COLORADO MESA
UNIVERSITY

Manual for
Academic Department Heads

July 2016

Office of Academic Affairs

Table of Contents

List of Tables, Figures, and Lists

I. Position Responsibilities

A. Overview of Position

Academic department heads (ADHs) and directors of academic departments at Colorado Mesa University are appointed by the president and responsible for the operation of their respective academic units. For the purposes of this manual, no distinction is made between individuals serving as a department head or director, so while reference is made only to ADHs, the information applies to both titles.

While actions might be required in other areas, ADHs have five broad areas of administrative responsibility:

- Department management and administration;
- Instruction and curriculum oversight;
- Faculty and personnel management;
- Student management; and
- Budget and resource management.

Specific expectations for each of these areas are found in the plan/evaluation form found at:
http://www.coloradomesa.edu/academics/documents/Dept_Head_Plan-Eval.pdf

Academic department heads retain their appointment as faculty members. Thus the annual evaluation is weighted half on administrative and half on faculty responsibilities, and the allocation for these duties can be adjusted from year to year within these two broad evaluation categories. ADHs receive release time based upon the relative size of their departments, with the number of credit hours of release time taken for the upcoming academic year coordinated with the Vice President for Academic Affairs(VPAA) during the prior summer.

B. Evaluation

Academic department heads report to the VPAA and are evaluated on an annual basis. ADH evaluations are due to the VPAA generally at the end of the second week of March and cover the previous calendar year. Usually, a narrative accompanies the evaluation form. At the time of the submission of the annual evaluation, a plan for the current year is also submitted using the same form linked above. The ADH then meets with the president and VPAA during April regarding his or her evaluation.

C. Faculty Feedback for Academic Department Heads

Academic department heads receive feedback from faculty in alternating years of service. The Interpretive Guidance section of the *CMU Professional Personnel Handbook* describes the process for collecting feedback on the work of the ADHs each September in alternating years. The VPAA initiates the process by September 1st with a request for feedback to be submitted to the VPAA. The VPAA compiles the information from the feedback forms and meets with the ADH to report findings from the faculty feedback.

The feedback form is organized by the same five areas of administrative responsibility identified in I.A, above, but is limited to aspects of performance that are observable by department faculty. Faculty feedback to the VPAA is not anonymous, but the anonymity of the individual faculty members will be preserved when the VPAA discusses findings with the ADH. Feedback forms are found at:

- http://www.coloradomesa.edu/academic-affairs/documents/Department-Head-Feedback-Form_Full-Time-Faculty.pdf

- http://www.coloradomesa.edu/academic-affairs/documents/Department-Head-Feedback-Form_Part-Time-Faculty.pdf

D. The Academic Department Head Working Folder
A department head folder is located on the R drive and is used often for collecting information from the academic units or accessing specific documents. All academic department heads have access to this folder.

E. Forms and Manuals
A variety of forms and manuals supporting academic activities are available on the Academic Affairs website.

Forms can be found at: http://www.coloradomesa.edu/academic-affairs/faculty/forms.html

Manuals and other documents can be viewed at: http://www.coloradomesa.edu/academic-affairs/faculty/manuals.html

II. Calendars
- Academic Year Calendar for Academic Department Heads
  http://www.coloradomesa.edu/academics/documents/DeptHeadsCalendar.pdf

- Two-Year Course Planning Calendar
  http://www.coloradomesa.edu/academics/documents/Two_Year_Course_Planning_Calendar.pdf

- Three-Year Campus Calendar
  http://www.coloradomesa.edu/academic-affairs/documents/3YearCalendar.pdf

- Program Review Calendar (located in the Academic Program Review Manual—see Table 1).
  https://www.coloradomesa.edu/academics/documents/ProgramReviewManual.pdf

- Academic Year Calendar for Faculty
  http://www.coloradomesa.edu/academics/documents/FacultyCalendar.pdf

- Promotion and Tenure Calendar

III. Strategic Planning

A. University Planning

The university's most recent update to its strategic plan was approved by the CMU Board of Trustees in January 2016 and is found at:

In addition to the goals and objectives identified through the planning period 2015-2020, the plan includes the university's vision and values statements. Annual budget submissions require that requests align with strategic goals.

B. Enabling Legislation and Mission Statement

Colorado Mesa University's enabling legislation articulates its role and mission as reenacted in 2010 by the Colorado General Assembly (Colorado Revised Statutes 23-53-101) and amended in 2011 when Mesa State College was renamed Colorado Mesa University:

> *There is hereby established a university at Grand Junction, to be known as Colorado Mesa University, which shall be a general baccalaureate and graduate institution with selective admission standards. Colorado Mesa University shall offer liberal arts and sciences, professional, and technical degree programs and a limited number of graduate programs. Colorado Mesa University shall also maintain a community college role and mission, including career and technical education programs. Colorado Mesa University shall receive resident credit for two-year course offerings in its commission-approved service area. Colorado Mesa University shall also serve as a regional education provider.*

The institution's mission statement was adopted by the CMU Board of Trustees in 2013:

> *Committed to a personal approach, Colorado Mesa University is a dynamic learning environment that offers abundant opportunities for students and the larger community to grow intellectually, professionally, and personally. By celebrating exceptional teaching, academic excellence, scholarly and creative activities, and by encouraging diversity, critical thinking, and social responsibility, CMU advances the common good of Colorado and beyond.*

C. Department and/or Program Planning

The development of a department and/or program mission statement and planning goals articulates how the unit fits within the university's goals and describes the direction the unit plans to take in the future. Department/program mission statements and plans should be reevaluated from time to time in order to ensure their currency and accuracy, particularly during the program review process.

D. Institutional Accreditation

Colorado Mesa University is accredited by the Higher Learning Commission (HLC), based in Chicago, Illinois, with its accreditation reaffirmed for ten years until AY 2023-24. Documentation of CMU's status with the Commission is found at: http://www.hlcommission.org/component/directory/?Action=ShowBasic&Itemid=&instid=1055&lang=en

Beginning in 2015, the Commission revised the process for its institutions to continue accreditation, shifting from the traditional self-study to an assurance review that is accompanied by documentation of CMU's compliance with expectations set by the U.S. Department of Education. The comprehensive review occurs four years after reaffirmation, and then again, six years later at the end of the current reaffirmation cycle in AY 2023-24.

The university's official, direct communications with HLC follow a process established by the Commission and are limited between the university's president and its accreditation liaison officer with the designated HLC Vice President for CMU.

E. Federal Compliance

In recent years, higher education has experienced an increase in reporting requirements for the U.S. Department of Education (USDoE). Four key components have a direct impact on program/department activities which ADHs are expected to enforce:

1. Determining Qualified Faculty. In addition to the general hiring requirements specified in the CMU *Professional Personnel Employment Handbook*, the university has a list of Board-approved terminal degrees for each program's faculty. Beyond institutional degree requirements, all faculty are required to have completed a minimum of 18 graduate-level credit hours in the teaching discipline or have tested experience. See the following section on faculty hiring, Note 1.

2. Credit Hours and Contact Hours for Courses. The USDoE's requirements on course meeting times is best summarized in the following paragraph from the CMU Curriculum Policies and Procedures Manual (section III.E.)

> *In accordance with CDHE policy and procedures, "A contact hour is a programmed class period of not less than 50 minutes nor more than 60 minutes." (From CDHE policies, http://highered.colorado.gov/publications/policies/Archive/iii-parth.pdf.), Colorado Mesa University defines a contact hour as 50 minutes and a credit hour (a.k.a. semester hour) as the amount of work represented in intended learning outcomes and verified by evidence of student achievement in 750 minutes (15 contact hours) of academic engagement plus a minimum of 1500 minutes (30 hours) of student preparation, reflecting a 2:1 relationship between student preparation and academic engagement for a typical lecture course. The minimum hours of student preparation per credit hour doubles for graduate level courses. The*

required time per credit hour does not vary regardless of wherever or however courses are delivered.
(Source: http://www.coloradomesa.edu/faculty-senate/documents/Curriculum-Policies-and-Procedures-Manual.pdf):

Because CMU includes class meeting times during its final exam period to meet the required "minute count" for a course, faculty members are expected to administer final exams during the designed timeframe, <u>not</u> prior to the specified days. See section on Faculty Absences in section IV.D. of this manual.

3. **Student Outcomes.** In this context, the concern is with placement of students upon graduation. Each program should have a mechanism in place to track where its graduates go – be it employment, graduate school, military, etc. – upon completion. The Alumni Association has contact with some graduates, and staff may be able to assist with contact information.

4. **Student Complaints.** Each instructional unit must keep a log of formal, written complaints from students. The specifics on what type of activity should be tracked can be viewed at https://cas.coloradomesa.edu/mavzone.

In some cases, the complaint may have been filed with a different office (e.g., Academic Affairs), but if the resolution is at the department level, it should be included on the department's spreadsheet. If one does not exist, the specific spreadsheet format for the log is shown below. Prior to submitting the university's federal compliance report as part of the HLC assurance review process, logs from all units will be compiled into a master document.

Type of Complaint	Category	Date Received	Processing Division/Office	Brief Summary of Complaint	Brief Summary of Resolution (e.g., steps taken, final decision)	Date of Resolution	Student Name (last, first)	Gender (if known)	Notes
I - Instruction	A - Administration		AA - Academic Affairs					M - male	
N - Noninstr	C - Course/Program/Instruc		AD - Admissions					F - female	
	F -Facilities		AT - Athletics						
	Fin - Financial		CC - Comm College						
	I - Individual		FA - Finance/Administration						
	IT - Info Technology		P - President's Office						
	O - Other (specify)		SS - Student Services						
	S -Service								
	T - Credit Transfer								

IV. **Faculty**
   A. **Hiring**
   <u>Note 1</u>: Effective in fall 2017, all faculty members (full- and part-time) are required to have earned at least 18 graduate-level credit hours in the field in which they teach unless tested experience can be demonstrated as a substitution per Higher Learning Commission policy as part of compliance with the U.S. Department of Education. To document tested experience in the discipline for those hired as exceptions, academic

department heads should complete the appropriate Faculty Qualifications Form using the form at:
   http://www.coloradomesa.edu/academic-affairs/faculty/forms.html

Once completed, the form should be retained in the department files, with copies submitted to the Offices of Academic Affairs and Human Resources each semester, as appropriate. High school teachers offering courses concurrently have been given an extension to meet the above requirement if they lack the 18 graduate-level credit hours or documentation of appropriate tested experience.

Note 2: Newly-hired faculty (full- and part-time) must check in with the Office of Human Resources. New faculty members should contact the HR office for an appointment and a list of required documentation.

1. **Full-Time Faculty**
   The following describes the process for requesting approval of a full-time faculty hire and completing the search process:
   - The ADH submits a position request to Academic Affairs, usually in early to mid-September, using the form found at:
        http://www.coloradomesa.edu/academic-affairs/documents/PositionRequestForm.docx
     Note that this is for faculty hires for the upcoming academic year.

   - If the position request is approved by the president, the ADH appoints a search committee (including chair), approves the job announcement, and then submits it to Human Resources along with potential advertising outlets.
     o If the position is a replacement for a current faculty member, the job announcement must include the position number at the end of the job announcement.
     o If the position is new, the budget director will assign the position number. Note that the budget director has responsibility for position control and is the only one authorized to make the assignment of a position number.

   - The Office of Human Resources coordinates with Academic Affairs on the final job announcement and payment for advertising. When advertising costs exceed what is paid for by Academic Affairs, the VPAA will contact the academic department head to discuss options.

   - Once applicants are reviewed and candidates have been identified for a campus visit, the search chair coordinates with the ADH, President's and Vice President's offices on scheduling the visit before travel authorizations are approved by Academic Affairs and tickets are purchased.

   - After all candidates have been interviewed, the search committee and academic department head confer on the strengths and limitations of each candidate. The ADH then submits the information on each of the candidates,

including the strengths and weaknesses and the preferred candidate, to the vice president who, in turn, will consult with the president.

- o If all are in agreement on the strongest applicant, the vice president will notify the academic department head, confirming salary to be offered and any other considerations.
- o If there are differences of opinion on the candidates, the vice president will coordinate the resolution so that an offer can be extended.

- The ADH contacts Human Resources to initiate a background check. Once complete, the ADH makes the offer to the selected applicant. When time becomes a major consideration (e.g., the candidate has other offers pending), a verbal offer can be extended to the candidate, pending the outcome of the background check.

- When the ADH and the candidate reach a verbal agreement and the background check is successfully completed, the information is provided to the VPAA who, in turn, provides the requisite information to the Director of Human Resources.

- The director arranges for the Letter of Offer (LOO) to be generated for the president's signature and mailed to the candidate. When timing is such that the candidate needs to receive the LOO in a shorter timeframe than delivery by mail, the ADH can request an electronic copy of the letter from Human Resources and email it to the candidate. The candidate, however, must return an originally-signed copy as indicated in the LOO.

- New full-time faculty can submit paperwork for reimbursement of eligible moving expenses that qualify as outlined in the policy Administrative Practice: Moving and Relocation:
  http://www.coloradomesa.edu/human-resources/documents/Policy-MovingandRelocation_000.pdf

  A Moving Expense Reimbursement Request Form must be completed and a Contract Prep form submitted through Academic Affairs. The reimbursement form can be found at:
  http://www.coloradomesa.edu/human-resources/documents/Form-MovingExpenses.pdf

- Refer to the Faculty and Administrative Search Procedure Manual from Human Resources that outlines additional details.
  http://www.coloradomesa.edu/human-resources/documents/SearchProcedureManual-Febuary2013.pdf

2. **Lecturers (Part-time Faculty)**
   Lecturers are hired on a term basis and are not typically hired through a national search process.
   - When an ADH needs to advertise for part-time faculty, the advertising can be included in a general faculty announcement in the local newspaper. The advertising is coordinated through the Office of Academic Affairs, beginning several months prior to the start of each term, though a request can be made for a specific time if needed.

   - In general, all applications for lecturer positions are sent directly to the ADH and any received by Academic Affairs or Human Resources are forwarded to the ADH.

   - The ADH reviews the files, can ask input from other faculty members, and then interviews the finalist(s).

   - Upon identification of a candidate, the ADH then forwards the vita of the proposed lecturer to the VPAA for approval.

   - Upon approval from the VPAA, the ADH requests a background check from Human Resources.

   - Upon successful completion of the background check, the ADH notifies the lecturer and directs the hire to Human Resources to complete the required paperwork.

   - Contract prep forms must be submitted for courses taught. See Section IX in this manual for instruction on completing the contract prep form.

     o **Courses Paid by Student Credit Hours** (based on number of students enrolled): At the census date for that term, the departmental administrative assistant completes a contract prep form for the Lecturer and routes it to Academic Affairs for approval and submission to payroll.
     o **Courses Paid by Course Credit Hours**: At the request of the ADH, contract prep forms are prepared by the department administrative assistant and then submitted to Academic Affairs. Contact Academic Affairs for the current salary schedule.

   - When hired, Lecturers should be advised about when their payment begins:
     o If the ADH submits the relevant contract prep by August 1 for the fall semester or January 2 for the spring term, a lecturer will receive his or her first paycheck at the end of August or January as applicable.
     o If the contract prep is submitted after the above dates, the first check for a lecturer will be paid at the end of September or February, depending on the term.

B. Professional Development

Responsibility for faculty professional development is shared through institutional and departmental resources. In addition to travel funds for faculty to participate in conferences, workshops, and other discipline-related activities, the university funds six other sources to support faculty growth and development:

- **Campus-wide workshops**
  These are sponsored by the Office of Academic Affairs, are offered by an external faculty and/or administrator once or twice per academic year, and focus on a topic, such as teaching effectiveness.

- **Teacher2Teacher**
  This faculty group organizes one or two events each year involving small group discussions on various topics related to teaching.

- **Faculty Colloquia**
  Individual faculty members present monthly during the academic semesters and provide an opportunity for faculty to share interests, usually based on research projects in which they have been engaged.

- **Online Training**
  Staff in the Office of Distance Education offer training workshops on a variety of subjects for faculty interested in delivering a course in an online format.

- **Faculty Professional Development Fund**
  This fund, administered through the Office of Academic Affairs, supports projects for scholarly and creative development of faculty members as teacher-scholars.

- **New to CMU and Lecturer Resource Night**
  Prior to the beginning of the fall semester, the Office of Academic Affairs organizes orientation sessions for new full- and part-time faculty.

C. Evaluations

Note: The information below is supplementary to the evaluation information outlined in Section VI of the CMU *Professional Personnel Employment Handbook* and is superseded by the *Handbook*.

1. **Full-time Faculty (Tenured, Tenure-track, and Instructors)**
   All faculty are evaluated annually in the four areas of faculty responsibility – teaching, scholarly/creative activity, service, and advising – using the form found at:
   http://www.coloradomesa.edu/academics/documents/Faculty_Performance_Eval_Form.pdf.

   Faculty members in some academic departments may also be required to submit a narrative and/or forms in addition to the campus-wide form. Faculty members

also should submit a plan for the upcoming academic year. When a faculty member's evaluation is comprehensive, the evaluation and plan should be for the five-year period.

In those rare instances in which a faculty member engages in repetitive unprofessional conduct that is disruptive to the functioning of an academic unit, the ADH should follow the process for documenting the behavior found in Section VI.A. of the *Handbook*.

In general, faculty evaluations are due according to the schedule below, with specific deadlines set each year by the VPAA. If funding for exemplary performance is available, the amount of the one-time funding is set in late winter; payment usually is included with the May payroll.

- Early March – ADHs complete the reviews for their respective full-time faculty members and forward the reviews to the VPAA who serves as the second reviewer. The VPAA forwards the evaluations to the Director of Human Resources by no later than March 31.

- Mid-March – ADHs submit nominations for full-time faculty to be considered for exemplary recognition to the VPAA.

- Late March – VPAA distributes a compilation of the nominations and scoring sheet to the department heads and the Assistant Vice President for Academic Affairs.

- Early April – ADHs return their scores to the VPAA, who approximately one week later, distributes the scoring summary to the reviewers for discussion at a meeting set by the VPAA.

- Mid-April – VPAA submits recommended faculty nominations to the president for final approval.

The criteria and template for nominating exemplary faculty are found on the forms page at:
    http://www.coloradomesa.edu/academics/documents/ExemplaryCriteria.pdf.

Each fall, ADHs also are responsible for facilitating the annual review process within the department for faculty applicants for tenure and/or promotion. ADHs should carefully review Section VI of the *CMU Professional Personnel Employment Handbook* which outlines the process and ADHs responsibilities.

2. **Part-time Faculty (Lecturers)**
   Lecturers are evaluated in each course they teach using the rubric available at:
   [http://www.coloradomesa.edu/academics/documents/LecturerEvaluation
   Policies-Procedures.pdf](http://www.coloradomesa.edu/academics/documents/LecturerEvaluationPolicies-Procedures.pdf).

   In situations where the lecturer offers the same course in consecutive semesters, the ADH will notify the lecturer as to the term in which the evaluation will occur.

3. **Administrative (Exempt) and Classified Staff**
   Administrative staff, sometimes referred to as exempt staff since they are exempt from the state's classified personnel system, are evaluated using the form accessed at:
   http://www.coloradomesa.edu/human-resources/documents/ProfEmployeeEvaluationForm010113__Fillable_USE.docx

   Academic department heads should discuss the reviews of their staff with the VPAA prior to meeting with the staff.

   Evaluation of classified staff is based on a form available as an attachment in the Colorado Mesa University Performance Management Program at
   http://www.coloradomesa.edu/human-resources/documents/CMUPMPPolicy-withattachedforms-cmu.pdf.

   In both cases, the VPAA is the second reviewer, but the Vice President for Finance and Administration serves as the Appointing Authority for classified staff reviews.

D. **Faculty Absences**
   The U.S. Department of Education (USDoE) requires that an institution have a policy that relates the number of credit hours for a course to a specified number of class meeting minutes. A justification must be provided for any exceptions. The university, however, needs to clarify that class meetings cannot be canceled by faculty members without some record of why the course meeting minutes are not being met. To meet the federal course meeting minute requirement, CMU includes the minutes allocated during the final exam period to be in compliance. Courses in which finals are not given, or they are given outside the scheduled time during the final exam period, do not meet the USDoE minute requirements.

   To document compliance with this requirement, faculty members are required to account for all class meetings that are canceled, including those during the final examination period using the form found at:
   http://www.coloradomesa.edu/academic-affairs/documents/Faculty-Absence-from-Class-Form.docx.

Per Section VI.A. of the *Handbook,*
> *". . . the faculty member is required to complete the Faculty Absence from Class Form and submit it to the appropriate Academic Department Head for approval a minimum of at least three (3) working days prior to the missed class. The Department Head will forward the document to the Office of Human Resources.*"

E. **Faculty Senate**

As the faculty's official representative in shared governance, CMU's Faculty Senate meets on the first and third Thursdays most months during the academic year. Agendas are distributed to all faculty members by the Faculty Senate President prior to each meeting. Additionally, ADHs should pay particular attention to the calendar for the Undergraduate and Graduate Curriculum Committees that lists the deadlines for program and course submissions.

V. **Curriculum**

A. **Course Scheduling**

It is the ADH's responsibility to schedule all courses taught within his/her unit, both from semester to semester and according to the two-year course offering matrix maintained by Academic Affairs. This requires close collaboration with faculty in the department, academic affairs staff, departmental administrative assistants, and the campus academic scheduler in the Registrar's Office. It is important to remember that scheduling courses involves a keen understanding of the needs of the unit's programmatic responsibilities, as well as the various effects that a given course has upon staffing, student demand, facility usage, and potential conflict with other related courses in which a student might need to enroll in the same semester.

B. **Scheduling Process**

- **First Draft -** Each semester, ADHs are provided a master schedule draft for their unit for the subsequent term. This spreadsheet is based upon the most recent finalized schedule for that particular semester (i.e. the draft for Spring 2017 is based upon the last schedule of Spring 2016). In consultation with their faculty members, the department head will update the schedule for the new semester. In some departments with diverse programs, program coordinators may do the scheduling for that subject area, then submit that part of the schedule to the ADH for his/her approval and inclusion into the complete first draft. The ADHs are to provide the academic scheduler as close to a final draft as possible by the date specified.

- **Second Draft –** After one or two weeks, the first draft updates by the academic scheduler will be completed and rooms assigned. At that time, a second round of updates will occur to address any changes, including classes for which no room was found.

- **Third Draft -** There may be a third round of changes and updates that can be made before the final draft is complete and made available to students for

registration purposes. That date is often dictated by the final date of publication for registration. Registration is normally late October for spring registration; late March for fall registration. Course schedule publication is at least two weeks prior to that time.

Should the instructor for a course be unknown by the deadline, "Staff" should be entered. Once the instructor is verified, the department head will need to submit this change to the academic scheduler. Academic department heads monitor enrollments to assure courses have the number of students to run a course, or to add sections if needed. Close communication with the academic scheduler is critical and should be conducted on a continuing basis throughout the scheduling process, to ensure that the ADH's scheduling requests can be accommodated.

- **Additional Changes** - The realities of scheduling, course offering necessities, and staffing can be volatile and for this reason, ADHs continue to make shifts to their schedules, often until the very beginning of the term being scheduled (full semester courses, late start courses, first mod courses, or second mod courses). As a result, the ADH may request academic additions or changes through academic_scheduling@coloradomesa.edu.

  Room requests that cannot be entered in to 25Live or academic additions or change should also be submitted to academic_scheduling@coloradomesa.edu.

C. Course Syllabi
Academic department heads should collect syllabi annually for all courses and ensure that all key elements are included by faculty members. See the Appendix for a sample checklist that can be used by ADHs and faculty members for guidance on what should be included.

D. Course Comparability
Academic department heads and program faculty are responsible for ensuring that wherever a course is offered or in whatever format a course is delivered, the content and outcomes are comparable. Details are outlined in the manual found at:
http://www.coloradomesa.edu/academic-affairs/documents/CourseComparabilityManual.pdf

E. Annual Updates to Academic Program Documents
In late winter, various academic documents must be updated to reflect curricular changes that have been approved during the academic year. The general timeframe for each of the documents is as follows:

1. Program Sheets
- Early February: Group 1 program sheets (with no curriculum changes in past year) are sent by Academic Affairs staff to academic departments for review, with response due back to staff 10 days later.

- Early March: Group 2 program sheets (with curriculum changes in past year) are sent by Academic Affairs staff to academic departments for review, with response due back to staff two weeks later.

2. **Course Planning Matrix**
Academic Affairs maintains a comprehensive listing of all of the institution's courses and the cycle for where and when they planned to be offered. Each spring semester, ADHs are asked to update this matrix in order to ensure accuracy as it is used by the Registrar's Office in DegreeWorks as part of its Plan function for student planning. A copy also is maintained on the Academic Affairs website at:
   http://www.coloradomesa.edu/academics/documents/
   Two_Year_Course_Planning_Calendar.pdf

Academic Affairs staff sends the matrix to academic departments for updating in late March, with response due back to staff within two weeks.

3. **Programs of Study Section of Catalog and Academic Program Overviews**
Academic Affairs staff distributes these items to academic department heads in late March for review and update, as needed, with response due back to staff within two weeks.

F. **Reciprocity and Guaranteed Transfer Agreements**
Academic department heads should be aware of any reciprocity agreements that may exist between their program(s) and other institutions, as well as any courses in their unit that have been approved by the Colorado Department of Higher Education for guaranteed transfer through the gtPathways process to any other public institution in Colorado.

The list of guaranteed transfer courses can be found in the university's *Catalog* for any particular academic year, and any reciprocity agreements should be linked from the department's website to the listing on the Academic Affairs site.

VI. **Program Review and Assessment**
   A. **Program Review**
   A major responsibility of the academic department head is coordination of the program review(s), a process that generally occurs every six academic years in collaboration with the Assistant Vice President for Academic Affairs. The program review is an opportunity for the ADH and program faculty to assess the quality, efficiency, and productivity of the program, as well as offering valuable insights into virtually all of the program's academic activities. Staff in the Office of Institutional Research provide supporting data for the review process.

The program review process is cyclical, and it is crucial that the ADH fully understand its requirements and deadlines. A full description of this process can be found at:

> https://www.coloradomesa.edu/academics/documents/Program ReviewManual.pdf

B. Assessment Procedures
Understanding the role of assessment is a crucial function of the department leader, as it has wide-ranging implications for virtually all of the unit's academic activities. Demands for increased accountability from institutions of higher learning have dramatically increased the number of assessment measures sought by administrations as they seek to provide cohesive data about the institution's academics to internal and external stakeholders. Part of the program review process is assessment of student learning and this must be addressed at the six-year review as well as a follow-up three-year progress report in assessment activities.

As such, the Faculty Senate maintains a standing Assessment Committee and the university employs a full-time Director of the Assessment of Student Learning (DASL). It is important that new academic department heads meet with the DASL in order to gain insight into the assessment activities for which the department is responsible, how they are to be conducted, and when they are to be reported.

The quality of programmatic assessment can be assured by:
- inviting the DASL to department meetings on a periodic basis to answer any faculty questions regarding the process;
- collecting assessment data every year;
- reviewing assessment plans yearly with program faculty focusing on analysis of data and actions taken based upon the review; and
- aiding faculty with writing a three-year progress report as well as the assessment portion of the six-year review; and
- assuring that the program review includes copies of assessment reports over the six-year period of time.

Student learning is assessed at the program level as well as in Essential Learning (EL) courses. All programs have an assessment plan that is based on curriculum mapping of courses for the learning outcomes. Data is collected on a yearly basis and faculty analyze the results to determine if any changes are necessary to enhance student learning. Essential learning assessment takes place across courses that have been identified to evaluate student learning in the seven EL outcomes. This is done on a yearly basis, dividing the assessment of the outcomes into the spring and fall semesters. Information regarding student learning outcome assessment and the Assessment Handbook is found at:

> http://www.coloradomesa.edu/assessment/documents/Handbook.pdf

C. Programmatic Accreditation

Some programs at CMU or WCCC have programmatic, or specialized, accreditation. While the program's self-study can be substituted for the institution's program review, the assessment report must be submitted at the three- and six-year deadlines. These programs submit self-studies and/or other required materials to the appropriate accrediting body according to the agency's review cycle.

VII. Distance Education

To advance student learning opportunities, the university offers a number of programs and courses delivered through supplemental, blended, and fully online modalities. To that end, the Office of Distance Education (ODE) offers services to all faculty in several areas: online and blended course design, master course development, learning management system (LMS) support, and learning technology integration as it applies to the LMS.

Regardless of the modality, every course section is automatically assigned a course shell in the Desire to Learn (D2L) LMS, and at a minimum, faculty members are required to post the class syllabus and grades in the shell. Academic department heads have access to all course shells assigned to their instructors' courses and have access to the roster for each course.

Online tutorial resources for teaching and learning technologies are provided in the CMU Online tab in MAVzone in document and video format. Regularly scheduled professional development workshops are offered by the Office of Distance Education staff for any faculty member interested in learning technologies. Throughout the year, instructional designers lead seminars and online webinars to help guide best practices, course design, and technology integrations in the virtual classroom, whether that classroom is fully online, blended, or supplementing on-ground instruction.

A. Online Teaching Essentials

The Online Teaching Essentials (OTE) course is required for all faculty members who are new to the online environment. Upon assigning an online course to an instructor who has never taught online for CMU, ADHs should refer the instructor to register for the next OTE course. If the instructor is a late assignment, or he/she starts after the most recent OTE course, the instructor must be assigned a mentor who has successfully completed OTE or who has had his/her course reviewed by the Distance Education staff.

Academic department heads are notified about the final outcome of the instructor's progress in the course. All instructors receive thorough feedback from the instructional designer with clear suggestions for improvement (where appropriate) and next steps. The ADH is included on this communication. A year after successful OTE completion, an instructional designer will conduct an official internal review of the instructor's course. The university's expectation is that courses will meet the standards of Quality Matters. Results and suggestions are sent to the instructor and

the ADH with strong encouragement and support for the requested changes in order to meet standards.

Each November, ODE staff members present National Distance Learning Week events and contests for both faculty and students. The highlight of the week is the awarding of the Annual Best Use of Technology Award for faculty who find new and innovative ways to implement technology for their students.

For students, the Online Student Orientation helps them prepare to take a fully online or blended course for the first time. Distance Education staff members also provide second tier support to students using the campus learning management system.

For proposed changes that affect online curriculum and/or online course scheduling, the ADH should plan to meet with the Assistant Vice President for Academic Affairs/Director of Distance Education. Doing so ensures an understanding of the policies and procedures regarding faculty members teaching online courses, and the standards that an online course must meet.

B. Extended Studies

The Office of Distance Education is also responsible for several Extended Studies functions, most relevant of which is out-of-state instruction. Faculty members are expected to have initial discussions with academic department heads when they plan to offer a travel course. ADHs are expected to review and approve travel course submissions prior to submitting to the Assistant Vice President for Academic Affairs/Director of Distance Education. All out-of-country travel must be approved by the president of the university.

VIII. Budget Administration
A. Types of CMU Budgets

Academic department heads at Colorado Mesa University are in a position to manage several types of budgets. These may include general operating, auxiliary budgets, and student organization budgets. Additionally, ADHs are responsible for working with the Office of Development on any budgets maintained by the CMU Foundation for their respective department.

B. Budget Process and Schedule

Each winter, the university develops operating budgets for the upcoming fiscal year. This is a transparent, collaborative process in which the heads of all of the institution's academic and non-academic units present their respective financial needs to the central administration. This requires a great deal of thought, planning, and preparation on the part of the ADH.

The Budget Director distributes a schedule as part of the instructions for the process, along with a draft staffing plan and department budget in spreadsheet form.

Academic budgets address costs for student assistants, travel, telephone service, and other expenses such as equipment, supplies, and software in addition to costs for faculty salaries and benefits. Some departments will have other types of costs as well. Each type of cost must be considered when developing a budget proposal for the upcoming fiscal year. ADHs must justify, in writing, all proposed changes as part of the budgeting process and insert the proposed changes on the spreadsheet from the Budget Office. Any questions on preparing budget submissions should be directed to the budget director.

Academic department heads should plan to participate in the budget hearings held in late winter. These meetings are set by the budget director and enable the ADHs to present a summary of their requests to the president, vice president for finance and administration, and the budget director.

C. Budget Items
1. Personnel
- **Full-time faculty**: The salaries for the upcoming fiscal year that are shown in the draft staffing pattern will include all relevant increases. However, it is the responsibility of the academic department head to add to that amount the salary increase associated with promotion to associate professor and promotion to professor.

  Academic department heads must also plan for sabbaticals. If lecturers are needed to cover teaching assignments that have opened up due to sabbaticals, be sure to include those costs as a request for a one-time addition to the program's budget for part-time salaries.

- **Part-time faculty**: Academic department heads are expected to request enough funding to pay for their part-time faculty (lecturers) for the upcoming fiscal year. The rate is $600 per credit hour for a person with a bachelor's degree, $750 per credit hour for a master's degree, and $850 per credit hour for a doctorate.

  A good approach for estimating the funding needed for lecturers (part-time faculty) is to start with the part-time costs from the current year. Consider each of those teaching assignments. Will it be taught by a part-time person again in the upcoming year? If yes, will it likely be taught by the same person? If a different person, are they likely to have a different degree? Adjust the actual part-time salary total from the previous year to reflect any of these changes.

  Then consider whether any additional courses will be taught by part-timers. If the course lecturer is known, use the pay rate appropriate to their degree level to calculate their cost and add that to the part-time salary total. If the course lecturer hasn't been identified yet, make an educated guess about the degree level and adjust the part-time salary total accordingly.

o **Classified staff**: Raises for classified staff are determined at the state level.

o **Student assistants**: Work done by students with federal work-study money is not charged to a department. If a student has state work-study money, half of the costs are charged to the department's budget. Students without any work-study money can also be employed but their full costs are charged to the department budget as Student Assist. All students start at minimum wage. Students can be given increases at the discretion of the ADH, but that additional cost should be weighed against other budget priorities for the department. For additional information, email: payroll@coloradomesa.edu.

See the handbook regarding student employment posted on the Work Life tab in MAVzone.

2. **Travel**: Each department budget includes an allocation of $600 per tenured and tenure-track faculty member for the purpose of covering travel costs and conference registration fees. Allocation of these funds varies by department.

3. **Computer Replacement (see section XI. on Information Technology)**

4. **Telephone Charges**: The 6410 account is for all phones in a department. If the number of phones in the upcoming fiscal year will be the same, no adjustment is necessary to this account. If new phones will be needed, be it for additional full-time faculty or for more part-time faculty offices, check with the Budget Director for the appropriate increase in the budget request for the upcoming fiscal year.

5. **Other Expenses**: The 6100 pool includes accounts for a variety of types of costs, such as equipment, equipment repair, expendable supplies, software, professional development, and others. There are several important questions to consider for the upcoming fiscal year. Was the current amount enough to cover those costs in recent years? If not, consider requesting additional funds to the department's base budget.

It is important to develop a multi-year spending plan so as to better understand department needs. What are the department's significant annual costs? Are there software licenses to renew? Regular software updates to buy? If the department uses equipment, how often does that equipment need to be replaced? How much does replacement cost? Consider planning your budget so that each year, a portion of the eventual replacement cost for that equipment is set aside. Be sure to include a description of this "set aside" plan in the budget narrative.

Work with faculty to identify any unusual costs that are expected to occur in the upcoming year. If the annual allocation won't cover these costs, request either a one-time increase or base-building increase in the budget proposal.

The 6760 account includes each department's budget for copier rental. Purchasing can estimate what the department's total charge for the year will be. The amount is determined by a multi-year contract negotiated by Purchasing.

6. **Roll-forward**: Funds in the non-labor pools that are unspent at the end of the fiscal year will be rolled forward to the following fiscal year. At the beginning of the new fiscal year, these funds will show up in the 8885 account. In order to spend them, email a request to the Budget Director to have all or part of those funds transferred to the accounts where the expenses will be incurred.

D. **Tracking Program Budgets in Banner**

The university utilizes a software program called Banner, which serves as the institution's primary database, including the university's budget information. As such, academic department heads are responsible for receiving training in Banner and ultimately mastering its use for all of their budget administration activities. Upon their appointment, ADHs should contact the Budget Office to schedule this training. Budget staff also are available to answer questions on an on-going basis.

Banner budget information is also available through the academic department head's MAVzone account under the work life tab. A variety of finance queries can be made using this tool, rather than using Banner. Training on this resource is also offered by the Budget Office.

A budget status report can be printed at any time. The report, however, may not include all the costs that have been incurred as of that date. Internal charges such as telephone equipment costs and CMU van rental costs are not always processed at the same time each month. Thus, the status report may indicate that more funds remain than are actually available. ADHs should monitor budgets approximately once a week to evaluate how close expenditures are to the budget limit. The system has numerous checks and balances to assist ADHs in staying on track with budgets. Staff members in the Budget Office also monitor budgets.

A few other specifics to keep in mind:

- **Travel**: Understand that money spent by faculty for a conference fee will not show up on budget reports in this category. Rather, it will be in the 7150 account for "professional development." When tracking the amount of travel funds remaining, consider conference fees in 7150 as counting against the travel fund balance.

- **Telephone charges**: If you have the correct amount for the entire year identified in your budget, note that mid-year unspent funds on this line are unavailable for any other purpose.

- **Other expenses**: Consider the funds allocated to account 6760 for copier rental to be unavailable for any other use. Don't mistakenly think that mid-year unspent funds in this account can be applied to another account. Doing so could

result in the department not having the funds to pay for for copier rental later in the fiscal year.

E. Purchasing

Academic department heads generally supervise the purchasing activities of their respective units, and work closely with the Purchasing Office staff in order to monitor such expenditures, coordinate receiving, and assist in the accounts payable process. While the university has policies in place for the use of purchase orders (generally for purchases over $1,000), ADHs are also issued a university purchasing/procurement card (Procard). ADHs receive comprehensive training in the institution's purchasing procedures, and should contact the Purchasing Office to schedule this session. Purchasing policies and forms may be found on the website at:

http://www.coloradomesa.edu/purchasing/documents/CMUPurchasingPolicies.pdf

The VPAA is the approving official for academic department heads' Procard records (logs). The Procard handbook can be found at:

http://www.coloradomesa.edu/purchasing/documents/ProcardHandbookCMU4-16-14.pdf

F. Reallocation of Expenditures

When departments make purchases (either via purchase order or with the institutional Procard), Academic department heads are responsible for ensuring that the expenditures originate from the intended budget(s) and budget line(s). To this end, the university utilizes U.S. Bank Access® Online, an electronic service in which ADHs can reallocate their Procard purchases. Again, training in U.S. Bank Access® Online is provided by the Purchasing Office. U.S. Bank Access® Online is found at: https://access.usbank.com

Contact the CMU Budget Office regarding any expenditures that may need to be moved from one account (line) to another within a budget, or to a different budget.

IX. Faculty Appointment Form (more commonly known as the Contract Prep Form)

Faculty Appointment Forms, better known as contract preps, are prepared in the department and posted in that department's designated folder for processing. Following are details for completing the Contract Prep Detail Form with sections numbered, detailed instructions (including important notes for preparing and submitting preps) and a chart with the process outlined step-by-step. Please contact the staff in Academic Affairs with any questions.

A. Contract Prep Submission and Processing

Important Information When Planning, Completing, and Submitting Preps
- ✓ See the Prep Processing Chart for the process and timing of submitting forms.
- ✓ See the following guide for details on completing the prep form.
- ✓ Preps will be processed as follows:

> **Courses Paid by Student Credit Hours** (based on number of students enrolled): At the census date for that term, the departmental administrative assistant completes a contract prep form for the Lecturer and routes it to the Academic Affairs Office for approval and submission to payroll.
> - **Courses Paid by Course Credit Hours**: At the request of the ADH, contract prep forms are prepared by the departmental administrative assistant and then submitted to Academic Affairs. Contact Academic Affairs for the current salary schedule.

- ✓ Lecturer preps can be submitted only for the current term and not for future terms.
- ✓ Enrollments for individualized instruction (i.e., 3 or fewer students), regardless of course number, is paid at $55/CH/student, NOT the $1,650 minimum as for organized course delivery.
- ✓ If an agreement is in place and needs to be adjusted or canceled, the ADH should contact Academic Affairs first to determine the best way to proceed.

COLORADO MESA
U N I V E R S I T Y

Faculty Assignment Form

HR Agreement #: (17) _____

☐ See notes above

(1) _____ _____ (2) _____
Last Name   First Name   CMU ID # (700 number)

Position Title for this Agreement: (3) _____   Position Number: (4) _____

Current Status: (5) _____   Highest degree: (6) _____

Notes, Basis/Formula used to determine salary: (7) _____

Dates for this Contract: (8) _____ If Other, list actual dates (9) _____

(10) UNDERGRADUATE Online (non Base), J-Term, & Summer classes ONLY: (enter all items in yellow; payment will calculate)
If 3 or fewer enrolled, use the Individualized Instruction section below.

Course Number	CRN	Overload	Course CH	# Enrolled	Capacity	ORGN	ACCT	FTE	Payment
		☐							-
		☐							-
		☐							-
		☐							-

1-3 @ $55 / CH / Student • 4-10 @ $550 / CH • 11-110% capacity @ $55 / CH / Student • 111% capacity & above @ $20 / CH / Student

(11) GRADUATE Online (non Base), J-Term, & Summer classes ONLY: (enter all items in yellow; payment will calculate)
If 3 or fewer enrolled, use the Individualized Instruction section below.

Course Number	CRN	Overload	Course CH	# Enrolled	Capacity	ORGN	ACCT	FTE	Payment
		☐							-
		☐							-
		☐							-

1-3 @ $67 / CH / Student • 4-10 @ $670 / CH • 11-110% capacity @ $67 / CH / Student • 111% capacity & above @ $30 / CH / Student

(12) Site-based courses ONLY (e.g., non-online, overload; does not apply to online, J-Term, or summer)

Course Number	CRN	Overload	Course CH	# Enrolled	Capacity	ORGN	ACCT	FTE	Payment
		☐			n/a				
		☐			n/a				
		☐			n/a				
		☐			n/a				
		☐			n/a				
		☐			n/a				

(13) Individualized Instruction, & Stipends (e.g., research, non-credit courses, moving expenses, non-teaching activities)

Description/Course	ORGN	ACCT	FTE	Payment

Total this Prep: 0.0000 -

(14) Pay in: _____ installments the months of: _____

Special Conditions: (15) _____

(Unless otherwise specified in "special conditions," prorated benefits are offered to employees with an FTE of .75 or above.)

(16) _____   _____   _____   _____
Recommended by   Date   Appropriate Vice President   Date

06/17/16

- 23 -

B. Details on Completing the Contract Prep Form

The following notes refer to the prep form; please refer to the corresponding sections on the Prep Detail Form. For the current copy of the Prep form, see the AA-Contract Resources folder: R:\Contracts Process\Departments-FOR PROCESSING

1. NAME:
    - Use the individual's name as listed in Banner; include nickname or name they most frequently use.

2. CMU ID#:
    - Use 700 #. See Banner or contact Human Resources.

3. POSITION TITLE FOR THIS AGREEMENT:
    - This is the position, activity, or task for THIS particular prep.
    Examples:
        - Lecturer of Kinesiology
        - Accompanist for Fall Musical
        - Lab Assistant for …..

4. POSITION NUMBER:
    - Consult with the Budget Office or Human Resources if questions.
    Examples:
        - Full-time or 0.8 – see Staffing Pattern
        - Part-time -- FPxxxx (last 4 digits are ORG number)
        - Overload – FPxxxx (last 4 digits are ORG number)
        - Online (includes J-Term and Summer) – FP1801
        - J-Term (not online) – FP1803
        - Summer (not online) – FP1804

5. CURRENT STATUS – Refers to current position held at CMU:
    - Full-Time-1   (1.0 appointment)
    - Full-Time-2   (0.8 appointment)
    - Full-Time Technical
    - Part-Time
    - Transitional
    - Administrator Teaching
    - Other

6. HIGHEST DEGREE:
    - Bachelor's
    - Master's
    - Doctoral
    - Other – please note degree in Notes field on Prep Form

7. NOTES, BASIS/FORMULA USED TO DETERMINE SALARY:
   Examples:
   - 6 CH @ $750
   - 3 CH @ $850, team teaching, split between Faculty NameA and Faculty NameB
   - 3 CH @ $850; 1 CH by Faculty NameA and 2 CH by Faculty NameB
   - Supervise 4 interns at $xxx/intern/ = $xxxx
   - Internship; $55 * 2 CH * 3 students = $330
   - Stipend for XYZ project with prior approval VPAA
   - Description should clearly indicate the activity and show how the amount was determined.

8. DATES FOR THIS CONTRACT:
   - The drop-down list has dates for the current semester, mods, late start, etc.

9. IF OTHER, LIST ACTUAL DATES:
   - If dates do not fall in those listed in the drop-down, enter beginning and ending dates. Note, last payment cannot be made before ending date of agreement.

10. UNDERGRADUATE ONLINE, J-TERM & SUMMER ONLY:
    - Complete items in yellow cells; payment will calculate. Payment is:
      - 1-10 students @ $550/CH
      - 11-110% of capacity @ $55/CH/Student
      - 111% of capacity and above @ $20/CH/Student
    Note: Preps for individualized instruction should follow the instructions in sectixon 13 below to describe the course, number enrolled, CHs, etc.

11. GRADUATE ONLINE, J-TERM & SUMMER ONLY:
    - Complete items in yellow cells; payment will calculate. Payment is:
      - 1-10 students @ $670/CH
      - 11-110% of capacity @ $67/CH/Student
      - 111% of capacity and above @ $30/CH/Student
    Note: Preps for individualized instruction should follow the instructions in section 13 below to describe the course, number enrolled, CHs, etc.

12. SITE-BASED COURSES ONLY:
    - Does not apply to online, J-term, or summer.
    - Complete all cells; calculate and enter payment.

13. INDIVIDUALIZED INSTRUCTION AND STIPENDS:
    - Describe the activity; calculate and enter payment.
    - Does not have FTE (unless you are using this section to describe individualized instruction). Individualized instruction (i.e., 3 or fewer students), regardless of course number, is paid at $55/CH/student, NOT the $1,650 minimum as for organized course delivery.

14. PAYMENT:
    - Indicate the number of payments and the months.

    <u>Note</u>: Payment cannot begin before the activity/course(s) begins and last payment cannot be made before the month in which the last date of the activity/course occurs.

15. SPECIAL CONDITIONS:
    - List requirements specific to this employment agreement. One example is, a faculty member may need to be awarded his/her doctoral degree by a designated date. These details and deadlines are based on prior discussions with the VPAA and should be clearly noted here.
    - Payment details and calculations should be entered in the Notes section (#7 on the prep guide).

16. RECOMMENDED BY:
    - Enter the academic department head's name and the date the prep is posted in the processing folder assigned to the department. Posting is the indication that the ADH has agreed to all of the information on the prep.

CONTRACT PREP PROCESSING, EFFECTIVE NOVEMBER 26, 2014

CREATE PREP
(Incl. Academic Depts, Montrose)
Create Prep & store in own location where you will keep the preps until complete & ready for processing. (Dept is responsible for saving a copy for future reference.)

See Prep Detail Guide & accompanying information pages.

It is IMPORTANT that you RIGHT CLICK/COPY your files, then PASTE into your Dept folder or the Online folder. Do not drag, move or cut/paste.

POST PREP
RT CLICK/COPY Prep to DEPT FOLDER or ONLINE FOLDER in Contracts Process. Those copied to the Online Folder should have REVIEW at the beginning of the filename. (AVPAA/ Dir Extended Studies will rename upon approval.) Deadline is the 1st of month for payment that month. A posted prep is considered ready for processing, & **no longer a draft.**

TO CORRECT PREPS
A Prep in your DEPT FOLDER whose name begins with _ERR is returned for correction. Items highlighted in yellow should be reviewed & corrected. (Items in green were corrected by AA.) After correcting yellow items, save Prep in DEPT or ONLINE FOLDER **removing the _ERR** from the filename; it will then be re-processed. If there are only green corrections, save the Prep in **your** location for your future reference & remove Prep from your DEPT FOLDER.

MOVE PREP TO AA FOLDER
AA Admin. Asst. moves Prep out of DEPT or ONLINE folder to AA folder. **If corrections are needed**, they will be highlighted, Prep is renamed to begin with _ERR, & is returned to the DEPT FOLDER.

If no corrections, Prep is ready for VPAA signature & Prep is no longer available in DEPT FOLDER.

FILE NAMING
(in CONTRACTS PROCESS)

Last-First-followed by other info as needed.

IF SAVED IN DEPT FOLDER:
E.g., Reis-Joanne-Mod 2
       or Reis-JoAnne-Stipend

IF SAVED IN ONLINE FOLDER:
E.g., REVIEW-Callaway-Annette-Mod 2

PROCESS PREP THROUGH SYSTEM
Prep is processed through HR, Budget Office, other approvals, Payroll.

X. **Policies and Procedures:**
The university's policies are found in multiple sources, and the following outlines the most common referenced:

- **CMU's** *Professional Personnel Employment Handbook*
  Sections IV and VI are the most relevant and outline information related to hiring and evaluation of faculty members. In particular, academic department heads should be most familiar with the following sections.
  - Recruitment and Hiring; Faculty Appointments and Rank: Section III.
  - Faculty Leaves: Section V.
  - Annual Faculty Evaluation and Tenure and Promotion: Section VI.
  - Grievance Policies: Section IX.
  - Disciplinary Procedures: Section X.
  - Termination: XI.
  - Professional Conduct: XII.

  Go to: http://www.coloradomesa.edu/academic-affairs/faculty/handbook.html

- **University Catalog**
  Many policies and procedures related to curriculum, admissions, registration, graduation, tuition and fees are outlined.

- **Academic Affairs website**
  The site includes some of the policies found in the catalog as well as newer academic policies:
  http://www.coloradomesa.edu/academic-affairs/policies.html

- **Maverick Guide**
  Student Services produces this guide, primarily addressing non-instructional issues, but does include a limited range of academic policies such as academic integrity and grade appeals:
  http://www.coloradomesa.edu/student-services/documents/MaverickGuide.pdf

- **CMU Board of Trustees** *Policy Manual*
  This is found at:
  http://www.coloradomesa.edu/human-resources/documents/trustee-manual.pdf

- **Family Educational Rights and Protections Act (FERPA)**
  This legislation provides for the protection of certain sensitive information regarding students and their families, while allowing (or at times mandating) the release of other information. Academic department heads are recommended to become knowledgeable about FERPA and its potential effects in their respective units. A page dedicated to FERPA is in the CMU *Catalog* and questions regarding release of information should be directed to the registrar.

- **Research Policies and Procedures**
  As many departments' faculty and students regularly conduct academic research, it is the ADH's responsibility to be aware of the institution's policies regarding research activities. The Office of Sponsored Programs provides support for the Institutional Review Board (IRB) which sets requirements regarding research which are found at:
  http://www.coloradomesa.edu/sponsored-programs/policies-procedures/index.html

- **Copyright Law and Policy**
  It is important that the academic department head have a clear understanding of copyright and fair use policies and communicate to faculty, staff, and students, as relevant, the university's expectations regarding the use of copyrighted material. The university maintains a consistently updated web page about these issues at:
  http://www.coloradomesa.edu/copyright/index.html

- **Relevant IT Policies (See section XI. on Information Technology)**

XI.   Information Technology
A. Classroom Technology
Colorado Mesa University maintains a standard set of classroom technologies for all campus learning environments. Classrooms are managed by Information Technology. Information Technology provides support for classroom audiovisual (AV) systems and software to be used for instruction. All general purpose classrooms and computer labs are equipped with a projection and audio distribution system, a resident computer, and a standard set of video and audio inputs and media source devices (e.g. DVD/Blu-ray player, document camera). Information Technology receives input on technology deployments in the classroom through the Academic Technology Advisory Council (see below). Online courses — Desire2Learn — are supported by Distance Education.

In addition to classroom AV systems, CMU supports a wide-range of instructional application to assist academic programs. These applications range from lecture capture to e-Portfolio software. Part of successfully maintaining classrooms and applications is the timely reporting of issues. Academic programs and instructors in the classroom are encouraged to report problems immediately by logging in to the Information Technology Help Desk system (https://whd.coloradomesa.edu) so problems that arise may be resolved for all users in a timely manner.

Curriculum software is selected by faculty for pedagogical use in coursework, and it is generally purchased with department funds unless used campus wide and other funding sources have been identified. Curriculum software must be purchased in sufficient quantity to meet software license requirements and ADHs are asked to help Information Technology comply with all software license agreements.

Twice a year, midway through the fall and spring semesters, ADHs are asked to provide input on required software installs for classroom and computer labs for the upcoming term. Classroom and computer lab software is deployed through a central management tool maintained by Information Technology in order to perform software installations and upgrades for the more than 1,000 classroom and lab computers on CMU's data network. Upgrade requests are made through ADHs, and not generally to all faculty members, because software licenses—outside of institutional site licenses—require expenditure of funds that may require department approval or may require a faculty consensus for use by the entire academic program.

B. **Technology Replacement Planning**
The university maintains a comprehensive Technology Sustainability Plan to replace outdated hardware and invest in new equipment to meet the university's mission. The Technology Sustainability Plan is an integral part of budgeting for technology and managing purchases, and it is an effective tool for coordinating hardware replacements.

As part of the Technology Sustainability Plan, the PC Replacement and Lab Replacement Plan replaces computers on a 6-year cycle. Information Technology has established hardware standards and pricing agreements to manage Plan costs. All new computers are to be requested through CMU's annual budget process and approved by Information Technology. The annual budget and approval process includes adjustments to the Plan's funding. Computer purchases outside of the Plan, not approved through the annual budget process, are not automatically added to the Plan. These computers are designated as Department Purchased-Department Replaced in the computer inventory and are the Department's fiscal responsibility to replace in six years.

A computer inventory is also incorporated in the assets module of the Information Technology Help Desk. Departments receive computer replacement reports at least semi-annually, which also can be provided on request. Academic department heads are encouraged to review their computer inventory for the department and provide input on the computer replacement process to ensure computer deployments best meet department requirements.

C. **Technology Policies and Use Agreements**
Academic department heads should become familiar with all technology related policies and use agreements. Information Technology policy statements are located at: www.coloradomesa.edu/information-technology/policies/index.html.

University-owned or operated electronic communication facilities (e.g. E-mail) are intended and shall be used solely for the academic and administrative objectives of the university, and shall be used in a manner consistent with the purpose for which they are provided.

Academic department heads should also be familiar with software used within their programs and comply with software licensing and copyright law. A license for all software installed on university computers must be on file with the Information Technology department before its deployed. The university maintains numerous software purchasing and site license agreements. Please check with Information Technology for purchase approval before procuring software in order to eliminate duplicate purchases and ensure the university receives its discounted price.

Unauthorized copying, distribution, and certain other uses of copyrighted material are illegal and can expose you to severe civil and criminal liability under copyright law. This applies to all types of copyrighted works, including music, movies, software, and other literary and artistic works. Employees using university computer systems and networks are responsible for adhering to university policy and local, state, and federal laws. Individuals who register their personal computers for use on university-owned wireless and local area networks must accept and agree to abide by the Colorado Mesa University Network Use Agreement.

In order to comply with the Higher Education Opportunity Act (HEOA), Colorado Mesa University has established a Policy and Plan to Combat Unauthorized Distribution of Copyrighted Material and Peer-to-Peer File Sharing. Copyright infringement and illegal use of peer-to-peer file sharing brought to the attention of Colorado Mesa University by copyright owners will result in the employee's computer network account being suspended. The end-user's infringing activity will be reported to the employee's supervisor, academic department head, and Human Resources as appropriate. Illegally copying or distributing copyrighted material may result in the loss of computer and network access privileges for extended periods of time or indefinitely (http://www.coloradomesa.edu/copyright/index.html). Employee copyright infringement is considered unprofessional conduct, subject to sanctions as set forth in the Professional Personnel Employee Handbook, State Personnel System Employee Handbook, and State Personnel Board Rules.

D. Academic Technology Advisory Council
A representative from each academic department shall be assigned to the Academic Technology Advisory Council (ATAC). While advisory in nature, ATAC provides important input on key campus technology initiatives, makes recommendations on improvements for teaching and learning spaces, and identify topics for future technology training sessions. The department's representative also facilitates communication between ATAC and the academic programs and is one mechanism through which Information Technology solicits and receives feedback about the university's future direction of technology. The Academic Technology Advisory Council meets once a month during the academic year. Academic department heads should work with the Executive Director for Information and Communication Technology to assign a faculty member to the Academic Technology Advisory Council as vacancies occur.

XII. Sponsored Programs and External Funding

As state support for higher education is reduced and greater accountability for fiscal matters is demanded by institutional stakeholders, academic departments face the challenge of identifying, applying for, securing, and tracking external funding. The university's Office of Sponsored Programs serves as a crucial resource to faculty members for pursuing funding from external sources. Its website is found at:

http://www.coloradomesa.edu/sponsored-programs/index.html

XIII. Student Services

A. Student Handbook

All students at Colorado Mesa University are governed by *The Maverick Guide*, which contains information about academic policies, student services, and campus life. Academic department heads should, in particular, be familiar with the policies and procedures related to academic honesty and grade appeals, which can be accessed at:

http://www.coloradomesa.edu/student-services/documents/MaverickGuide.pdf

It should be noted that some departments maintain department- or program-specific handbooks for their students. Academic department heads should become familiar with any such documents in their units and are generally responsible for coordinating their revision as necessary.

B. Students of Concern

Conflicts may arise between students, or between students and faculty members. While the mediation of such issues has the potential to be one of the least pleasant responsibilities facing the department leader, there are policies for conflict resolution which, when followed, generally provide a helpful framework for all parties as they seek appropriate resolution. Academic department heads should refer to the Maverick Guide (Section A) to determine the appropriate course of action for a given situation.

Faculty may also seek help from ADHs in managing students who exhibit inappropriate, disruptive, self-destructive or emotionally distressed behavior. The Office of Student Services (phone: 248-1366 in LHH 107) is the most important contact for getting faculty help with problematic students. Awareness of student, staff, and faculty safety is of utmost importance. If in doubt, refer the student for consultation. You can contact that office directly, or encourage faculty to fill out a Student of Concern report:

https://publicdocs.maxient.com/reportingform.php?ColoradoMesaUniv&layout _id=4

A Student of Concern report will trigger a variety of responses from support staff, depending on the nature of the concern. For emergency situations, call 911 (CMU uses the Grand Junction Police Department for security). For non-emergencies, call 242-6707.

C. Clubs and Activities

Most CMU students opt to participate in at least one club or activity outside of their academics, and there are many options across campus. While many student activities are specific to a particular academic area, others are not and ADHs should familiarize themselves with the diverse range of student organizations. A useful starting point for this is the website for the Programming Activities Council, or PAC, at:

http://www.coloradomesa.edu/student-life/pac.html

Additionally, ADHs may need to occasionally work with the Associated Student Government (ASG). Information on ASG's structure, schedule, and agendas can be found on its home page at:

http://www.coloradomesa.edu/student-life/student-government.html

Some faculty members serve as advisors to various clubs around campus, and ADHs might be called upon to work with clubs as they develop programming, activities, and budgets. Faculty members and ADHs will occasionally be asked to attend meetings of the Club Advisory Board (CAB) and should be knowledgeable about CAB policies and procedures as well. The CAB site is at:

http://www.coloradomesa.edu/student-life/club-advisory-board.html

D. Intercollegiate Athletics

Athletic teams at Colorado Mesa University compete in the National Collegiate Athletic Association (NCAA) Division II and frequently travel to various other campuses for athletic events. This can impact the activities of academic units on a variety of levels; therefore, ADHs should contact the Department of Intercollegiate Athletics staff with questions.

E. International Student Exchange Program (ISEP)

Students who desire to study abroad for a semester or academic year through the university's International Student Exchange Program should be directed to the ISEP web page for general information, followed by an appointment with the program director. Students must meet specific criteria to participate in ISEP and should begin planning their overseas experience at least one year prior to departure.

XIV. Enrollment Management

A. Recruitment

While the university devotes a number of resources to the recruitment of qualified students, it is a responsibility shared with the various academic departments, each of whom know best the students they seek in order to improve their units and to achieve their stated goals and objectives.

Consider the following strategies:

- Attend dedicated recruiting events or design audition/interview processes for prospective majors and minors.
- Arrange to have faculty participate in Mesa Experience events.
- Arrange to have faculty participate in the CMU Major Fair where current students have the opportunity to "shop" majors and have questions answered by faculty from the various departments.
- When visiting local or regional high schools as guest-speakers, use the opportunity to encourage students to join the CMU community and your program.
- Design academic events that bring high school students to campus and provide opportunities to showcase your program.
- When high school students visit campus, follow up and maintain contact with those potential students.
- Work with other disciplines to create complementary major and minor combinations.

Note: Departments should coordinate any recruiting activities with the admissions director in order to ensure consistency and continuity in the recruitment process. It is the responsibility of the ADH to ensure that the admissions staff has current and needed information to share with prospective students, particularly if there are unique program characteristics that would assist in student recruitment.

For departments that have obvious recruiting opportunities, the Admissions Office will send a staff person along with a faculty member to an event if the department organizer provides that information to the Admissions Office in a timely fashion. Since most faculty do not deal with tuition, housing, etc., the presence of admissions staff can be beneficial at these events.

B. Advising and Retention
One of the most important functions of the academic department is the advising of its students to ensure appropriate progress toward graduation from its programs. As such, it is recommended that ADHs adopt a cohesive set of advising strategies for their faculty and work to ensure consistency in advising throughout the unit. At the very minimum,

- Assign students to faculty advisors.
- Remind faculty to complete Early Alert System requests.
- Encourage faculty to contact students, particularly during registration periods.
- Encourage faculty to use DegreeWorks when helping students track their progress toward a degree and/or prepare their graduation petitions.
- Help faculty members to provide students with accurate information related to degree choices, program requirements for graduation, and employment or graduate school placement.
- Collaborate with faculty to generate advising strategies appropriate for your discipline and program size.
- Encourage faculty to participate in Mesa Experience, SOAR sessions, and other

campus-wide advising events that guide students with course and career planning.

A series of advising resources for CMU faculty are found on the Faculty tab of MAVzone. Additionally, faculty can access a tool at that location that generates a real-time list of student advisees that indicates whether or not the student has registered for the upcoming semester. Staff in the Advising Center hold sessions during the academic year for training faculty as well as to sharing curriculum changes of which faculty and staff should be aware.

Advising activities, of course, are closely tied to successful retention of students.
- Collaborate with faculty to develop retention strategies. Strategies may focus on particular courses, concentrations, or at-risk students, or they may address entire programs.
- Consider the following approaches:
  o Following the lead of the Association of American Colleges and Universities, design more High Impact Practices: https://www.aacu.org/leap/hips
  o Develop a sense of community by sponsoring social events, inviting speakers to program events, or distributing program newsletters.
  o Respond quickly to students who fail to attend class.
  o Highlight student success stories.

C. Orientation, Freshman Year Initiative, and Maverick Provisional Program

Ensuring that incoming students receive the proper orientation to the university and its campus, while a primary function of admissions, is also an important way for departments to recruit and start their majors and minors on the road to success. For this reason, departmental representatives are always welcome at orientation events. Admissions staff will contact ADHs on a regular basis to notify them of these opportunities, and while it may be challenging to locate faculty who are willing to spend a few hours welcoming and advising new students, it can save the department an inordinate amount of work down the road. Information about orientation programs can be located at:
https://future.coloradomesa.edu/admissions/admitted-next-steps/orientation

One of the most important orientation and retention activities at CMU is the Freshman Year Initiative (FYI) program (UNIV 101). This week-long intensive allows new students to arrive on campus the week prior to the advent of fall classes and receive classroom instruction on academic success, time management, personal responsibility, and a myriad of other topics. Additionally, students in the FYI program are able to visit many key campus resources such as the Library, University Center, and Maverick Center.

In addition to UNIV 101, provisionally-admitted baccalaureate-seeking students enroll in the Maverick Provisional Program (also known as UNIV 100) and are advised by staff in the Office of Student Success (OSS). Baccalaureate-seeking students who are admitted provisionally cannot formally declare a major, but are

assigned a related program code so that ADHs can communicate with these students as appropriate (e.g., invitations to programs related to their intended major). As students meet the requirements to shift from provisional to full admission at the baccalaureate level, the students are transferred from an OSS advisor to a faculty advisor in their major. The ADH identifies the appropriate faculty advisor.

D. Student Information in Banner
In addition to budget information, the Banner system also houses student and faculty records. A wide variety of student information can be accessed using queries in Banner, from a student's contact information to their current course load to transcript information, etc. ADHs should work with their departmental administrative assistant or contact academic affairs staff for training in how to use Banner most effectively when accessing both student and faculty records.

E. Financial Aid
Most CMU students receive some sort of financial aid to assist them in financing their studies, and academic department heads often find themselves to be valuable facilitators in helping students secure such aid. To this end, new ADHs should schedule a meeting with the Director of Financial Aid in order to learn about the variety of programs available to students—both institutionally and on a department-by-department basis. Scholarship requirements, minimum number of credit hours per semester, and veteran status are among the important considerations that can affect a student's financial aid eligibility. Thus students should be referred to the staff in the Office of Financial Aid to ensure an aid package isn't negatively affected by a change in status. The Financial Aid home page is located at:
http://www.coloradomesa.edu/financial-aid/index.html

Each spring, ADHs assist in the awarding of scholarships (both department-specific and campus-wide) by coordinating the application process in their respective units. Each department has its own procedures regarding scholarship applications, but all scholarship awards are ultimately determined by the Office of Financial Aid. Academic department heads should consult with their administrative assistant, as well as the Director of Financial Aid, for specific information about the scholarship application process and deadlines. General scholarship information for students can be found at:
http://www.coloradomesa.edu/financial-aid/scholarships/index.html

C. DegreeWorks
To check a student's progress toward a degree, an audit can be generated by DegreeWorks. Additionally, the sign-off for students petitioning to graduate relies upon DegreeWorks reports as outlined in the following process. Questions regarding the sign-off process should be directed to the Registrar.

1. **Graduation Signoff Process**

   Step 1 – Student meets with Advisor: During the meeting, the advisor reviews the DegreeWorks report with the student and discusses the viability of finishing when the student desires. If finishing in the upcoming term, continue to step 2, else advise the student as normal.

   Step 2 – Create the Final Graduation Plan: The student and advisor create a course registration plan for the final spring/summer or summer/fall terms using the Plans tab in DegreeWorks. The advisor creates a "Final Graduation Plan," activates the plan, locks the plan, outlines the requirements, and saves the plan. This acts as the advisor's signature.

   Step 3 – Substitutions/Waivers: If necessary, the advisor should submit the Sub/Waiver Form as soon as possible to the ADH. If approved, the ADH will route the completed form to the Registrar's Office for entry into DegreeWorks.

   Step 4 – The student must submit the "Intent to Graduate" to the Registrar's Office by March 1 for Fall graduation or October 1 for Spring and Summer graduation.

   Step 5 – Student registers for final term(s).

   Step 6 – Registrar's Office and Department Follow-up: The Registrar's Office will use DegreeWorks to create lists to send to Academic Departments and to communicate with students. The goal is to move students to a fully-petitioned status with advisor and ADH approvals. See the attached chart for details on the various lists and actions required.

   Step 7– Award or Deny Degree – The student's DegreeWorks audit will be reviewed by the Registrar's Office after final grades have posted. If DegreeWorks shows 100% complete with no errors, the Registrar's Office will award the degree. Those who are denied will also be reported back to the department for further review and student contact.

2. **Important Notes**
   a. When reviewing a DegreeWorks report, do not solely rely on the percentages on the top to indicate a student is complete. Scroll down through the report and look for any unchecked or unmet requirements. Be sure to read the gray boxes as well for GPA and credit hours.
   b. If a student stays on the "Not on Track" list after the add/drop date of their last term, they will not be able to walk in the graduation ceremony.

3. **Process Summary (see following table)**

Task	May Ceremony	December Ceremony	Goal	Actions / Possible Outcomes	Required Actions
Steps 1 & 2 & 3: Student meets with Advisor, creates final graduation Plan, and submits sub/waiver forms	Preceding September	Preceding February	The student will seek proper advice for final requirements and completes paperwork with the Advisor as needed.	During the meeting, the Advisor will review the DegreeWorks report with the student and discusses the viability of finishing when the student desires. If finishing in the upcoming term, the student and Advisor create the registration plan for final spring/summer or summer/fall terms in the Plans tab in DegreeWorks. The plan should be created as the "Final Graduation Plan", the "activate" and "lock" options should be checked, courses and requirements added, then the plan should be saved. The saved graduation plan acts as the Advisor's review and signature.	Advisor Meets with Student Advisor creates and saves the "Final Graduation Plan" Sub/Waiver form submitted to the Registrar's Office by the Dept. Head
Step 4: Student submits the "Intent to Graduate" to Registrar's Office	October 1	March 1	Registrar's Office will add the student to the official graduation lists.	The Registrar's Office adds the student's petitioned status in Banner. If the Advisor has saved a "Final Graduation Plan", the status is noted in BANNER as petitioned with Advisor review complete.	Student submits "Intent to Graduate" to the Registrar's office.
Part of Step 6: The Registrar's Office sends the list of students who submitted an "Intent to Graduate" to the Academic Departments	Mid-October	Mid-March	Advisors will have a list of students that still need to create a graduation plan and can review the list for any missing names.	The student is on the list as expected with a plan on file. No action is needed.	Academic Department Head emails copy of list to Advisors.
				The student is on the list, but doesn't have a final graduation plan. The Advisor should meet with the student to create a final graduation plan.	Advisor reaches out to student to either set a meeting or fill out an "Intent to Graduate"
				The Advisor knows the student will be finishing, but isn't on the list. The student needs contacted to submit an "Intent to Graduate".	
Step 5: Student Registers for Final Courses	Early November	Early April	Student will sign up for classes as noted in the "Final Graduation Plan"		Student signs up for final courses.
Part of Step 6: The Registrar's Office emails students	Mid-November & Early January	Mid-April, Late May, and Early August	Student will be notified if they are on/off track based on registration and	"On track" – The email will state the student appears to be on track to graduate, however, they should visit their Advisor if they need to make any changes to their course schedule.	Registrar's Office emails students.

Task	May Ceremony	December Ceremony	Goal	Actions / Possible Outcomes	Required Actions
notifying them of graduation status and next steps.			grades with next step instructions.	"Not on Track" – The email will state they need to check their DegreeWorks report, remind them to register for classes, and meet with their Faculty Advisor as needed.	The student should take the suggested next steps.
Part of Step 6: The Registrar's Office sends the list of students who are on/off track to Academic Departments. The list includes student information, Advisor name, if there is a saved plan on file, and a summary of the errors and missing requirements. The Registrar's Office will run a new DegreeWorks report for each iteration of the list. If a student moves categories due to changes in registration or poor grades, the	Mid-November & Early January Note: Summer Graduates will appear in the May Ceremony lists. A check of the student's summer schedule will occur in Mid-April. Late summer applicants will be sent to Academic Department Heads for approval as needed prior to the end of	Mid-April, Late May, & Early August	The Academic Department Heads will send their approved list of graduates in a report back to the Registrar's Office.	"On Track"	Academic Department Head approves/denies students in Excel and returns the updated list to the Registrar's office.
				If the Academic Department Head agrees the student is on track, they will sign off in Excel by adding "Approved by ___ on <date>" in the proper column. The Registrar's Office will add this to the student's record. If the Department Head believes there are DegreeWorks issues, they should work with the Registrar's Office to reconcile the situation.	
				Note: If the student was approved in a prior list, the list will state "Department Head Approved" and will not need to be reviewed again.	
			Advisors and departments may intercede to assist students who are not on track while the student can still add/drop classes. The DegreeWorks Notes tab may be used to document Advisor/student interaction. Saved notes display at the bottom of the DegreeWorks Report and can be seen by the student,	"Not on Track"	Academic Department Head disseminates "Not on Track" list to Advisors.
				The "Not on Track" list to graduate is based on registration and grades. It is the student's responsibility to complete their requirements. The list is intended for Advisors to intercede and assist students.	
				Student Needs to Register – A quick conversation with the Advisor may also aid in getting the student to register.	Advisor assists "Not on Track" students. The desired action is noted in the adjacent column. These "Not on Track" lists do not require a summary back to the Registrar's Office. The goal for the list is to encourage students to take care of outstanding
				Graduation Date Needs Moved – This occurs when the student cannot finish the needed courses in the graduation time frame or chooses to adjust their plan. After working with the Advisor, the student should update their graduation term with the Registrar's Office.	
				New Substitution or Waivers Needed – If plans change and new sub/waivers are needed, the form needs submitted from the Advisor to the	

Task	May Ceremony	December Ceremony	Goal	Actions / Possible Outcomes	Required Actions
status will be updated in the new list as appropriate.	summer term.		Advisor, Academic Department Head, and the Registrar's Office at a later date.	department head and routed to the Registrar's Office for data entry into DegreeWorks.	issues prior to the add/drop census date in their last term.
				Student taking one or more of their final courses in transfer – A "Transfer Agreement" form must be signed and sent to the Graduation Manager. This form is found on the Registrar's Office forms website.	
				Student has an "I" Incomplete Grade that will finalize the requirements list in DegreeWorks. The Registrar's Office needs notified to update the student's status in Banner.	
				Possible DegreeWorks error. The Department should work with the Registrar's Office to reconcile the situation.	
Part of Step 6: The Registrar's Office will send the final "On Track" and "Not on Track" lists to Academic Departments after census of the graduation term.	Mid-February (Final Summer list – Mid June)	Mid – September	To obtain final Academic Department Head sign off for all students who are listed as "On Track".	"On Track" – Final Graduation List	Academic Department Head approves/denies students in Excel and returns the updated list to the Registrar's Office by March/October 1.
				Similar to the previous lists, if the Academic Department Head agrees the student is on track they will add a comment to the Excel sheet stating "Approved by __ on <date>" in the proper column. If the Academic Department Head believes there are DegreeWorks issues, they should work with the Registrar's Office to reconcile the situation.	
				Note: If the student was approved in a prior list, the list will state "Department Head Approved" and will not need reviewed again.	
The Academic Departments will review both lists and update the Registrar's Office either with final Academic Department Head approval or	Department reply due back to the Registrar's Office by March 1. (Final Summer	Department Reply due back to the Registrar's Office by October 1.	Departments will review any students in the "Not on Track" list and provide feedback to the Registrar's office to ensure CMU has an accurate graduation list.	"Not on Track" – Student is removed from the graduation lists and cannot walk in the ceremony.	The Department will add a comment in the Excel list summarizing the issues for each student and send the updated list to the Registrar's Office by March/October 1.
				Student will register – If there is a second mod course that can complete the student's degree, the student must register ASAP. If the student doesn't register by March 15, they will stay inactive for graduation.	
				Move graduation application to upcoming Summer/Fall/Spring term – Note the new graduation term in Excel.	

Task	May Ceremony	December Ceremony	Goal	Actions / Possible Outcomes	Required Actions
with a short summary of the student's updated plans.	Due back to Registrar's office by July 1)		For "Off Track" students to remain on the graduation list, all issues must be successfully addressed.	New Sub/Waiver form submitted – All forms received by the Registrar's Office will be entered by March 15. The student status will be updated once the form is submitted.	
				Transfer Final Course(s) – If the student is transferring in the final courses, a "Transfer Agreement" form must be signed and sent to the Graduation Manager. This form is found on the Registrar's Office forms website.	
				No reply/Unknown plans – The student was contacted by the department, but has not responded.	
Step 7: Award and deny degrees based on final semester grades and any final non-course requirements.	Late May	Late December	Utilize the final graduation list and final grades to award or deny degrees accurately.	If the DegreeWorks report is complete without any in-progress courses, the Registrar's Office will award the degree.	Registrar's Office awards the degree.
				For DegreeWorks reports with incomplete requirements, the Registrar's Office will move a student's graduation term if they are enrolled in a future term or will send a deny letter if not enrolled. The Registrar's Office will also send the denied list to the Academic Departments for assistance in case additional sub/waiver forms need submitted. If the department assists a student to register for a new term, the Registrar's Office needs notified to update to the new graduation date.	Academic Department Head will review the denied list and assist if additional sub/waivers are needed or the graduation date needs moved.

XV. Academic Department Staffing

Department	Academic Department Head	Administrative/ Staff Assistant	Department Office	Department Phone Number (970) 248-
MAIN CAMPUS:				
Art & Design	Suzie Garner	Cullen Duffy	Fine Arts 200	1833
Biological Sciences	Carrie McVean-Waring	Julie Fredlund	Wubben-Science 232	1993
Business	Steve Norman	Jane Sandoval	Dominguez Hall 309C	1778
Computer Science, Mathematics & Statistics	Lori Payne	Ronda McDonald	Wubben-Science 132	1407
Health Sciences	Debra Bailey	Renae Phillips Ronna Sharpe	Maverick Center 169	1235 1721
Kinesiology	Jeremy Hawkins	Tina Darnell	Maverick Center 237B	1635
Languages, Literature, & Mass Communication	Barry Laga	Angela Kimmel	Escalante Hall 237	1687
Music	Calvin Hofer	Lyn Ross Melinda Scott	Moss Perf Arts Ctr 141 Moss Perf Arts Ctr 128G	1233 1323
Physical & Environmental Sciences	Russ Walker	Julie Fredlund	Wubben-Science 232	1993
- Mechanical Engineering	Tim Brower	Harriet Carpenter	Archuleta Engineering Ctr	1400
Social & Behavioral Sciences	Jessica Herrick	Cathy Rickley	LHH 413	1696
Teacher Education	Blake Bickham	Mary Kienietz	Dominguez Hall 109L	1786
Theatre Arts	Mo LaMee	Lyn Ross Melinda Scott	Moss Perf Arts Ctr 141 Moss Perf Arts Ctr 128G	1233 1323
--------------------------------	---------------------	------------------	-----------------------------	--------------
BISHOP CAMPUS: Acting Dir of Instruction	Christine Murphy	Debbie Balmer	Building A	255-2700
--------------------------------	---------------------	------------------	-----------------------------	--------------
MONTROSE CAMPUS: Director	Gary Ratcliff	Donna Harville	Branscome Center	249-7009

XVI. Who Does What?

Question/Issue/ Interest	Who to Contact/Additional Information	Office	Location	Phone (970) 248-
Academic Advising — General (undeclared students)	Millie Moland, Director	Advising & Academic Services	LHH 128	1177
Academic Affairs	Cynthia Pemberton, Vice President for Academic Affairs Carol Futhey, Provost	Academic Affairs	LHH 209	1881
Academic Records	Registrar's Office	Registrar	LHH 121	1555
Add/Drop Forms	Registrar's Office	Registrar	LHH 121	1555
Accommodation for Students with Disabilities	Barry Rochford. Students must request accommodation for a documented disability at the beginning of every semester it is needed.	Educational Access Services	Houston Hall 108	1826
Benefits	Amy Grimes, Interim Compensation and Benefits Manager	Human Resources	LHH 239	1578
Campus Security	Sgt. Stan Ancell; Officers Zach Diaz, Isaac Gallegos, Chris Kopp, Pat Richardson, & Vaughn Soderquist - For non-emergency, dispatch: 970/242-6707 - For emergencies: 911 - Campus, non-emergency: 1897		Development Center & University Center	242-6707 or 911 1897
Career Advising	Amanda Nicksic, Coordinator	Career Services	University Center 106	1491
Computer Support – Computing & Network	Mike Kansgen, Director	Information Technology	LHH 217	1745
Computer Support – Computing Support Services	Tom Watson, Manager	Information Technology	Lib 143	1768
Computer Support – Telecommunications	Brian Arcand, Associate Director	Information Technology	Lib 144	1938
Canceling (missing) a Class During Semester	Follow department procedure – faculty member submits form to academic department head	Faculty/ Dept Head		
Dining Services	Bookcliff Café, Dining Hall, and Starbucks in the University Center	Sodexo	Univ Center, 1st floor	1742
	Jazzman's – Dominguez Hall	Sodexo	Dominguez Hall, 1st floor	
	Houston Hall Cafe	Sodexo	Houston Hall, 1st floor	

Question/Issue/ Interest	Who to Contact/Additional Information	Office	Location	Phone (970) 248-
	The Scramble – WCCC	Sodexo	Building B Bishop Campus	
	Tomlinson Library: Einstein Bros Bagels, Pandinis, Wholly Habaneros		1st Floor	
	Chez Lena at WCCC's Bishop Campus (operated by culinary arts students and faculty)	Bishop Campus	Building B Bishop Campus	255-2641
Distance Learning - Desire2Learn	Tim Pinnow, Acting Assistant VP for Academic Affairs/Director of Distance Educ. Xin Wang, Instructional Designer Jessica Evans, Instructional Designer	Distance Education	Lib 308	1384
Educational Access Services	Barry Rochford, Coordinator	EAS	Houston Hall 108	1826
Faculty Employment Information	Jill Knuckles, Interim Director, Human Resources	Human Resources	LHH 240	1426
Faculty Senate	2016 – 17 Officers: Johnny Snyder (Business), President; Josh Butler (Art), President-Elect; James Ayers (Chemistry), Vice President Dan Schultz-Ela (Mathematics), Secretary			
Facilities Problems	Facilities help line	Facilities Services	Campus Serv Bldg.	254-4357 or 1465
Family Educational Rights & Privacy Act (FERPA)	Holly Teal, Registrar. Federal protection of educational records.	Registrar	LHH 121	1555
Financial Aid Questions	Curt Martin, Director	Financial Aid Office	LHH 115	1065
Grades and Grade Changes	Complete the Grade Change form from the Registrar's Office; change must be submitted in person.	Registrar	LHH 121	1555
Graduate Programs	Tim Pinnow, Acting Assistant Vice President for Academic Affairs and Director of Graduate Studies	Academic Affairs	LHH 208	1104
Help Desk (Information Technology)	Single point of contact for computing assistance. Call x2111 or click on the Help Desk icon on the MAVzone login page or go the Web Help Desk at: http://whd.coloradomesa.edu	Information Technology	Library - Help Desk	2111

Question/Issue/ Interest	Who to Contact/Additional Information	Office	Location	Phone (970) 248-
Instructional Technology (Includes audio-visual support (e.g., movies, videos, audiotapes, etc.)	Chuck Locke, Media Specialist. (email: clocke@coloradomesa.edu). CMU has over 200 instructional spaces with installed AV equipment. The Instructional Technology department can provide equipment to faculty for off-campus use. Equipment may be picked up and returned to the IT Help Desk in the Library. Equipment includes: computer data projectors, slide projectors, portable PA systems and laptop computers.	Information Technology	Library 146	1478
International Student Exchange Program	Tim Hatten (Business), ISEP Faculty Program Coordinator	Academic Affairs	DH 309-J	1731
Keys (note that building access is via MAV Card)	Rick Fox, Locksmith. Report lost or stolen keys to Facilities Services immediately. Your keys are your responsibility; there is a significant charge for any lost keys.	Facilities Services	Campus Services Building	1075
Library	Sylvia Rael, Director	Director's Office – 3rd Floor	Tomlinson Library	1029
MAV Card	Keila Utu, Assistant Director of University Center Operations. Campus ID used for building access and communication services. Used at library, recreation center, athletic events, computer labs, campus dining hall, & Bookcliff Café. No initial charge for card: $15 for replacement card. Used as a debit card when linked to a Wells Fargo Checking Account. Report lost or stolen card to the Mav Card Office immediately.	MAV Card Office	University Center – 1st Floor	1059
Parking Services	Mark Sutton, Manager. Academic year general and reserved parking decals needed for specific faculty & staff lots.	Parking Services	University Center – 1st Floor	1912
Payroll	Bryan Davis, Assistant Controller. The pay period for full-time faculty is August through July. Monthly pay checks are issued on the last working day of the month, except for the combined June/July payment on July 1. After your first paycheck, monthly payments are made by direct deposit to your bank account.	Accounting and Financial Services	LHH 103	1218
Student Success Office	Erin Ward, Coordinator. Works with academic success coaches in support of students admitted as provisional baccalaureates.	Student Success	Albers Hall	1340

Question/Issue/ Interest	Who to Contact/Additional Information	Office	Location	Phone (970) 248-
Sponsored Programs	Cindy Lueb, Director. Directs and coordinates applications for grand and contracts as well as post-award activity.	Sponsored Programs	LHH 202	1424
Student Academic Issues	Kurt Haas, Assistant Vice President for Academic Affairs	Academic Affairs	LHH 208	1104
Student Conduct Issues (disciplinary, health, etc.)	John Marshall, Vice President for Student Services	Student Services	LHH 107	1366
Testing Services	Erin Nix, Coordinator	Testing Center	Houston Hall 125	1261
Textbook Order Forms	Ryan Stewart, Textbook Department Manager. Academic department administrative asst.; due date notices are announced each semester.	Bookstore	University Center	1347
TRiO	Melissa Calhoon, Program Director	TRiO	Houston Hall 121	1492
Tutorial Learning Center (TLC)	Darell Diedrich, Coordinator. Can request list of courses for which tutoring is available.	TLC	Houston Hall 113	1392
Vice President for Student Services	John Marshall, Vice President for Student Services	Student Services	LHH 107	1366

Appendices

Appendix A: SAMPLE SYLLABUS CHECKLIST

(Source: Department of Business)

Course: _____

Instructor: _____

Please insure the following are present on the course syllabus:

_____ Instructor name, the course and instructor contact info

_____ Office hours: a minimum of one hour per day for full-time faculty; one hour per day for the days lecturers are on campus

_____ Catalog course description

_____ All required texts, materials and online access

_____ Department SLOs

_____ Course SLOs

_____ Assessment criteria as directed - if needed

_____ Instructional methods to be used

_____ Late work policy (if applicable)

_____ Time requirement statement (at least two hours out of class for each in-class hour)

_____ Attendance policy

_____ Email policy - please use your coloradomesa.edu account for all student correspondence

_____ Educational access statement

_____ Tutoring statement

_____ Library statement

_____ Grading outline and grading procedures including when graded items will be returned and percentage breakdown (e.g., 90%+ = A)

_____ Departmental academic integrity statement, in its entirety

_____ Your Success at CMU attachment (for 100 and 200 level courses only)

_____ Specific class requirements, as relevant

_____ Class schedule/outline/due dates for major assignments/test dates/etc.

Note: Submit checklist with copy of each syllabus to Academic Department Head by first day of class.

COLORADO MESA
U N I V E R S I T Y

**Appendix B: COLORADO MESA UNIVERSITY DEPARTMENT OF HEALTH
SCIENCES NEW FACULTY ORIENTATION CHECKLIST**

Faculty Name_____ Faculty Mentor_____

1. Reach out to new employee at least one month prior to teaching and determine immediate needs.

2. Meet with new employee 1 week prior to the beginning of school to ensure readiness for the first day of classes.

3. Mentor and mentee should meet every week for the first semester of teaching and then once every 2 weeks over the second semester of teaching.

4. May want to use the T2T "What do you do when" topics every week you meet to generate dialogue around difficult student situations/interactions.

Responsibility	Orientation activity	Date Completed
DH = Department Head	• Identify Department of Health Sciences(DHS) leadership team and organizational chart • Identify Support Staff • Establish meeting times with Mentor and Program Director • Identify personal Professional Development Plan • Partnering with Didactic instructors, clinical faculty and Health care agency you are working with.	
Mentor	• Discuss the most effective way to reach mentor, Program Director, and Department Head (DH) • Building a syllabus • Ordering Textbooks if not ordered • Clinical Schedules if teaching lab • Locate class roster on Mavezone and enter grades at end of semester. • Gradebook	
Mentor/ D2L Tutorials	• Request D2L courses shell • Request Training through OTE for online teaching • Set up grades and email for students in D2L • Add PowerPoints to D2L • Discuss testing options in D2L, Proctored or Scranton/ Essay	

Revised 6-24-16

DH = Department Head	• Identify key support staff in Dept. of Health Sciences (Admin Asst., CEC Coordinator, student assistants) and how to communicate with staff for support needs	
Lynn Duncan CEC Coordinator	• Scheduling times for the CEC and lab or simulation times	
Administrative Assistants Renae Phillips/ Ronna Lee Sharp	• Scheduling activities that require classrooms outside of normal teaching time: Pre and Post Clinical, Orientation time, Clinical evaluation time	
DH/ Mentor. Admin Assists	• Provide personal contact information (email, cell phone, pagers) and weekly schedule to Admin Asst. and DH • Office hours • Clinical schedule if applicable to Agencies • Leave of absence requests • Calling in sick • Job description for each Administrative Assistant • Distribute department faculty contact information	
DH = Department Head Mentor	• Review faculty and student handbooks prior to beginning Course assignments or clinical • Most important items initially include: • Academic Honesty • Dress Code (Student and Faculty) • Attendance of students • Use of Electronics • Confidentiality • Grievances	
DH/ Mentor	• Mavzone • F Drive • Microsoft Outlook • Colanders • Department Meetings • Faculty Meetings • Campus committees	

52

Appendix C: CSMS PEER OBSERVATION FORM 2015

Faculty Member Name: _____

Course/Section: _____

Peer Observer: _____

Date of Observation: _____

Number of Students Present: _____

Please note the basic classroom activity: Subject/ Methods

Please evaluate each category. You may include comments if you wish; you must include comments if an "Unsatisfactory" rating is given in any category.

Organization and Classroom Management - Did the class begin on time? Did the teacher seldom veer from the goal of the lesson? Did the teacher appear well-prepared for the class? Did the teacher keep the students on task, encourage their involvement?

       Excellent   Satisfactory   Unsatisfactory   Not Observed

Content – Did the presentation include the depth and breadth of the content expected for this level of class and student? Was the content organized in a way clearly understood by students? Did the teacher review prior material, inform students of lesson goals?

       Excellent   Satisfactory   Unsatisfactory   Not Observed

Presentation – Did the teacher use proper materials and tools (overhead projector/document reader/calculator/graphing calculator)? If using tools, did they use them in a way conducive to help students understand the material? Was the presentation well-delivered and interesting to students? Did the students appear to be actively learning? Were students allowed to practice, if appropriate?

       Excellent   Satisfactory   Unsatisfactory   Not Observed

Interaction & Rapport – Did the teacher appear to get along with students, did the teacher seem to notice if student attitudes/attention changed? Did the teacher know the students' names and use them? Did the teacher encourage a high level of respect between students? Was there ample opportunity for students to ask questions? Were questions handled respectfully?

Excellent   Satisfactory   Unsatisfactory   Not Observed

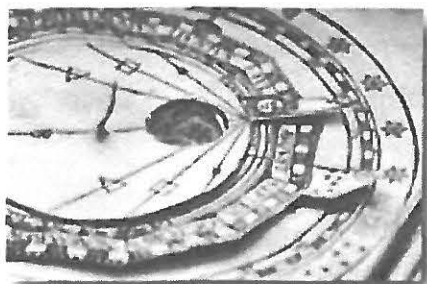**Overall** – Your overall assessment

Excellent   Satisfactory   Unsatisfactory   Not Observed

Comments:

Faculty Performance Evaluation

Yearly Plan

Each of us will meet with our Department Heads for a few minutes to discuss the goals we have generated for the coming year. We will explain and justify our goals, and the Department Heads may make suggestions, help us clarify our goals, or help us adjust our methodology. Once the system is up and running, our goals will grow out of our evaluations.

Evaluations

As with previous years, the Department Heads evaluate four areas of our work: teaching, scholarship, service, and advising. Our overall category—Excellent, Highly Proficient, Proficient, and Below Standard—is determined by the points we accumulate.

For example, let's say that you accumulate the following scores: Teaching=48, Scholarship=20, Service 10, Advising=5 for a total of 83. This means that you rank as Highly Proficient overall.

Excellent:	90-100
Highly Proficient:	80-89
Proficient:	70-79
Below Standard:	0-70

Each Department Head will score the evaluations separately, and they will then average the scores. The Heads will also comment on what we do well and where we need to improve.

Teaching

As you look at the Faculty Evaluation Form, you'll note four columns.

Help Students Think Critically:

Make judgments.

Weigh Evidence.

Develop self-consciousness about one's own thinking and reasoning process.

Identify assumptions.

Provide a range of evidence (logic, examples, testimony, data, etc.)

Trace reasoning.

Identify implications and consequences.

Identify gaps in available information.

Discriminate between observation and inference, fact and conjecture.

Draw inferences from data, observations, and other evidence.

Evaluate.

Categorize/Classify.

Compare.

Contrast.

Synthesize.

Recognize faulty reasoning.

Ask productive questions.

Imagine and consider alternatives.

Help Students Think Creatively:

Generate new ways of solving problems or expressing ideas.

Produce something new or combine familiar ideas/materials in new ways.

- List and describe each of your goals in the column on the left, one goal per column, for a total of three goals. Choose three teaching goals that focus on thinking, communicating, and reading. Note the sample goals in the margin on the left on this and the next page. [1] Please indicate the main category first, followed by a more specific goal. For example...

  > Help students think critically: Identify assumptions.
  >
  > Help students think critically: Recognize faulty reasoning.
  >
  > Help students communicate effectively: Organize arguments.
  >
  > Help students to read well: Interpret

- In the next column, describe the specific step you will take to achieve each goal. The Department Heads will evaluate the rigor and propriety of the method you use to reach your goal.

- The next column requires you to explain what happened. You need to assess and quantify the results. The Department Heads will evaluate how well you succeed. While the Heads will base their evaluation on your results, please note that the scoring is weighted in such a way that you can take some risks and try experimental approaches. Nevertheless, the Heads reward success.

- The final column asks you to reflect on the process. What did you learn? What worked well? Were there any problems? Was your method of assessment helpful and appropriate? What do you need to do differently? Our Heads will evaluate the quality of your reflection. To what degree do you demonstrate insight and an understanding of what happened in the classroom?

---

1 You'll note that the goals focus on skills and abilities. This does not mean that we ignore content. Rather, our students will learn a great deal about texts and theories in the process of teaching them to think, communicate, and read well.

Consider the following *abbreviated* example:

Help Students Communicate Effectively:

Organize arguments.

Assert clear claims.

Clarify claims.

Provide a range of evidence and persuasive appeals to support claims.

Adapt an argument to a range of audiences.

Document research.

Integrate others' thinking in a responsible, fair, and constructive manner.

Respond to and build upon what others think.

Use a range of expressive forms.

Describe using sensory detail.

Present work in an appealing and appropriate form.

Adhere to standard grammar, punctuation, and spelling conventions.

Goal	What I Did	How It Worked	What I Learned
Help students think creatively: Generate new ways of expressing ideas.	I asked students to read Raymond Queneau's *Exercises in Style*, then come up with three new style strategies.	All my students were able to follow Queneau's lead and generate three new styles, but only 25% varied their style on the following essay.	While my students grasp the idea of style, they struggle with transferring that new skill to a new context or writing situation. Therefore, I need to ...

Although you may have lots to say, limit your response to 150 words per column.

Please note that your response in the "What I Learned" section may lead to future teaching goals. Of course, if you are satisfied with the outcome, then you will turn your attention to other aspects of your teaching

Help Students Read Well:

Summarize or identify literal narrative, image, event, etc.

Interpret (Assign meaning or significance to a text).

Situate a text in relation to other texts.

Situate a text in relation to meaningful social, political, and aesthetic contexts.

Situate a text in relation to other readers (i.e. research and scholarly work)

Critique (Read against the grain; evaluate)

Rubric   ## 1. What I did. . .

Department Heads will evaluate how well this section establishes and justifies the goals of "what you did" using classroom observations, teaching evaluations, personal insights, and/or relevant pedagogical practice. The Heads will also consider the scope of what you did, the difficulty of implementation and the importance of the pedagogical question. They will distribute points as follows (10 points possible per square):

> 10-9 points. You do an excellent job of: 1) establishing clear goals for what you are doing and 2) showing that what you are doing is clearly significant to your teaching.

> 8-7 points. You are strong in one of the above items. For example, what you did has a clear goal, but ultimately it's a fairly minor concern to your overall pedagogy.

> 6-5 points. You are weak in both items.

> 4 points and below. What you did does not meet either of the two general standards.

2. How it worked. . .

Department Heads will evaluate how well you explain the immediate benefits of what you did. The idea is to offer a rigorous and reasonable explanation of how the activity added to your teaching. This will include data, narrative and/or some discussion of your instrument for determining success or failure. (Note: the point value of this column is less than the other two columns in order to encourage faculty members to try things without undue fear of failure.)

> 5 points. Definitely demonstrate a clear positive impact.
>
> 4 points. Demonstrate a likely positive impact.
>
> 3 points. Demonstrate some impact.
>
> 2 points. Demonstrate little impact.
>
> 1 points. Demonstrate no impact.

58

3. What I learned. . .

Department Heads will evaluate your ability to reflect on the results of your activity in order to learn from them. You should be able to make reasonable inferences from the "how it worked" column, offer an evaluation of what you did overall, and explain the future value of the results to your teaching.

> 10-9 points. You do an excellent job of providing: 1) a reasonable assessment of the overall worth of what you did, and 2) explanations of its value to your future teaching.

> 8-7 points. You are strong in one of the above. For instance, you make questionable inferences from the data provided, but you still reflect in useful ways about your teaching.

> 6-5 points. You try, but fail, to provide evidence for the two standards above.

> 4 and below. You fail to attend to either of the two standards above.

Scoring   Each goal you list is potentially worth a total of 25 points, and each column will be scored according to the rubric, for a possible total of 125.

Divide your total score by 125 to arrive at a percentage. Let's say you score 100 of the possible 125. 100/125=.8 This score would rate as Highly Proficient.

To arrive at a teaching score within the overall score, multiply that .8 by the percentage chosen in the plan (Let's say 60%). Your overall score, then, is 48.

In short, your evaluated score is divided by what's possible, then multiplied by the percentage. This equals your point total:

100/125=.8x60=48

Scholarship:

Publication of scholarly or creative books / textbooks: 30 pts.

Publication of scholarly or creative chapter in professional/scholarly/ creative anthology or book: 15 pts.

Publication of scholarly journal article: 15 pts.

Publication of creative work: 10+pts. (Negotiable)

Editor of scholarly/creative journal or book: 15 pts for chief/10 pts. for assistant.

Presentation at professional meeting, conference or convention: 10pts.

Service as referee/manuscript evaluator: 3 pts.

Published Abstract: 3 pts.

Critical book review: 3+ pts. (negotiable)

Attendance at professional meeting, conference or convention: 1 pt.

Presentation of original work to colleagues or community: 1 pt.

Scholarship in process: 1-3 pts. (must document)

Others as documented: variable points

There are two parts.

- The first column asks you to identify scholarly accomplishments. The list in the left margin identifies activities and their relative weight. Please note that all points are base-line. You can negotiate the amount of points depending on the venue, context, level of prestige and/or rigor, etc.

- The second column asks you to explain how that particular scholarly activity applies to your teaching and/or discipline. The Department Heads will evaluate the two columns holistically based on the value of the scholarship and based on how well you explain how your scholarship contributes to your teaching or discipline. Consider the following (albeit brief) example:

Scholarly Activity	Application/Contribution
Published "Reading *Lolita* in Grand Junction: Contemporary Book Clubs for Women in the Grand Valley" in *Feminist Quarterly*.	I often teach a seminar in feminism, and my research helps me demonstrate to students the various ways that identity is constructed. etc. This publication is also part of my larger exploration of ways in which women form community groups. etc.

Rubric   You will describe your scholarly activity and note how it fits into your teaching and/or your scholarly discipline. Department Heads will award points according to the general scale provided.

The Department Heads may elect to award fewer or more points than indicated by the scale if the relevance, scope, or importance of the activity does not seem to match the points claims you make. For instance, if you claim full article publication points for a brief work in a non-peer reviewed journal, you will need to provide detailed, convincing reasons why the scope, relevance, or importance of the project deserves full article points.

Scoring   Your score is based on the total number of points you accumulate. Please note, however, that any extra points you may accumulate don't contribute to your overall score. For example, even if you earn 1,000 points in scholarship, you can only use 25 of those points if that's the percentage you put on your annual plan.

Your accumulated points determines your ranking. For example, if you designate 25% of your evaluation as scholarship, and you accumulate 20 points, your score would be .8, therefore, Highly Proficient: 20/25=.8

Service

Committee chair: 5 pts.

Committee participant:4 pts

Curriculum development: 4 pts

Sponsorship of student groups: 3pts

Administrative functions: 3 pts

Colleague consultation: 2 pts

Generation of funds: 2 pts

Participation/leadership in professional organizations: 2 pts

Presentations at community panels/ workshops: 2 pts

Relevant community committees/ boards: 2 pts

Consultations: 2 pts

Presentations at primary/secondary schools: 2 pts

Formal mentoring: 2 pts

Others as documented: variable pts

Please note that you cannot "double-dip" by using a particular activity as both service and advising.

There are two parts:

- The first column asks you to identify your service-oriented activities, noting the area of service (department, college, or community) and nature of service. The list in the left margin identifies activities and their relative weight.

- The second column asks you to explain how that particular service activity applies to your teaching and/or discipline. The Department Heads will evaluate the two columns holistically based on the value of your service and on how well you explain how your service contributes to your teaching or discipline.

Consider the following (albeit brief) example:

What I Did	Why It Matters
Presented "How to Write Poetry" to Ms. Smith's sophomore class at Central High.	My presentation improves the image of MSC, helps recruit students, and improves the knowledge and expertise of young writers and high school teachers.

Rubric   You will list and describe your service activity, noting its relevance, scope, and importance to the college. Department Heads will award points according to the general scale provided, but again, the Department Head may elect to award fewer or more points than indicated by the scale if the relevance, scope or importance of the activity does not seem to match the point claims you make.

Scoring   Your score is based on the total number of points you accumulate. Please note, however, that any extra points you may accumulate don't contribute to your overall score. For example, even if you earn 1,000 points in service, you can only use 10 of those points if that's the percentage you put on your annual plan.

Your accumulated points determines your ranking. For example, if you designate 10% of your evaluation as service, and you accumulate 9 points, your score would be .9, therefore, Excellent: 9/10=.9

Advising

Organized recruiting, orientation and advising programs for college: 3 pts

Practicums, student organizations, independent studies: 3 pts

Organized recruiting, orientation and advising programs for the department: 2 pts

Mentored students: 2 pts

Others as documented: Variable pts.

Please note: The following are total points allowable for the year.

You can't accumulate points through multiple efforts.

Writing recommendations: 1 pt

Formal advising contacts: 1 pt

Informal advising contacts: 1 pt

Please note that you cannot "double-dip" by using a particular activity as both service and advising.

Demonstrating your contributions to advising requires you to list, in the first column, advising services you provided during the year, and explaining, in the second column, the significance and importance of those activities. The Department Heads will evaluate the two columns holistically.

What I Did	Why It Matters
I wrote letters of recommendation for a, b, c, d, e, and, surprisingly, even for f.	The letters contribute to the academic success of these students by helping them advance their careers. Their success also reinforces the value of our English program and Mesa State College.

Rubric   You will list your advising activities and describe their importance and relevance. Department Heads will award according to the general scale, and similar to the sections on scholarship and service, the Department Heads may elect to award fewer or more points than indicated by the scale if the relevance, scope, or importance of the advising does not seem to match the point claims you make.

Scoring   Your score is based on the total number of points you accumulate. Please note, however, that any extra points you may accumulate don't contribute to your overall score. For example, even if you earn 1,000 points in advising, you can only use 5 of those points if that's the percentage you put on your annual plan.

Your accumulated points determines your ranking. For example, if you designate 5% of your evaluation as advising, and you accumulate 3 points, your score would be .6, therefore, Below Standard: 3/5=.6

"This is why the masochist draws up contracts while the sadist abominates and destroys them. The sadist is in need of institutions, the masochist of contractual relations. The sadist thinks in terms of institutional possession, the masochist in terms of contractual alliance."

—Gilles Deleuze

Name : YEARLY EVALUATION   2014

Please refer to general instructions which accompany this form. The instructions contain lists of teaching and program goals, a scoring rubric for teaching activities, and lists of scholarship, service, and advising activities together with their values and scoring rubrics.

1. A. DEMONSTRATE TEACHING EFFECTIVENESS			
GOALS (What skills/abilities did I try to teach my students?)	**WHAT I DID ...** **(CONCRETE STEPS)** Note that scoring will be based on rigor and propriety.	**HOW IT WORKED ...** **(ASSESS/QUANTIFY RESULTS)** Scoring will be based on efficacy.	**OUTCOMES/** **WHAT I LEARNED ...** Scoring will be based on insight and understanding.
Goal 1:			
Goal 2:			
Goal 3:			

2. DEMONSTRATE SCHOLARLY ACTIVITY	Choose from the PROVIDED list of SCHOLARLY activities. Add or delete rows as needed.	
WHAT I DID . . .	HOW IT CONTRIBUTES TO MY TEACHING/DISCIPLINE . . .	Points Claimed

3. DEMONSTRATE SERVICE TO THE INSTITUTION	CHOOSE FROM THE PROVIDED LIST OF SERVICE ACTIVITIES. ADD OR DELETE ROWS AS NEEDED.	
WHAT I DID . . .	IMPORTANCE/SIGNIFICANCE . . .	Points Claimed

4. DEMONSTRATE COMMITMENT TO ADVISING CHOOSE FROM THE PROVIDED LIST OF ADVISING ACTIVITIES. ADD OR DELETE ROWS AS NEEDED.		
WHAT I DID . . .	IMPORTANCE/SIGNIFICANCE . . .	Points Claimed

Name
YEARLY PLAN for 2015

This plan must be signed by department head and faculty member in a brief face-to-face meeting during which the plan is approved as appropriate and adequate to meet the expectations for yearly evaluation.

1. DEMONSTRATE TEACHING EFFECTIVENESS		
Choose 3 specific goals from the list of teaching goals which are relevant to the following overall goal. "USE STUDENT EVALUATIONS/ASSESSMENTS, CLASSROOM OBSERVATIONS, OR OTHER MEANS TO IMPROVE TEACHING." Use only the boxes provided, and limit your response in each box to 150 words.		
SPECIFY GOAL (Focus on what you will teach a student to do. Identify a skill or ability.)	DESCRIBE WHAT YOU EXPECT TO DO (IN CONCRETE TERMS). (Identify a teaching method and an assessment method. How do you plan to teach that skills/ability, and how will you know if it is an effective approach?)	DESCRIBE THE EXPECTED OUTCOMES.
Goal 1:		
Goal 2:		
Goal 3:		

2. DEMONSTRATE SCHOLARLY ACTIVITY CHOOSE FROM THE PROVIDED LIST OF SCHOLARLY ACTIVITIES. ADD OR DELETE ROWS AS NEEDED.	
DESCRIBE WHAT YOU EXPECT TO DO.	DESCRIBE HOW THAT WILL APPLY TO YOUR TEACHING/ DISCIPLINE/SCHOLARLY AGENDA.

3. DEMONSTRATE SERVICE TO THE INSTITUTION CHOOSE FROM LIST PROVIDED FOR SERVICE ACTIVITIES. ADD OR DELETE ROWS AS NEEDED.	
DESCRIBE WHAT YOU EXPECT TO DO.	DESCRIBE WHY THIS SERVICE IS IMPORTANT/MEANINGFUL.

4. . DEMONSTRATE COMMITMENT TO ADVISING CHOOSE FROM PROVIDED LIST OF ADVISING ACTIVITIES. ADD OR DELETE ROWS AS NEEDED.	
DESCRIBE WHAT YOU EXPECT TO DO.	DESCRIBE HOW THAT WILL APPLY TO YOUR TEACHING/ DISCIPLINE.

We have met to discuss the appropriateness of this plan. It is appropriate as stands.

Faculty Member's Signature   _____

Department Head's Signature   _____