

## Introduction to the CASPER COLLEGE STRATEGIC PLAN

### Institutional Description

Founded in 1945, Casper College is the oldest community college in Wyoming. Since that time, it has grown to 28 buildings covering 200 acres at the foot of Casper Mountain.

Casper College is a public associate of arts college, according to the Carnegie Classification system. As one of seven community colleges in the state, its service area includes all of Natrona County in central Wyoming. While the population of the city of Casper is just under 50,000, the population of Natrona County exceeds 64,000 people. Casper College students come to Casper from the service area, the entire state of Wyoming, 37 other states, and 15 foreign countries. In the fall of 2007, there were 4,301 students attending Casper College for a full-time-equivalent enrollment of more than 3,352. There were also 629 non-credit students taking courses from the college. Over 400 students live in housing on campus.

Currently, Casper College offers more than 50 associate degrees and 30 one-year certificate programs in eight academic divisions: Business, Fine Arts, Health Sciences, Language & Literature, Life Sciences, Physical Sciences, Social & Behavioral Sciences and Trades & Technology. Through continuing education, community partnerships, and community services courses, even more students are served through non-credit programs. Additionally, through partnerships with 15 other institutions, 21 bachelor's degree programs, nine master's degree programs, and four doctoral degree programs are offered via Casper College.

With approximately 170 full-time and 120 part-time faculty members, the college boasts a 16.2:1 student-to-faculty ratio. The cost of attendance, including tuition, fees, room and board, transportation and incidental expenses, is \$3,500 less than the average two-year college in the U.S.

### Strategic Planning Context

During the 2006-2007 academic year, faculty, administration, and staff members conducted a review of the vision, mission and goals of Casper College. Their recommendations went to the College President, College Council, and ultimately, the Board of Trustees for approval. The revised and updated vision, mission, values and goals are shown in Table 1.

Concurrently, Casper College began its self-study process for re-accreditation from the Higher Learning Commission, which will conclude with a site visit in the spring of 2009. Additionally, the director of assessment conducted a faculty satisfaction survey and the College participated in the Community College Survey of Student Engagement (CCSSE) process for both students and faculty. All of these helped to identify some trends in terms of the perceived strengths and concerns of Casper College.

Table 1: Casper College Vision, Mission, Values and Goals

Vision	Education for a Lifetime
Mission	With a mission of student success, Casper College provides educational opportunities to improve quality of life and sustainable community building and citizenship. The college is a premier public comprehensive two-year institution that provides academic transfer, vocational, continuing education, and basic skills education for the citizens of Casper, Natrona County, the State of Wyoming, and the World.
Values	<ul style="list-style-type: none"> <li>• Promote personal, professional, and academic growth of the entire college community.</li> <li>• Provide open access and affordability.</li> <li>• Enhance a culture of trust, respect, and open communication among all participants.</li> <li>• Encourage diversity of thought, culture, and experience.</li> <li>• Plan for the future in a context that reflects flexibility, innovation, tradition, and sustainability.</li> <li>• Provide service to community.</li> <li>• Embrace accountability and responsibility.</li> <li>• Foster and maintain an enriching campus environment.</li> <li>• Celebrate and reward excellence.</li> </ul>
Goals	<ol style="list-style-type: none"> <li>1. Increasing transferability of coursework and applicability of skills.</li> <li>2. Improving retention, graduation, and student success rates.</li> <li>3. Enhancing the use of current pedagogies and technologies.</li> <li>4. Encouraging excellence in advising and support services for students.</li> <li>5. Recruiting, retaining and developing highly qualified faculty, staff and administrative employees.</li> <li>6. Advancing intellectual maturity, vocational proficiency and cultural appreciation through remedial, general and technical education credit and non-credit courses and programs as needed.</li> <li>7. Strengthening the college's ability to meet the current and future needs of the community and state through curricula, program offerings, and partnerships.</li> <li>8. Increasing diversity within student, faculty and staff populations.</li> <li>9. Maintaining a safe environment for all who work, study and visit Casper College.</li> <li>10. Utilizing, maintaining and improving college facilities and equipment.</li> <li>11. Strengthening the role of the college as the cultural center of the region and as a resource for social, civic, and economic improvement.</li> </ol>

### Casper College Strengths

Casper College is perceived to have a great many strengths. Some of the most often cited strengths include the people of Casper College, opportunities for lifelong learning, the success of the students who complete their studies at Casper College, the Campus Master Plan, and the current economic condition of the state.

The strength that is most often mentioned is that the people who make up Casper College are dedicated and caring. According to the Student Experience Survey distributed at the Commencement Rehearsal last spring, students would agree. The results of the survey showed

that: 98% of students felt that Casper College encouraged their enthusiasm for learning; 92% felt that Casper College prepared them for future paid work; and 91% agreed that they were prepared for advanced education and were satisfied with their overall educational experiences at Casper College. The College has also demonstrated a commitment to full-time faculty, with over 170 full-time teaching positions. All of the Casper College faculty, staff, and administrators can be proud of their contributions to such impressive numbers.

Second, many people on campus and in the community are delighted with the opportunities for continuing education and lifelong learning provided by Casper College. In keeping with the new vision statement, "Education for a Lifetime," Casper College provides a number of formal as well as informal opportunities for learning. For many years, the ABE/GED center has provided outreach into many areas of the community. Each semester, dozens of courses are offered, based on community interest, in the Community Education or Continuing Education programs. Also, through the Continuing Education program and Center for Training and Development, there are over 2,700 courses available online for students to pursue specific skills or specific certifications and training. Finally, the addition in the summer of 2007 of the Osher Lifelong Learning Institute (OLLI) has provided more opportunities for those over 50 years old to develop new interests and even contribute to the kinds of learning opportunities are offered at Casper College. Casper College has one of the highest "participation rates" in the nation. In other words, about 6.5% of the service area residents take classes for credit, compared with a national average of about 4%. This community support is also demonstrated by the strength of the Casper College Foundation. Through partnerships with local businesses and families, the Foundation has raised millions of dollars in just the last several years to support college functions. For example, in October of 2007, the Foundation received a gift of over \$1.8 million dollars from the estate of a local jeweler.

Third, perhaps as a result of the first two strengths, one of the aspects of Casper College that people are most proud of is the success of students when they have completed their educational programs here and the impact they have on the community. Whether students seek training for a specific skill set that will improve their jobs, a transfer degree to pursue further education through Casper College or other, four-year institutions, or just to satisfy a curiosity that they have, the programs Casper College offers result in highly successful students. According to a 2005 report on the socioeconomic benefits generated by Casper College, there are over 1.3 million credit and noncredit hours of past and present training provided by the college represented in the Natrona County service area workforce. The report also states that, "Each credit earned at Casper College brings a return to the student of \$115 per year in increased earnings." Further, the New Transfer Students report from the fall of 2006 shows that Casper College students who transfer to the University of Wyoming tend to have higher grade point averages than their counterparts who started their educations at the university. Overall, Casper College can be proud of the achievements of its alumni.

A fourth strength that is often mentioned about Casper College is the Campus Master Plan, developed with help from the GouldEvans consulting firm in 2005 and approved by the Board of Trustees in the spring of 2006. In addition to the physical plant needs addressed by the master plan, it also highlights some of the programming needs on campus that will have an impact on the space needs. It may well be that the impression made by the Campus Master Plan has assisted in the desire to have this overall Casper College Strategic Plan.

Finally, the current economic conditions of the State of Wyoming have contributed greatly to the opportunities available to Casper College, and it is widely agreed that Casper College has seized upon the opportunity. As reported in the *Casper Star-Tribune* on November

1, 2007, the state may realize capital gains from investments as high as \$140 million. The debate centers on whether to save the money for a time when the economy is not so robust or to spend the money to strengthen the infrastructure of the state—including investments in higher education such as community colleges. Regardless the outcome of that debate, the Governor's Blue Ribbon Commission on Community Colleges made many recommendations in its August 27, 2007 report that will benefit Casper College. For example, the commission recommended that \$15 million be used for workforce development at the community colleges and another \$60 million in matching fees for improved student housing be set aside. The Casper College Foundation is widely recognized as a major factor contributing to the success of Casper College. The Foundation does outstanding work in making the most of the economic boom for the betterment of the college. This is a good time to be a community college in Wyoming because resources for higher education are available and Casper College is doing its part to pass those resources along to students.

### Concerns for the Institution

As strong as the economy is currently, there is good reason to be concerned about the future. The Wyoming Department of Administration and Information wrote recently that the strong economy is predicted to last for the short term, although at a decelerated rate of growth. However, "Over the long term, Wyoming's very low industrial diversity and/or high dependence on the energy sector will be a limiting factor, particularly if energy prices drop lower and faster than expected" (Ten Year Outlook). By 2020, the same department also predicts that the service area population will be aging. The 15-19 year-old population in the Casper College service area is predicted to fall by about 8%, while the 65-69 year-old sector is expected to almost double. In a presentation to the Wyoming Economic Development Association in October of this year, one economic developer noted that all employers are competing for the same, shrinking pool of workers. He predicted that the "labor needed line" will increase to cross the decreasing "labor available line" in 2008 and the gap will continue to widen thereafter. Casper College needs to begin planning now to assist the state with diversifying the economic base and attracting new workers and families to the area. Innovations in academic and technical programming, new strategies for the Casper College Foundation, as well as an aggressive Grants Office will not simply be assets in the future; they will be requirements.

In addition to the external economic conditions, Casper College is also aware of some internal weaknesses or challenges. A number of these concerns were reflected in the "Employee Campus Climate Survey" completed during the 2006-2007 school year. Some of the common themes mentioned included: Unclear vision and direction for distance learning; Limited facilities and the residence halls; Increased competition for students; Greater need for follow-through and accountability in planning; a perceived divide between workforce development needs and academic programs; and a Need for better communication campus-wide. The hope is that the Strategic Planning process described here will address these concerns.

While many people participate in and are proud of the distance learning opportunities provided by Casper College, there is a sense of needing an over-arching vision and direction for the distance learning programs. In other words, the pieces that exist for distance education are strong, but there needs to be a coherent system that will enable students to achieve entire on-line

degrees or a vision for determining which degrees and programs need to be offered entirely on-line. This concern will be addressed through the following Casper College Goals:

- #3 – Enhancing the use of current pedagogies and technologies.
- #4 – Encouraging excellence in advising and support services for students.
- #7 – Strengthening the college’s ability to meet the current and future needs of the community and state through curricula, program offerings, and partnerships.
- #11 – Strengthening the role of the college as the cultural center of the region and as a resource for social, civic, and economic improvement.

A second concern relates to having limited facilities when it comes to expanding programs or program offerings. This concern may have been highlighted during the Campus Master Planning process. Also, there is a concern that the residence halls are no longer appropriate for this generation of students. Some are concerned that the campus housing available at Casper College may actually be a disincentive for enrolling here for some students. Concerns about the facilities at Casper College are addressed by these college goals:

- #10 – Utilizing, maintaining, and improving college facilities and equipment.
- #11 – Strengthening the role of the college as the cultural center of the region and as a resource for social, civic, and economic improvement.

The third concern mentioned by people at Casper College is a common concern for many colleges and universities today. Between online institutions and programs, and the growth of proprietary colleges across the country, there is greater competition for students. With online education, the geographical service districts begin to have less meaning in terms of where students will go for their college educations. Casper College, like other colleges, will need to determine strategies for making programs more accessible and more “user-friendly” for students of all backgrounds and for all locations. Almost all of the College Goals will contribute to addressing this concern.

Fourth, a concern that has been mentioned a number of times relates to a need for greater follow-through with planning and accountability for those who are assigned certain tasks. Similarly, some are concerned that while the College motto has been “Where Students Come First,” students and their educations may not be factored into all decisions made on campus. Essentially, this concern addresses how decisions are made, communicated, and implemented across campus. Action steps taken to address this concern will be primarily associated with these College Goals:

- #5 – Recruiting, retaining, and developing highly qualified faculty, staff, and administrative employees.
- #7 – Strengthening the college’s ability to meet the current and future needs of the community and state through curricula, program offerings, and partnerships.
- #8 – Increasing diversity within student, faculty, and staff populations.
- #9 – Maintaining a safe environment for all who work, study, and visit Casper College.

A fifth concern relates to the perceived division in the college’s mission. Community colleges have struggled throughout their history to balance the workforce training and immediate

economic benefits gained from vocational or technical education with the traditional liberal arts goals of achieving higher education. Casper College is no different in working to maintain a balance between the two competing missions. As mentioned in the strengths section, the State of Wyoming has money and resources that it is dedicated to building a highly skilled workforce. At times, it may seem to some that the liberal arts goals have been given short shrift. Many of the Casper College Goals seek to address this concern, especially:

- #1 – Increasing the transferability of coursework and applicability of skills.
- #4 – Encouraging excellence in advising and support services for students.
- #6 – Advancing intellectual maturity, vocational proficiency, and cultural appreciation through remedial, general, and technical education credit and non-credit courses and programs as needed.
- #7 – Strengthening the college’s ability to meet the current and future needs of the community and state through curricula, program offerings, and partnerships.
- #8 – Increasing diversity within student, faculty, and staff populations.
- #11 – Strengthening the role of the college as the cultural center of the region and as a resource for social, civic, and economic improvement.

The final major concern that was revealed through the Employee Satisfaction Survey and the early stages of the self-study process is the need for greater communication. The concern is not just about “top-down” communication in terms of explaining or implementing decisions. It also includes horizontal communication across “silos” to reduce the sense of separation or feelings of working in isolated pockets on campus. Again, it is hoped that identifying action steps for all eleven College Goals will help to improve communication at Casper College.

This provides the context for the Strategic Planning process at Casper College during the 2007-2008 school year. The college has a strong history and tradition of excellence. There are many strengths and reasons to be proud of Casper College and the services it offers to students, local residents, and the State of Wyoming. There are, however, some concerns that need to be addressed. The use of comprehensive assessment techniques has revealed much information about the strengths and concerns. With this data in hand, the college can move forward to make continual improvements in the services it offers. Effective planning that includes specific and measurable action steps, a timeframe for achievement, and the identification of those responsible will help to make these improvements possible.

## STUDENT GOVERNMENTAL ORGANIZATION

Alpha Mu Gamma (National Foreign Language Collegiate Honor Society)  
 Associated Students of Casper College: Student Senate  
 Association of Dance Performance Students of Casper College (The Flight)  
 Association of Theatre Performance & Technical Students of Casper College (The Bakkai)  
 Baptist Collegiate Ministries of Casper College  
 Campus Democrats  
 Campus Ventures  
 Casper College Automotive Technology Club (CCAT)  
 Casper College Co-Ed Ultimate Frisbee Club  
 Casper College Film Club  
 Casper College Fire Science Club  
 Casper College Fitting & Showing Club  
 Casper College French Club  
 Casper College Geology Club  
 Casper College Livestock Judging Club  
 Casper College Psychology Club  
 Casper College Republicans

Casper College Skills USA Club  
 Casper College Student Chapter of the Music Educators National Conference (MENC)  
 Casper College Student Nurses' Association  
 Casper College Student Pharmacy Association  
 Casper College Student Society for the Visual Arts  
 Casper College Students in Free Enterprise  
 Casper College Synergy Alliance  
 Casper College Welding and Auto Body Club  
 Chi Alpha Christian Fellowship  
 Criminal Justice Club  
 Destination Literacy Team, UW/CC Center  
 Expression Magazine  
 International Students Club  
 Occupational Therapy Assistants Club  
 Oil City Ag Club  
 Phi Rho Pi (Forensics)  
 Phi Theta Kappa, Zeta Alpha Chapter, Casper College (International 2 Year College Honors Society)  
 Physical Science Club, Casper College  
 Ropin' n Riggin Rodeo Club  
 Shanklin Travers Addictionology Resource Society of Casper College (STARS)  
 Student Activities Board  
 Student Association of Respiratory Care (SARC)  
 Student Radiographer Association  
 Student Wyoming Education Association of Casper College

## ADVISOR/SPONSOR

Lora Hittle  
 Joanna Anderson, Grant Wilson

Jodi Jones

Sean McIntosh

Erich Frankland  
 Ardell Knudson  
 Randy Waldron

Patrick Amelotte  
 Dale Anderson  
 Kolby Burch  
 Stephanie Loutas  
 Melissa Connely  
 Kolby Burch  
 Ruth Doyle, Shawn Powell

Jason Eggemeyer, Randy Waldron, Shelly Norvell

Jennifer Cowell  
 Heather Huber, Heidi Loucks  
 Sheri Roumell  
 Matt Board  
 Joe Simon  
 Barb Meryhew  
 Darrin Miller  
 Miko Millan  
 Art Washut  
 Peggy Laughlin  
 Terry Rasmussen  
 Ardell Knudson

Heath Hornecker, Tom Parker, Marty Finch  
 Jessica Hurless

Debra Swedberg, Glen Roberts, Gale Lara  
 Jared Bowden, Andrew Young  
 Tom Parker

Lesley Travers  
 Barbara Meryhew, Neicole Molden  
 Doug Neubert  
 Laurie Weaver

Cammy Rowley

**Ethnic Dinners/Number of Community Attendees**

Student attendees, typically approx. 150 for each event, not listed

April 2008	Mediterranean		
March 2008	British Isles	104	
Jan. 2008	Australian	140	Jazz Fest/Jazz Combo played
Oct. 2007	Vietnamese	~120	
Sept. 2007	International Taste Testing	137	(Friday night w/ World's Fair)
April 2007	Polish	170	
March 2007	Italian	173	Humanities Festival
Feb. 2007	World's Fare	~188	18 exhibits
Nov. 2006	Brazilian	130	informal culture share
Oct. 2006	Kenyan	155	slide show
Sept. 2006	Basque	160	Basque dancers from Buffalo
April 2006	Thai	?	Tiptida Telck Show & tell
March 2006	Italian	~200	Italian singers
Feb. 2006	Hawaiian	200	Hawaiian vacation info
Jan. 2006	World's Fare	181	20 exhibits
Oct. 2005	German	175	
April 2005	Native American	172	Hum Fest, Indian club
March 2005	Ukrainian	110	Ukr. eggs, photos
Feb. 2005	New Zealand	120	film on Fri. night
Jan 2005	World's Fair	210	17 info tables
Oct. 2004	German & slides/speakers	150	Foreign Lang Teachers Conference
April 2004	German & live music	299	Humanities Festival
March 2004	Greek & speaker	160	Greek Independ Day
Feb. 2004	French	80	poor publicity, French videos
Jan. 2004	Japanese & live demos	190	ad in newspaper
Dec. 2003	Native American & speaker	55	Wk after Thanksgiving, hard to pub.
Oct 2003	Peruvian & slide show	245	Slide show, 50 Peru travelers
April 2003	Eastern European & informal share		
March 2003	Indian/Asian	130	Informal sharing
February 2003	Guatemalan	?	Speaker
January 2003	Scandinavian	160	Slide show
December 2002	Cajun/Creole	203	Live music
November 2002	Indian Tacos	83	Multicultural fair
October 2002	German	125	Movies & displays
May 2002	Cinco de Mayo	?	Lunch for campus Only
April 2002	Native American		Culture discussions
March 2002	Celtic	200	Culture discussions
February 2002	African Dinner	130	Storyteller
January 2002	Chinese Dinne	225	Live Music
November 2001	Filipino Food & Culture	180	
October 2001	Greek food and Culture	100	
September 2001	Basque Dancers	60	
May 2001	Cinco de Mayo Lunch	225-250	Chaos!
April 2001	Germans from Russia	150	
March 2001	Japanese	115	
February 2001	Soul Food	75	
January 2001	Cajun	125	
December 2000	Greek Food	200	Cultural discussions

## National and Regional Awards Won by Casper College Students

### Casper College Forensics Team

2007 – 2008

Team Size: 9 students

# of Individual Awards Won During Regular Season: 58 awards

# of Team Sweepstakes Awards Won During Regular Season: 0

# of National Individual Awards Won: 5 awards

# of National Sweepstakes Awards Won: Community Service Merit Award

International Forensics Association Tournament Awards: 2 Individual Awards

2006 – 2007

Team Size: 10 students

# of Individual Awards Won During Regular Season: 44 awards

# of Team Sweepstakes Awards Won During Regular Season: 2 awards

# of National Individual Awards Won: 3 awards

# of National Sweepstakes Awards Won: Bronze in Debate Sweepstakes

International Forensics Association Tournament Awards: 3 Individual Awards

2005 – 2006

Team Size: 11 students

# of Individual Awards Won During Regular Season: 40 awards

# of Team Sweepstakes Awards Won During Regular Season: 0

# of National Individual Awards Won: 3 awards

# of National Sweepstakes Awards Won: Silver in Debate Sweepstakes

Silver in Overall Sweepstakes

International Forensics Association Tournament Awards: 2 Individual awards

2004 – 2005

Team Size: 9 students

# of Individual Awards Won During Regular Season: 23 awards

# of Team Sweepstakes Awards Won During Regular Season: 0

# of National Individual Awards Won: 0

# of National Sweepstakes Awards Won: 0

2003 – 2004

Team Size: 7 students

# of Individual Awards Won During Regular Season: 38 awards

# of Team Sweepstakes Awards Won During Regular Season: 1 award

# of National Individual Awards Won: 3 awards

# of National Sweepstakes Awards Won: 0

International Forensics Association Tournament Awards: 2nd Place Community College Sweepstakes

3rd Place Overall Sweepstakes

2002 – 2003

Team Size: 12 students

# of Individual Awards Won During Regular Season: 54 awards  
 # of Team Sweepstakes Awards Won During Regular Season: 3 awards  
 # of National Individual Awards Won: 3 awards  
 # of National Sweepstakes Awards Won: 0

2001 – 2002

Team Size: 6 students

# of Individual Awards Won During Regular Season: 36 awards  
 # of Team Sweepstakes Awards Won During Regular Season: 4 awards  
 # of National Individual Awards Won: 1 award  
 # of National Sweepstakes Awards Won: Bronze in Debate Sweepstakes  
 International Forensics Association Tournament Awards: 2nd Place Community College  
 Sweepstakes  
 4th Place Overall Sweepstakes

2000 – 2001

Team Size: 8 students

# of Individual Awards Won During Regular Season: 59 awards  
 # of Team Sweepstakes Awards Won During Regular Season: 0  
 # of National Individual Awards Won: 5  
 # of National Sweepstakes Awards Won: Bronze in Individual Event Sweepstakes  
 Bronze in Overall Sweepstakes

1999 - 2000

Team Size: 12 students

# of Individual Awards Won During Regular Season: 42 awards  
 # of Team Sweepstakes Awards Won During Regular Season: 6 awards  
 # of National Individual Awards Won: 3 awards  
 # of National Sweepstakes Awards Won: Silver in Debate Sweepstakes

1998 – 1999

Team Size: 8 students

# of Individual Awards Won During Regular Season: 42 awards  
 # of Team Sweepstakes Awards Won During Regular Season: 3 awards  
 # of National Individual Awards Won: 2 awards  
 # of National Sweepstakes Awards Won: 0

**Casper College Livestock Judging Team “All Americans”  
 Fifteen awarded nationally each year**

2007 - Randell VonKrosigk (Shoshoni); Kayla Auen (Casper); Nicole Thomas (Pavilion)  
 2006 - Jeff Berry (Cheyenne)  
 2005 - Russell Tomlinson (Vernal, UT)  
 2004 - Lance Manker (Indianola, NE)

**Casper College Radiology Students**

2008 Wyoming Society of Radiologic Technologist Awards:

1st place Scientific Exhibit: Holly Hodecker 2nd year Radiography Student

Student Quiz Bowl Winning Team: Deidre Erdman, Parrish Shook, Sonia Urban

2007 American Society of Radiologic Technologists (ASRT):

2 of the 5 students nation-wide selected to attend the ASRT Leadership Academy in New Mexico: Laura Camilleri and Ferris Rorabaugh

**Wyoming Association of Community College Trustees Student of the Year Award**

2007 - Erica Costella, Biology major

2002 - Marty Wilson, Nursing major

**Work Study Employee of the semester award**

Fall 2008 Betle Weldemeskel - Business Administration

Spring 2008 Carrie Gomez - Business Administration

Fall 2007 Kristi Flury - Addictionology Major

Spring 2007 Shelly Dolliner - Psychology & Communication

Fall 2006 Lourie Danielle Starnes - Business Administration & English

Spring 2006 Jason Crouch - Biology Major

Fall 2005 Windi Bassler - Social Work Major

Spring 2005 Ashley Baldwin - Communication Major

Fall 2004 Megan Mondle - Foreign Language Major

Spring 2004 Dennie Nichols - Computer Science & Geology Major

**Wyoming Legal Assistant Students of the Year**

2008 - Wendy Trembath

2006 - Judy Burton

2004 - Louise Beamer

2002 - Kristin George

2000 - Lynn Neuberger

1999 - Jeremy Wilch

## **Casper College Recipients of the Distinguished Alumni Award**

**These winners are nominated by their peers and chosen by the Board of Directors, Casper College Alumni Association**

### **• Presented October 2008**

**Dr. Wayne B. Hunter** - Dr. Hunter graduated from Casper College in 1983 with a degree in wildlife management, continued his education at Central Missouri State University, University of Missouri, Columbia, and received his Ph.D. from University of Hawaii in 1992. Dr. Hunter leads the Subtropical Insect Research Unit at the U.S. Horticultural Research Lab in Fort Pierce, Florida. A co-founder of the 'Native American Grape Genome Database,' Dr. Hunter produced some of the first available genomic information on numerous insect pests. His research into fire ant viruses led to the first discovery of potential viruses in ants. He has received the national Equal Employment Opportunities & Civil Rights Award, "for enhancing career opportunities for minorities and persons with disabilities and for increasing participation in special employment programs and education through exceptional contributions."

### **• Presented October 2007**

**Dr. Raymond Jaqcquot** - Dr. Jaqcquot is Professor Emeritus of Electrical and Computer Engineering at the University of Wyoming. Most recently he has conducted research in the area of passive control of transient vibration in structural dynamic systems. Other recent creative efforts involve the authoring software for the animation of solutions to dynamic systems governed by partial differential equations. He has received numerous teaching and professional awards. After graduating from Casper College in 1958, Dr. Jaqcquot continued his education at University of Wyoming, earning a B.S. and a M.S. in Mechanical Engineering. He received his doctorate from Purdue University. In addition to his academic accomplishments, Dr. Jaqcquot is a distinguished mountaineer, with first ascents in many of Wyoming's mountain ranges, including the Black Ice Couloir on the Grand Teton, the classic ice route in the United States. A member of the Casper College Mountaineers, he wrote the book *CC on the Rocks: The Story of the Wyoming Mountaineers of Casper College 1955-1959*, with D. Reynolds.

### **• Presented October 2006**

**Dr. Holly Nye** - **Dr. Nye** graduated from Casper College in 1974 with an associate degree in Environmental Biology. She obtained her bachelor's degree in Zoology in 1976 from Oregon State University. Following graduation, Dr. Nye served as a Surface Warfare Naval Officer from 1977-1994, retiring with the rank of Lieutenant Commander. Her service awards include the Defense Meritorious Service Medal, the Navy Commendation Medal, and two Navy Achievement Medals. During her military career, Dr. Nye had the opportunity to deploy to locations all over the world. Fluent in Portuguese, she also was posted to the American Consulate in Rio de Janeiro, working with the Brazilian Naval Ministry. In 1996, she entered the University of Illinois at Urbana-Champaign as a medical scholar and graduate student, and was awarded her Doctor of Philosophy in Cell and Structural Biology in 2004. At the University of Illinois, Dr. Nye developed a model system for statistical description of limb regeneration loss in *Xenopus laevis* (African clawed frog) and improved older tadpole limb regeneration quality by ectopic application of a developmentally regulated gene.

**• Presented October 2005**

**Steven Bealer** - Dr. Bealer graduated from Casper College in 1969. He later received advanced degrees from the University of Wyoming. Following several prestigious fellowships, Dr. Bealer joined the physiology and biophysics faculty at the University of Tennessee. Today he is professor of pharmacology and toxicology at the University of Utah. His research has clarified the relationship between certain hormone receptors in nursing mothers' brains and weight gain in infants. Dr. Bealer has also led important research into the role of the brain in regulating the body's response to dietary sodium.

**• Presented October 2004**

**Leroy Strausner** - Dr. Strausner first arrived at Casper College as a student in the fall of 1958. After completing additional degrees at the University of Northern Colorado, Dr. Strausner returned to Casper College as a psychology teacher. He was director of housing from 1967 to 1975, director of counseling from 1975 to 1985, dean of students from 1985 to 1989, and vice president for student services from 1989 to 1990. He was named interim president on July 1, 1990. In 1991, he was hired as the sixth chief executive officer for Casper College. He retired from the college in June of 2004. His caring commitment to students was a hallmark. Dr. Strausner was dedicated to the traditions and development of the college, which enjoyed unprecedented growth during his tenure as president.

**• Presented October 2003**

**Ron Franscell** - Ron Franscell is a very successful newspaper editor/publisher. His journalism career began as a Chinook editor at Casper College, and has taken him from Wyoming and the west to locations around the world. After graduating from the University of Wyoming, Ron went to work as a reporter for the Sheridan Press. He served as a reporter and editor of the Casper Star-Tribune, and later worked as a writer and editor for newspapers in New Mexico and California. In 1989 he became editor and publisher of the Gillette News Record. He is currently a senior writer for the Denver Post and an accomplished author. Ron has earned more than 50 state and national writing awards. In 1995, he was honored with the prestigious Freedom of Information Award from the National Newspaper Association. For five consecutive years, he earned Wyoming's Editorial Leadership Cup. In 1999, his novel "Angel Fire" was listed among the 100 best novels of the 20th Century West.

**• Presented October 2002**

**Ellyn Cavanagh** - Dr. Cavanagh's career has centered around neonatal nursing and care of children, particularly those in critical condition. She was a clinical nurse in the Pediatric Intensive Care Unit of the University of California at LA Medical Center. She also collaborated on the development of the Infant Medical Dispatch Center and expanded the nursing program. She volunteered her services at Hospital Universitario del Valle in Cali, Columbia, S.A. as a consultant-neonatal intensive care nurse. She was responsible for the clinical education and support of the nursing staff. In her current position as Assistant Professor of Nursing in the School of Nursing and Health Sciences at Georgetown University and as a pediatric nurse practitioner in the Division of Child Neurology she focuses on children with complex neurological and behavioral disorders. She has worked as a critical care nurse and educator at many hospitals. She has written and received many grants for her concentration on critically ill children.

**• Presented October 2001**

**Kurt Stamm** - After graduating from Casper College in 1984, Stamm finished his undergraduate education at the University of Utah. Since then he has gone on to a successful acting and directing career. Stamm hooked up with Richard Maltby, who wrote and directed (among other shows) "Miss Saigon" and "Big." Stamm was Maltby's assistant director of "Fosse" which just closed a two and a half year run on Broadway. Stamm has been the director/choreographer of many productions and this fall returned to Casper College to direct "Anything Goes." He is currently directing a national tour of "Leader of the Pack."

**• Presented October 2000**

**Karen Higgins, Ph.D.** - Dr. Higgins graduated from Casper College in 1968. She earned a bachelor's degree in mathematics in 1972 from the University of Idaho, and a year later completed a master's degree in electrical engineering there. In 1991, she earned a master's degree in business administration and in 1997 she completed the Doctorate in Executive Management from the Claremont Graduate School. (Calif.). She has served as Executive Director and Director of Research and Engineering at the Naval Air Warfare Center Weapons Division in California since July of 1998 with a mission to provide U.S. forces with "effective and affordable integrated warfare systems and life cycle support to ensure Battlespace Dominance."

**• Presented October, 1999**

**Nancy Curtis** – Nancy Curtis graduated from Casper College in 1967. While at Casper College, Nancy was a Chinook newspaper editor. She is now the owner/operator of both a cattle ranch and an independent publishing company, High Plains Press. She is co-editor of *Leaning into the Wind: Women Write from the Heart of the West* (Houghton Mifflin, 1997), a collection of writing by contemporary women from the high plains. The book was named one of 20 notable nonfiction books of 1998 by the Christian Science Monitor.

**• Presented October 1998**

**Paul R. "Bob" Streich** – Bob Streich is a highly decorated naval aviator. He served as Admiral Byrd's chief pilot during operation "Deep Freeze," the discovery and exploration period of the Antarctic Continent. He was honored by the Worldwide Explorer's Club as one of its 50 most noteworthy explorers of the 20th Century. His military career took him to the Pentagon, where he served the Joint Chiefs of Staff.

**• Presented October 1997**

**Ben Boedeker, Ph.D.** – Dr. Ben Boedeker received his Ph.D. from Colorado State University. He was honored for his research in tropical disease in the South Pacific, and for his exemplary and pioneer work in the field of medicine. His efforts at establishing medical training protocol during the Afghan-Russian war led to the publishing of a manual which is still used today. He is a professor at University of Nebraska Medical School.

**• Presented September 1996**

**William J. Phillips** – Phillips is a CC graduate from 1952 with honors, and graduated UW in 1954, and going on to attend Stanford. Career dedicated to improving technologies in the fields of telecommunications and signal processing, and to improving analytic efforts related to strategic and tactical initiatives sponsored by the Department of Defense. He is a founder of North Star associates. He is currently director of 2 other companies that develop innovative technology in telecommunications and precision geolaction.

**• Presented September 1994**

**Roxana Boyles** (Deceased) - Roxana Boyles graduated from Casper College in 1971. Boyles overcame incredible odds to earn accolades in the field of diabetes research. She started her research at 14 years, and devoted her life to find a cure for diabetes. Many successes in area of pancreas/islet cell transplant research are due to her work. Unfortunately, she lost her battle with diabetes at the age of 44.

**• Presented September 1994**

**Joe Alexander** – Joe Alexander graduated from Casper College in 1967. Joe Alexander gained distinction in Pro-Rodeo Hall of Fame. He was the college bareback riding champion, before going pro. He has five world championships in his specialty event. He is currently a rancher/businessman in California.

**• Presented September 1993**

**Douglas M. Crowe** Douglas Crowe is a CC graduate, 1969. Crowe has a Ph.D. in zoology from UW in '74. He is recognized for his distinction in wildlife management. He served in Wyoming game and fish department, and U.S. Fish and Wildlife in Washington D.C. He assisted the Botswana (Africa) Dept. of Wildlife and National Parks in its efforts to save the African Elephant population.

**• Presented November 1992**

**F. Russell Huson** – Russell Huson graduated from Casper College in 1957. Dr. Huson then graduated from San Diego State U., and Berkeley. He is a scholar in elementary particle physics, accelerator technology, and super-conductor magnets. He participated in the discovery of 2 elementary particles.

**• Presented November 1991**

**Leslie M. Lawson** – Leslie Lawson graduated from Casper college in 1967. Lawson litigated and won the first sexual harassment trial in the U.S., setting a national precedent. She is currently a private judge for Judicial Arbiter Group Inc. in Denver.

**• Presented November 1990**

**Richard Cheney** - Richard Cheney attended Casper College in 1963. He served two terms as Vice-President of the United States under President George W. Bush. Cheney served as White House Chief of Staff for President Gerald Ford and was subsequently elected and represented Wyoming in the House of Representatives. In 1989 he was confirmed by U.S. Senate, and sworn in as U.S. Secretary of Defense.

- **Presented May 1989**

**Stephen W. Nicholas M.D.** – Dr. Stephen Nicholas graduated from Casper College in 1974. He continued his studies at UW and later Colorado University medical school. He studied and taught at Columbia University's medical complex, Harlem Hospital, the University of Pennsylvania, and College of Physicians and Surgeons at Columbia. He is recognized for his distinction in research and instruction in the field of pediatrics, the study of AIDS, and dedication to health care of underprivileged children with AIDS and their families.

- **Presented May 1988**

**Charles W. Hord** – A 1957 CC graduate, Charles Hord received his Ph.D. from University of Colorado. He is associated with the lab for atmospheric and space physics as a research scientist and with NASA, conducting ultraviolet spectrometer experiments on earth orbiting satellites, and interplanetary space crafts such as Voyager II. Such data has led to better understanding of earth's atmosphere and solar system.

- **Presented May 1987**

**Dean Conger** – Dean Conger graduated from Casper College in 1945 and is the recipient of outstanding national and international photographic and press awards. He has traveled worldwide with National Geographic on "life in depth" missions.

- **Presented May 1987**

**Richard A. "Dick" Tobin** (Deceased) Richard Tobin earned his degree from Casper College in 1954 and served as member of the CC Board of Trustees, the Wyoming Legislature (including presidency of the Wyoming State Senate), court commissioner, city attorney, and mayoral administrative assistant. He was also involved with many charitable organizations.

- **Presented May 1986**

**Marlan O. Scully** – Marlan Scully graduated from Casper College in 1959. Dr. Scully earned his subsequent degrees at UW and Yale. An international authority in laser physics and quantum optics Dr. Scully is a pioneer in his field. His research has involved explaining the laser from the photon point of view, using lasers to detect gravitational radiation, developing high power lasers for star wars technology and developing laser gyroscope systems.

## **Administrative Appraisal – Guidelines for Completion of form**

### **Refer to Policy 1400:10:03 revised 2006**

The appraisal form provided by Human Resources (revised December 2006) is to be used for all administrative appraisals. If you have a specific tool or format of appraisal you would like to use in your area, you may do so in addition to the provided form and upon approval from Human Resources. Appraisal can be a very powerful tool to use with your employees – as with all powerful tools, if not properly used it can be very damaging. If you desire to utilize peer or coworker feedback, a form is available in Human Resources and must be distributed and collected by Human Resources.

The form to be used for all administrative personnel appraisals, is provided as a MS word document and provides expandable spaces for responses. The form provides a five step process with additional space provided for comment and signature from the employee, immediate supervisor and next level supervisor. Guidance for completion of each section is provided below.

Complete needed information at the top of the form.

#### **1. Review Job Description**

Appraisals are always directly connected to the duties and accountabilities shown in the position description. Position descriptions need regular review and revision because the responsibilities of a position change and evolve over time. These changes usually are relatively minor or involve an added responsibility in one area with a compensating removal of responsibilities in another.

Occasionally these changes are sufficient that salary adjustments may need to be considered. The responsibilities may have increased significantly (i.e. supervision of 52 workers instead of only 15 because of combining groups or increased employees; or perhaps conversely division and resulting reduction of responsibilities). If salary adjustments were not made at the time of the change, that fact can be brought to the attention Human Resources and the Executive Group through this process. This review and correction of the job description by both the supervisor and the employee will be a time to provide the information for consideration.

The changes in job responsibilities referred to are not because a new employee has become proficient at the various tasks of the position, but are indeed changes to the design of the job.

## 2. Review goals

Don't rely on memory; pull out the file and review. This will supply information to include in sections 3, 4 and 5 as well as new objectives or goals. You are building a team with the people working for you – share the goals you have for the group and the role that each may be playing in meeting those goals.

The same form will be completed by both the reviewing supervisor and the employee, providing the basis for the appraisal conversation.

If there are shortcomings in knowledge, skills, abilities or behaviors, these are issues best addressed in the moment they occur or first become apparent, using documented discussions and specific time frames for correction. Regularly scheduled appraisals can follow-up regarding performance issues, but are not the time and place to initiate such conversations.

## The Appraisal

Although an appraisal will likely never be “complete” or “all inclusive,” there are specific areas that should be covered and should state specific examples to illustrate the point being made.

Included with or in addition to commenting on the fulfillment of essential responsibilities or dimensions of the position as stated in the position description, your employees need feedback about the following or similar areas:

**Work accomplished or results achieved** – the individual's knowledge of the job, results achieved as related to job requirements and department and College objectives

**Work Habits** – dependability; willingness to extend him/herself to meet demands, ability to work independently; respect for confidentiality; manages multiple projects simultaneously; in problem solving gives reasonable consideration to all facets, analyzes accurately and makes sound and timely decisions

**Teamwork skills** – consistently demonstrates respect for others; effectively relates and deals with others; expresses ideas clearly both in writing and orally; listens well; willingly cooperates in joint projects; assists others; resolves conflict and gains support and action from others while maintaining positive relationships

**Supervision of others** (if applicable) – inspires and motivates subordinates; directs work toward common goals; has respect and cooperation from subordinates; effective in delegation; plans/organizes effectively; administers policies and procedures appropriately; manages time,

budgets and resources effectively; resolves task performance and interpersonal relation issues effectively; fair and timely in staffing, appraising and terminating employees; effectively utilizes skills of employees; promotes staff development and growth

**Professional development** –continues to develop relevant job skills that enhance job performance; seeks new skills; sets high professional goals, standards and behavior; participates in professional organizations; contributes to leadership roles in the department / college

**3. Strengths or successes since last appraisal with specific examples**

The responses here may relate to the specific duties / responsibilities from the job description, qualities as noted above and/or progress on previously stated work related goals.

**4. Challenges, concerns or areas of improvement identified or anticipated with specific examples**

The responses here may relate to the specific duties / responsibilities from the job description, qualities as noted above and/or progress on previously stated work related goals.

**5. Specific work related goals between now and next appraisal time**

This section may be used to indicate both the work related goals and improvements needed or desired by the individual employee as well as the changes or anticipated challenges the department or specific position will be facing in the near future (i.e. implementation of new computer program or method of service.)

**Section:** Human Resources

**Index:** 1400:10:03

**Subject:** Appraisal - Administrative / Non-Teaching Professionals

**Effective Date:** (1994) **Revision Date:** (2006)

### **POLICY**

Employees will receive regularly scheduled appraisals with the frequency dictated by employee classifications.

### **SCOPE**

This procedure references the above stated policy and pertains to all Casper College administrative and non-teaching professional (exempt) employees.

### **RESPONSIBILITY**

The Office of Human Resources is responsible for coordinating and monitoring the program and for maintaining appraisal records. Individual supervisors are responsible for proper completion of forms in compliance with this procedure.

### **PROCEDURE**

**PURPOSE** The purpose of the appraisal shall be to foster open communication between the employee and supervisor and to ensure the needs of the department and college are being met. An employee's work is to be reviewed and discussed by the supervisor with the employee on an on-going basis.

**TRAINING REQUIRED** Before completing any appraisal, all supervisors will be required to attend training provided by Human Resources.

**SCHEDULE of APPRAISAL** New employees or employees new to a position will receive appraisals at six months and twelve months and annually for the following two years of their employment in the position. All other employees will receive appraisals every two years. These appraisals will be completed and on file in Human Resources by June 30 of each designated year.

**FORMS and GUIDELINES** Approved formal appraisal forms and guidelines for use will be provided by Human Resources. Individual departments or supervisors are required to utilize the approved format and may choose to supplement that form with additional information. Any additional tool must be approved by Human Resources before implemented.

**PROCESS** Appraisal forms will be completed by both the employee and the supervisor, then discussed. Both forms will provide space for signatures and for comment from the employee, supervisor and the relevant Dean, Director, Vice President or the President. Both forms will be submitted to Human Resources where copies will be made to be distributed to the employee and the supervisor. The original documents will be placed in the employee's file.



## Appraisal

## Administrative Employees

**Please follow guidelines for use**

Employee Name:                      Position / Title:

Date of Employment in this Position:

Indicate which appraisal    6 month     12 month     year 2     year 3     continuing 

Date of Last Appraisal              Current Date

Name and Position of Person Completing Form

1. **Review Job Description.** Make any changes needed and attach a copy of revised job description.

Have the responsibilities of this position changed substantially, such that a compensation review is appropriate? YES     NO     If yes, please provide a brief summary explanation below.

2. **Review goals established at the last formal appraisal.** Address outcome of goals from last review in sections 3, 4 or 5 below.

3. **What are the strengths or successes** experienced in this position since the last appraisal? Cite specific examples.

4. **What challenges, concerns or areas of improvement** are identified or anticipated? Cite specific examples.

5. **What are specific goals** between now and the next appraisal time?

Employee Comments:

Employee Signature  Date

Immediate Supervisor comments:

Supervisor Signature  Date

Next Level Supervisor comments:

Supervisor Signature  Date

## CONSTITUTION AND BY-LAWS OF THE CASPER COLLEGE ASSOCIATION

## CONSTITUTION

## ARTICLE 1 -Name

The name of this organization shall be the Casper College Association hereinafter designated as CCA

## ARTICLE II— Objectives and Purpose

Section A. To promote professional practices; to encourage the active participation of all in the solution of school problems; and to arouse allegiance to a genuine spirit of professional ethics.

Section B. To encourage high qualifications among Casper College employees; to aid in securing and maintaining such things as adequate salaries and sound retirement systems; to support legislation for the betterment of public education; to encourage such other improvements as will enable Casper College employees to function properly as a vital factor in the progress of education at Casper College; and show recognition for retirement and meritorious service.

Section C. To establish and encourage a program of communication, coordination and cooperation both within our own institution and among the institutions of higher learning in Wyoming.

Section D. To cooperate with civic bodies having educational objectives; to aid in interpreting to the public the problems, functions, and directions of public education; to identify the role of the community college in response to changing societal needs; and to encourage programs designed to accommodate these needs.

Section E. To encourage Casper College employees to exercise their rights and privileges as citizens and to accept leadership in civic affairs.

## ARTICLE III — Membership

## Section A. CLASS OF MEMBERSHIP

Membership shall be three classes — full time, associated, and honorary.

1. Full-time or part-time benefited Casper College employees are members of the CCA. Each member shall be eligible to hold office in the CCA and to participate in all the rights and privileges of the CCA.

2. Part —time Casper College employees, defined as those who do not receive benefits, retirees, and those who are employed by the UW/CC are associate members of the CCA. They shall have no voting power nor shall they be eligible to hold office in the CCA, but they shall be entitled to all rights and privileges of the CCA.

3. Honorary membership may be instituted by vote of the CCA Council. Honorary members shall have no voting power nor shall they be eligible to hold office in the CCA, but they shall be entitled to all other rights and privileges of the CCA.

## Section B. MEMBERSHIP STRUCTURE

1. The CCA will be comprised of three alliances, one each for staff, faculty, and support/administrative personnel.
2. All Casper College employees will be members of an alliance based upon their position descriptions. The CCA Council will serve as the final arbiter in cases of alliance membership dispute. There will be no dues charged to belong to any alliance, but each alliance may raise money as it sees fit.
3. Each alliance will elect a Chair, Vice-Chair, and other officers as deemed necessary to conduct the business of the alliance.

#### ARTICLE IV - Amendments

An amendment to this Constitution and By-laws shall be submitted to a vote of the membership and passed by a two-thirds majority of those casting votes, provided,

however, that such an amendment must first have been submitted in writing to the voting membership at least ten days prior to the time of voting.

#### BY LAWS

##### ARTICLE I — Council

###### Section A. PURPOSE

The Council shall facilitate cooperation between and efforts of the alliances, serve as a vehicle for communication among all elements of the college, and perform such other duties as are specified in these by-laws.

###### Section B. MEMBERSHIP

The Council shall consist of the chairs of each alliance plus two members elected by each alliance.

###### Section C. OFFICERS

A Council Chair, Vice-Chair, and Secretary-Treasurer will be elected from among the Council members.

Section D. TERMS OF OFFICERS AND OF COUNCIL MEMBERS Officers and other council members shall take office as of May 1 of the college year in which they are elected and serve for a period of one year. A vacancy on the Council shall be filled by the appropriate alliance in a timely manner. A vacancy in any Council office shall be filled by Council action.

###### Section E. DUTIES OF OFFICERS

1. Office of the Chair:
  - a. To preside at all meetings of the CCA Council
  - b. To be an ex-officio member of all CCA committees
  - c. To establish ad hoc committees and appoint members thereto
  - d. To sign authorizations for disbursements of funds
  - e. To ensure that the Council meets at least annually

## 2. Office of the Vice-Chair

To assume all the duties of the chair in the absence of the Chair.

## 3. Office of the Secretary-Treasurer

- a. To keep and preserve an accurate record of all proceedings of all meetings of the CCA Council and to maintain the permanent files.
- b. To prepare all correspondence for the CCA Council.
- c. To prepare and sign authorizations for any disbursements of CCA funds, provided, however, that such authorizations be countersigned by the Council Chair of the Vice-Chair and the Chair of the Activities Committee.

## ARTICLE II- Committees

### Section A. STANDING COMMITTEE

The Activities Committee shall be the only standing committee and shall function under the direct jurisdiction of the CCA Council.

The duties of this committee shall be as follows:

- a. Elect a Chair
  - b. Suggest activities of the CCA to the Council.
  - c. Submit a budget for consideration to the Council for said activities
  - d. Plan approved activities.
  - e. Annually review the outline of its duties and responsibilities.
2. The composition of this committee shall consist of three elected representatives from each alliance.
  3. By no later than April 30, each alliance shall nominate and elect three representatives to the Activities Committee.
  4. Committee members shall take office on May 1 of the college year in the year in which they are elected, and they shall serve for a term of two years. ( terms shall be staggered to allow for more continuity beginning on a rotating basis.
  5. A vacancy on this committee shall be filled by the appropriate alliance in a timely manner.
  6. Each CCA member will be entitled to special consideration for CCA — sponsored activities by paying an annual fee determined by the membership of the committee.

### Section B. OTHER COMMITTEES

Ad hoc committees shall be formed by the CCA Council Chair as the need is perceived.

## ARTICLE III — Finances

#### AUTHORIZATION OF DISBURSEMENTS OF COUNCIL FUNDS

The Council will submit a budget annually and authorize expenditures for expenses incurred on council business. Payment will be made upon presentation of appropriate receipts.

#### ARTICLE IV - Quorum

##### COUNCIL AND ALL COMMITTEES

A majority of the total membership of the body in question shall constitute a quorum.

#### ARTICLE V — Parliamentary Authority

Procedure will be set at CCA meetings by the members of the council or respective committees. The Revised Robert's Rules of Order shall be final authority in case of parliamentary dispute.

## WYOMING COMMUNITY COLLEGE COMMISSION

### BY-LAWS

(Adopted October 26, 2001)

#### ARTICLE I - NAME

Section 1: Per W.S. 21-18-201, the name of the body shall be the Wyoming Community College Commission.

#### ARTICLE II - MISSION

Section 1: The mission and purpose of the Commission is to provide coordination, advocacy, and accountability for the Community College System on behalf of the State of Wyoming.

#### ARTICLE III - COMMISSIONERS

Section 1: Commissioners are appointed by the Governor in accordance with the provisions of W.S. 21-18-201.

Section 2: The Governor and the State Superintendent of Public Instruction or their designees are ex-officio nonvoting members of the Commission.

Section 3: Any Commissioner who does not attend at least fifty percent of scheduled Commission meetings during any year commencing from the date of appointment is automatically removed from office.

#### ARTICLE IV - OFFICERS

Section 1: The officers of the Commission shall be a Chair and a Vice-chair.

Section 2: It shall be the duty of the Chair to preside at all meetings of the Commission, to regularly consult with and provide direction to the Executive Director of the Commission, and to serve as the signatory authority for legal documents or specific correspondence of the Commission.

Section 3: It shall be the duty of the Vice-chair to preside at all meetings in the absence of the Chair or to assume the duties of the Chair in the event that the Chair is unable to act for any reason.

#### ARTICLE V - STAFF

Section 1: Under the provision of W.S. 21-18-202(c)(iii), the Commission shall

appoint an Executive Director who shall perform duties as prescribed by the Commission.

Section 2: The Executive Director may hire such staff as required to carry out this act as approved by the Commission subject to legislative budget authorization.

#### ARTICLE VI - COMMITTEES

Section 1: Standing Committee: The Strategic Planning and Finance Committee meets at least twice a year and makes recommendations to the Commission on issues related to strategic planning and fiscal affairs.

Section 2: Standing Committee: The Legislative Relations Committee meets at least twice a year and makes recommendations to the Commission for the agenda and strategy utilized in Legislative communications.

Section 3: Ad hoc committees for special purposes and of limited duration may be appointed by the Chair.

#### ARTICLE VII - MEETINGS

Section 1: The Commission shall meet at least quarterly.

#### ARTICLE VIII - ELECTIONS

Section 1: Officers of the Commission shall be elected by the membership for two-year terms at the first meeting after March 1 of each odd-numbered calendar year.

#### ARTICLE IX - PARLIAMENTARY RULES

Section 1: The Simplified Robert's Rules of Order shall be the governing authority of the Commission in all cases not provided for by its Articles or By-laws.

#### ARTICLE X - AMENDMENTS

Section 1: These By-laws may be amended by a two-thirds vote of the Commissioners voting, following a discussion of the proposed changes, provided at least two weeks written notice of the proposed changes has been given before the meeting.

**Section: Faculty****Subject: Intellectual property policy****Scope**

This policy pertains to the creation and use of intellectual property, both for individual use and for use as part of instructional resources in the classrooms at Casper College. It will also serve as a guideline for the use and/or disposal of intellectual property created by and for employees of the institution.

**Responsibility**

It will be the responsibility of each faculty member, including department heads and division chairs to be in compliance with the intellectual property policy as outlined in this statement. Determinations relating to intellectual property will be made by the appropriate department head or division chair on a case-by-case basis.

**Definitions**

Intellectual property: Property that can be protected under federal law, including copyrightable works, ideas, discoveries, and inventions. Such property would include novels, sound recordings, a new type of mousetrap, or a cure for a disease.

Work Made for Hire: A work made for hire is either a work prepared by an employee within the scope of his or her employment or a work specially ordered or commissioned if the parties involved expressly agree in a written instrument signed by them that the work shall be considered a work made for hire.

Specially Commissioned Works Made for Hire: Works that require a written agreement. These works are considered to be the property of the person for whom the work is prepared. This person for whom the work is prepared owns all rights unless the written agreement specifies otherwise.

Substantial use of college resources: that use which requires additional expenses that are not of standard expenses for supporting this creator in his/her normal duties. Examples include but are not limited to assistance and time of other college employees, use of equipment such as machining tools or electronic equipment, or the use of facilities such as video facilities or laboratories

Concerning Intellectual Property: It is the policy of Casper College that materials produced by the college's employees and students shall be the property of the author, except for specific works for hire. These works for hire include:

- Syllabi for courses listed in the Casper College course catalog.
- Created with substantial use of Casper College resources or financial support beyond the level of common resources provided to faculty

- Created or commissioned for use by Casper College
- Assignment sheets and test banks created for the purpose of distance education and stored on the Casper College server.
- Policies and/or procedures approved by the Casper College Board of Trustees

Ownership of any other work for hire (as defined above) in which the college has a vested interest will be so designated in a written agreement as being the property of Casper College. In absence of such an agreement, ownership of such materials will be retained by the author.

When the college owns the copyright in a work, it will acknowledge creators who have made a substantial creative contribution to the work, if the creator so request.

A faculty member, or other creator, who owns a copyright in works under this Policy, other than course content and courseware, may make the work freely available on non-commercial terms (that is, without remuneration to the author), for free or commercial redistribution, without authority or permission of Casper College, so long as Casper College's name is not used in connection with works so made available, other than to identify the faculty member as an instructor at Casper College.

Use of Casper College's name in connection with a work, other than by way of identification of the creator as a faculty member, researcher, other employee or student, is itself use of a significant College resource, thus triggering an interest on the part of Casper College. Additionally, use of Casper College's name can affect the reputation and academic standing of the institution. Therefore, any use of the Casper College name in connection with a work created by a faculty member, researcher or other employee must be approved in advance by the President. Similarly, if the name of Casper College is to be used in connection with any works created under collaborative agreements with outside entities, such agreements must be approved in advance by the President.

This Policy constitutes an understanding that is binding on the College and on its faculty, other employees and other covered individuals as a condition of their participation in College research, educational and other programs or their use of college facilities or resources. The College may require formal copyright agreements to implement the Policy as appropriate, but the absence of such executed agreements shall not invalidate the applicability of the Policy.

Nothing in this Policy shall constitute a waiver by the College of any rights that the College has under any other policy, including the Copyright Policy.

Research resource:

National Education Association. **Protecting Your Intellectual Property Rights**.

<http://www.nea.org/neatoday/0010/rights.html>

Accessed March 31, 2008

Western Wyoming Community College, **Policy Manual**, adopted January 25, 2001

Section: Human Resources  
Subject: Faculty Code of Ethics

Index: 1400:61:01  
Page 1 of 2

### **SCOPE**

This procedure pertains to all College faculty.

### **RESPONSIBILITY**

The president of the faculty senate and the vice president for academic affairs are responsible for ensuring that faculty adhere to the faculty code of ethics.

### **PREAMBLE**

This Casper College Faculty Code of Ethics is intended to preserve the highest standards of scholarship and academic freedom, and is based solely and completely upon the standards originally set forth by the American Association of University Professors. It should be noted that the American Association of University Professors also recognizes that the academic profession differs from those of law and medicine in that its members do not engage in private practice, but rather, function as part of an interconnected team, which is governed by its own mission statement. Contained within are five ethical principles, cited from the original AAUP statement, with two slight modifications. First, the word "professor" has been replaced by the more general term "faculty", and second, the word "university" has been removed to better reflect our institution. This Code also serves as a reminder that, as members of the academic profession, faculty bear special responsibilities, and these unique responsibilities can be associated with the aforementioned ethical principles. These principles should be considered to be representative of the collective aspirations of the faculty, and thought of as guiding principles. This Code seeks to affirm the highest professional ideals of the faculty of Casper College.

### **RESPONSIBILITIES TO CHOSEN FIELD OF STUDY**

"Faculty, 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 faculty 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 faculty may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry."

### **RESPONSIBILITIES TO STUDENTS**

"As teachers, faculty encourage the free pursuit learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Faculty demonstrate respect for all students as individuals and adhere to their proper roles as intellectual guides and counselors. Faculty will 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 faculty 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."

**RESPONSIBILITIES TO COLLEAGUES**

“As colleagues, faculty have obligations that derive from common membership in the community of scholars. Faculty do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas faculty members show due respect for the opinions of others. They acknowledge academic debt and strive to be objective in their professional judgment of colleagues. They accept their share of faculty responsibilities for the governance of their institution.”

**RESPONSIBILITIES TO THE COLLEGE**

“As members of an academic institution, faculty seek above all to be effective teachers and scholars. Although faculty observe the stated regulations of the institution, provided those regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Faculty give due regard to their paramount responsibilities within their institution by determining the amount and character of work done outside it. When considering the interruption or termination of their service, faculty must recognize the effect of their decision upon the program of the institution and give due notice of their intentions.”

**RESPONSIBILITIES TO COMMUNITY**

“As members of their community, faculty have the rights and obligations of other citizens. Faculty 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 the college. As citizens engaged in a profession that depends upon freedom for its health and integrity, faculty have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.”

Section: Human Resources  
Subject: Administrative Alliance Code of Ethics Statement  
Effective Date: 3/24/03

Index: 1400:61:02  
Page 1 of 3

**POLICY:**

Honesty and professional integrity are expected of all employees and it would be a serious violation of trust if the interests of the College, the Board and other employees were to be disregarded in the course of performing duties. The use of official position and influence to further personal gain or that of families and associates is unacceptable behavior. Acceptable ethical standards will be established and maintained for confidentiality, acceptable gift value or economic consideration and fiduciary duty.

**SCOPE:** This procedure pertains to all Casper College Administrative personnel.

**RESPONSIBILITY:**

The Administrative Alliance is responsible for overseeing the implementation of this procedure, in conjunction with the supervisor(s) of the personnel involved.

**PURPOSE:**

Casper College will treat each person of the College community as an individual and provide a positive, success-oriented environment. College policies and procedures attempt to protect the rights and development of each individual person. Protection from unlawful discrimination and freedom to develop as a student and/or College employee shall be promoted. The College accepts this responsibility to its students, to its employees and to the members of the community. The College is committed to meet these responsibilities with balance, fairness, accountability and ethical integrity.

**PROCEDURE:****General Principles**

While this Code of Ethics cannot enumerate every responsibility or foresee every contingency, we view the following as essential parts of an ethics statement within the context of our College community. Employees have the responsibility to:

1. Respect and act in accordance with the rights of all members of the College community in freedom of thought, opinion and conscience, freedom of speech and expression, and freedom of association.
2. Treat all members of the College community with equal consideration and respect regardless of age, race, gender, ethnicity, religion, sexual orientation, or disability.
3. Refrain from harassment of or illegal discrimination against any individual or group of individuals.
4. Present information accurately and refrain from false representation.
5. Comply with all College policies and procedures, and conscientiously fulfill their assigned duties and responsibilities.
6. Maintain confidentiality of educational and other official records and privileged information.
7. Make the well-being of students the fundamental value in all decision-making and actions.
8. Obey local, state, and national laws, and properly utilize College property and resources for authorized activities.
9. Pursue appropriate measures to correct those laws, policies and procedures that are not consistent with sound educational goals.
10. Avoid using College positions for personal gain through political, social, religious, economic or other influences.

**Relations with Students**

All employees have the obligation to discharge their professional responsibilities concerning students in a fair and conscientious manner and in accordance with the ethical standards generally recognized within the academic community. In particular, in their relations to students as teachers, mentors, advisers, and service providers, employees are expected to:

1. Refrain from engaging in, or creating the appearance of, potentially exploitative relationships with a student, particularly if the employee has an academic or supervisory responsibility for the student or is in a position to confer any benefit to or make any decisions affecting the student.
2. Take appropriate precautions to ensure academic integrity among students with respect to plagiarism; cheating and stealing, or misappropriation of institutional resources; and refer such matters for disciplinary action when such are known to have occurred.

**Relations with Colleagues**

In all relations with colleagues within the College, all employees are expected to:

1. Objectively fulfill supervisory, administrative, and collegial responsibilities, especially in matters concerning evaluation, reappointment, tenure, promotion, discipline, and other conditions of employment.
2. Refrain from engaging in or creating the appearance of, potentially exploitative relationships with employees in a subordinate position, or over whom there is the power to confer a benefit or make any employment decisions.

**Relations with Society**

A possible conflict of interest exists if an employee, or an employee's family member, has an existing or potential financial or other interest which impairs, or might appear to impair, that person's independent judgment when performing responsibilities for the College. Casper College employees have an obligation to avoid conflicts of interest or any appearance of conflicts between their personal interests and the interests of the College.

1. Employees should represent the College only when authorized to do so, and should otherwise make clear their role as private citizens when speaking or writing in public.
2. Employees must be sensitive to conflicts of interest, and to the appearance of such conflicts between their roles in the College and their private activities. Whenever a potential or apparent conflict of interest exists, the individual should consult with his/her supervisor and should excuse himself/herself from involvement in the activity.
3. Casper College supports the principle of fair competition and does not engage in any activities that impede competition or that foster a restraint of trade. Discussions with other colleges and universities concerning future tuition rates, student fees, and other proprietary competitive information should not occur until after the information has been officially announced to the public by the College or the Community College Commission.
4. Casper College employees should ensure that suppliers and contractors receive fair and uniform treatment. Suppliers should feel they are being given every reasonable opportunity to be awarded business by providing the best offer. Employees should avoid doing anything that might create the appearance that a supplier is being given preferential treatment.
5. Casper College policy prohibits the acceptance of gifts for services rendered in the course of one's normal employment. Gifts of more than nominal value (up to \$100.00) from individuals or organizations with whom the College does business, or from those who hope to do business with the College, are also prohibited. In addition, acceptance of social invitations from individuals doing business with, or seeking to do business with the College, when such invitations can be construed as an intent to influence an employee's

decision, and the cost to the host of such entertainment would appear to be excessive, is prohibited.

**Other Professional Standards**

Members of the Casper College Administrative Alliance work in a variety of disciplines, and are also governed by codes of ethics established for their respective professions by their respective professional organizations. Administrative Alliance members retain the obligation to comply with their individual professional codes of ethics in areas which are not covered by the foregoing code.