

## CMU ACADEMIC AFFAIRS COUNCIL – SUMMARY NOTES

September 23, 2016

3:00–4:30 p.m.

Grand Mesa Multi-Purpose Room

**AA Council Members in Attendance:** **Dr. Cynthia Pemberton**, Vice President for Academic Affairs. **Dr. Debra Bailey**—Dept. Head, Health Sciences; **Dr. Blake Bickham**—Dept. Head, Teacher Education; **Ms. Tracy DeBellevue**, ePortfolio & Assessment Project Manager; **Ms. Suzie Garner**—Dept. Head, Art and Design; **Dr. Kurt Haas**—Asst. VP, Academic Affairs; **Dr. Jeremy Hawkins**—Dept. Head, Kinesiology; **Dr. Jessica Herrick**—Dept. Head, Social and Behavioral Sciences; **Dr. Calvin Hofer**—Dept. Head, Music; **Dr. Barry Laga**—Dept. Head, Languages, Literature and Mass Communication; **Mr. Mo LaMee**—Dept. Head, Theatre Arts; **Dr. Carrie McVean Waring**—Dept. Head, Biological Sciences; **Dr. Steven Norman**—Dept. Head, Business; **Dr. Lori Payne**, Dept. Head, Computer Science, Mathematics, and Statistics; **Mr. Tim Pinnow**, Acting Asst. VP, Academic Affairs, Director of Graduate Studies/Director of Distance Education; **Ms. Sylvia Rael**—Director, Tomlinson Library; **Dr. Bette Schans**—Director of Assessment and Student Learning; **Ms. Brigitte Sundermann**, Director of Manufacturing Technology and Interim Director of Engineering Programs; **Ms. Holly Teal**—Registrar; **Dr. Russ Walker**—Dept. Head, Physical and Environmental Sciences

**Members Excused:** **Dr. Sonia Brandon**—Asst. VP, Institutional Research and Assessment; **Dr. Tim Brower**—CU-Boulder/CMU Mechanical Engineering Partnership Program; **Ms. Cindy Lueb**—Director of Sponsored Programs; **Ms. Christine Murphy**—Director of Instruction/Director of Developmental Programs, WCCC; **Dr. Gary Ratcliff**—Director, CMU Montrose Center

### Announcements/Updates/Reminders:

Dr. Pemberton thanked all for coming and announced the following:

- Passed on a request for assistance with collecting information regarding CMU academic clubs', organizations', and individual students' volunteer hours and activities from Dr. Futhey.
  - Department Heads were asked to submit information (for the period July 1, 2015 to July 1, 2016) to include who has provided the volunteer services, number of volunteer hours, and brief descriptions of activities and recipients of the assistance provided. **Information should be sent directly to Dr. Carol Futhey at [cfuthey@coloradomesa.edu](mailto:cfuthey@coloradomesa.edu) no later than October 1, 2016.** The requested information will be used to submit the President's Higher Education Community Service Honor Roll application.
- Dr. Pemberton reviewed the CMU professional Personnel Employment Handbook Tenure and Promotion information and process directions with the group. (The CMU Tenure & Promotion Cover Sheet was emailed to the Council with the Agenda; see Appendix A).
  - Some confusion has been expressed regarding the [Professional Personnel Employment Handbook's](#) reference to an "application" for Tenure in Section VI.B.4.b. After discussion with the group, it was concluded that the application

cover sheet (on which Departmental votes/signatures are recorded) is the actual “application” form mentioned in the Handbook. This form should be submitted and routed with the applicant’s binder; there is no separate application form. This information may be presented for clarification and/or revision to the Handbook Committee in the next Handbook revision cycle.

- As of these summary notes, Dr. Pemberton has notified the individuals who were elected by Departments to serve on the University Tenure and Promotion committee.
- It was also clarified that, consistent with past practice, if a Department has only one Tenured faculty member, that person will represent the Department on the Committee. There is one instance where that is the case this year. There are no individuals going up for tenure or promotion consideration from that department this year.
- Years in which faculty were awarded Tenure and/or promoted are currently being tracked in a spreadsheet maintained by Academic Affairs. That information will be available in Banner in the future. In the meantime, if Department Heads don’t already have that information and would like to request it, Ms. Annette Callaway can provide department-specific information.
- Dr. Pemberton met recently with President Foster and Faculty Professional Development awards have been confirmed. Recipients will be notified next week.  
[Note: Letters were delivered to faculty by the time of this posting.]
  - The recommendations of the Committee were largely followed with few changes or adjustments.
  - Of 74 proposals, all but 22 were funded at 100%, 90%, or 50% levels – as recommended by the Committee.
  - Thanks were expressed to the Committee members who each read all the submissions, met and presented their ratings and group recommendations.
- Dr. Pemberton is reviewing Department Position Requests for next academic year. Decisions will be communicated to Department Heads as soon as available, hopefully mid-October.
- Regarding Faculty Qualification review and ongoing practice/procedure “norms” moving forward - Dr. Pemberton expressed her goal for CMU faculty to update vita annually (ideally in synch with their annual evaluations). This is academic “best practice,” and keeps documents current for HLC reports and visits. She noted that faculty vita serve as CMU’s academic showcase to the community, students, parents, and others. (It was also noted that syllabi need to be submitted every semester to Department Heads – ultimately D2L may be employed to assist with this process, at this time however, we are not quite there.)
- All were reminded to email Ms. Callaway information for a classified ad to recruit Lecturers to teach for Spring, 2017 semester. The ad will run Sunday, October 2; information is needed by Wednesday, September 28.

## Reports and Guests:

**Ms. Annie Gingerich**, Associate Director of International Programs and Services, distributed handouts entitled “International Programs & Services Update – Fall 2016” which outlines how CMU defines International Students at CMU, and “Providing Support for International Students”

(Appendices B and C). Ms. Gingerich shared information regarding the role she plays and status of CMU International Programs as following:

- She supports students through the admission process, planning and processing arrival of new students, the F1 Visa process and its challenges, efforts to connect International students with domestic students and the campus through events and programs, and other on-going retention efforts.
- Students can participate in an intensive English program through the Bridge Education Group.
- Enrollment has doubled over the last 2 years as well as increases in applications and admits. Community agencies such as the Grand Junction Rotary Club have raised funds for the program.
- Recruitment is through word-of-mouth and some through independent recruiting agents in various countries. Some countries may sponsor students through government programs.
- Ms. Gingerich noted that a flyer about English as a Second Language was emailed to all; the flyer “Academic English Support” (Appendix D) provides information for **anyone** who needs this additional support and the group was encouraged to share this with faculty and staff.
- Ms. Gingerich is happy to provide additional information, to visit departments, and provide additional training; she can be contacted at 970-248-1802 or [agingeri@coloradomesa.edu](mailto:agingeri@coloradomesa.edu).

**Dr. Morgan Bridge**, Chair of the CMU HLC Steering Committee, discussed the following:

- Dr. Bridge asked that Faculty Qualification Forms be forwarded to Human Resources after they are scanned and posted in appropriate folders on the R Drive. This is a one-time process unless a faculty member, for example, completes a degree and needs to update the form. It was noted that the HLC team may request HR personnel files and would expect that these forms be included. Ms. Callaway will work with Human Resources regarding this process and will email Department Heads with related details.
  - 09/30/2016 email: As was recently discussed in Academic Council, we are continuing efforts to obtain and have on file (in HR) both the faculty qualification form and a transcript for every faculty member, full-time and part-time. We understand Department Heads are working directly with Ms. Shannon Mims in HR regarding **full-time** faculty transcripts (Tenure, Tenure-Track, 0.8s).

The purpose of this email is to help ensure that **full and PART-TIME faculty/Lecturers also have a transcript on file**. In order facilitate this, Academic Affairs is sending to Department Heads the list you created this summer for Lecturers’ Resource Night, and asks that you update the list with any additions or corrections. Please email the list back to Ms. Annette Callaway by October 5. The purpose of this list update is to help HR (and Academic Affairs) keep track of qualification form and transcript collection.

Please be sure to continue your efforts to gather and submit faculty transcripts (unofficial are fine for part-time faculty). We ask that you forward a pdf of the unofficial transcripts to both HR and Academic Affairs. Thank you and please let Annette know if you have any questions!

- Dr. Pemberton suggested that Department Heads can, if needed, double-check the completeness of faculty members' files regarding qualifications forms, vitas and transcripts by working with the HR staff.
- Faculty Qualifications Forms will need to be prepared for Spring 2017 Lecturers for whom forms have not previously been submitted.
- Dr. Bridge encouraged Department Heads to continue adding information to their Faculty Summary Matrix and commended all on the good progress thus far.

**Dr. Kurt Haas**, Asst. VP Academic Affairs, discussed the following:

- Dr. Haas provided a handout entitled "New GT Pathways Review Process: Front-end Honor System & Back-end Accountability" (Appendix E) which outlines Colorado's new approval process for approving GT Pathways courses.
  - Dr. Haas noted that every syllabus will need to address content criteria and competencies per item 3.a. in the handout, as well as include the exact statement as provided in item 3.b.
  - The State's initial goal was to complete this re-review in 3 years, but now the focus is planned to address 1-2 content areas starting Spring of 2017 (English and Math).
  - All were encouraged to stay in contact with Dr. Haas for guidance throughout this process.

**Mr. Tim Pinnow**, Asst. VP, Director of Distance Education and Director of Graduate Programs, discussed the following:

- Faculty and students can now utilize the CMU Helpdesk to request help from the Distance Education staff; requests will go to all 3 Designers to optimize response time.
- Mr. Pinnow explained that there is still additional work to be done in order to create a list of names of faculty who have not logged into D2L and thus are not using the system. Accounts of instructors who are no longer teaching will need to be de-activated within the system, as well as accounts of students who are no longer enrolled. Ms. Holly Teal, Registrar, will be working with Mr. Pinnow on this project.
- A handout entitled "A Proposal to Change D2L Student Orientation Procedures" was provided (Appendix F). Discussion included the challenges regarding orientation for students in hybrid or fully-online courses, which includes about 1200 new students every semester. Failure rate has gone down with only about 60 students in Spring of 2016. Examples of feedback include: students are too far behind if allowed to attempt the orientation too many times; Office of Distance Education staff cannot handle the workload with the number of students' repeats; the drop deadline needs to be discussed and may need to be adjusted; and increased workload for Information Technologies staff.
- Further discussion included: timing of when to require students to take the orientation; if information is included in acceptance letters; that new students may not be checking their CMU email, that students may experience a larger financial burden if they do not pass and cannot drop; and that summer poses a tighter time frame.
- All were encouraged to send comments or suggestions to Mr. Pinnow. The group was agreeable to trying the new procedures as outlined in the handout. Mr. Pinnow will provide possible options at the next Council meeting.

## Academic Support Units

**Ms. Sylvia Rael**, Director, Tomlinson Library, discussed the following:

- Ms. Rael reminded all of plans to showcase faculty publications with initial focus on published books. All were asked to submit to Ms. Rael lists of faculty who have published books, including textbooks, at any time in their careers. Additional information requested included: Faculty member name, academic rank and discipline, book title and year published. The Showcase has been scheduled for Wednesday, October 26<sup>th</sup> at 4:00 p.m.
- Plans are for similar showcase activities twice yearly with focus on a variety of forms of scholarly productivity.

**Ms. Holly Teal**, Registrar, discussed the following:

- Degree Works is on track regarding handling pre-requisites for registration purposes. Registrar's office staff will be in contact with Department Heads to address pre-requisites that indicate "or higher."
- Ms. Teal thanked those Departments that have participated thus far in the Degree Works training sessions; additional training can be scheduled upon request.
- Approximately 2300 new transfer equivalencies were posted through the Transfer Equivalency Self-Service (TESS) website at <https://dwreporting.coloradomesa.edu:8442/DWTE/WebTreQer.html>. This website is open to the public. Department Heads are asked to continue to work with Ms. Teal where decisions cannot be made by just looking at course descriptions.
- The course schedule for spring 2017 will be/was emailed to Department Heads by Tuesday, September 27 listing placed and unplaced classes as well as rooms still available. All were assured that revisions can be done before final placements. Ms. Teal reminded the group that lab room placements are determined by the Department Head.

## Good of the Order/Kudos & Thanks

The following Kudos and Thanks were spotlighted during this meeting:

- Three CMU female faculty/staff were nominated and accepted to attend The Academic Management Institute – sponsored by the Colorado Network of Women Leaders (the state affiliate of the American Council on Educations' Inclusive Excellence Group).

Congratulations to:

- Dr. Aparna Palmer
- Dr. Morgan Bridge
- Ms. Tracy DeBellevue

Over 1,000 women from thirty institutions have participated in AMI during its 31-year history. Four seminars for the 2016-2017 year will feature presentations and workshops by higher education leaders from Colorado and Wyoming. Topics will include managing change, political savvy, effective leadership, diversity and inclusion, and career development strategies. Each participant will complete a project at her home institution and interview senior level administrators. This year, the theme will be *Small Pieces/Big Pictures* and the emphasis areas of presentations and activities will be how individual and departmental work on our campuses fits together to create the "Big Picture" at each institution, and how those pictures fit together to form bigger statewide pictures. This year's leadership class is estimated to be between 40-50 participants. The session dates

are: October 6 and 7 (Vail); November 11 (Colorado School of Mines); January 20 (Front Range Community College – Boulder County Campus)  
March 2 and 3 (Colorado Springs).

- **Dr. Morgan Bridge** reported on the Daniels Fund Ethics Initiative – Annual Report/Update & Highlights.
  - On 10/5, CMU presents the first Ethics Lecture Series with Cynthia Cooper, a best-selling author, consultant and internationally recognized speaker (see a flyer distributed with the meeting agenda in Appendix G).
  - Students from all areas are encouraged to attend. This event is open to the public.

## **Veteran ADH Tips, Tricks and Suggestions**

**Ms. Suzie Garner**, Art and Design Department Head, shared the following:

- Ms. Garner reported reading “How to Win Friends and Influence People” by Dale Carnegie as an excellent resource for how to deal with and manage people.
- “Never underestimate the power of a cheap ham sandwich!” was another thought shared; Ms. Garner, for example, hosted a lunch for all part-time faculty last semester where information was shared, and responsibilities and budget were discussed.
- Another suggestion was to “...never ask more than one question in an email.” If no answer is received, suggest an answer and the recipient will more likely respond quickly.
- Collect syllabi every semester; Art and Design faculty do this without hesitation. Ms. Cullen Duffy, Administrative Assistant, proofs the syllabi to insure that all parts of the template are included.

**Dr. Calvin Hofer**, Music Department, shared the following:

- Dr. Hofer has been working on developing new curriculum for the department to train musicians for the 21<sup>st</sup> Century, noting that Mozart was a composer as well as a business man, conductor, etc.
- The curriculum will include, for example, performance skills, theory, and technology as it relates to career development. Small changes have been started; faculty are now involved.
- Dr. Hofer equated these efforts to “assessment on steroids.”

## **Special Input Request –Academic Department Heads – Post Meeting:**

Dr. Pemberton shared issues and concerns regarding transfer student admissions, transcript evaluation and essential learning requirements. Ideas and feedback were sought and shared.

**Next Meeting:** October 7, 2016, 3:00 – 4:30 p.m., Grand Mesa Multi-Purpose Room (GMMPR)

## **Future Meetings:**

**FALL 2016: Fridays, 3:00 – 4:30 p.m., Grand Mesa Multi-Purpose Room, unless otherwise specified:** October 21, November 4 (WCCC room B171), November 18, December 2, Also, please hold December 9 for a possible meeting if needed.

**SPRING: 2017, Wednesdays, 3:00 – 4:30 p.m., Location TBA. Please avoid schedule conflicts during this meeting time.**

Academic Council Meeting, September 23, 2016

# APPENDIX A



## TENURE & PROMOTION COVER SHEET

Name \_\_\_\_\_

Department/Program \_\_\_\_\_ Date of First Full-time Tenure-track Appointment at CMU \_\_\_\_\_

Present Rank \_\_\_\_\_ Tenured ☐ Yes ☐ No

Requested Personnel Action(s)	
<p style="text-align: center;"><b>Tenure</b></p> <p>_____ Tenure (effective July 1 following approval)</p> <p>Current Status:</p> <p>_____ Second Year Tenure-track</p> <p>_____ Third Year Tenure-track</p> <p>_____ Fourth Year Tenure-track</p> <p>_____ Fifth Year Tenure-track</p> <p>_____ Sixth Year Tenure-track</p> <p>_____ Seventh Year Tenure-track</p>	<p style="text-align: center;"><b>Promotion</b></p> <p>_____ Promotion (effective July 1 following approval)</p> <p>_____ To rank of assistant professor</p> <p>_____ To rank of associate professor</p> <p>_____ To rank of professor</p> <p>Effective year of current rank at CMU: _____</p>

Please ✓ for each appropriate response below:

Recommend <u>Tenure</u>	Do NOT Recommend <u>Tenure</u>	Recommend <u>Promotion</u>	Do NOT Recommend <u>Promotion</u>	
_____	_____	_____	_____	_____ (Department Head as Reporter of Faculty Poll Results) _____ (Date)
Tenure: Votes for: _____ Votes against: _____ Abstentions: _____ Promotion: Votes for: _____ Votes against: _____ Abstentions: _____				
_____	_____	_____	_____	_____ (Department Head) _____ (Date)
_____	_____	_____	_____	_____ (Chair, Ten/Prom University Committee) _____ (Date)
Tenure: Votes for: _____ Votes against: _____ Abstentions: _____ Promotion: Votes for: _____ Votes against: _____ Abstentions: _____				
_____	_____	_____	_____	_____ (Vice President) _____ (Date)
_____	_____	_____	_____	_____ (President) _____ (Date)

For office use only: Date of tenure action by the Colorado Mesa University Board of Trustees: \_\_\_\_\_ (Rev. 10/11)



Academic Council Meeting, September 23, 2016

## APPENDIX B

## International Programs & Services Update – Fall 2016

Annie Gingerich, M.A. · agingeri@coloradomesa.edu · 970.248.1802

### Role and responsibility of the Office of International Programs & Services

- **International Student Recruitment & Admissions**
  - Manage a group of 100+ international recruitment agents across the globe thorough a master agent contract with Bridge Education Group
    - Received the first agent-referred students in Fall 2015
  - Foreign credential evaluation / application review
  - Recruitment initiatives
- **International Student Services (current international students)**
  - Primary Designated School Official – comply with federal guidelines and reporting obligations and ensure that F-1 students are maintaining status
  - Orientation for new students
  - Support of the ISA Club
  - Retention efforts / programming designed for international students and also to connect the campus and domestic students with international students and activities
  - International students need help with: on campus employment and SSN, driver's license, billing/academic/residence issues & questions, immigration questions and F1 status, etc.
- **International Initiatives and Development**
  - Collaboration and oversight of the campus-based intensive English program (run by Bridge Education Group)
  - Manuals, protocol, policies and procedures, website, brochures, etc.
  - Professional development, research, connecting with colleagues in the field

### What is an “international” student?

A non-resident (for immigration purposes) who will be living and studying on the U.S. on a non-immigrant student visa – F1 or J1.

- **F1 student** – here for short term or duration of degree, generally self-sponsored
- **J1 student** – here for 1 or 2 semesters, generally government-sponsored or on an exchange
- **BridgePathways at CMU student:** On-campus intensive English language program that opened in October 2014. Students are in the U.S. on an F1 visa but paperwork is issued by BridgePathways. Students can live on campus and are integrated into campus life but are not enrolled in academic classes. May transition to CMU once student has successfully completed intensive English studies.
- **Many other types of “international”:** other types of non-immigrant visas, students who are permanent residents (green card), U.S. citizenship but whose first language is not English, dual-citizens, undocumented students

### Internationalization in higher education

NAFSA Comprehensive Internationalization, 2011: *“Comprehensive internationalization is a commitment, confirmed through action, to **infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education.** It shapes institutional ethos and values and touches the entire higher education enterprise. It is essential that it be embraced by institutional leadership, governance, faculty, student, and all academic services and support units. It is an institutional imperative, not just a desirable possibility.”*

### Importance of Internationalization

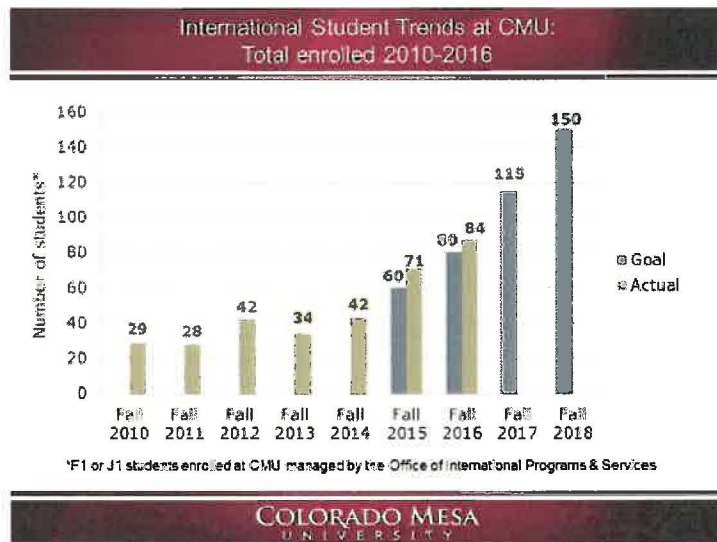
NAFSA Comprehensive Internationalization, 2011: *“Globalization alters and weakens political and economic boundaries, and **intensifies the cross-border flow** of nearly everything—but especially **knowledge, ideas, and learning.**”*

## International Student Trends

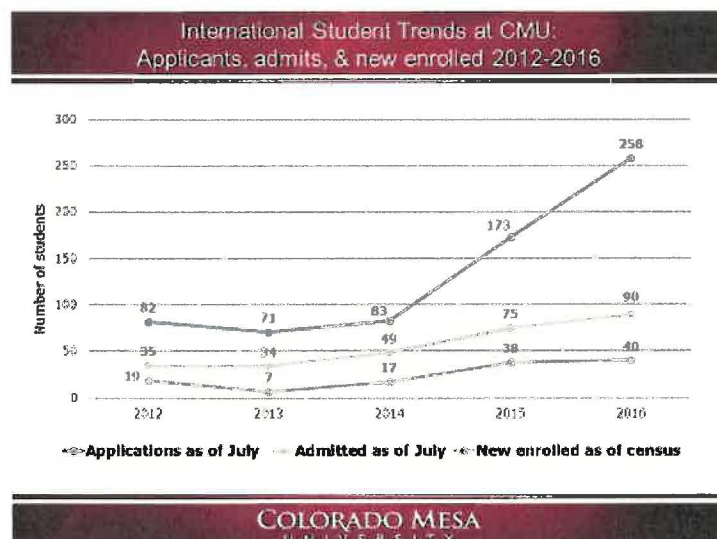
### U.S. trends

- See Open Doors IIE Info graphic: <http://www.iie.org/Research-and-Publications/Open-Doors/Data/International-Students/Infographic>
- 974,926 international students studied at U.S. colleges and universities in 2014/15
- 1 in 3 international students studies in California, New York, or Texas
- 64% are self- or family-sponsored
- 58% of international students come from China, India, South Korea, Saudi Arabia
- Most study Engineering, Business and Management, & Math & Computer Science

### CMU trends



- **Total enrollment** up 18% from 2015, 100% from 2014, 147% from 2013
- **Top countries of origin:** Nigeria, Sweden, Canada, Nepal, Germany, Japan, Saudi Arabia
- 35% of students are **agent-referred**
- Most students are **self-sponsored**
- **Popular majors:** Business, followed by Computer Science/Computer Information Systems & Engineering



- **Applicants** increased by 49% from 2015 to 2016, 211% from 2014
- **Admits** increased by 20% from 2015 to 2016, 84% from 2014
- **New student enrollment** up 5% from 2015, 135% from 2014 to 2015, 471% from 2013
- 42.5% of new students in Fall 2016 are **agent-referred** (up from 34% in Fall 2015)
- **Top countries of origin for new students**  
**Fall 2016:** Sweden (7), Nepal (5), Canada (4), Nigeria (4), Japan (4), Germany (3), Saudi Arabia (2), Cambodia (2), Panama (2), Bangladesh, Venezuela, Egypt, Denmark, Poland, Australia



### **BridgePathways at CMU – on campus intensive English program**

- Program administered by Bridge Education Group allows international students who meet CMU's admission requirements but not the English language requirement to study English intensively for academic enrollment
- First session began in Fall 2014
- 6 sessions per year, 8-week terms, 24 hours per week of academic English instruction
- Most students taking 2-3 sessions
- 7 students have matriculated to CMU after program completion
- Classes are now taught in the newly furnished Rotary Hall International Student Programs Building
- Bridge employs 2 full-time administrators/instructors and 3 part-time instructors
- Bridge now offering ESOL/ESL support for CMU academic students
- Royalty fees generated by program exceed \$15,000; other fees generated by program for housing, meals, and student fees exceed \$80,000

### **Noteworthy events 2015-2016**

- **May 2015:** Official opening of Rotary Hall where the International Programs & Services Office and the BridgePathways program are housed. Named at the request of a long-time CMU donor and member of the Rotary Club.
- **August 2015:** CMU saw the largest increase for new student enrollment (up 124% from 2014) and the largest overall enrollment (up 69% from 2014)
- **August 2015:** CMU began awarding new & transfer international students the International Student Merit Scholarship for students who have a 3.0 U.S. equivalent GPA or higher
- **January 2016:** CMU saw the largest new student enrollment for a spring semester. 13 new students began in Spring 2016, up 63% from Spring 2015 and 225% from Spring 2014.
- **February 2016:** The Grand Junction Rotary Club along with several other local sponsors hosted the BANFF Mountain Film Fest at the Avalon Theatre. Proceeds benefited the International Student Programs Office to provide more programming and retention efforts for international students and to develop community connection events/programs. The Rotary Club has committed to the same fund raiser for 2017. Programming budget increased from \$600 per year to \$10,000.
- **2015-2016:** BridgePathways enrollment showing steady increases. CMU and Bridge applied to host cohorts of government-sponsored Mexican students for short term intensive English study. CMU and Bridge received a cohort of 24 students over the summer and a second cohort will arrive in October.
- **2015-2016:** Several departments on campus requested a training about international students and how to better serve them. Goal for 2016-2017 is to provide more of these training opportunities across campus.
- **2015-2016:** Working to establish regular programming events for international students to increase retention. A record number of events were organized by the International Programs & Services Office during the 2015-2016 academic year which included hikes, xc skiing, hot springs trip, coffee hours, attending sporting events together and meeting with local organizations like the Rotary Club and Friendship Force. Already for the Fall 2016 semester, the International Programs Office has hosted 1 coffee hour and the first ever foreign film night and pizza. Other activities planned for the semester include starting Global Afternoon Conversation gatherings, camping with the Outdoor Program in Moab, tailgating for Homecoming, more coffee hours and foreign film nights.

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## APPENDIX C

## **Providing Support for International Students**

Annie Gingerich, M.A. · [agingeri@coloradomesa.edu](mailto:agingeri@coloradomesa.edu) · 970.248.1802

Fall 2016

### **Challenges for new international students:**

- In addition to the common pressures and adjustments faced by all new college students, international students also confront communication barriers, culture shock and other cross-cultural challenges
- Even day-to-day things can be a challenge: greetings, facial expressions, sense of time, concept of individuality/collectivism, LANGUAGE, and many more.
- International students may be more reluctant to ask questions as they don't want to appear confused or ignorant.

### **Strategies to assist international students:**

See: [www.international.illinois.edu/faculty/resources.html](http://www.international.illinois.edu/faculty/resources.html)

- Find out what a person prefers to be called and learn to pronounce his/her name correctly
- Learn about differences and ask questions! But be careful, sometimes addressing differences can be threatening.
- Look for commonalities
- Avoid stereotypical thinking
- Recognize your own biases
- Take the time to listen
- When talking to someone whose first language is not English or is not familiar with American English - limit use of acronyms, colloquial speech, and culturally specific examples (such as childhood games, iconic TV shows, sports jargon, and other popular culture references).
- Humor and rhetorical questions may be challenging to grasp for non-native speakers, as the intended pun or message is often subtle and culturally specific.
- Explain the importance of class participation and the function it serves in your course
- Give visual and verbal cues
- Students may be unaccustomed to asking for help from instructors due to cultural norms about status differentials, so it is important to reiterate that instructors are available for one-on-one consultation during office hours
- Education culture differs significantly from one country to another
  - Study skills are culturally specific – provide clear instructions about individual vs. group expectations
  - Be strategic when implementing group work to optimize inter- and intra-cultural communication. Turn taking, active listening, inviting multiple perspectives, and even silence are useful tools to employ and model during group discussions (see: <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/alternatives-lecturing/group-work/implementing-group-work-classroom>).
  - Students coming from educational systems that prioritize memorization will be less familiar with applied ideas and concepts, creative approaches, open-ended writing prompts and project-based

assignments. Providing examples of completed projects from previous semester can help students understand what a successful project looks like.

- Second language speakers/writers will need different kinds of support with academic writing than students who grew up using English as their primary language. Structure and organization used in writing is influenced by culture and education background. See:  
[https://www.scribendi.com/advice/the\\_10\\_most\\_common\\_esl\\_mistakes.en.html](https://www.scribendi.com/advice/the_10_most_common_esl_mistakes.en.html)
- GPA calculations, different course weights, etc. can be confusing as grading systems differ around the world. Getting a "C" may seem reasonable when coming from a country where an "A" is nearly unheard of.
- Concepts such as "academic integrity" don't translate well – provide clear instructions on research methods and preferred citation styles as well as ideas about how students can work together and support one another without compromising academic integrity.

### Terms to know:

- **Culture:** beliefs, customs, arts, etc. of a particular society, group, place or time
- **Culture shock:** A form of stress experienced by people facing the demands of living in a new culture *without yet having developed the necessary coping skills.*
- **Self-awareness**
  - Knowledge and awareness of your own personality, character or individuality
  - Tolerance and acceptance of others begins with understanding and acceptance of yourself!
- **Cultural Competency** – ability to understand, appreciate, and interact with persons from cultures and/or belief systems other than one's own, based on various factors
  - Not a finite achievement – it's a lifelong process!
  - Awareness of other cultures, ethnic groups, and customs
  - Tolerance
  - Capacity to function in other cultures
  - Value diversity
  - Sensitive to cultural differences
  - Empathy

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## APPENDIX D





## Academic English Support

### English as a Second Language Students – Continue improving your English skills with Bridge!

Join a small group of ESL students in a customizable Academic English class to improve your language skills. Bridge is offering individualized attention for CMU students whose native language is not English and who are seeking additional support. This is a flexible and affordable way to improve academic English skills to better ensure success in one's degree program.



Formal Presentations, Writing Strategies, Note-Taking Skills, etc.



Groups of 4+ students determine flexible schedule and start dates.



Classes are 2 hours each and a course is a total of 10 hours.



Specialized classes for high-level international students.

**COURSES STARTING AT**

**\$144**

#### » COURSE FEES

Registration Fee \*:..... \$25

Tuition for 1 course (10 hours): ..... \$144

Materials Fee (per course):..... \$25

\*Waived for past BridgePathways students.

#### » START DATES & SCHEDULE:

- Determined by students and teacher collaboratively
- Classes can be 2 hours a week for 5 weeks or 2 hours per day for one week.

You can enroll by visiting our on-campus office in Rotary Hall 210.

☎ 248 2301    ✉ [jwhitmore@bridge.edu](mailto:jwhitmore@bridge.edu)



Academic Council Meeting, September 23, 2016

## APPENDIX E

## New GT Pathways Review Process: Front-end Honor System & Back-end Accountability

Old GT Pathways Review Process	New GT Pathways Review Process: Front-end Honor System & Back-end Accountability
<p><b><u>Front-end:</u></b> In addition to the Nomination Form, submit a <b><u>course syllabus</u></b> that contains:</p> <ol style="list-style-type: none"> <li>1) a course description;</li> <li>2) a course outline/schedule;</li> <li>3) student learning outcomes (SLOs) from the required GT Pathways content criteria and competencies (identify how the SLOs will be met);</li> <li>4) a description of how the assignments meet the SLOs, and the value/weight of the assignments; and</li> <li>5) the state-approved statement that this course is a GT Pathways course.</li> </ol>	<p><b><u>Front-end:</u></b> CAO submits Submittal/Verification form that:</p> <ol style="list-style-type: none"> <li>1) Lists the courses the institution wants approved for GT Pathways;</li> <li>2) Notes the required GT Pathways content criteria and competencies for each course;</li> <li>3) Signs off assuring that every instructor of every section of the course will include these items in their syllabus:               <ol style="list-style-type: none"> <li>a) Required GT Pathways content criteria and competencies either 1) copied &amp; pasted verbatim into syllabus <u>OR</u> 2) mapped to institution's own content/competencies/student learning outcomes;</li> <li>b) The statement, "The Colorado Commission on Higher Education has approved [Course prefix, number] for inclusion in the Guaranteed Transfer (GT) Pathways program in the [GT-@@#] category. For transferring students, successful completion with a minimum C- grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to <a href="http://higher.ed.colorado.gov/academics/transfers/gtpathways/curriculum.html">http://higher.ed.colorado.gov/academics/transfers/gtpathways/curriculum.html</a>;" and</li> </ol> </li> <li>4) Identifies the process used by the institution to ensure #3 above.</li> </ol>
<p><b><u>Eligible Courses:</u></b> Course must be part of the institution's general education core; Course must be offered at least once every two years; Course must be part of a STAA/DwD or institutional transfer guide.</p>	<p><b><u>Eligible Courses:</u></b> Course must be part of the institution's general education core; Course must be offered at least once every two years (for Colorado Community College System, course can be offered anywhere in the system).</p>
<p><b><u>Back-end:</u></b> No accountability.</p>	<p><b><u>Back-end:</u></b> Syllabi pulled randomly and audited for #3 under "Front-end." If syllabus does not contain #3, the institution has an opportunity to fix the problem and if the problem is not fixed then the course is pulled from GT Pathways until it meets the requirements. CDHE staff, in collaboration with GE Council, will conduct initial reviews of randomly pulled syllabi.</p>
	<p><b><u>Possible Faculty Peer Review:</u></b> CDHE and GE Council reserve the right to convene faculty to conduct in-depth reviews if circumstances call for it (such as to resolve complaints about a particular course).</p>

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## APPENDIX F

## **A Proposal to Change D2L Student Orientation Procedures**

### **Background**

All CMU students who take online or hybrid courses for the first time will be required to pass a D2L Student Orientation before they are able to access their courses. The growing number of students in the orientation course increases the workload of all departments that are involved. The current procedure occasionally creates errors that delay students gaining access to their online courses in a timely manner. The Distance Education department would like to propose a new student orientation procedure that would decrease the workload for all departments involved and give first-time online students a higher success rate.

### **The Current Procedure**

1. IT department releases D2L Shells based on semester. Spring course shells are released in the middle of the previous fall semester, usually in October. The summer and fall course shells are released in the middle of the previous spring semester, usually in April.
2. Instructional designers import content into the new student orientation course shells each semester.
3. IT department enrolls students into an orientation course based on the semester of the students' first online or hybrid course.
4. Once a student is enrolled into the orientation course, they will have access to the course until the end of the semester in which they have registered for an online or hybrid courses. Students must review the orientation content and pass the final quiz with at least an 80%. Students are given 3 attempts to pass the quiz.
5. Instructional designers supervise student grades throughout each semester (3+ times per week), and generate reports on any students who do not pass the orientation. These reports are sent to the instructor(s) teaching the online or hybrid course(s) the student is registered for. This is done for each individual student who does not pass.
6. The instructor(s) may choose to override the student's score, and allow the student into the course(s) even though the student did not pass orientation. Or to not override the student's score, therefore not allowing the student into the course(s).
7. Based on the instructor's response, the instructional designers either send a request to the registrar office to drop the student from the course, or override the student's score and give the student permission to gain access the course(s).
8. The students who do not pass the D2L Student Orientation (even if their score was overridden) will be required to retake the same orientation again the next time they register for any online or hybrid courses at CMU.

### **Pros:**

- Easy to pull student data for each semester.



- Instructors can override a student's score and allow the student into their course.
- Emphasis on students learning materials and using resources to pass orientation.

#### Cons:

- Occasionally, some students will be enrolled into the incorrect orientation due to the order they have registered and dropped courses.
- IT department must create new orientation courses each semester, and instructional designers must repetitively import content into these courses.
- Very time consuming for instructional designers who must manually monitor grades, generate reports, email instructors, and conduct follow up on each individual student who does not pass orientation.
- Instructors may allow students into their courses who are not knowledgeable of D2L and/or learning in the online environment.
- If a student does not pass orientation and their score is not overridden, they will not be allowed to take an online or hybrid course until they pass the orientation the following semester.

#### **The Proposed Procedure**

1. A single shell will be created for the D2L Student Orientation course with no association to a specific semester. This orientation will be ongoing with no end date.
2. Distance Education office will import the content into the single course and keep materials up-to-date.
3. IT department will enroll a student into the orientation course immediately after the student has registered for an online or hybrid course for the first time.
4. Once in the orientation course, the student will be given unlimited attempts to pass the final quiz. After passing the orientation with an 80% or higher, the student will gain access to the online or hybrid course(s) they are registered for.
5. At the end of each semester, the IT department will remove students who have passed the orientation with an 80% or higher. IT department will leave students who have not passed in the orientation course, and add any new students into the ongoing course.

#### Pros:

- IT department will have a single course shell to maintain student enrollments, and will not have to create a new shell each semester.
- Less time intensive for instructional designers, who will no longer need to monitor and report failed students to their instructors.
- Instructors will no longer need to worry about overriding students' failing scores.
- Students have unlimited attempts to pass orientation, and gain access to online and hybrid courses.

#### Cons:

- Students' scores will not be overridden.
- Students may abuse the unlimited attempts to guess their way through the orientation.
- It will be harder to gather student data.
- A struggling student may go undetected.

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## APPENDIX G



## CYNTHIA COOPER

Cynthia Cooper is a best-selling author, consultant and internationally recognized speaker on ethical leadership and corporate governance best practices. She was named one of *Time Magazine's* Persons of the Year for her role in uncovering the fraud at WorldCom, one of the largest corporate frauds in history. In addition, Cynthia was featured as one of twenty-five most influential working mothers in *Working Mother* magazine.

Cynthia is a recipient of the Maria & Sidney E. Rolfe Award for her contributions to educating the public about economics, business and finance. She is the first woman to be inducted into the American Institute of Certified Public Accountants Business Hall of Fame. In addition, Cynthia is an inaugural inductee of the Institute of Internal Auditors American Hall of Distinguished Audit Practitioners, and she is the first woman to receive the American Accounting Association's Accounting Exemplar Award.

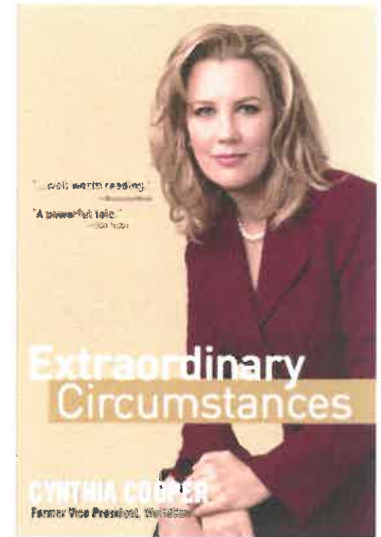
Cynthia has been featured in national periodicals such as *The Wall Street Journal*, *USA Today*, *CFO Magazine* and *Business Week*. She has served on panels with notables such as Anderson Cooper, Donna Brazile, and Grover Norquist and has appeared on programs including Fox Business' America's Nightly Scoreboard, PBS's Tavis Smiley, NBC's The Today Show, ABC's This Week with George Stephanopoulos, CSPAN's BookTV, CNBC's The Big Idea with Donnie Deutsch, and CNBC's Squawk Box.

Cynthia serves on the Board of Directors for the National Association of State Boards of Accountancy Center for the Public Trust. Cynthia previously served as a member of the Standing Advisory Group of the Public Company Accounting Oversight Board (PCAOB) and was Chairman of the Board of Regents for the Association of Certified Fraud Examiners.

Cynthia served as Vice President for MCI where she and her team helped the company move forward and successfully emerge from bankruptcy. Cynthia began her career in public accounting and previously worked in Atlanta, Georgia for Deloitte and Touche and Pricewaterhouse.

The Daniels Fund Ethics Initiative at  
Colorado Mesa University presents the first  
Ethics Lecture Series  
October 5th from 6 to 7:30  
in the CMU Meyers Ballroom  
Light refreshments will be served beginning at 5:30.  
Open to the public.

## EXTRAORDINARY CIRCUMSTANCES



Cynthia's book, **Extraordinary Circumstances**, resonates with readers across the globe and describes her personal experiences as a corporate executive. Cynthia donates profits from her book to further ethics education for high school and university students.

"Outstanding! This page-turning account of the WorldCom fiasco reads like a suspense novel. I was on the edge of my seat to the last page... This book should be required reading for leaders everywhere."  
- Ken Blanchard co-author of *The One Minute Manager*

"One of the Ten Best of the Best Business Books of 2008"  
- *The Globe and Mail*

"A powerful tale..."  
- *USA Today*

"...gripping reading"  
- *Business Week*

"...a must read for anyone who wants to understand the dynamics of an accounting fraud."  
- *Bloomberg.com*