministry, housing (550 units), foodservices, bookstore, campus safety and security, campus facilities, student persistence, student governance and student judicial systems. Oversight responsibility for approximately 5.5 million dollar operational budget and supervisory responsibility for 20+ professional staff members, including staff selection, development and training, and evaluation. Currently serve as senior member of the campus strategic and master planning committee, academic standards committee, campus budget committee, enrollment management committee and student services committee.

Institutional Leadership
Enrollment Management Committee, 1993-present
Director, Freshman Seminar Program (Campus Compass), 2001-present
Northwest Commission on Colleges, Self Study Steering Committee, 1994-96, 2004-06
Director, Arthur H. DeRosier Leadership Program, 2001-2004
Principal Investigator, Enrollment Management Initiative, Rocky Mountain Technology Foundation, 2001--2003
Strategic Planning Committee, 1999-present
Principal Investigator, Tribal and Transfer Student Coordinator, Rocky Mountain Technology Foundation, 2000-2002
College Liaison Officer, Council of Independent Colleges and Tuition Exchange, 1997-present
Academic Service, Presentations, Publications, and Consultation:

Evaluator, Northwest Commission on Colleges and Universities, Standards 3, 4, and 5, (1999-present)

Director/Instructor, Leadership Seminar and Freshman Seminar Programs, (1990-present)

NASPA, National Student Affairs, Assessment and Retention Conference, June 2004, “Implementing and Integrating Learning Communities by Developing Academic and Student Life Partnerships.”


Northwest Association of Independent Insurers, Regional Conference, October 1999, “Students in the New Millennium, Implications for the Workforce.”


Additional Higher Education Experience:

Residence Halls Coordinator, Yakima Valley Community College (June 1986-July 1987). Responsible for all phases of college housing operations, including staff selection, development, training, supervision and evaluation. Administered $530,000 housing and conference services budget. Supervised maintenance, custodial and security staff and recreation coordinator.


Residence Hall Director, Rocky Mountain College (July 1983-June 1986). Responsible for general operation of 135 bed residence hall, including staff selection, development, training and evaluation. Coordinated hall programming, safety and security programs.

Assistant Director Intramurals and Outdoor Recreation, Rocky Mountain College (July 1983-June 1986). Responsibilities included scheduling and supervising events and programming, supervising student staff
Teaching Assistant, Montana State University-Billings (March 1985-July 1986). Assisted in instruction of History and Philosophy of Education. Presented classroom lectures, facilitated group discussion activities, coordinated and administered student volunteer work programs.

**Professional Associations**

National Association of Student Personnel Administrators (NASPA)
American College Personnel Association (ACPA)
Association of Intermountain Housing Officers (AIMHO)
Association of College and University Housing Officers-International (ACHUO-I)
KELLY EDWARDS

Rocky Mountain College
1511 Poly Drive
Billings, MT 59102
Tel: 406.657.1143
Fax: 406.657.1189

2957 Rimview Drive
Billings, MT 59102
Tel: 406-670-1231
kelly.edwards@rocky.edu

EDUCATION

Masters of Arts in Education, 2006, with honors
University of Phoenix

Bachelor of Science Degree in Psychology, 2002
University of Montana, Missoula, MT

High School Diploma, 1998
Boylan Central Catholic High School, Rockford, IL

RELATED EXPERIENCE

Psychology/Early Childhood
Volunteer - Belize, Central America at the Dorothy Menzie Children’s home for 2 years working, on average, with 50 children.

Fundraising
Organized and supervised all fundraising events for The Liberty Foundation in Belize, Central America.

Organization/Coordination
Development of the Liberty Children’s Home (orphanage) in Belize supported by the Liberty Foundation, which is a non-profit organization developed to financially support and create new homes around the world.

Professional Profile
- Highly organized and dedicated, with a positive attitude.
- Able to handle multiple assignments under pressure and consistently meet deadlines.
- Have excellent written, oral, and interpersonal communication skills.
- Thrive on working in a challenging environment.
## EMPLOYMENT HISTORY

**Vice President, Enrollment Services**  
7/1/2010-Present  
**Rocky Mountain College**  
Billings, MT

- Serve as a member of the RMC Cabinet, the top level of administration at the College, participating in all strategic decisions related to the operations of the institution.
- Supervise a 13-member staff, including the departments of admissions, financial assistance, parent relations, and alumni.
- Develop annual strategic recruiting plans, focusing specifically on territory management, scholarship matrix, and key marketing messages.
- Manage a $10 million budget comprised of institutional, federal, and state funding.
- Oversee financial aid awards to over 900 new and returning students.
- Coordinate recruiting and retention efforts with Admissions, the Registrar, Dean of Students, and the Controller and Budget Director.
- Communicate the College’s message to current and prospective students and their parents.

**Director of Admissions**  
7/1/2009-6/30/2010  
**Rocky Mountain College**  
Billings, MT

- Territory Management: Completed name purchase, identified new markets, planned travel and recruitment activities for each territory. Traveled with Admissions Counselors throughout the year (at least one week).
- Marketing and Promotions: Completed annual Marketing/Recruitment Plan to lead enrollment efforts. Lead student marketing efforts, including design of publications (search piece, view book departmental brochures) and website. Also, provided ongoing communication to Marketing Department to insure timely press releases for admissions events, RMC outcomes, etc.
- Staff Training and Development: Responsible for hiring, training and firing of all part-time and full-time employees. Coordinated campus training for employees and insured individual professional development opportunities were taken advantage of by each employee.
- Conversion Strategies: Planned strategies in financial aid, academics, student life, and through admissions events (campus and high school visits, receptions, etc.) to insure strong conversion of applicant pool.

**Associate Director, Admissions Recruitment Manager**  
7/1/2008-6/30/2009  
**Rocky Mountain College**  
Billings, MT

- Developed content for effective marketing and publication material for recruitment purposes.
- Coordinated the development of the annual Marketing/Recruitment Plan to lead enrollment efforts.
- Provided ongoing communication to Marketing Department to insure timely press releases for admissions events, RMC outcomes, etc.
- Oversaw the content of the College’s website as it relates to admissions. This included, but was not limited to, the development of academic webpages, admissions pages, and financial aid pages. Ensured the completion of all tasks and activities associated with the liaison duties assigned to the admissions counselors through calendar coordination and supervision of counselors.
- Developed reporting that tracks effectiveness of liaison efforts to study effectiveness of the activities and initiatives.
• Managed the liaison duties assigned to the admissions counselors to ensure the completion of all tasks and activities.
• Evaluated weekly progress report for enrollment activities. Conducted weekly meetings with staff (group and individual as needed) to insure satisfactory progress toward enrollment goals. Assisted in territory when needed.
• Introduced strategies in financial aid, academics, student life, and through admissions events (campus and high school visits, receptions, etc.) to insure strong conversion of applicant pool.
• Supervised work-study students. Oversaw hiring and training of work-study students.
• Territory Management: planned travel and recruitment activities for each territory.

**Transfer Coordinator** 6/2006-6/30/2008  
**Rocky Mountain College** Billings, MT  
- Served as a member of the admissions team, managing a recruitment territory to assist in achieving enrollment goals for the College. Implemented recruitment strategies as outlined in the admissions plan in the assigned territory to include community college visits, area receptions, and events. Served as an admissions liaison, assigned to a specific department.
- Developed relationships at targeted community colleges to enhance transfer student interest.
- Developed transfer equivalencies as they related to RMC general education requirements, as well as targeted RMC academic programs.

**Rocky Mountain College** Billings, MT  
- Served as a member of the admissions team managing the recruiting effort and meeting the new student goal for an assigned geographic territory.

**Cheer Coach** 9/2005-4/2011  
**Rocky Mountain College** Billings, MT  
- Coached student athletes, both males and females, in competitive cheerleader techniques to prepare them for events or competition.
- Assisted in recruitment and retention and oversaw fundraising obligations.

**Yellowstone Boys and Girls Ranch** Billings, MT  
- Helped creatively design, implement, and provided feedback for the program of treatment for each child in unit.

**Edwards Jet Center** Billings, MT

**Belize Representative, Liberty Children’s Home** 2002-3/2005  
**Liberty Foundation** Belize City, BZ  
- Worked with the Human Service department, Government officials, local donors, Liberty Foundation, and the Caribbean Engineer Construction Company.
- Obtained the Liberty Foundations NGO (non-governmental organization) certificate from the Belize Government.
- Conducting research and developing land and lodging to provide the safest and most productive living environment for the children in the home.
Appendix 2.7

ROCKY MOUNTAIN COLLEGE
FACULTY POLICIES

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ROCKY MOUNTAIN COLLEGE

FACULTY POLICY

Preamble

This portion of the Rocky Mountain College operating policies, entitled faculty personnel policies and procedures, is a contract between the faculty and the board of trustees of the College.

Amendments and additions to, or deletions from, these faculty personnel policies can be made only with majority consenting votes in both the board of trustees and in the faculty. Such changes will go into effect with the next contracts.
I. PURPOSE

At its April 25, 1957 meeting, the board of trustees of Rocky Mountain College adopted the "1940 Statement of Principles on Academic Freedom and Tenure," jointly developed and adopted initially by the AAUP and the Association of American Colleges, as a part of the faculty personnel policies of this College. This statement remains a part of the current policy. Its spirit permeates other parts. The College affirms that any individual appointed to the faculty will have full academic freedom. The responsibility for teaching classes is the teacher's and it will not be abridged. Teachers will not be denied access to their classes except for adequate cause as stated in F-001-01-0011.

II. POLICY

The "1940 Statement of Principles on Academic Freedom and Tenure," from Policy Documents & Reports, AAUP, 2006 edition, reads:

A. Teachers are entitled to full freedom in research and in the publication of the results, subject to adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

B. Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

C. College or university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence, they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.
III. REVIEW AND RESPONSIBILITIES

Responsible parties: Faculty

Review: Bi-annually on or before May 31st

IV. APPROVALS

Approved:

Faculty Chair ____________________
Date: ____________________

Approved:

Chair, Board of Trustees ____________________
Date: ____________________
ROCKY MOUNTAIN COLLEGE

FACULTY POLICY

SECTION: Faculty

NUMBER: F-001-01-0002

SUBJECT: Definitions of Faculty and Class Days

DATE: 4/2009

I. DEFINITIONS

A. For a definition of faculty, see the faculty constitution.

B. The faculty constitution defines those eligible to vote.

C. Privileges such as tenure, sabbatical leaves, and leaves without pay are described later in this document. Tenure is described in section F-001-01-0007; sabbatical leaves and leaves without pay are described in section F-001-01-0014.

D. Class days are days when regular undergraduate classes are in session during the fall and spring semesters.

II. REVIEW AND RESPONSIBILITIES

Responsible parties: Faculty

Review: Bi-annually on or before May 31st

III. APPROVALS

Approved:

Faculty Chair ____________________
Date: ____________________

Approved:

Chair, Board of Trustees ____________________
Date: ____________________
I. POLICY

A. Searches for New Faculty

1. In order to attract the best qualified faculty members, national searches will be conducted for candidates to fill each vacancy or new position. Vacancies will be advertised in journals and other listings that are most likely to be read by potential applicants in the fields where the vacancies occur.

2. If the search committee determines that the vacancy has occurred too late in the academic year, the position may be filled without conducting a national search. In such cases, a one-year contract will be offered with the understanding that a national search will take place the following year.

3. The search for adjunct faculty will include consultation with full-time faculty teaching in the most closely related fields and does not require a national search.

B. The academic vice president will appoint a search committee for each position consisting of a minimum of five individuals. The committee will include all tenured or tenurable faculty in the academic program of the appointment (excepting the faculty member being replaced), one tenured member of the personnel policies committee or the evaluation committee, one tenured faculty member from another academic program, and the appropriate division chair. One individual may fulfill more than one committee role.

C. A student liaison will be appointed to coordinate broader student input to the search committee.

D. The search committee, in consultation with the academic vice president, will establish the desired qualifications for the candidates before the description of the vacant position is written.

E. The director of human resources will coordinate the advertising of new positions, process application materials, and check the credentials of final candidates.

F. Conditions for employment that arise from negotiations will be put in writing, placed in the appointee's personnel file, and be included in the appointee's contracts. Conditions agreed upon at the time of hire which may affect future tenure and/or promotion decisions will be forwarded to the faculty evaluation committee and a copy placed in the faculty member's evaluation file.
G. Outside-Funded or Endowed Chairs

1. General Policies
   a. Faculty input (e.g., from faculty teaching in the areas most closely related to the proposed chair) will be sought by the president and/or the academic vice president at the earliest appropriate stages of discussion. Faculty discussion with donors will be encouraged.
   b. Outside-funded faculty positions will function consistent with existing policy.

H. Appointments

1. Faculty are hired into one of three classes: tenured, tenurable, and non-tenurable. Each initial faculty contract will indicate the class to which the faculty member has been appointed.
2. The director of human resources will be consulted about any contractual addenda before the contract is signed. The approved addenda will be filed with the contract in the employee's personnel file. Approved addenda affecting future tenure and/or promotion decisions will be forwarded to the faculty evaluation committee and a copy placed in the faculty member's evaluation file.
3. Under unusual circumstances, an individual may be hired with tenure (See F-001-01-0007).
4. Appointments to tenurable positions:
   a. Contracts will state the maximum length of the probationary period before the tenure decision and the expected date of termination of that period. The probationary period in no case extends beyond seven years of full-time teaching at the College.
   b. If an individual comes to a position with acceptable teaching experience at the college level or the equivalent, the probationary period may be reduced accordingly. The probationary period may be reduced by a maximum of three years.
5. Appointments to Non-Tenurable Positions
   a. Appointments to non-tenurable positions include all appointments to the faculty other than tenured and tenurable appointments.
   b. Visiting appointments are temporary and full-time.
   c. Adjunct appointments are temporary and part-time.
      i. Adjunct faculty are appointed to teach regular courses or to teach specialty courses which are not needed on a permanent basis.
II. REVIEW AND RESPONSIBILITIES

Responsible parties: Faculty

Review: Bi-annually on or before May 31st

III. APPROVALS

Approved:

Faculty Chair ____________________
Date: ____________________

Approved:

Chair, Board of Trustees ____________________
Date: ____________________
I. DEFINITION

A. Each teaching faculty member is assigned an academic rank to recognize the level of academic achievement, teaching experience, classroom performance, and service within the faculty, the College, and the community.

B. In increasing order, the ranks for faculty are as follows: instructor, assistant professor, associate professor, and professor. Any of these ranks may also be adjunct or visiting. The ranks of associate professor emeritus(a) and professor emeritus(a) are reserved for faculty members who have served the College throughout a distinguished career and have retired from regular instruction.

II. POLICY

A. Promotion in rank as well as tenure are decided independently but may be granted at the same time.

B. Once a faculty member has attained a rank, that rank will not be reduced unless credentials have been misrepresented.

III. REVIEW AND RESPONSIBILITIES

Responsible parties: Faculty

Review: Bi-annually on or before May 31st

IV. APPROVALS

Approved:

Faculty Chair ____________________
Date: ____________________

Approved:

Chair, Board of Trustees ________________
Date: ____________________
I. POLICY

A. The AAUP "Statement on Professional Ethics," adopted by the body in 1966, and copied below from Policy Documents & Reports, AAUP, 2006 edition, has been adopted by the College as a statement of responsibilities of the faculty members at Rocky Mountain College:

Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending and transmitting knowledge. They practice intellectual honesty. Although they may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.

As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly standards of their disciplines. Professors demonstrate respect for the students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.

As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas, they show due respect for the opinions of others. Professors acknowledge academic debts and strive to be objective in their professional judgments of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.
As members of their institution, professors seek above all to be effective teachers and scholars. Although they observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decisions upon the program of the institution and give due notice of their intentions.

As members of their community, professors have the rights and obligations of any citizen. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

B. Further expectations of full-time faculty members include the following:
   1. announce and maintain office hours each semester; office hours should be varied to give all students an opportunity to meet with faculty members;
   2. serve as academic advisors to students;
   3. carry out committee assignments;
   4. attend faculty meetings regularly;
   5. attend College commencements in academic attire;
   6. carry out the supervision of student workers in accordance with the policies and procedures of the financial assistance office;
   7. fulfill contractual agreements with the institution; and
   8. contact the academic vice president's office prior to missing class.

C. Part-time faculty will
   1. give all students an opportunity to meet with them outside of scheduled class times;
   2. carry out the supervision of student workers in accordance with the policies and procedures of the financial assistance office;
   3. fulfill contractual agreements with the institution; and
   4. fulfill committee assignments if those assignments are part of contractual obligations (a part-time individual may choose to serve voluntarily on committees and, if so, should make his or her desire known to the personnel policies committee).
III. REVIEW AND RESPONSIBILITIES

Responsible Parties: Faculty
Review: Bi-annually on or before May 31st

IV. APPROVALS

Approved:

Faculty Chair ____________________
Date: ____________________

Approved:

Chair, Board of Trustees _________________
Date: ____________________
I. PREAMBLE
Exemplary instruction is one of the major goals of Rocky Mountain College; insuring this caliber of instruction requires periodic evaluation of faculty. However, since faculty are providing instruction in a variety of environments, and since the College recognizes that many types of activities can be considered as valuable contributions, no one method of evaluation will be sufficient. The College values scholarly diversity and seeks to establish a positive relationship between the aspirations of the College's departments and the individual faculty member's competencies and aims; thus, Rocky Mountain College's evaluation system is designed to recognize the broad dimensions of teaching, be sensitive to different kinds and styles of instruction, and be as useful in distinguishing superior teaching from the merely competent, as it is in identifying poor teaching. The College's evaluation system will provide a means of collecting information for making personnel recommendations and decisions.

Rocky Mountain College will declare its values and communicate them with sufficient clarity to enable its faculty to set forth specific expectations as to teaching, research, service, and other faculty obligations. Data on teaching performance will commonly come from colleagues and students and will include (a) an accurate factual description of what an individual does as teacher, (b) various measures of the effectiveness of these efforts, and (c) fair consideration of the relationship between these efforts and the College's and departments' expectations. Those being evaluated will supply information and materials relevant to their evaluation.

Because of the usefulness of having first-hand information about an individual's teaching effectiveness, Rocky Mountain College has adopted a formative program of classroom visitation, since careful observations over a period of time have been determined to be useful in evaluating instruction and in fostering effective teaching. Clearly, there must be an understanding among the visitors and the visited upon such matters as who does the visiting, how many visits are made, what visitors look for, what feedback is given to the visited, and what formative use is made of the information. (Wording in part or whole from AAUP's 2001 Policy Documents & Reports, approved by the Association of Governing Boards).

III. PURPOSES OF EVALUATION
   A. Formative evaluation provides regular feedback to faculty to improve effectiveness so faculty are able to provide quality service to students and the institution.

   B. Summative evaluation provides a means to collect information for making personnel recommendations and decisions. The result of evaluations is the major determiner of retention, promotion, and tenure decisions made by the institution.
III. EVALUATION OF TENURED AND TENURABLE FACULTY

A. Faculty members must participate in the College's formative evaluation policy (see appendix A) as well as adhering to the summative evaluation policy delineated in the remainder of Section III.

B. Each faculty member's peer review committee will consist of two randomly chosen members of the faculty evaluation committee and three colleagues chosen by the faculty member under review. At least one of these three must be in the same discipline or a closely related discipline. Insofar as it is possible, the three chosen colleagues will remain the same throughout the course of the faculty member's employment.

C. By April 15th, the faculty member and his or her division chair will hold a conference to agree on the percentage weight of each item in the evaluation matrix for the next evaluation cycle. This agreement will be in writing and signed by both parties. If no agreement can be reached, the academic vice president will be involved as a mediator. The agreement will be submitted to the academic vice president for approval. The agreed-upon weights will be entered into the faculty member's matrix.

D. Though not part of the faculty member's formal evaluation, the obligations and responsibilities of faculty as defined in section 001-01-0005 of the faculty policy manual must be fulfilled.

E. All tenurable and tenured faculty with teaching responsibilities will be evaluated on the following components of performance (see appendix B for descriptions of these categories):
   1. Teaching
   2. Scholarly and Creative Activities
   3. Service to the College
   4. Service to the Community

F. If an activity is not specifically listed in the evaluation matrix, it is the faculty member's responsibility to determine where that activity best fits.

G. First- and second-year tenurable faculty will be evaluated using the same criteria as other tenured and tenurable faculty; the decision regarding reappointment will be made by the academic vice president under the guidelines in section VII.

H. Non-teaching faculty will be evaluated according to criteria determined in consultation with their immediate supervisor.

I. All discussions held throughout the evaluation process are confidential.
J. Faculty members are responsible to meet contractual obligations not addressed by the evaluation policy. Violation of contractual obligations or other issues involving non-compliance which are beyond the purview of the evaluation policy may result in dismissal; see section 001-01-0011 of the faculty policy manual.

IV. PERSONNEL INVOLVED AND THEIR ROLES

A. Students
   1. For tenurable faculty, students will complete rating forms for all courses taught during the spring and fall semesters prior to evaluation.
   2. For tenured faculty, students will complete rating forms for a number of courses equivalent to one-fourth (1/4) of the faculty member's annual teaching load. At least one course will be evaluated each semester the faculty member teaches.
   3. A faculty member's advisees will complete the rating form found in appendix C.
   4. Pertinent ratings will be forwarded to the office of the academic vice president and entered into the faculty member's matrix.

B. The Faculty Member
   1. The faculty member under review is responsible for collecting, organizing, and presenting documentation for evaluation; see appendix D.
   2. Any faculty member may request a meeting at any time with his or her peer review committee during the evaluation process.

C. Peers and Colleagues
   1. In the event that peers or colleagues are aware of issues relevant to the faculty member’s evaluation, those individuals may inform the faculty evaluation committee of those issues using the following procedure.
      
a. The individual must present the information in a signed and dated letter addressed to the chair of the evaluation committee. Verbal and electronic submissions of any kind will not be accepted.
      
b. The individual will submit two signed copies of the letter to the chair of the evaluation committee no later than the evaluatee’s portfolio due date. Letters submitted after the evaluatee’s portfolio due date will not be accepted.
      
c. On receipt of the two copies of the signed letter, the chair of the evaluation committee will place one copy of the letter in the evaluatee’s portfolio, and will personally deliver the second copy of the letter to the evaluatee.
2. The evaluatee has the right to respond to anything mentioned in the letter.

   a. The evaluatee will have five class days either from the portfolio due date or from the date that he or she receives the letter, whichever date is later, to respond to the issues mentioned in the letter.

   b. The evaluatee’s response must be in writing and given to the chair of the faculty evaluation committee.

   c. The chair of the faculty evaluation committee will place the evaluatee’s response in the evaluatee’s portfolio.

D. Administration/Staff

   If the faculty member participates in advising incoming freshman or in recruiting activities, the head of academic advising and the director of admissions will forward that information to the chair of the evaluation committee using the forms in Appendix E-1 and Appendix E-2, respectively.

E. The Division Chair or The Program Director

   1. In the event that the division chair or the program director is aware of issues relevant to the faculty member’s evaluation, he or she may inform the faculty evaluation committee of those issues using the following procedure.

      a. The division chair or the program director must present the information in a signed and dated letter addressed to the chair of the evaluation committee. Verbal and electronic submissions of any kind will not be accepted.

      b. The division chair or the program director will submit two signed copies of the letter to the chair of the evaluation committee no later than the evaluatee’s portfolio due date. Letters submitted after the evaluatee’s portfolio due date will not be accepted.

      c. On receipt of the two copies of the signed letter, the chair of the evaluation committee will place one copy of the letter in the evaluatee’s portfolio, and will personally deliver the second copy of the letter to the evaluatee.

2. The evaluatee has the right to respond to anything mentioned in the letter.

   a. The evaluatee will have five class days either from the portfolio due date or from the date that he or she receives the letter, whichever date is later, to respond to the issues mentioned in the letter.
b. The evaluatee’s response must be in writing and given to the chair of the faculty evaluation committee.

c. The chair of the faculty evaluation committee will place the evaluatee’s response in the evaluatee’s portfolio.

F. The Peer Review Committee

1. The peer review committee will evaluate the materials relating to “Teaching” and “Scholarly and Creative Activities” (see Appendix E). Pertinent ratings will be forwarded to the office of the academic vice president and entered into the faculty member’s matrix.

2. In addition to their evaluation of materials relating to “Teaching” and “Scholarly and Creative Activities,” members of the peer review committee will evaluate materials relating to “Service to the College” and “Service to the Community” for inclusion in its formative evaluation.

   a. A formative letter will be written and signed by all five members of the evaluatee's peer review committee. The letter must contain formative feedback in each area that the evaluatee chose on his or her matrix, with the weight taken into account. As opposed to an additional file being kept, the evaluatee shall put the letter and his or her response to it, in the following year's or subsequent PRC evaluation portfolio.

3. Prior to the completion of the formative review, the peer review committee will meet with the evaluatee as necessary.

G. The Faculty Evaluation Committee

1. The faculty evaluation committee will evaluate the materials relating to "Service to the College" and "Service to the Community"; see appendix F and G.

2. Pertinent ratings will be forwarded to the office of the academic vice president and entered into the faculty member's matrix.

3. A recommendation based on the faculty member’s composite teaching rating and overall composite rating (see Appendix H) will be submitted in writing to the evaluatee and to the academic vice president by March 15th. A copy of this recommendation will also be placed in the evaluatee's evaluation file. In those cases when the faculty member is up for promotion/tenure, the evaluation committee must make a recommendation either for promotion/tenure or against promotion/tenure. Under no circumstances may the faculty evaluation committee remove itself from the promotion/tenure process.

H. The Academic Vice President
1. In the event that the academic vice president is aware of issues relevant to the faculty member’s evaluation, he or she will inform the peer review committee or the faculty evaluation committee, as appropriate, prior to evaluation deliberations.

   a. The academic vice president must present the information in a signed and dated letter addressed to the chair of the evaluation committee. Verbal and electronic submissions of any kind will not be accepted.

   b. The academic vice president will submit two signed copies of the letter to the chair of the evaluation committee no later than the evaluee’s portfolio due date. Letters submitted after the evaluee’s portfolio due date will not be accepted.

   c. On receipt of the two copies of the signed letter, the chair of the evaluation committee will place one copy of the letter in the evaluee’s portfolio, and will personally deliver the second copy of the letter to the evaluee.

2. The evaluee has the right to respond to anything mentioned in the letter.

   a. The evaluee will have five class days either from the portfolio due date or from the date that he or she receives the letter, whichever date is later, to respond to the issues mentioned in the academic vice president’s letter.

   b. The evaluee’s response must be in writing and given to the chair of the faculty evaluation committee.

   c. The chair of the faculty evaluation committee will place the evaluee’s response in the evaluee’s portfolio.

3. The academic vice president, if satisfied that the evaluation committee has made its recommendation based on the policies and procedures agreed to by the College, forwards it and any recommendations regarding personnel decisions in writing to the president of the College by April 1st with a copy to the evaluee and a copy placed in his or her evaluation file.

4. If the academic vice president is not satisfied that the recommendation was based on the policies and procedures agreed to by the College, the academic vice president will present the matter to the personnel policies committee of the faculty. The personnel policies committee will then determine if the policies and procedures agreed to by the College were followed. The academic vice president may choose to
agree with the subsequent recommendation of the personnel policies committee. If the academic vice president remains in disagreement with the recommendation of the personnel policies committee, the personnel policies committee's recommendation will be offered to the president of the College along with the original recommendation and the academic vice president's recommendation. A copy of the academic vice president's recommendation and the personnel policies committee's recommendation will be provided to the evaluee and a copy placed in his or her evaluation file.

I. The President of the College
   1. The president of the College, if satisfied that the evaluation committee has made its recommendation based on the policies and procedures agreed to by the College, forwards it and any recommendations regarding personnel decisions in writing to the board of trustees of the College by April 15th with a copy to the evaluee and a copy placed in his or her evaluation file.
   2. If the president of the College is not satisfied that the recommendation was based on the policies and procedures agreed to by the College, the president will present the matter to the personnel policies committee of the faculty. The personnel policies committee will then determine if the policies and procedures agreed to by the College were followed. The president may choose to agree with the subsequent recommendation of the personnel policies committee. If the president remains in disagreement with the recommendation of the personnel policies committee, the personnel policies committee's recommendation will be offered to the board of trustees along with the original recommendation and the president's recommendation. A copy of the president's recommendation and the personnel policies committee's recommendation will be provided to the evaluee and a copy placed in his or her evaluation file.

J. The Board of Trustees
   1. The board of trustees, if satisfied that the recommendation was based on the policies and procedures agreed to by the College, will approve the recommendation and any personnel decisions.
   2. The board of trustees, if presented with conflicting recommendations by the president of the College and the personnel policies committee, may either vote to agree with one of the recommendations or request a hearing with the personnel policies committee and the president of the College. After a hearing, the board of trustees may vote to agree with one of the recommendations or provide a modified decision as the board of trustees may determine at its sole discretion. The board of trustees' decision is final.

K. The Final Evaluation
1. The final evaluation becomes a permanent part of the faculty member's evaluation file. This file is held securely and confidentially in the office of the academic vice president. The evaluation file will be accessible only to the faculty member, the peer review committee, the faculty evaluation committee, the academic vice president, and the president of the College. Evaluation documents will also be available to the personnel policies committee when called for by the faculty constitution or policy manual. The final evaluation summary will be available to the members of the board of trustees in cases involving promotion or tenure decisions.

2. No separate personnel files will be kept on individuals.

3. If the division chair, academic vice president, or president of the College receive complaints concerning a member of the faculty, such complaints will be dealt with in a timely fashion pursuant to section 001-01-0012 of the faculty policy manual. At the conclusion of the matter, a letter will be sent to the faculty member and added to his or her evaluation file.

4. No material to which a faculty member has not had access will be kept in the evaluation file or used in personnel decisions.

V. REBUTTAL OF EVALUATION BY FACULTY MEMBER
   A. Rebuttal may be made by any faculty member at any level of the evaluation process with the exception of the board of trustees. If the evaluee is dissatisfied with a recommendation, the evaluee may send a letter of rebuttal to the next highest level.

VI. TIMING OF EVALUATIONS
   A. Faculty members with tenure are evaluated every five years. Faculty members with tenurable appointments are evaluated annually. Special considerations apply to first- and second-year faculty and are found in Section VII.

   B. When a tenurable faculty member is appointed with years granted toward tenure, this agreement will be noted and forwarded to the peer review committee.

   C. Unless a faculty member is applying for early tenure (see section 001-01-0007 of the faculty policy manual), regular tenure decisions will be made during the sixth year of employment, adjusted for years granted toward tenure as noted in section VI.B.

   D. Unless a faculty member is appointed with tenure, all faculty members with tenurable appointments will undergo no fewer than two evaluations prior to a tenure decision.
VII. SPECIAL CONSIDERATIONS FOR FIRST- AND SECOND-YEAR FACULTY

A. First- and second-year faculty members must participate in the College's formative evaluation policy (see appendix A) as well as adhering to the summative evaluation policy delineated in Section III.

B. First- and second-year faculty will undergo a formal evaluation as described in section III. However, decisions regarding reappointment will be made by the academic vice president. First-year faculty decisions are made no later than March 1\textsuperscript{st}, and second-year faculty decisions are made no later than December 15\textsuperscript{th}.

C. By September 15\textsuperscript{th}, the first-year faculty member will choose three colleagues to serve on his or her five-member peer review committee; see III.A.

D. By September 15\textsuperscript{th}, the first-year faculty member and the division chair will hold a conference to agree on the percentage weight of each item in the evaluation matrix for the next evaluation cycle. This agreement will be in writing and signed by both parties. If no agreement can be reached, the academic vice president will be involved as a mediator. The agreement will be submitted to the academic vice president for approval.

E. Though not part of the faculty member's formal evaluation, the obligations and responsibilities of faculty as defined in section 001-01-0005 of the faculty policy manual must be fulfilled.

F. Second-year faculty members' peer review committee and percentage weights will be determined according to III.A and III.B.

VIII. SPECIAL CONSIDERATIONS FOR NON-TENURE TRACK FULL- AND PART-TIME FACULTY; AND ADJUNCT FACULTY

A. Students will complete rating forms for each course offered by an adjunct or non-tenure track faculty member.

B. Each semester, rating forms will be reviewed by the division chair or program director with appropriate input from faculty in the evaluatee's discipline or a related discipline.

C. On an annual basis, the division chair or program director will meet with the adjunct or non-tenure track faculty member to discuss the faculty member's performance. A recommendation for rehire or dismissal will be made by the division chair or program director to the academic vice president. Such recommendations will be placed in the adjunct or non-tenure track faculty member's evaluation file.

D. Non-teaching faculty will be evaluated according to criteria determined in consultation with their immediate supervisor.
E. Rebuttal rights are not available to adjunct and non-tenure track faculty members.

IX. POLICY REVIEW
A. The personnel policies committee may review the evaluation system annually for improvements in both content and procedure. Any recommendations must be approved by a vote of the faculty and the board of trustees.

B. Changes and/or modifications to the appendices which are not significant and material are under the purview of the academic vice president.

X. PROCEDURES
A. Section 001-01-0012 of the faculty policy manual regarding grievances does not apply to F001-01-0006, "Evaluation of Faculty."

B. Recommendations at all levels will be in writing.

XI. REVIEW AND RESPONSIBILITIES

Responsible Parties: Faculty
Review: Bi-annually on or before May 31st

XII. APPROVALS

Approved:

Faculty Chair ____________________
Date: ______________________

Approved:

Chair, Board of Trustees __________________
Date: ______________________
I. DEFINITION

A. Promotion: By granting advancement in rank, the College recognizes those who have demonstrated academic achievement, teaching excellence, and service within the faculty, College, and community. It is not granted simply for seniority.

B. Tenure is the right to hold a teaching position and to be offered contract renewal at the same level of employment until retirement. This right may be terminated only in accordance with F-001-01-0011.

II. POLICY

A. Promotion and tenure are decided independently, although they may be granted simultaneously. Promotion and tenure are not granted automatically either because of educational attainments or length of service, although these factors are considered.

B. Promotion

1. Faculty will normally serve six years in rank but may apply for promotion at any time.
2. The appointment to any rank carries no presumption that in due course, the individual will be appointed to a higher rank.

C. Tenure

1. Only those faculty holding tenurable positions are eligible for tenure. The individual faculty contract will clearly indicate whether the position is tenurable.
2. Any individual who is granted tenure will be expected to continue to contribute to the College at the level demonstrated during the probationary period.
3. Faculty holding tenurable positions must be notified one year before the end of their probationary period whether they have been granted tenure.
4. Faculty who have taught part-time may be eligible for tenure if they are in a tenurable position.
5. Tenure may be retained by a tenured faculty member who is appointed to an administrative position within the College.
D. Procedures

1. Faculty members must submit a letter of application to the faculty evaluation committee by September 15th of the academic year during which they wish a promotion/early tenure decision to be made.

2. Faculty holding tenurable positions will automatically be considered for tenure during the year prior to the last year of their probationary period.

3. A promotion/tenure decision can be made during the year of application only if the faculty member under consideration is subject to an evaluation during that year.

4. It is the faculty member's responsibility to request an evaluation, if need be, so it coincides with the promotion/tenure request.

5. The faculty member’s evaluation by the faculty evaluation committee will serve as the primary basis for the promotion/tenure decision. The faculty evaluation committee must make a recommendation either for the promotion/tenure or against promotion/tenure. Under no circumstances may the faculty evaluation committee remove itself from the promotion/tenure process.

6. The recommendation regarding promotion/tenure made by the faculty evaluation committee will be forwarded to and acted upon by the academic vice president; see section 001-01-0006.IV.H.

7. Upon consideration of recommendations from the faculty evaluation committee and the academic vice president, the president will recommend a decision to the board of trustees; see section 001-01-0006. IV.I.

8. The board of trustees will make the final promotion/tenure decision.

9. Promotion/tenure decisions become effective in the following academic year.

III. REVIEW AND RESPONSIBILITIES

Responsible Parties: Faculty

Review: Bi-annually on or before May 31st

IV. APPROVALS

Approved:

Faculty Chair ______________
Date: _____________________

Approved:

Chair, Board of Trustees ______________
Date: _____________________
I. POLICY

The teaching load for each faculty member is worked out as equitably as possible—depending upon the types of courses taught—by each faculty member and the academic vice president.

II. REVIEW AND RESPONSIBILITIES

Responsible Parties: Faculty
Review: Bi-annually on or before May 31st

III. APPROVALS

Approved:

Faculty Chair ____________________
Date: ____________________

Approved:

Chair, Board of Trustees ____________________
Date: ____________________
I. POLICY

A. Each year before making salary scale recommendations to the board of trustees for approval, the president will seek counsel from the faculty executive committee and the academic vice president.

B. Each fall, the academic vice president will distribute to the faculty the current salary ranges for each rank.

C. Non-tenure track faculty will not be included in the scale.

II. REVIEW AND RESPONSIBILITIES

Responsible Parties: Faculty
Review: Bi-annually on or before May 31st

III. APPROVALS

Approved:

Faculty Chair ____________________
Date: ____________________

Approved:

Chair, Board of Trustees ____________________
Date: ____________________
ROCKY MOUNTAIN COLLEGE

FACULTY POLICY

SECTION: Faculty

NUMBER: F-001-01-0010

SUBJECT: Regular Renewal and Non-Renewal of Tenurable and Non-Tenurable Contracts

DATE: 4/2009

I. POLICY

A. Yearly Evaluations of Tenurable Appointees Prior to Renewal Decisions

1. Each tenurable appointee is entitled to an evaluation each year before a decision on contract renewal is made for the next year. This yearly evaluation is described in F-001-01-0006.

2. The division chair will consult with tenurable faculty members about the evaluation procedure.

B. Notification of Non-Renewal of Tenurable Contracts

1. Whenever a decision is made not to renew a tenurable appointee's contract, the president will notify the individual in writing of this decision.

2. In the individual's first academic year of service, notice of non-renewal will be given no later than March 1st. In the second year of service, notice of non-renewal will be given no later than December 15th. In any subsequent year of service, a year's notice of non-renewal will be given no later than May 1st.

C. Recourse upon Receipt of Notification of Non-Renewal of a Tenurable Contract

1. A tenurable faculty member whose contract is not renewed who believes the decision was not preceded by the yearly evaluation procedure outlined in F-001-01-0006 may indicate this concern in writing to the president and may ask the personnel policies committee to determine whether or not the prescribed yearly evaluation procedure was in fact followed.

2. The personnel policies committee will investigate and make its findings known in writing to both the faculty member and the president within 15 class days.

3. If it is established that the yearly evaluation procedure was not carried out prior to the non-renewal decision, the personnel policies committee will recommend to the president that the matter be held in abeyance until an adequate remedy can be devised by the personnel policies committee.
4. The faculty member must ask the personnel policies committee to review the yearly evaluation procedure within 120 calendar days after receiving notice of non-renewal in the case of third-year or longer appointees, or within 21 calendar days after receiving notice of non-renewal in the case of first- or second-year appointees. Otherwise, the matter will be considered closed.

D. Renewal and Non-Renewal of Non-Tenurable Appointees

1. Although non-tenurable appointees undergo evaluation, they are not entitled to notification of non-renewal.

II. REVIEW AND RESPONSIBILITIES

Responsible Parties: Faculty
Review: Bi-annually on or before May 31st

III. APPROVALS

Approved:

Faculty Chair ____________________
Date: ____________________

Approved:

Chair, Board of Trustees ____________________
Date: ____________________
I. DEFINITION

A. Dismissal—The faculty member's contract will be broken by the College during the period of a current contract, preventing the completion of the current teaching assignment and discontinuing the payment of remuneration after a specific date. During dismissal proceedings, the faculty member may be suspended, e.g., the suspension of all or part of the individual's College responsibilities, including teaching responsibilities; and/or a ban from the campus. Remuneration will be paid until the dismissal proceedings have been completed.

B. Termination—Termination applies only to tenured faculty members. The tenured faculty member will be required to finish the current contract but will not be offered another contract for the next year or contract period. For non-renewal of non-tenured faculty, see F-001-01-0006.

C. Sanctions—The faculty member is suspended or reprimanded; see section II-D.

II. POLICY

A. A faculty member may be dismissed or terminated for cause. Any faculty member, including tenured faculty members, can be dismissed or terminated from his or her position at the College for any of the following reasons:

1. Clear and convincing evidence unrelated to the faculty member's medical condition that the faculty member is not competent to teach.
4. Bona fide discontinuance of a program of instruction.
5. Clear and convincing evidence of a medical condition that has significantly reduced the teaching competence of the faculty member or otherwise has prevented the faculty member from adequately fulfilling the conditions of employment.

B. Special Considerations in Regard to Termination Because of Discontinuance of a Program Due to Financial Exigency

1. The College must show convincingly the genuineness of the financial exigency and/or the bona fide character of the planned discontinuance of program before notifying the faculty member of the intent to terminate a contract in such a case.
2. If a tenured faculty member's contract is terminated because of program discontinuance, and if the program is reinstated within a period of three years, the faculty member must be offered reappointment and given thirty calendar days in which to accept or decline reappointment before the position is offered to other candidates.

C. Procedures for Dismissal or Termination of Faculty

1. Preliminary Proceedings

   a. When reason arises for the College to begin dismissal or termination proceedings against a faculty member, the president and/or academic vice president of the College should first discuss the matter with the individual in a personal conference. The matter may be concluded by mutual consent at this point. If a personal conference is not possible, the president and/or the academic vice president should proceed to (b) below.

   b. If a personal conference is not possible or if an agreement does not result, a written statement setting forth, with reasonable particularity, the grounds for dismissal or termination will be sent by the president and/or the academic vice president to the faculty member and formal proceedings will commence. If no conference is possible, the statement will be sent within ten class days of the request for a conference. If a conference occurs, but an agreement does not result, the statement will be sent within ten class days of the conference.

   c. Once the preliminary proceedings have been completed, the faculty member may be suspended if the president and the academic vice president judge it necessary. Suspension (see I.A.) is justified, however, only if immediate harm to the faculty member or others is threatened. Such suspension is with pay.

2. Commencement of Formal Proceedings

   a. Formal proceedings are commenced by a written statement addressed to the faculty member from the president and the academic vice president informing the faculty member that a hearing will be conducted by a hearing committee at a specified time and place to determine whether dismissal or termination is warranted. In no instance may the initial hearing be set more than twenty class days or less than ten class days from the time notice is given.

   b. The faculty member will be informed of his or her procedural rights by reference to this policy manual.

   c. The hearing committee consists of six faculty members: two appointed by the president; two chosen by the faculty member in the case; and two faculty members of the judicial council chosen by the council in consultation with its chair. The hearing committee elects its own chair.
d. The faculty member will present to the president his or her two choices of faculty for the hearing committee within three class days of receiving the president's communication.

e. The faculty member will respond in writing to the charges in the written statement indicating the grounds for his or her dismissal or termination (see C.1.b.) not less than five class days before the date set for the hearing. If the faculty member fails to respond within this period of time, the matter is concluded in favor of the administration's position.

3. Proceedings of the Hearing Committee

a. The hearing committee will consider the written statement of grounds for dismissal or termination and the faculty member's written response before the time set for the hearing.

b. The president and academic vice president will have the option of counsel in developing the case for dismissal or termination. The president and/or academic vice president, with optional counsel, will be in attendance during the hearing.

c. The faculty member will have the option of counsel before and during the hearing; will be in attendance at the hearing; and will have the opportunity to be heard in his or her own defense.

d. If facts are in dispute, the testimony of witnesses and other evidence concerning the matters set forth in the president's written statement of grounds for dismissal or termination to the faculty member will be heard. The administration will speak first at the hearing, since the administration bears the burden of establishing a basis for dismissal or termination. The hearing committee will conduct the questioning of witnesses and, if necessary, will secure the presentation of evidence it deems important to the case.

e. Evidence will be duly recorded and a full stenographic record of the hearing will be available to all concerned parties. The stenographer must supply this transcript to the hearing committee within five class days of the completion of the hearing. If the hearing involves charges of incompetence, testimony will be included from educators and/or other scholars. The faculty member, the faculty member's counsel, the president, the academic vice president, and the administration's counsel retain the option, within reasonable limits, to question witnesses who testify in person. The chair of the hearing committee will have sole discretion to determine reasonable limits. If witnesses cannot appear, the identity of the witness, as well as the witness's written or otherwise recorded statements, will be disclosed to the faculty member. Unless special circumstances apply, it is not necessary to follow formal court procedures.

f. The hearing committee will grant adjournments to enable either party to investigate evidence as to which a valid claim of surprise is made (see Policy Documents & Reports, AAUP, 2006 edition, page 27).
g. The hearing committee will reach its recommendation in conference on the basis of the evidence presented during the hearing. Before doing so, it will provide an opportunity to the faculty member, the faculty member's counsel, the president, the academic vice president, and the administration's counsel to argue orally before it. The hearing committee may request written briefs. The hearing committee may reach its recommendation without a written transcription of the hearing if it concludes that a recommendation can be reached by this means; or it may await the availability of a transcript of the hearing if a recommendation would be aided thereby. The hearing committee will make explicit findings with respect to each of the grounds of dismissal or termination presented, and a reasoned opinion will be given. The president, the academic vice president, and the faculty member will be notified of the recommendation in writing within ten class days of the completion of the hearing and will be provided a copy of the record of the hearing. If the hearing committee must await the availability of a transcript, an extension of five class days will be granted.

h. If the president and/or academic vice president disagree with the recommendation of the hearing committee, the president and/or academic vice president will state their reasons in writing to the hearing committee and to the faculty member within five class days, providing them with an opportunity for response before transmitting that recommendation to the board of trustees. Responses to these disagreements will be submitted in writing within five class days to the president and/or academic vice president, with copies provided to the hearing committee and to the faculty member. After this process, when transmitting a recommendation to the board of trustees, the president will submit a written response to any additional responses received from the hearing committee and/or the faculty member.

4. Consideration by the Board of Trustees

a. Within five class days, the president will transmit to the board of trustees, or appropriate committees of the board of trustees, the recommendation of the hearing committee, along with the president's written statement agreeing or disagreeing with the hearing committee's decision, any additional responses of the committee and/or faculty member, and any additional administrative response as provided in section II.C.3.h. The board of trustees, or appropriate committees of the board of trustees, will accept the hearing committee's recommendation or will conduct another hearing of its own. In the event that another hearing is conducted, such a hearing should be based on the record of the previous hearing, accompanied by opportunity for argument, oral or written or both, by the principals at the hearing or their representatives. The recommendation of the hearing committee is either adopted, or the proceedings are returned to the hearing
committee with objections specified. In such a case, the hearing committee reconsiders, taking into account the stated objections and receiving new evidence if necessary. The hearing committee will frame its recommendation and communications in the same manner as referenced in II.C.3.g. Only after study of the hearing committee's reconsideration should the board of trustees make a final decision overruling the hearing committee.

D. Procedures for Sanctions Other than Dismissal or Termination

1. If the conduct of a faculty member does not constitute adequate cause for dismissal but justifies imposition of a severe sanction such as suspension of service for a stated period, the procedures outlined in C. above will be followed. Such conduct includes, but is not limited to insubordination (see "A Statement of the Association's Council: Freedom and Responsibility" from Policy Documents & Reports, AAUP, 2006 edition, pages 173-174), failure to adhere to accepted College policies, and/or failure to fulfill contractual obligations.

2. If the conduct of a faculty member justifies the imposition of a minor sanction, such as a reprimand, the faculty member will be notified in writing of the basis for the proposed sanction. The faculty member will have ten class days to respond in writing to make his or her case against the sanction.

3. A faculty member who believes a minor sanction has been unjustly imposed may file a grievance; see F-001-01-0012.

E. Public statements about the case by either the faculty member of administrative officers should be avoided until the proceedings have been completed.

III. REVIEW AND RESPONSIBILITIES

Responsible Parties: Faculty
Review: Bi-annually on or before May 31st

IV. APPROVALS

Approved:

Faculty Chair ____________________
Date: ____________________

Approved:

Chair, Board of Trustees ____________________
Date: ____________________
I. PURPOSE
   A. The purpose of the grievance policy is described in A-001-02-0008
   B. The definition of a grievance is described in A-001-02-0008

II. POLICY
   A. Rocky Mountain College policy requires that all employees be treated fairly and consistently in all matters related to their employment. The focus is on what is right and not who is right.
   B. Whenever possible, faculty are encouraged to pursue the resolution of job-related concerns through the informal process explained in the following procedure. In the event that a grievance cannot be resolved through these informal channels, the time limits contained in the formal procedure for processing grievances should be carefully noted. Promptness in resolving job-related concerns is a necessary condition of equity. Each individual is encouraged to become familiar with his or her responsibilities and rights as an employee. Questions concerning the grievance and appeals procedure should be referred to the academic vice president or to the personnel policies committee.
   C. It is the policy of Rocky Mountain College to provide both informal and formal avenues of resolution for employee job-related problems, or for any perceived violation of institutional procedures or standards of fairness. It is a means to ensure that employees have a method of redress in those instances where they feel they have been treated unfairly. Intimidation, harassment, coercion, or reprisal in any form against any employee for presenting a grievance is prohibited.
   D. If a faculty member has a grievance against the academic vice president or the president, the director of human resources will carry out all duties of the academic vice president in the following informal and formal procedures.
   E. If the job-related concern is resolved at any point during the informal or formal procedure, the matter is closed.
   F. Informal Grievance Procedure
      1. In the event that a job-related concern does not meet the definition of a grievance, as determined by the faculty members of the judicial council, the matter is closed.
      2. It is the College's policy to provide an informal means for the discussion and prompt, confidential and impartial resolution of job-related problems. If questions or misunderstandings are not resolved by joint discussion, either
party may request a confidential review by the academic vice president. If an amicable solution does not result from such informal review, either party may then request an additional information hearing, under mutually agreeable conditions by the academic vice president. The sole objective of this process is to provide prompt, confidential resolution to job-related problems. The focus is on what is right and not who is right. Employees with grievances are encouraged to use the informal process prior to instituting the formal procedures which follow.

G. Formal Grievance Procedure

1. If a mutually satisfactory resolution to a complaint cannot be reached by the parties, the following procedure will apply:
   a. The matter will be presented as a written, signed grievance to the academic vice president within ten class days after completion of the informal grievance procedure. The written grievance will consist of a clear and concise statement of the grievance, including the date of the incident, the issue involved, and the relief sought.
   b. The academic vice president has five class days to issue a ruling in writing and provide copies to all parties involved.
   c. The grievant then has five class days to submit a written appeal of the ruling to the president, with notice to all parties involved.
   d. The president has five class days to issue a ruling in writing, with copies to all parties involved.
   e. If the grievant is not satisfied with the president's ruling, then the grievant has five class days to submit a written appeal to the faculty members of the judicial council, with copies to all parties involved.
   f. All parties then have ten class days to prepare a presentation for the hearing before the faculty members of the judicial council.
      i. The judicial council chair will be responsible for supervising the conduct of the hearing and maintaining decorum. The chair's decision on matters or procedure and evidence will be binding on all parties, subject only to review as specified in this policy.
      ii. A hearing may be postponed by the judicial council chair for good cause upon a written request filed with the chair no later than 48 hours before the hearing. The chair will be the sole judge of what constitutes good cause.
      iii. The chair may request the attendance of other College personnel at the hearing.
      iv. The hearing will be recorded electronically, and the grievant may be allowed one copy of the recording at his or her expense.
      v. No witness, before or after testifying, may remain in the hearing room unless the chair believes that person's presence is necessary.
      vi. Legal rules of evidence will not apply.
      vii. The grievant may be represented by counsel. Counsel need not be an attorney.
      viii. The employee against whom the grievance is brought may be represented by counsel. Counsel need not be an attorney.
ix. The hearing will be closed and confidential.

g. Hearing procedural rules
   i. The issues before the judicial council will be limited to
      those raised by the grievant and the respondent in the
      original signed grievance (see G.1.a).
   ii. The chair will review the nature of the grievance up to the
      time of the hearing. The chair may, at his or her discretion,
      ask each party, beginning with the grievant, to make a brief
      opening statement.
   iii. The grievant will present evidence and may present
      witnesses in support of his or her grievance.
   iv. The employee against whom the grievance is brought will
      present evidence and may present witnesses in support of
      his or her position.
   v. Each party may ask questions of the other party or of witnesses
      appearing on the other party's behalf. The chair will have the
      sole discretion to determine the order and conduct of such
      questioning. In addition, the chair shall have the authority to
      rule questions out of order.
   vi. Any member of the judicial council may ask questions of
      any party or witness at any time.
   vii. When all evidence and witnesses have been presented by
      both parties, each party may make a closing statement,
      subject to a time limitation set by the chair.
   viii. The judicial council will adjourn the hearing, and the
      judicial council will deliberate in private.

h. The faculty members of the judicial council have ten class days to
   issue a ruling. The council's decision will be binding on all parties.

i. The judicial council will determine who has access to the
   proceedings and the results of the proceedings.

j. If a grievance reaches the hearing stage, the matter must be
   concluded by June 1st of the current academic year.

III. REVIEW AND RESPONSIBILITIES

Responsible Parties: Faculty
Review: Bi-annually on or before May 31st

IV. APPROVALS

Approved:
   Faculty Chair ____________________
   Date: ____________________

Approved:
   Chair, Board of Trustees ________________
   Date: ____________________
I. POLICY

A. A faculty member has thirty calendar days after receiving a contract for the next academic year to submit a written resignation to the academic vice president of the College. This action terminates the individual’s appointment at the end of the current academic year.

B. A faculty member who has not submitted a signed contract by the end of the thirty-day period is considered to have resigned, unless that faculty member has submitted a written request for extension and the academic vice president has approved that request.

II. REVIEW AND RESPONSIBILITIES

Responsible Parties: Faculty
Review: Bi-annually on or before May 31st

III. APPROVALS

Approved:

Faculty Chair ____________________
Date: ____________________

Chair, Board of Trustees ____________________
Date: ____________________
I. POLICY

A. Sabbatical leaves
   1. After each six or more years of full-time teaching, a tenured or tenurable faculty member is entitled to an appropriately planned study leave for one semester on full salary or for one academic year on half salary. This is not an accruable entitlement. For example, a faculty member may not teach for twelve years and then seek a two-year sabbatical. The next six-year segment begins the academic year after the sabbatical year.
   2. Request for leave for the succeeding year will be presented in writing to the academic vice president by October 15th stating the program of study to be undertaken. The academic vice president will consult with the evaluation committee regarding the suitability of the program of study to be undertaken. The program of study should:
      a. consume a significant portion of the leave (at least three hundred hours);
      b. be a definable form of study; and
      c. demonstrate relevance to Rocky Mountain College duties.
   3. Based on the criteria in I.A.2., the academic vice president may
      a. approve the sabbatical leave as submitted;
      b. request minor revisions to the plan before approving the sabbatical leave; or
      c. deny the request for sabbatical leave.
   4. The academic vice president will submit recommendations for approved sabbatical requests to the president of the College. If satisfied that the recommendation is based on the policies and procedures agreed to by the College, the president will forward the recommendation to the board of trustees of the College by January 31st.
   5. The board of trustees, if satisfied that the recommendation was based on the policies and procedures agreed to by the College, will approve the recommendation.
   6. After the leave the faculty member will submit a written report to the academic vice president on the results of the leave. This will be used as part of the faculty member's next evaluation.
   7. If more than one faculty member in a single academic field or department is eligible for a sabbatical leave in the same year, the academic vice president may ask one to defer the sabbatical for one year, without thereby postponing eligibility for the next regular sabbatical leave.
   8. If the College should find itself in a financial situation such that necessary on-campus programs would need to be eliminated in order to
provide money for sabbatical leaves, the continuation of the necessary on-campus programs takes precedence over the provision of sabbatical leaves; and individuals eligible for sabbatical leaves may be required to postpone sabbatical leaves during the financial crisis, without thereby postponing their eligibility for the next regular sabbatical leave.

9. Those faculty members who accept a sabbatical leave have an obligation to return to the College for at least one full year of additional service and to submit a written report on their accomplishments.

10. It is the responsibility of the faculty member seeking sabbatical leave to assist the academic vice president in finding a suitable replacement and/or scheduling classes.

B. Leaves Without Pay

1. A faculty member may apply to the academic vice president for a leave without pay for any reason. It may be granted provided satisfactory arrangements for a replacement can be made.

2. Negotiations will be made at the time of the leave request as to whether the leave affects the probationary period of a tenurable individual, the time line for promotion, or an individual's eligibility for raises. Results of negotiations must be documented in the faculty member's personnel file. Negotiations affecting future tenure and/or promotion decisions will be forwarded to the faculty evaluation committee and a copy placed in the faculty member's evaluation file.

C. Sick Leaves

1. When faculty members cannot meet their teaching responsibilities because of sickness, appropriate arrangements for having those responsibilities met will be arranged in consultation with the academic vice president.

2. For major illness, see the campus-wide sick leave policy in A-001-05-0001 and A-001-05-0002.

II. REVIEW AND RESPONSIBILITIES

Responsible Parties: Faculty

Review: Bi-annually on or before May 31st

III. APPROVALS

Approved:

Faculty Chair __________________________
Date: __________________________

Approved:

Chair, Board of Trustees __________________________
Date: __________________________
I. POLICY

A. The College seeks to accord faculty members the maximum freedom to choose to run for public office. It does not, of course, urge faculty members to run, but it recognizes that they may run for office while taking teaching responsibilities seriously. So far as it can, without harm to its teaching function, the College seeks to facilitate the faculty member's efforts to plan for relief from college duties if elected. It is understood that the College is not asked in any way to subsidize such candidates. The exception is that such participation might be considered a legitimate use of sabbatical leave.

B. Faculty members seeking public office must recognize their responsibilities to the College and not seek special arrangements which would seriously hinder their carrying out these responsibilities. They must make plain that they speak publicly for themselves and not the College. They must seek to speak and act with those restraints befitting a scholar.

C. Faculty members considering running for public office will follow this procedure:
   1. Whether or not the office contemplated would take faculty members away from assigned duties for an extended time, they must inform the academic vice president of the College of plans to seek office.
   2. Faculty members who, if elected, would be away from assigned College duties for an extended time will as soon as possible formulate in writing a plan by which, to their own satisfaction, their academic responsibilities can be adequately discharged.
      a. The plan will be presented to the academic vice president. If the academic vice president approves the plan, the faculty member may proceed.
      b. If the academic vice president disapproves the plan, that individual may present a compromise plan meeting the objections raised. If the new plan is approved, the candidate may proceed.
      c. If agreement has still not been achieved, the matter is referred to the personnel policies committee, which makes a recommendation to the president. The final decision will be made by the board of trustees. However, the board of trustees, before taking action contrary to the recommendation of the personnel policies committee, should inform the committee of its intended action and invite critical response to the proposal from the committee.
3. A faculty member who files for office before the procedure in section 2 is completed and who does not subsequently complete the procedure satisfactorily will forfeit candidacy or resign.

II. REVIEW AND RESPONSIBILITIES

Responsible Parties: Faculty
Review: Bi-annually on or before May 31st

III. APPROVALS

Approved:

Faculty Chair ____________________
Date: ____________________

Approved:

Chair, Board of Trustees _________________
Date: ____________________
I. POLICY

A. No mandatory retirement age is set for faculty members of Rocky Mountain College.

B. By choice of the faculty member, retirement may occur as service and age requirements are met as described in A-001-04-0007.

C. A faculty member who retires but who continues to teach part-time may receive a salary for such teaching commensurate with his or her pre-retirement salary.

D. For retirement's impact on benefits, see A-001-04-0007.

II. REVIEW AND RESPONSIBILITIES

Responsible Parties: Faculty
Review: Bi-annually on or before May 31st

III. APPROVALS

Approved:

Faculty Chair ____________________
Date: ____________________

Approved:

Chair, Board of Trustees ____________________
Date: ____________________
I. POLICY

A. Except during financial exigency, the College will maintain a faculty development fund to support the efforts of all full time tenurable and tenured faculty to remain current as teachers and scholars.

B. These monies may be requested by the individual faculty members for their own improvement as teachers and scholars, subject to pre-approval by the academic vice president.

C. The purchase price of some items is considered taxable income; consult with the academic vice president or the business office.

D. The academic vice president, in consultation with the faculty evaluation committee, may place additional restrictions on a faculty member's use of the money based upon evaluation results of that faculty member in order to strengthen his or her performance.

E. All full-time tenured and tenurable faculty members will have access to equal amounts of development money.

F. The funds must be spent within the fiscal year and cannot be carried over to a later year. However, individual faculty members may trade funds from year to year if a clear proposal of exchange is submitted to and approved by the academic vice president.

II. REVIEW AND RESPONSIBILITIES

Responsible Parties: Faculty
Review: Bi-annually on or before May 31st

III. APPROVALS

Approved:

Faculty Chair ____________________
Date: ______________________

Approved:

Chair, Board of Trustees __________________
Date: ____________________
ROCKY MOUNTAIN COLLEGE

FACULTY POLICY

SECTION: Faculty

SUBJECT: Benefits

DATE: 4/2009

I. POLICY

A. Retirement plans are described in A-001-04-0008.

B. Medical coverage is described in A-001-04-0005.

C. The flex plan is described in A-001-04-0004.

D. Tuition remission is described in A-001-04-0009.

E. Death benefits are described in A-001-04-0012.

F. A tenured member of the faculty, with the agreement of the academic vice president, may carry a fraction of the normal work load and receive a commensurate salary, if satisfactory arrangements can be made to staff the courses the faculty member would normally teach.

II. REVIEW AND RESPONSIBILITIES

Responsible Parties: Faculty
Review: Bi-annually on or before May 31st

III. APPROVALS

Approved:

Faculty Chair ____________________
Date: ____________________

Approved:

Chair, Board of Trustees ____________________
Date: ____________________
APPENDICES
Appendix A

Formative Evaluation Policy

I. Faculty Observation Program
   A. All faculty members being evaluated must be observed during the year of their evaluation.
      1. Each of the three members selected by an evaluee for his or her peer review committee must separately observe at least one class session prior to the PRC evaluation. If agreed upon, there may be more observers and more sessions (or classes) observed.
      2. If the faculty member wishes to have a team-taught course observed, the other member of the team may not be the sole observer.
      3. The faculty member and the observer(s) will meet prior to the observation to discuss expectations and protocol.
      4. The observer(s) will not participate in the class, but will only observe.
      5. The faculty member and the observer(s) will meet after the observation to discuss what was observed.
      6. The appropriate form (appendix A-1) will be filled out and forwarded to the peer review committee

   B. Workshops will be offered to help observers understand the process.

II. Self-Evaluation
   A. Teaching
      1. Philosophy of teaching (see appendix A-2 for prompts)
      2. Self-rating of teaching form (appendix A-3)
      3. Self-critique of teaching, including videotape of class, if desired
      4. Self-analysis of feedback to students (appendix A-4)

   B. Advising
      1. Self-assessment of academic advising form (appendix A-5)

III. Meeting with Peer Review Committee
    Following the completion of the summative review, the faculty member will meet with the five members of the peer review committee. The faculty member may ask the peer review committee to review any aspects of his or her self-evaluation that the faculty member would like guidance about. At this time, the peer review committee will make any suggestions for improvement based on both the summative and the formative evaluation. The goal of this meeting should be to guide the faculty member's development and improvement.

IV. Faculty Development
   A. The academic vice president's office has resources available for assistance in faculty development.
   B. The faculty development committee is a source for information on faculty development.
   C. The library is a source for information on faculty development.
Appendix A-1

CLASSROOM OBSERVATION CHECKLIST

INSTRUCTOR BEING OBSERVED: ________________________________

OBSERVER: ________________________________

CLASS OBSERVED (TITLE/NUMBER) ________________________________

A PRE-OBSERVATION CONFERENCE WAS HELD: _____ YES _____ NO _________ DATE

AN OBSERVATION WAS CONDUCTED: _____ YES _____ NO _________ DATE

A POST-OBSERVATION CONFERENCE WAS HELD: _____ YES _____ NO _________ DATE
TWENTY-EIGHT THOUGHTS ABOUT A TEACHING PHILOSOPHY

In the event you haven't written a teaching philosophy in awhile, here are some prompts that you may or may not use as springboards toward writing one. Feel free to use, change, or modify as you see fit.

1. How do you teach?
2. Why do you teach?
3. What attracts [has attracted] you to teaching?
4. What are your current teaching goals? How have they changed over time?
5. What are your current educational values and beliefs? How have they changed over time?
6. What are your current favored methods and tools? How have they changed over time?
7. What are your current teaching passions or ideals? How have they changed over time?
8. What teaching maxims do you hold dear?
9. What teaching pedagogies/theories work for you? How have they changed over time?
10. What kind of teacher are you, really?
11. What is your style or approach? How have they changed over time?
12. What are your educational beliefs and practices? How have they changed over time?
13. How do you create an effective learning environment?
14. Have you remained passionate, energized, and informed? Can you explain?
15. Are you familiar with other teaching theories? Are any of them useful to you?
16. Does technology play a part in your teaching?
17. How do assessment and accountability factor into your teaching?
18. How do you know your students learned what you taught them?
19. What exactly is teaching and learning to you?
20. What do you think your students get out of your courses?
21. What is your vision?
22. How have you made an impact?
23. Do you have a mission? Has that mission changed over time?
24. How have you learned to build rapport with your students?
25. What are your thoughts about cultural pluralism?
26. What are your thoughts about learning styles?
27. What are your thoughts about gender equality?
28. Why do you teach instead of being a real estate agent, or an engineer, or a painter, or an actor, or any number of other careers that pay better?
Appendix A-3

SELF-RATING OF TEACHING (to be used for formative purposes only)

Use the following rating scale to describe the instructor's assessment of student work:
1=Hardly Ever  2=Occasionally  3=Sometimes  4=Frequently  5=Almost Always

A. I found ways to help students answer their own questions.
   \[ \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \]
   1 2 3 4 5

B. I made it clear how each topic fit into the course.
   \[ \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \]
   1 2 3 4 5

C. I explained the reasons for criticisms of students' academic performance.
   \[ \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \]
   1 2 3 4 5

D. I encouraged students to use multiple resources (e.g. data banks, library holdings, tutors, outside experts) to improve understanding.
   \[ \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \]
   1 2 3 4 5

E. I explained course material clearly and concisely.
   \[ \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \]
   1 2 3 4 5

F. I related course material to real life situations, when appropriate.
   \[ \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \]
   1 2 3 4 5

G. I inspired students to set and achieve goals which challenged them.
   \[ \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \]
   1 2 3 4 5

H. I provided timely and frequent feedback on student work to help students improve.
   \[ \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \]
   1 2 3 4 5

I. I asked students to help each other understand ideas or concepts, when appropriate.
   \[ \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \]
   1 2 3 4 5

J. I gave projects, tests, or assignments that required original or creative thinking.
   \[ \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \]
   1 2 3 4 5

K. I encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.).
   \[ \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \]
   1 2 3 4 5

Rate the following item using the following scale:
1 = Definitely False  2 = More False Than True  3 = In Between  4 = More True Than False  5 = Definitely True

L. I used a variety of methods – not only tests – to evaluate student progress on course objectives.
   \[ \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \]
   1 2 3 4 5
Appendix A-4
SELF-RATING FORM FOR ASSESSMENT OF STUDENT WORK

Use the following rating scale to describe your own assessment of your students' work:
1=Hardly Ever  2=Occasionally  3=Sometimes  4=Frequently  5=Almost Always

A. My written/oral feedback centers on the quality of ideas.
   1  2  3  4  5

B. My written/oral feedback is argument centered or otherwise provocative (that is, designed to encourage my student to think critically).
   1  2  3  4  5

C. My written/oral feedback indicates to my student some level of mastery of the knowledge, skills, and dispositions pertinent to the subject area.
   1  2  3  4  5

D. My written/oral feedback indicates the extent to which my student fulfilled the assignment.
   1  2  3  4  5

E. My written/oral feedback indicates specifically and concretely what is "strong/successful" about my student's work.
   1  2  3  4  5

F. My written/oral feedback indicates specifically and concretely what is "weak/unsuccesful" about my student's work.
   1  2  3  4  5

G. My written/oral feedback indicates what my student needs to do to improve his/her work.
   1  2  3  4  5

H. My written/oral feedback consists of MORE THAN a simple grade, or a simple grade accompanied only by nonspecific feedback (e.g., "good work," "needs more," etc.)
   1  2  3  4  5

I. A grading template accompanies my major assignments.
   1  2  3  4  5
### Appendix A-5

**SELF-ASSESSMENT OF ACADEMIC ADVISING**

<table>
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<tr>
<th></th>
<th>Definitely False</th>
<th>More False Than True</th>
<th>In Between Than False</th>
<th>More True</th>
<th>Definitely True</th>
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<tr>
<td>1. I am approachable, personable, and easy to communicate with.</td>
<td>○</td>
<td>○</td>
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<td>2. I treat my advisees with courtesy and respect, as individuals with unique goals and needs.</td>
<td>○</td>
<td>○</td>
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<td>3. I arrange for office hours that are accessible or provide alternative hours by appointment.</td>
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<td>4. I understand my advisees' goals, plans, and concerns.</td>
<td>○</td>
<td>○</td>
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<td>5. I am well-informed about the College's academic requirements.</td>
<td>○</td>
<td>○</td>
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<td>6. I regularly evaluate my advisees' academic performance and progress toward their degrees.</td>
<td>○</td>
<td>○</td>
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<td>7. I provide adequate time to discuss my advisees' progress toward their goals, their ability to meet those goals, and strategies for improving their academic performance.</td>
<td>○</td>
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<td>8. I am helpful in suggesting appropriate courses to take when my advisees have choices.</td>
<td>○</td>
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<td>9. I permit my advisees to make their own decisions after limitations, alternatives, and consequences are pointed out.</td>
<td>○</td>
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<td>10. I know where to get additional information or assistance when I need it.</td>
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Additional comments:
Appendix B

Defining the Roles

a. Teaching—interactions which provide students with the opportunity to learn, and which promote and facilitate this process so that an engaged student is likely to learn

i. Instructional Design
   1. Syllabi including learning objectives and grading methodology
   2. Handouts/texts/reading/assignments
   3. Organizing lectures and presentations
   4. Pedagogical innovation
   5. Other instructional design elements

ii. Delivery
   1. Instructional skills, including but not limited to, oral and written communication skills
   2. Creating an appropriate learning environment, inside and outside of class

iii. Instructional Assessment
   1. Appropriate exams, assignments and formative assessments
   2. Feedback given to students

b. Scholarly and Creative Activities—those activities associated with a faculty member's recognized area of expertise, including paid consulting

i. Maintaining currency in one's field

ii. Discovery and Creation
   1. Research appropriate to one's field or creative (artistic) endeavors; process and product are important
   2. Publication in peer reviewed journals

iii. Dissemination
   1. Publication of articles (including for the popular press), books, monographs, pamphlets, etc.
   2. Paper presentations
   3. Keynote or invited addresses
   4. TV or radio spots
   5. Artistic exhibitions, performances, displays appropriate to the discipline
   6. New artistic interpretations of previous works
   7. Presentation of workshops and seminars
   8. Other scholarship of dissemination
iv. Translation
   1. Translating research findings (not necessarily one's own) into new products, services or artistic expressions

c. Service to School—carrying out non-teaching responsibilities or duties
   i. Serving on Committees
   ii. Advising
   iii. Recruiting
   iv. Supervising student clubs or organizations
   v. Managing College (non-student) projects (examples below)
      1. Accreditation report
      2. Retention survey
      3. Christmas program for neighboring schools
   vi. Advising incoming freshmen
   vii. Mentoring colleagues
   viii. Other service to school

d. Service to the Community—non-paid service to the community
   i. Service to the profession not covered in scholarly activities
      1. Journal or newsletter editor
      2. Paper reviewer
      3. Conference organizer
      4. Officer of professional organization
      5. Organizational representative
      6. Other service to the profession
   ii. Service to the General Community
      1. Applications of area of expertise
      2. Contributions to civil society, public affairs, or communities of faith
Appendix C

ASSESSMENT OF ACADEMIC ADVISOR

Dear student/advisee: Academic advising represents a major commitment by faculty members. The following instrument has proven useful to assess the quality and commitment of your faculty advisor. Thank you for filling out this assessment.

Your advisor: ________________________________________
Your major(s): _______________________________________
Your gender:  ○ Female   ○ Male
Your current class standing:  ○ Freshman   ○ Sophomore   ○ Junior   ○ Senior

On the left, tell us how important it is for your advisor to meet this expectation.
On the right, tell us how satisfied you are that your advisor has met this expectation.

1 – very unimportant
2 – unimportant
3 – in between
4 – important
5 – very important

– Does not apply
very satisfied - 5
satisfied – 4
neutral – 3
somewhat unsatisfied – 2
very unsatisfied – 1

1  2  3  4  5
○ ○ ○ ○ ○ ○ 1. My advisor listens closely and is approachable, personable, and easy to communicate with.

Comments:

1  2  3  4  5
○ ○ ○ ○ ○ ○ 2. My advisor treats me with courtesy, and respects me as an individual with unique goals and needs.

Comments:

1  2  3  4  5
○ ○ ○ ○ ○ ○ 3. My advisor provides office hours that are accessible to me or alternative hours by appointment.

Comments:
**On the left**, tell us how **important** it is for your advisor to meet this expectation. **On the right**, tell us how **satisfied** you are that your advisor has met this expectation.

1 – very unimportant
2 – unimportant
3 – in between
4 – important
5 – very important

– Does not apply
very satisfied - 5
satisfied – 4
neutral – 3
somewhat unsatisfied – 2
very unsatisfied – 1

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4. **My advisor attempts to understand my goals, plans, and concerns.**

Comments:

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5. **My advisor is well informed about my academic requirements.**

Comments:

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6. **My advisor helps me evaluate my academic performance and progress toward my degree.**

Comments:

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7. **My advisor provides adequate time to discuss my progress toward my goals, my ability to meet those goals, and strategies for improving my academic performance.**

Comments:
On the left, tell us how important it is for your advisor to meet this expectation.
On the right, tell us how satisfied you are that your advisor has met this expectation.

1 – very unimportant                        – Does not apply
2 – unimportant                             very satisfied - 5
3 – in between                              satisfied – 4
4 – important                               neutral – 3
5 – very important                          somewhat unsatisfied – 2
   – Does not apply                          very unsatisfied – 1

1 2 3 4 5
○ ○ ○ ○ ○  ○ 8. My advisor is helpful in suggesting appropriate courses to take when I have choices.

Comments:

1 2 3 4 5
○ ○ ○ ○ ○  ○ 9. My advisor permits me to make my own decisions after limitations, alternatives, and consequences are pointed out.

Comments:

1 2 3 4 5
○ ○ ○ ○ ○  ○ 10. When I need additional information or assistance, my advisor knows where to get it or how to help me get it.

Comments:

1 2 3 4 5
○ ○ ○ ○ ○  ○ 11. I would recommend my advisor to other students.

12. Comments on the strengths of your advisor:

13. Comments on areas of concern about your advisor:
Appendix D

Documentation the Faculty Member is Responsible for Presenting

In addition to the material required in each section below, the evaluatee must also include a short narrative summary explaining what he or she does for each of the roles – teaching, scholarly and creative activities, service to school, and service to community – on which they have chosen to be evaluated.

I.  TEACHING (all are required)

A. Include representative samples (at least one year’s worth) of the following:
   1. Syllabi
   2. Handouts, readings, assignments, links to websites
   3. Exams and/or other formative assessments, including feedback given to the students. Written feedback is preferred. For those courses that do not have written assignments or tests, either audio feedback, video feedback, or evidence of evaluative feedback and/or comments from a member of the evaluatee’s PRC are acceptable.

B. Completed faculty observation form

II.  SCHOLARLY AND CREATIVE ACTIVITIES (A and B are required)

A. Current vita, including list of current memberships

B. Sufficient documentation from items 1-4 below to support maintenance of currency
   1. List of conferences attended, with a brief description of faculty member’s involvement
   2. List of any appropriate faculty development spending for this category
   3. Reading list
   4. Evidence of continuing education or educational advancement

C. If you have chosen to be evaluated for discovery and creation, dissemination or translation, include representative examples of your work. In the event that you have a large body of work for any of these categories, please include a sample along with a list of other projects and a way for the committee to request more information if they need it. Possible ways to provide examples include:
   1. CD/DVD
   2. Power Point
   3. Copies of books or articles
   4. Links to websites

III. SERVICE TO SCHOOL

A. If you have chosen to be evaluated for committee work, include a list of committee membership(s).
B. If you advise students, include a list of all of your current advisees.

C. If you have chosen to be evaluated for recruiting, include the “Faculty Self-Checklist for Recruiting” (see Appendix D-1).

D. If you have chosen to be evaluated for supervising student clubs or organizations, include a list of student clubs or organizations supervised, with a brief statement of your involvement.

E. If you have chosen to be evaluated for managing College projects, include a list of College projects managed, with a brief statement of your involvement and a list of appropriate contacts. Also, please ask that each contact send a letter directly to the chair of the faculty evaluation committee detailing your involvement with the project.

F. If you have chosen to be evaluated for mentoring colleagues, include a list of colleagues mentored. Also, please ask that each of these colleagues send a letter directly to the chair of the faculty evaluation committee detailing your involvement with the project.

G. If you have chosen to be evaluated for other service to the College, include a brief statement of any other service to the College.

IV. SERVICE TO THE COMMUNITY

If you have chosen to be evaluated for community service, include a list of activities that details your service to the profession, and/or a list of activities that details your service to the general community. Also provide the appropriate contact information for each item on the list(s).

Appendix D-1

Faculty Self-Checklist for Recruiting

Did you make phone calls to prospective students? Yes____ No____
Did you make visits to high schools? Yes____ No____
Did you send emails to prospective students? Yes____ No____
Did you participate in an open house or other recruiting activity? Yes____ No____
Did prospective students visit you in person? Yes____ No____
Did you participate in other recruiting activities? Yes____ No____
If yes, briefly describe those activities:
Appendix E-1

Advising Incoming Freshmen

This form is to be completed by the head of academic advising and forwarded to the faculty evaluation committee for the following year.

In order to allow for inclusion for post-tenure faculty members, the faculty evaluation committee will need to retain these forms for five years.

Date of Advising Session _________________________

The following faculty member(s) participated in advising incoming freshmen on this date:
Appendix E-2

Date:
TO: Admissions
FROM: Faculty Evaluation Committee
RE: Faculty involvement in recruiting activities

The faculty members listed below have included recruiting as part of their faculty evaluation. We have also indicated whether each faculty member is being evaluated for a one-year period or a five-year period. Please help our evaluation by indicating whether the faculty member has been involved in recruiting activities and giving a general evaluation of their level of helpfulness. Please return this form to ________________, chair of the faculty evaluation committee, no later than ________________.

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<tr>
<th>Faculty Member</th>
<th>Years in Evaluation Period</th>
<th>General level of helpfulness</th>
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Appendix F-1

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<th>PRC Rating of Handouts (e.g., texts, assignments, readings, articles, other handouts)</th>
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<tr>
<th>PRC Checklist for Peer Observations (1x per semester)</th>
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<td>Did the faculty member participate in the required number of peer observations?</td>
<td>Yes_____ No _____</td>
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Appendix F-2

PRC RATING FORM FOR INSTRUCTOR'S ASSESSMENT OF STUDENT WORK

Use the following rating scale to describe the instructor's assessment of student work:

1=Hardly Ever  2=Occasionally  3=Sometimes  4=Frequently  5=Almost Always

A. The instructor's written feedback centers on the quality and expression of ideas.
   1 2 3 4 5

B. The instructor's written feedback is argument centered or otherwise provocative (that is, designed to encourage the student to think critically).
   1 2 3 4 5

C. The instructor's written feedback indicates to the student some level of mastery of the knowledge, skills, and dispositions pertinent to the subject area.
   1 2 3 4 5

D. The instructor's written feedback indicates the extent to which the student fulfilled the assignment.
   1 2 3 4 5

E. The instructor's written feedback indicates specifically and concretely what is "strong/successful" about the student's work.
   1 2 3 4 5

F. The instructor's written feedback indicates specifically and concretely what is "weak/unsuccessful" about the student's work.
   1 2 3 4 5

G. The instructor's written feedback indicates what the student needs to do to improve his/her work.
   1 2 3 4 5

H. The instructor's written feedback consists of MORE THAN a simple grade, or a simple grade accompanied only by nonspecific feedback (e.g., "good work," "needs more," etc.)
   1 2 3 4 5
### Appendix G-1

**FEC Rating of Recruiting (if included)**

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**FEC Checklist for Supervision of Student Clubs or Organizations (if included)**

Did the faculty member supervise any student clubs or organizations?

Yes____ No _____ Not Included _____

**FEC Rating for Supervision of Student Clubs or Organizations**

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**FEC Checklist for Management of College Projects (if included)**

Did the faculty member manage any College projects?

Yes____ No _____ Not Included _____

**FEC Rating for Management of College Projects**

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**FEC Checklist for Advising Incoming Freshmen (if included)**

Did the faculty member advise incoming freshmen?

Yes____ No _____ Not Included _____

**FEC Rating for Advising Incoming Freshmen**

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**FEC Checklist for Mentoring Colleagues (if included)**

Did the faculty member mentor his or her colleagues?

Yes____ No _____ Not Included _____

**FEC Rating for Mentoring Colleagues**

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**FEC Rating for Service to the Profession (if included)**

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**FEC Rating for Service to the General Community (if included)**

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Appendix G-2

Committee and Administrative Work Points and Rating Scale

A faculty member will receive three points

a) for serving as a member of any of the standing committees mentioned in Article V of the Faculty Constitution;
b) for serving as a member of the College’s advising team;
c) for serving as a division chair;
d) for serving as the faculty secretary; and/or
e) for serving as the faculty chair.

A faculty member will receive one point

a) for serving as a marshal;
b) for serving as the faculty representative to a board committee; and/or
c) for serving on a short-term *ad hoc* committee.

**Faculty Member ________________________________**

<table>
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<tr>
<th>Committee Name / Administrative Position</th>
<th>Years on Committee or in Administrative Position</th>
<th>Points</th>
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*Total Points*  

The faculty member’s committee service is:

___ 1 = Low
___ 2 = Low Average
___ 3 = Average
___ 4 = High Average
___ 5 = High

Appendix H
A. During the probationary term, the faculty member's overall composite rating, and 
the composite teaching rating must be at least a *___, and the faculty member 
must be making satisfactory progress toward the rating required to receive a 
recommendation for tenure.

B. In order to receive a recommendation for tenure, the averages of both the faculty 
member's overall composite rating and the composite teaching rating must be 
*___ or higher over the last three years (this includes the year during which the 
tenure decision is made).

C. A process of rebuttal exists in the event that a faculty member wishes to avail 
himself or herself of that process; see section V of F-001-01-0006.

* These numbers are to be determined in Spring 2011 after the summative evaluation 
cycle is completed.

Appendix 2.8

I. INTRODUCTION
A. MISSION STATEMENT

The mission of the Paul M. Adams Library is to provide bibliographic and/or physical access to information and recorded knowledge in support of present and anticipated teaching and research commitments of Rocky Mountain College. These collections will be supported by information in the broad general areas which are the basis for a liberal arts education.

B. GOALS OF THE PAUL M. ADAMS LIBRARY

In order to fulfill this mission the library will strive to:

1. Promote general information literacy among its patrons by helping them become competent in determining their needs and subsequently developing strategies for finding, evaluating and selecting appropriate materials to meet those needs;

2. Support the curriculum and research needs of the College through selection and de-selection of both the print and non-print collections as outlined in this Collection Management Policy;

3. Expeditiously acquire learning materials from outside sources for which patrons have demonstrated need;

4. Increase patron use of and access to information through appropriate library instruction;

5. Increase the patron use of both the facilities and the materials in the library by making them inviting, comfortable and easy to use;

6. Use electronic resources whenever appropriate to accomplish the mission of the library.

C. COLLECTION DESCRIPTION

As of this date, the Paul M. Adams Library collection consists of the following basic undergraduate liberal arts materials:

- 38,175 Book titles, including e-books, juvenile books, & Curriculum Resource Center books
- 1,242 E-books
- 609 Juvenile books
- 166 Curriculum Resource Center books
- 561 Periodical titles, including E-journals
- 1,407 Reference materials, including print and electronic formats.
• 20 Newspaper titles
• 239 Videocassettes
• 290 Music CDs
• 942 DVDs
• 23 Pieces of circulating Equipment
• 44 Databases

The chronological range of the collection varies, dependant upon the subject matter. The library is committed to collecting current information as well as maintaining an historical perspective for research endeavors. The collection is evaluated on an ongoing basis; retention and de-selection guidelines are delineated in detail within this document.

In addition to the funds allocated to the library from the college budget and library endowments, additional monies are received from grants, special bequests, and gifts. Within the library, 35% of the budget is allocated to books and supplies and 65% allocated to serials and databases.

D. PURPOSE OF THE COLLECTION MANAGEMENT POLICY

This policy has been created to guide development of the collection as well as access to resources at the Paul M. Adams Library. It provides guidelines for the library staff and advisory committees in managing the collection and serves as a means to inform others about the principles used in developing and maintaining the library’s resources. Policies such as this one are not static, but change with institutional changes such as expansion or downsizing, budget concerns and technological changes.

II. COLLECTION MANAGEMENT POLICY

A. SELECTION OF MATERIALS

Books, periodicals, serials, and non-print resources added to the library whether by purchase, gift, or other means should support the College’s undergraduate and graduate instruction programs. The holdings should be of sufficient size and quality to avoid dependence on the collections of large academic libraries or special collections, although such collections may be used to supplement the library’s holdings via interlibrary loans. The collection should contain the most important primary and secondary literature, a selection of basic representative periodicals, and the fundamental reference and bibliographic tools pertaining to each subject area in which a degree is offered. The collection should contain additional materials of an informational and up-to-date nature in the fields of knowledge and interest of members of the academic community. It should also contain materials of a newsworthy and up-to-date nature, at a basic
reference level, which can support school instruction and routine public inquiries.

All materials collected are in the English language, except those materials which support the undergraduate foreign language classes (currently, French, Spanish and Italian). New materials are selected by the professional staff to support curricular changes. In lieu of a selection committee, the librarians are individually responsible for all subject areas in consultation with the teaching faculty. Requests for new materials from teaching faculty are purchased if funds are available and the requests meet the selection criteria. Additionally, the collection is continually monitored by the professional staff for deficiencies.

The library collects in the following broad categories:

a) Business - Present collection is at the basic level: strong on journals and current reference sources, including InfoTrac’s online business databases.
   Future Goals: Weed circulating collections. Maintain basic level in all formats.

b) Education - Present collection is at the minimal level: Strong on journals and reference materials, weak in circulating collection.
   Future Goals: Continue acquiring needed up-to-date materials for circulating and reference collections.

c) Arts and Sciences - Present collection is at the minimal level, except environmental sciences at basic level. Have fairly broad periodical coverage in most arts and sciences areas.
   Future Goals: Work toward basic level for arts and sciences collection.

The library also collects in the following specific categories:

a) Aviation - Present collection is at the basic level: Have current reference sources and some new circulating books.
   Future Goals: Maintain basic level in all formats.

b) Equestrian Studies - Present collection is at the study level.
   Future Goals: Maintain the collection at the study level.

c) Physician Assistant Program - Present collection is at the study level: Have an up-to-date collection of reference books, circulation books, and periodicals.
   Future Goals: Maintain study level in PA collection.

d) Native American Studies – Present collection is at the study level.
   Future Goals: Maintain study level.

Specifically, the following types of materials will be collected:
1. MONOGRAPHS

The library will acquire new monographs with copyright dates no older than ten years prior to the date of acquisition except cases of “classic” materials. Single copies of all materials will be purchased and added to the collection except in rare instances of extreme use or if the money for the duplicate purchase comes from outside the library budget and the duplicate is purchased at the specific request of the individual or department supplying the money.

The content of monographs will take precedence over the format. Electronic, as well as print, monographs will be purchased as long as the content meets the library’s selection criteria. Print monographs will be purchased in hardback when possible and reference books will be purchased with library bindings when possible.

Textbooks will be added to the collection only if no other book contains the information at an appropriate level for undergraduate use.

2. SERIES

Books in series will be continued whenever possible assuming that the material continues to be relevant to the curriculum and the quality of the series remains high. Series materials must conform to the usual standards set for other monographs.

3. INDICES AND DATABASES

Indices and databases will be selected to complement the curriculum. Those relevant at the undergraduate level and those which contain full text or references to materials readily available will receive priority. Other indices and databases will be acquired at the special request of tenured faculty. All indices must be made of high quality materials and may come in a variety of formats including paper, hardbound, micrographic, CD, online or other state-of-the-art formats.

4. PERIODICALS
Periodicals will be selected to complement the curriculum. Those selected should be indexed in a major index, preferably one held by the library. Un-indexed periodicals will be acquired only if the material cannot be found elsewhere, is unique and/or is specially requested by a tenured faculty member for use in a specific class. Some popular periodicals may be selected to meet recreational reading needs if in high demand.

Periodical materials may be acquired in any one of a variety of formats including paper (which must be of high grade), micrographic, CD, online, or other state-of-the-art formats. Vesicular film for the New York Times is preferred in an attempt to maintain consistency in the collection. (Note: if the Library acquires a reader/printer for one format of micro products, the preferred format will correspond to that format.)

5. SPECIAL COLLECTIONS

Gift materials for special collections will be added to the library as they arrive. These materials must be of unique character and be in good condition. The library does not have the wherewithal to purchase these materials and therefore, at this point, will not do so. However, valuable items given to the library will be carefully stored and catalogued.

6. GEOLOGY COLLECTION

Geology materials, including monographs, periodicals, serials, indices, and electronic resources will be acquired to complete the collection and may contain older materials otherwise not relevant to the library collection. The geology collection is a historical collection and covers materials relevant to the area west of the Mississippi. Duplicate items are sometimes accepted as gifts and may be retained by the library depending on space considerations.

7. COLLEGE ARCHIVES

Materials will be added to the college archives in accordance with the policy in the RMC Archives Collection Development Policy and Procedures. (See Appendix A.)

B. DE-SELECTION OF MATERIALS
1. MONOGRAPHS

Library materials will be withdrawn from the collection when they are no longer relevant to the institution's goals and objectives, or when they no longer support the College's curriculum, or when their content becomes out of date, or when their condition warrants removal. Monographs in certain subject areas, such as business and science, will be reviewed for withdrawal every seven to ten years; other materials will have a longer shelf life, especially in the areas of music and literature. Withdrawal of materials will be at the discretion of the library faculty and will be based on time and space constraints as well as the value, both in terms of research value and monetary value, of the materials. Weeding standards for subject areas will be created by library staff and faculty teaching in the subject areas. All faculty will have the opportunity to review withdrawn materials, before they are actually removed from the collection. The withdrawn items will be first placed in the annual RMC Library book sale and then offered to other libraries and book sales in the area.

Materials selected for withdrawal must be processed in two ways: 1) the item must be physically withdrawn, and 2) the access points for the materials must be removed.

2. SERIES

Series materials will be considered for withdrawal at the same time as other materials in the subject area. Based on the standards for that subject area, the series, or parts thereof will be kept in accordance with said guidelines. Disposal of the materials will follow the pattern described in the procedures manual.

3. INDICES AND PERIODICALS

Indices and periodicals will be considered for withdrawal at the same time as other materials in the subject area. Based on the standards for that subject area, the availability of the same or similar materials in the area, and the condition of the materials, the indices or periodicals or parts of each will be kept in accordance with the guidelines drawn up prior to the withdrawal of materials. The
faculty will be asked to review the materials before they are disposed of in the usual fashion.

4. SPECIAL COLLECTIONS

Materials in the special collections area will be withdrawn as specified below.

i. GEOLOGY
   Materials in the geology collection will be withdrawn when they are no longer of value to the collection. The library staff will work closely with the Montana Geological Society Billings area geologists and the geology department in choosing materials for withdrawal. Generally, materials will only be withdrawn from the collection when they are duplicates, when they pertain to area east of the Mississippi or when they are in poor condition. Guidelines for withdrawal will be specified before any deselection is performed.

ii. COLLEGE ARCHIVES
    Materials in the college archives will be withdrawn in accordance with the procedures for the Archives in the RMC Archives Collection Development Policy and Procedure. (See Appendix A.)

C. MAINTENANCE OF THE COLLECTION

1. ORDERING MATERIALS

Materials, including electronic resources, will be ordered on a regular basis in accordance with the funds available in the library budget. Priority will be given to the continuation of a current series and standing orders which have not been withdrawn from the collection and which form an integral part of the library’s reference collection. Also reference materials that need to be updated on a regular basis will be high priority items. Monographs in subject areas will be chosen on the basis of need in that particular subject area and will follow the selection guidelines.
Whenever possible materials will be ordered through one of the major vendors and the highest possible discount rate will be requested. The ordering will be done by the Assistant Librarian and will be completed in a timely fashion. All purchases must be approved by the head librarian and money must be available in the appropriate library budget area.

2. PROCESSING OF MATERIALS

Materials will be processed as soon as possible after their arrival in the library. The processing will consist of adding the records to the OCLC database (or other bibliographic utility), adding to the OMNI catalog, and putting the appropriate labels and stamps on the books. All book materials, except the Juveniles and CRC materials, will be classified according to the LC Classification system. Other non-print materials will be catalogued in LC format when possible or will be given an accession number and records will be added to the online catalog. Every endeavor will be made to see that materials are processed in a timely fashion. The processing will be done by the Assistant Librarian who will direct the process and use student or other assistants as needed.

3. HOUSING MATERIALS

i. MONOGRAPHS

Library materials will be stored in a neat and orderly manner on appropriate shelving. The books will be arranged by LC Classification number. The Oversize books will be arranged in a separate section, also by LC Classification number. The juvenile and CRC books will be shelved in a separate section as will the reference books. The geology collection is integrated into the regular collection and will be arranged by both LC Classification number and U.S.G.S. number as appropriate for shelving. Series are interfiled with other monographic materials and are arranged by call number rather than series titles in instances where there is a discrepancy.
ii. INDICES AND PERIODICALS

Periodical materials will be arranged in alphabetical order by title in the space allotted to them. Current issues will be placed on display shelves. Non-current periodicals will be shelved in an area apart from the current ones unless space constraints are rectified. Indices are arranged by LC Classification on the Indices Shelves.

iii. OTHER MATERIALS

Archival materials will be arranged according to the standards set up by the archival policy. Non-print materials will be housed in cabinets or on shelves in the media-AV area or on reserve as requested by faculty, or as deemed appropriate by the library staff.

III. PAUL M. ADAMS MEMORIAL LIBRARY POLICIES

A. PUBLIC SERVICES

In order to facilitate the use of library materials and resources, the following policy will be adhered to as much as possible given current staff availability and library budget.

The library will be open during the school semesters as follows:

- Monday-Thursday: 7:30 am - 10:00 pm
- Friday: 7:30 am - 4:30 pm
- Saturday: 1:00 pm - 5:00 pm
- Sunday: 1:00 pm - 10:00 pm

The library will be closed on school holidays.

During the interim periods, beginning the day following the last final, the library will be open weekdays from 8:30 am - 4:30 pm.

During the summer and May and June terms, the library will be open on weekdays from 8:30 am - 4:30 pm.; however, some evening hours may be added.
The RMC library will provide services for approximately 850 students, 50 faculty, 120 college staff members, local geologists, and members of the community to fulfill their information and research needs. These users may:

1. Check out materials in accordance with established policy;
2. Use reference materials and other library resources;
3. Have access to reference services, including electronic reference;
4. Use library equipment, including the public access computer terminals, laptop computers and LCD projectors.

Interlibrary loan requests will only be processed for members of the college community and Billings geologists unless prior arrangements are made. Interlibrary loans may be done for courtesy borrowers for a fee.

Food and drink are allowed only in specified areas unless advance arrangements are made. Neither smoking nor chewing tobacco is allowed in the library.

The public rooms in the library are for study and library use only. The seminar room may be scheduled through the Student Records Office for meetings or classes. The President of the College may use the building at his/her discretion and will advise the library staff when this is done. The computer lab in the library is open during library hours, but may be limited to use by the college community only. The computer lab is maintained by Academic Computing Services.

When a written complaint is received, the library staff evaluates and responds to the complaint within one week if possible. If the complaint is about library materials, the library staff evaluates the named materials by the standards delineated in the selection criteria. If the materials fail to meet selection standards, then the material is withdrawn. If the material does meet the selection standards, the material is retained. In either case the person who initiated the complaint is informed of the library staff's decision in writing. Additionally the person is given the option to appeal the library staff's decision to the Academic Vice-President.

B. CIRCULATION

As a private institution, Rocky Mountain College recognizes and appreciates the support of the private sector. For this reason, the Paul Adams Memorial Library offers its services to all members of the community, whether directly affiliated with the college or not. However, to avoid overburdening
the personnel and the resources available, the following priorities are established:

1. The primary recipients of services and resources of the library will be the students, faculty, staff and alumni of the college. They will have priority of use of the resources and the services offered by the library personnel.

2. All other persons wishing to use the library may do so upon agreeing to the following conditions:
   
   i. The patron must register as a patron in the library by obtaining a courtesy borrower library card. To obtain this the person must present a picture I.D. providing full name, address, and telephone number prior to checking out library materials.

   ii. The patron must agree to abide by the library’s circulation policies. The user agrees to pay all fines and replacement fees incurred. If excessive fines accumulate, the user will be denied borrowing privileges.

Materials in the library circulate for the following time periods and may be renewed one time without incurring fines:

<table>
<thead>
<tr>
<th>Material</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>30 Days*</td>
</tr>
<tr>
<td>Periodicals</td>
<td>1 Week</td>
</tr>
<tr>
<td>Juvenile Books</td>
<td>30 Days</td>
</tr>
<tr>
<td>Reserve Materials</td>
<td>2 Hours-3 Days**</td>
</tr>
<tr>
<td>Reference Books</td>
<td>Only with permission</td>
</tr>
<tr>
<td>Special and Uncatalogued Items</td>
<td>1 Week</td>
</tr>
<tr>
<td>Videos and CDs</td>
<td>1 Week</td>
</tr>
<tr>
<td>DVDs</td>
<td>5 Days/3 item limit</td>
</tr>
<tr>
<td>Equipment</td>
<td>3 Days</td>
</tr>
</tbody>
</table>

*Faculty and senior honor students may check out books for the entire semester. If another patron requests the book, the book can be recalled.

**Length of reserve material loan periods is determined by the faculty member placing the item on reserve.

AV Equipment is circulated from the library. The checkout period varies depending on the user’s request and the demand for each specific item. AV equipment is not renewable. Laptops and LCD projectors are only circulated to the campus community. Laptop agreements must be read and signed before a laptop may be checked out. Laptops circulate for 3 days to students, with a limit of three checkouts per semester, except for Senior Honor Students who may have 10 checkouts per semester. Laptops
circulate for longer periods to faculty and staff depending on the circumstances.

After an appropriate grace period, there will be fines for overdue materials as follows:

<table>
<thead>
<tr>
<th>Material</th>
<th>Fine</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>$.25 / day</td>
<td>$ 65.00 Maximum</td>
</tr>
<tr>
<td>Periodicals</td>
<td>.25 / day</td>
<td>25.00 Maximum</td>
</tr>
<tr>
<td>Videos/DVDs</td>
<td>.25 / day</td>
<td>25.00 Maximum</td>
</tr>
<tr>
<td>CDs/Audio cassettes</td>
<td>.25 / day</td>
<td>25.00 Maximum</td>
</tr>
<tr>
<td>Reserves</td>
<td>.50 / hour</td>
<td>10.00 Maximum</td>
</tr>
<tr>
<td>AV Equipment</td>
<td>25.00 / day</td>
<td>$2,500.00 Maximum</td>
</tr>
</tbody>
</table>

If an item is not returned to the library by the end of the academic semester, the item will be considered lost and the patron will be charged the maximum fine or the actual replacement cost, whichever is higher. All borrowing privileges will be suspended and student transcripts will be encumbered until restitution is made. Fines may be paid in cash or may be worked off under supervision of the library staff.

Under Montana Law all circulation records are confidential and in no instance may a patron’s name be divulged to another person for any reason. This law applies to all materials that circulate from the library, even if that material is a personal copy of an article or book belonging to a faculty member.
C. GIFTS

The Paul M. Adams Memorial Library of Rocky Mountain College welcomes donations of books, periodicals, and other items, as well as memorial gifts. In order to acknowledge receipt of donations and provide clarity concerning the use of donations, the following policy exists.

1. All gifts become the sole property of the library and Rocky Mountain College to be used in whatever manner the librarians and the administration deem to be in the best interest of the library. The material will be reviewed and evaluated for inclusion in the library collection or some other use. This includes, but is not limited to, addition to the library collection, exchange with other libraries, donation to charitable organizations, or sale.

2. Upon receipt of the donation, the library will send an acknowledgment letter to the donor. (See sample letter/ Appendix B)

3. If the donation is a memorial, the name of the person should be listed in writing so that memorial plates can be placed in the items. Only memorials will be given plates.

D. SPECIAL COLLECTIONS

1. ARCHIVES

The Archives collection is housed in the DeRosier Educational Resource Center and is maintained by the professional library staff with supervised assistance from student employees and qualified volunteers. The collection has its own collection development policy and access to the collection is limited. Appointments must be made for use of the archival materials.

2. GEOLOGY

The library houses a special collection of geology reference materials and USGS publications. These materials are housed in the lower level of the library in open stacks. Circulation policy varies depending on the type of material. The library also maintains an area of the library which contains duplicate copies of geological publications. These materials are offered for sale.
3. CHURCH ARCHIVES

The DeRosier Educational Resource Center houses two collections of church materials, the Yellowstone Conference of the United Methodists Archives and the Montana-Northern Wyoming Conference United Church of Christ Archives. These collections are maintained and serviced by the church representatives themselves. The RMC library staff provides access to the rooms for use at the request of the church personnel, but has no access to the bookcases, cupboards, and file cabinets in those rooms.

E. INTERLIBRARY LOAN

Rocky Mountain College Library extends its library collection by use of interlibrary loan services. The library has reciprocal agreements with OMNI libraries through the shared catalog, member libraries of the Billings Area Health Sciences Information Consortium (BAHSIC), the Northwest Area Private Colleges and Universities Libraries (NAPCU) and the Billings School District 2 libraries, and with other individual libraries throughout the state and nation. Materials may be borrowed from those libraries at no cost to either the library or the patron. The lending library’s rules as to loan periods, fines and all other regulations apply to RMC and RMC patrons in the same manner as they apply to the lending library’s own patrons. RMC in turn lends materials at no cost to these libraries and enforces all of its usual rules. The mailing charges are paid by each library as they mail materials.

Materials from non-reciprocal libraries are borrowed and the charges levied by the lending library are passed on to the patron, except senior honor students, whose fees are paid by the Honors Board. RMC reserves the right to charge photocopy costs, postage charges, and a handling fee to all non-reciprocal libraries.

The state of Montana reimburses all Montana lending libraries a set amount of money per interlibrary loan supplied to another Montana library. This money is paid annually providing the lending library does not charge fees for in-state lending. Therefore, RMC agrees not to charge other Montana libraries while receiving payments from the state.

Requests from RMC patrons for interlibrary loan materials must be made on the appropriate form. One form must be completed for each request. Library staff will attempt to verify citations when possible.
F. RESERVE POLICY

Any current faculty member may place materials on reserve for a current class. It is the responsibility of the faculty member to obtain copyright permission if needed before placing the materials on reserve. The faculty member will establish the criteria for reserve circulation. All reserve materials will be checked out by the library staff and will be entered into the reserve system. This includes photocopies, personal copies, CDs, videos and all other materials.

Some materials will be scanned and thus will be available for remote use. Faculty are requested to present this material to the circulation staff in advance of the class by at least three days as this is a time consuming process. Again, the faculty member is responsible for obtaining copyright permission.

The library staff will abide by the copyright guidelines of the Copyright Center if permission is not granted.

G. HONORS STUDENTS

Senior honors students are extended the following privileges:

1. Extended checkout of materials - students named by the honors board committee may check out RMC materials until the end of the current semester; interlibrary loan materials are governed by the lending library and may not generally be renewed.
2. A study carrel with locking drawer may be requested for 2 semesters use;
3. Library laptops may be checked out for more than three times each semester, however, the three day, no renewals rule still applies;
4. If there is a cost for obtaining interlibrary loan materials, these costs are paid by the honors board committee, not the student; interlibrary loan circulation periods are set by the lending library and must be complied with; late and lost fines are set by the lending library and are the responsibility of the individual student.

Junior honors students are extended the following privileges:

1. Extended checkout of materials - students participating in the junior honors seminar may check out RMC materials until the end of the current semester, although the items will be subject to recall after 30 days if needed; interlibrary loan materials are governed by the lending library and may not generally be renewed.
2. A study carrel with locking drawer for second semester if requested;
3. If there is a cost for obtaining interlibrary loan materials, these costs are paid by the honors board committee, not the student; interlibrary loan circulation periods are set by the lending library and must be complied with; late and lost fines are set by the lending library and are the responsibility of the individual student.

H. LIBRARY BEHAVIOR POLICY

The Paul M. Adams Library welcomes all students, faculty, staff and members of the community. However, it is expected that all patrons will exhibit proper behavior and respect the rights of others. This policy is intended as a guideline.

Obtaining Assistance:
In the event of an emergency, call 911. Other emergency phone numbers are listed in the circulation office.

Staff and student workers are encouraged to call the physical plant (657-1077) or the vice-president for student affairs (657-1018) if behavior becomes untenable.

Cell Phones and Phone Calls:
Patrons with cell phones are requested to turn them off or put them on vibrate when they enter the library. If a patron receives a call while in the library, s/he is requested to move to the lobby to complete the conversation.

Patrons using the library phone are requested to use it for short phone calls only. Students/staff are not required to search for a patron if a call comes for a patron. They will do so in emergency situations.

Complaints:
An RMC library complaint form is available at the main desk. This form should be used by any person wishing to file a formal complaint. It may be used for materials complaints as well as staff or building complaints.

Food and Drink:
Small snacks and drinks with covers are allowed in the library. The patrons are requested to pick up after themselves and to notify the staff immediately if something spills.

Noise:
Although the library is no longer a silent place, patrons are requested to keep noise to a minimum. The upper floor is used for small group studying and tutors. There is often much talking. Those requiring more quiet may use the lower level. The seminar room, when not in use for classes, may be
used for small groups as may the upper level study room. All rooms are on a first come, first served basis and may not be reserved.

**Smoking and Tobacco Use:**
All tobacco use is prohibited in the library.

**Unruly Behavior:**
Unruly behavior will not be tolerated. Broken furniture should be reported to the staff at once. Patrons acting in an unmanageable fashion will be asked to leave.

I. COMPUTER USE POLICY

**Library Workstations:**
The computers in the library are to be used for research and reference only. They are not to be used for email, or other non-library functions, such as word processing. The library lab computers are available for these purposes. All computers are on a first come, first served basis and many not be reserved.

**Library Lab:**
The library staff will try to assist with computer related problems and questions in the library lab, but the computer department (657-1161) will ultimately be responsible for resolving all technical problems.

**Scanners and Color Printers:**
The library scanners and the color printers are occasionally available for student and faculty use. They should be requested ahead of time and are only available when it is convenient for library staff to assist the patron and if they are not in use by the staff. Appointments should be set up. The cost of color prints is $.75/page.

The College’s computer use agreement is in effect in the RMC library and is endorsed by the library staff.

Adopted 10/2000
Second revision 10/2007
Third revision 11/2010
Appendix 2.9

Estimated Year 4/5 life cycle replacement

1) Computer Life cycle (4 year) replacement quantity: 100 computers a year
   180 PC Fac/Staff
   128 PC's Labs
   50 PC's Work Study
   38 PC's Classrooms
   4 Spairs
   a) Cost: $1100 per computer w/Monitor
      Total cost: $110,000 per year
      (Note: Does not consider purchasing Laptops or specialized software)

2) Switch Life cycle (5 year) replacement quantity: 9 switches a year
   a) Cost: $1200 per switch (High density) 43 ea
      Cost: $4000 per switch (Fiber) 2 ea
   b) Total cost: $11,560 per year

3) Router Life cycle (5 years) replacement quantity: 1 router a year
   a) Total Cost: $5000 per year
      Note: We could push this to 1 every 2 years if necessary.

4) Server Life cycle (4 Years) replacement quantity: 2 servers a year
   a) Cost: $5,000 per server
   b) Total Cost: $10,000 per year
      Note: This cost is for servers with SCSI hard drive’s in a RAID 5 configuration. The SCSI’s are high quality hard drives that have a higher mean time before failure. Raid 5 is a disk array that allows for recovery if one of the drives fail by just replacing the bad disk.

5) Classroom Life cycle (5 Year) replacement quantity: 7 Classrooms a year
   a) Cost: $3500 a room
   b) Total Cost: $24,500 per year

Year Total: $161,060

This will be a recurring annual expense with an annual increase at rate of inflation.