

CMU ACADEMIC AFFAIRS COUNCIL – SUMMARY NOTES

October 21, 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. Barbara Crane**—Assistant Registrar (for Ms. Holly Teal); **Ms. Tracy DeBellevue**—ePortfolio & Assessment Project Manager; **Ms. Suzie Garner**—Dept. Head, Art and Design; **Dr. Calvin Hofer**—Dept. Head, Music; **Dr. Kurt Haas**—Asst. VP, Academic Affairs; **Dr. Jeremy Hawkins**—Dept. Head, Kinesiology; **Dr. Jessica Herrick**—Dept. Head, Social and Behavioral Sciences; **Dr. Barry Laga**—Dept. Head, Languages, Literature and Mass Communication; **Mr. Mo LaMee**—Dept. Head, Theatre Arts; **Ms. Suzanne Lay**—Associate Professor of Accounting and Faculty Assessment Coordinator (for Dr. Bette Schans); **Dr. Carrie McVean Waring**—Dept. Head, Biological Sciences; **Ms. Christine Murphy**—Director of Instruction/ Director of Developmental Programs, WCCC; **Dr. Steven Norman**—Dept. Head, Business; **Mr. Kelly O’Connell**—Institutional Research Analyst (for Dr. Sonia Brandon); **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. Gary Ratcliff**—Director, CMU Montrose Center; **Dr. Russ Walker**—Dept. Head, Physical and Environmental Sciences

Members Excused: **Dr. Sonia Brandon**—Asst. VP, Institutional Research, Planning and Decision Support; **Dr. Tim Brower**—CU-Boulder/CMU Engineering Partnership Program; **Ms. Cindy Lueb**—Director of Sponsored Programs; **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

Announcements/Updates/Reminders:

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

- All were encouraged to utilize the [CMU Calendar](#) and work to keep it up-to-date regarding events, in doing this we hope to keep the campus community better informed and minimize event overlaps and potential conflicts.
- Calculating pay for emergency hires.
 - Ideally, when emergencies cause a faculty member to have to miss a class or two, Department Heads are asked to work with their faculty and cover courses in the short term with substitutions among department colleagues (Note/reminder the [Faculty absence from class form](#) should be used).
 - In instances where a longer term substitution is needed:
 - Department Heads and faculty should coordinate leaves with HR.
 - Payment for faculty filling-in (e.g., for a number of courses and/or the remainder of a semester) should be prorated based on the Part-time/Overload salary schedule for the number of class meetings covered.

- Note: If an agreement is in place currently that deviates from this, Department Heads do not need to alter existing agreements, but should use this model moving forward.
- Concern was expressed regarding instances of a shortage of qualified lecturers and departments where a number of full-time faculty are already teaching overloads. Department Heads to consult with the VPAA on a case-by-case basis in these instances.
- Salary schedule for part-time faculty: The current salary schedule is being reviewed by the VPAA in consultation with President Foster.
- Position requests:
 - There was over \$2.2 Million in requests sent to Dr. Pemberton. To date about 2/3 of the request submissions have been reviewed by Dr. Pemberton and President Foster. Department Heads are being notified as approvals (or request denials) are finalized.
- A question was brought to Council re: past history and practice regarding departments/programs revisiting their mission/values statements. Council members shared their recollections and past experiences. In general:
 - They must align with CMU mission and values and align with accreditation requirements.
 - Program mission/value statements are normally included in departments' program reviews.
- Consideration of a modification of the faculty Commencement procession:
 - Dr. Pemberton asked Department Heads to query their faculty about receptivity to modifying the faculty procession at Commencement arranged by faculty rank and time at CMU. All were asked to send faculty feedback to Dr. Pemberton.

Reports and Guests:

Ms. Whitney Sutton, Budget Director, discussed the following:

- Ms. Sutton explained the budget submission process.
 - Budget packets will be sent out in November before Thanksgiving, to include the form for narrative requests, the budget spreadsheet, and a list of mandated costs (cost of living increases will not be finalized until after the budget process). For instructional departments, a staffing pattern will be included and all are encouraged to review the information for accuracy; Budget Office staff are available to answer any questions about the staffing pattern or the budget process.
 - Academic Affairs budget requests are to be submitted to and through Dr. Pemberton. Ample time will be needed (exact deadline to TBA) to allow Dr. Pemberton to review requests and ask questions. Final Academic Affairs submission will be due to the Budget office January 7, 2017, after which the Budget staff will look at the total impact of the requests.
 - February meetings will be scheduled to discuss budget requests with each unit; if proposed dates/times do not work, alternates can be explored.
 - Narratives and budget requests should align and indicate how requests support strategic goals of CMU; all were reminded to include credit hour information. It is helpful to prioritize requests across a department's ORGs as well as within an ORG.

- Computers for newly-funded positions should be included in the department's budget request for the original purchase amount; future replacement costs will be added to a separate replacement fund by the Budget Office.
- A clarification of what designations should be used for professional travel was shared: Professional Development covers conference fees, for example, and travel accounts cover airfare, hotel, and meals.
- Course fees requests are reviewed by Dr. Pemberton and then must follow a specific process, by law, including ASG's review, posting of proposed fee increases, and ultimately the Board of Trustees's approval. The University is very sensitive to the impact to students of any increase.
- Position requests have already been reviewed by Dr. Pemberton and President Foster, and decisions made should be reflected in requests.
- Facility repair/improvement requests are being submitted by Department Heads to Dr. Pemberton. Dr. Pemberton will forward information to Mr. Kent Marsh who will compile a master list. A walk-about with Mr. Marsh, VP Glatt, President Foster and VP Pemberton occur later this fall. The purpose of the walk-about will be to review "in person" the request items. Requests can include furnishings, blinds, etc., in addition to items such as flooring, paint, etc.
 - Include information relating to alternate funding sources in requests.
- Ms. Sutton addressed three questions on the agenda as raised at the last Council meeting.
 - Revenue from fundraising: The Foundation is a separate entity which receives donations and funds. This money then can be spent for designated programs as needed. Charts from the last Academic Council meeting reflected revenue from only E & G. Scholarships are state and federal funds.
 - Discounted and Differential tuition were discussed: Discounted tuition (e.g., WUE) is different from scholarships where the tuition itself does not vary. Dr. Pemberton suggested that Mr. Curt Martin, Director of Financial Aid, come to a future Council meeting to discuss this further. Regarding differential tuition Ms. Sutton indicated that at CMU this applies to graduate programs at this time.

Dr. Gary Ratcliff, Director, CMU Montrose Center, shared an update about CMU-Montrose.

- The Montrose Center's service area includes Montrose, Delta, Ouray and San Miguel counties, with a total population of about 80K and about 830 high school graduates this past year.
- The Center provides local access to post-secondary education. Many students stay for local cost savings. About 45% come directly from high school and many are first generation students.
- Dr. Ratcliff shared information about his work to date promoting the CMU-Montrose campus to the Montrose community. He added that he also uses these opportunities to support and promote CMU main campus.
- Dr. Pemberton shared an overview of some of the efforts engaged so far this fall to strengthen the main campus – Montrose campus connection – such as attending the recent CMU-Montrose advisory board meeting. She also noted that the next Board of Trustees meeting to be held in Montrose (11/17/2016).

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

- The Distance Education staff looked at 10% of course shells in D2L focusing on syllabi and grades. They found a compliance rate of approximately 65%. Department Heads were asked to contact faculty members not in compliance; these course shells will be reviewed again by about mid-November.
- It was noted that there are timeline parameters dictated by Federal Financial Aid guidelines regarding student course access. As a result and as an example, D2L course shells for J-Term courses cannot be opened more than 2-weeks early. The financial aid guidelines derive from the requirement that student course engagement and work must align with course dates.
- Mr. Pinnow reminded all that requests to offer travel courses are submitted through Distance Education. [Mr. Pinnow](#) can be contacted for assistance and more information on the approval process.

Dr. Kurt Haas, Asst. VP Academic Affairs, had no reports at this time. He has and will continue to forward State/Commission curricular information and updates to Department Heads. Department Heads need to work with Dr. Haas and their faculty to ensure appropriate compliance.

Academic Support Units

Mr. Kelly O'Connell, Institutional Research Analyst, discussed the following:

- Graduate Exit Survey—The Registrar's Office emails the survey to all who petition to graduate at the end of a term; those who have not responded are asked to do so when they pick up their caps and gowns prior to Commencement. Response rate for the past survey was 43.5%. Mr. O'Connell provided a handout reporting student survey summary highlights (see Appendix A).
- The Office of Institutional Research will head a newly formed Data Integration Committee—This committee will join the Banner User Group (BUG) with the goal of providing better data to departments as well as resolving any data and/or coding issues.
- Needs assessment: Departments and Programs should contact [Dr. Sonia Brandon](#) for proposed needs assessments. Ms. Heather McKim provides Department data for Position Requests, which is also used for Program Reviews.

Ms. Tracy DeBellevue, ePortfolio & Assessment Project Manager, discussed the following:

- Ms. DeBellevue thanked all for their ongoing help and support with this project.
- A handout was provided with numbers of ePortfolios, ePortfolio pages, assignments, and submissions created or completed at CMU (see Appendix B).
- Ms. DeBellevue showed a draft info-video entitled "ePortfolio Update Fall 2016." https://coloradomesa.digication.com/eportfolios_coloradomesa/For_Faculty/published
- Department Heads were asked to work with Ms. DeBellevue to help her schedule ePortfolio info/training house-calls with their departments/faculty to share information, lend support and generate further interest in ePortfolio course uses.

Ms. Sylvia Rael, Director, Tomlinson Library, reminded the Council of upcoming Library events:

- Inaugural Author Showcase on Wednesday, October 26, 4-6 p.m., Tomlinson Library First-Floor Event Space.
- Student Art in the Library-A Reception, Friday, October 28, 5-6 p.m., Tomlinson Library Atrium.

Action Items – task group work underway 😊

Task #1: Professional Development fund use/Issues: delimit to FT faculty? Use of funds to pay for credential exams and/or cont ed?

Dr. Jessica Herrick

Dr. Russ Walker

Task #2: Use of dept funds to pay for credential exams? Cont ed/grad progs – our certs?

Dr. Blake Bickham

Dr. Barry Laga

Veteran ADH Tips, Tricks and Suggestions

Dr. Lori Payne, Department Head, Computer Science, Mathematics, and Statistics, shared suggestions she found useful when she was a new Department Head related to the faculty evaluation process:

- Observations of every faculty member can provide good information.
- Read evaluations thoroughly; some may overestimate accomplishments, some may underestimate.
- Refrain from giving everyone an “Excellent.” Highly proficient faculty is a good rating.
- Give constructive suggestions.
- Let faculty know what to expect of you and what you expect of them, starting with their first year at CMU.

Dr. Debra Bailey, Department Head, Health Sciences, shared the following insights:

(Note: Dr. Pemberton reported that Dr. Bailey will resume teaching and serve as Director of Graduate Nursing programs following this academic year. Dr. Bailey’s work and dedication as Department Head was applauded. She will be missed in this important role.

- Dr. Bailey reported continuing work on the Department’s faculty mentoring process, which is in its 4th year. A handout, “New Faculty Orientation Checklist,” was provided to the Council (see Appendix C).

Dr. Barry Laga—Department Head, Languages, Literature and Mass Communication, provided a handout entitled “English @ Colorado Mesa U” which includes discussion of various disciplines in English, and maps out viable jobs for these majors; “Editor” which discusses career path, courses, extracurricular activities, and graduate school; “Interview Discussion Points” which outlines interview questions and discussions Dr. Laga utilizes for part-time and 0.8 faculty interviews; and a faculty observation form designed to provide constructive suggestions rather than being evaluative (see Appendix D).

- Dr. Laga also provided some “soft strategies” for new Department Heads including, to de-clutter one’s desktop at the end of each day, create a to do list before leaving each day, and to never use Comic Sans font. 😊

Good of the Order/Kudos & Thanks

A reminder from Dr. Pemberton, and Kudos and Thanks as published in the agenda for this meeting are as follows:

If you have a Kudo to share and it might lend itself to a “headline” [like below] any additional info, images, videos [maybe a snapchat video?] you feel inclined to incorporate would be GRAND – Mr. Michael Poll – enrollment services and Ms. Kim Williams – marketing & promotion – will be tuning in to this info with each agenda to help promote CMU’s rising star!

CMU Faculty - Living the Teacher-Scholar Model:

Kudos to: **Dr. Kristin J. Heumann**, Jacob Cimolino, **Dr. Jeremy R. Hawkins**, Robert W. Pettitt, and **Dr. Steven Ross Murray**. Their submission "The Acute Effect of Walking on Ultrasound Measurements from the Achilles InSight Ultrasonometer in College-aged Individuals" (MS #1805) has been published to *International Journal of Exercise Science*: <http://digitalcommons.wku.edu/ijes/vol9/iss4/11>

Jacob Cimolino is a graduate from the Department of Kinesiology who is now in a combined PA/MBA program. He completed this study as a senior.

Kudos to: **Dr. Jeremy R. Hawkins**, Ms. Kayla E. Gonzalez, and **Dr. Kristin J. Heumann** for their recently accepted publication, The Effectiveness of Hyperbaric Oxygen Therapy as a Treatment for Post concussion Symptoms in the *Journal of Sport Rehabilitation*.

Kudos to: **Dr. Steven Murray** and Dr. Melanie Murray who recently received word that they have been awarded the Outstanding Research Presentation Award from the Western Society for Kinesiology and Wellness: <http://www.wskw.org/membership-western-society-kinesiology-wellness-wskw/annual-awards-recognition>

Modern Libraries – Dynamic Spaces and Places – [CMU Library Buzzing Too:](#)

<http://www.gjsentinel.com/news/articles/modern-libraries8232-gathering-spots-dynamic-place>

Rael said the goal of the library is to embrace the myriad ways students learn and that means using technology, a wide swath of online resources and group discussions — not just traditional printed books. Having several different kinds of spaces that offer the opportunity for quiet and sharing ideas encourages more library use, which is the intent.

“I think the idea that people really miss the library being quiet is generational,” she said. “I want to be welcoming, that’s my goal.”

Even Rael — who is a career librarian and once worked in a seminary library where seminarians complained the mostly silent library wasn’t quiet enough — said she has had to retrain herself not to whisper in the library.

“Sometimes staff are the loudest, and students are giving us the stink eye,” she laughed. “Sometimes I have to restrain myself to be quiet.”

Next Meeting: November 4, 3:00 – 4:30 p.m., Western Colorado Community College, Room B171

Future Meetings: FALL 2016: Fridays, 3:00 – 4:30 p.m., Grand Mesa Multi-Purpose Room, unless otherwise specified: 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.

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APPENDIX A

2015-16 Graduating Student Survey Highlights

- 1,647 Graduates
- 716 Respondents (Approximately 43.5% Response rate)

- Plans after graduation (select all that apply)
 - 30.4% reported they would continue to work for their current employer
 - 23.7% reported they had accepted an employment position
 - 12.0% reported they would take time off prior to looking for work
 - 21.5% reported they planned to pursue another degree
 - 46.6% reported they would be looking for full-time employment

- Job search (N=469)
 - 66.9% of employed students reported the position was related to their major
 - 11.3% reported they learned of the position from faculty member
 - 18.7% reported they learned of the position from website/job posting
 - 36.4% reported they learned of the position from networking
 - Average first year base salary = \$39,424 (N=127)

- Finances (N=656)
 - 64.2% reported having scholarships
 - 65.6% reported graduating with debt
 - Of those reporting on finances, 35.7% reported debt greater than \$20,000

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APPENDIX B

Number of e-Portfolios created in the last:

	Students	Faculty
For All Time (627)	509	118
24 hours (1)	1	0
30 days (310)	298	12
6 months (601)	508	93
1 year (612)	508	104

Number of e-Portfolios pages created in the last:

	Students	Faculty
For All Time (6908)	5641	1267
24 hours (3)	3	0
30 days (4185)	3932	253
6 months (6699)	5639	1060
1 year (6797)	5639	1158

Top 10 e-Portfolios with most number of hits in the last:

Time	e-Portfolios
For All Time:	<ul style="list-style-type: none"> • <u>ePortfolios@ColoradoMesa</u> (3524) • <u>ePortfolio PM Notebooks</u> (1075) • <u>Rowdy Herd... A Sample Student Portfolio</u> (788) • <u>EDEC Template for Cert/AA</u> (698) • <u>e-Portfolio UNIV 101 Presentation Template</u> (691) • <u>Good Morning</u> (680) • <u>Emily Harris</u> (478) • <u>Digication Resources</u> (472) • <u>My Portfolio</u> (429) • <u>UX Design: Presentation ePortfolio</u> (390)
24 hours:	<ul style="list-style-type: none"> • <u>Ryans Resume</u> (14)
30 days:	<ul style="list-style-type: none"> • <u>And then there was me!</u> (122) • <u>Wyatt</u> (120) • <u>Pu'a's ePortfolio</u> (102) • <u>Sierra's E-Portfolio</u> (97) • <u>Cecilia Apodaca's ePortfolio #-1</u> (86) • <u>Kaytlyn's e-portfolio</u> (85) • <u>Laura Simonik's ePortfolio #-1 EDEC LS</u> (82) • <u>Ashley Karr's ePortfolio #-1</u> (81) • <u>Rheann Roman's ePortfolio EDEC</u> (80) • <u>Tyler's e-Portfolio</u> (79)

- Total Courses: 106
- Total Assignments: 105

- **Number of assignments created in the last:**

For All Time: 105

24 hours: 0

30 days: 17

6 months: 92

1 year: 99

- **Number of submissions completed in the last:**

For All Time: 469

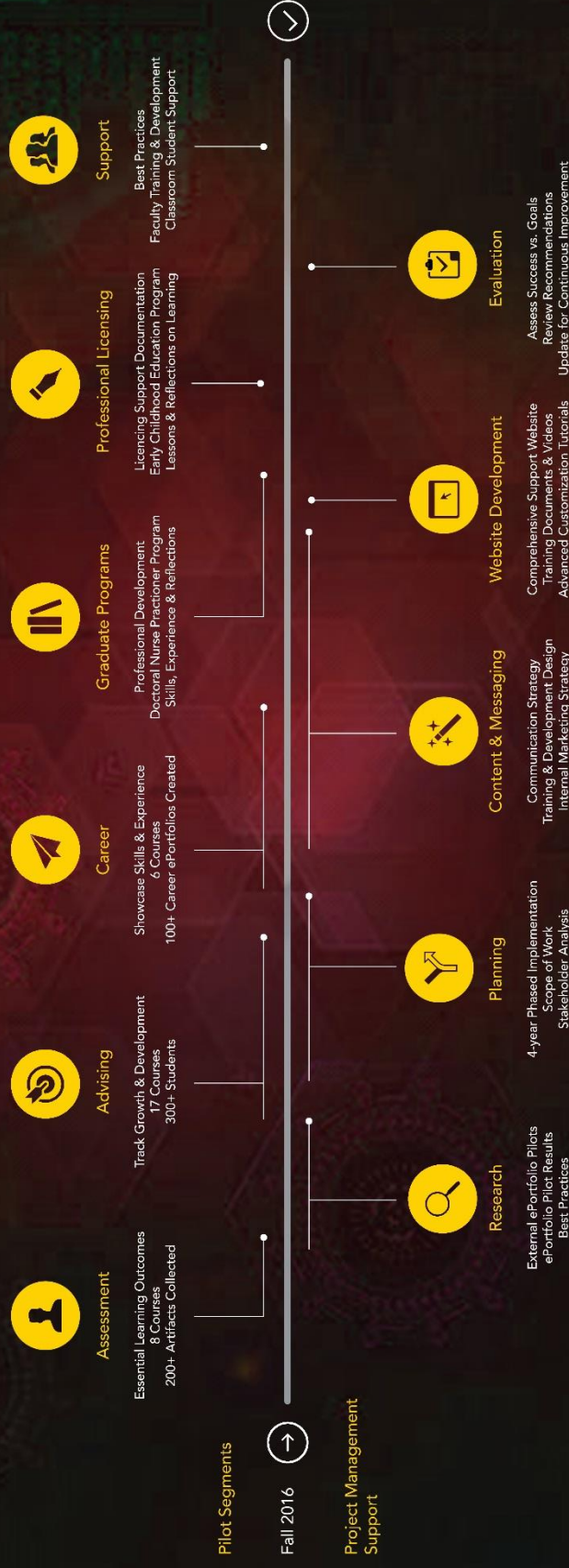
24 hours: 0

30 days: 140

6 months: 328

1 year: 329

CMU ePortfolio Pilot Segments & Support



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APPENDIX C

Colorado Mesa University Department of Health Sciences
New Faculty Orientation Checklist

Faculty Name _____ Faculty Mentor _____

Full-time Faculty		Date completed
DH	Identify Dept of Health Sciences leadership team and organizational chart <ul style="list-style-type: none"> • Discuss the most effective way to reach mentor, Program Director, and Department Head (DH) 	
Mentor	Identify key support staff in Dept of Health Sciences (Admin Asst, CEC Coordinator, student assistants) and how to communicate with staff for support needs <ul style="list-style-type: none"> • Scheduling times for the CEC • Scheduling activities that require classrooms outside of normal teaching time • Green/Blue sheets 	
DH And Mentor	Provide personal contact information (email, cell phone, pagers) and weekly schedule to Admin Asst and Dept Head <ul style="list-style-type: none"> • Office hours • Clinical schedule of applicable • Leave of absence requests • Calling in sick • Job description for each Administrative Assistant • Distribute department faculty contact information 	
DH And Mentor	Review faculty and student handbooks prior to beginning clinical Most important items initially include: <ul style="list-style-type: none"> • Academic Honesty • Dress Code (Student and Faculty) • Attendance • Use of Electronics • Confidentiality • Grievances 	
DH	Review faculty job description prior to beginning semester	
Mentor	Establish relationship and ongoing schedule for meeting with assigned mentor/mentee <ul style="list-style-type: none"> • 1 x per week or every other first semester • Every 2-3 weeks second semester • PRN third semester 	
DH And Mentor	Identify personal professional development plan for faculty role <ul style="list-style-type: none"> • Professional Development Plan established with Department Head • Introduction to the components of the evaluation form • Student evaluations 	

	<ul style="list-style-type: none"> • I-Clicker evaluations • Program Director/Department Head classroom evaluations each semester 	
Mentor	Identify format and key elements of a course syllabus www.coloradomesa.edu/online/documents/CMUSyllabusTemplate.docx	
Mentor	State process for obtaining textbooks and teaching resources (This will be specific to the course taught)	
Mentor	Discuss the importance of using Program Learning Outcomes and Student Learning Outcomes for <ul style="list-style-type: none"> • Syllabus • Clinical Evaluations • Assignments and test writing 	
Mentor	Demonstrate ability to assess student learning <ul style="list-style-type: none"> • Write test questions or access test bank • Test Plan, Test Policy (suggest a new committee to bring this up to date) • Rubrics for presentations and assignments 	
Mentor	Identify process for students to hand in assignments	
Mentor	Identify effective classroom teaching strategies <ul style="list-style-type: none"> • Establish a schedule for new faculty to watch 2 instructors teach in the DHS in first semester • Establish a schedule to watch new instructor teach twice and provide feedback in the first semester 	
Mentor	State scope of responsibility for didactic instructor State scope of responsibility for clinical instructor (See separate clinical instructor orientation)	
Mentor	Demonstrate ability to calculate grades <ul style="list-style-type: none"> • Grade books electronic and paper • Procedure for posting grades on D2L only • Only proctored on-line testing • Scantron grading 	
Mentor	Demonstrate ability to locate class rosters in Maverick Online <ul style="list-style-type: none"> • Student contact information • Student pictures 	
Mentor	Demonstrate ability to enter grades into Maverick Online by established deadline	
Mentor	Demonstrate use of information technology resources <ul style="list-style-type: none"> • Email • F drive • Icloud • R drive 	

	<ul style="list-style-type: none"> • Turnitin • D2L- Classlist, Grades, Powerpoints, Syllabus • Copy machines • Scantron grading? • Classroom controls • Kaplan 	
Mentor	Demonstrate use of online/distance learning modalities <ul style="list-style-type: none"> • T2T • Interactive teleconferencing • Turn it in (if applicable) 	
DH And Mentor	Identify goals for improving classroom learning based on student evaluation	
Mentor	Discuss necessity to regularly attend faculty meetings of <ul style="list-style-type: none"> • All meetings for Tenure Track Faculty • 2 meetings per year for 0.8 faculty • All department meetings for all faculty • Being on time for meetings 	
Mentor	Components tenure track year by year www.coloradomesa.edu/.../TenureandPromotionDocumentation.docx	
Mentor	Specialists in the Department <ul style="list-style-type: none"> • Power Point (Patti Ward) • Word Documents (?) • Informatics (Karen Urban) • Rubrics (Kristy Reuss) • Test Design and analysis (?) • Learning Styles (Patti Ward) • Creative Learning Strategies (Sue Goebel) • Concept Mapping (?) • Camtasia (Bridget Marshall) 	
Mentor	Advising Requirements <u>Tenure track faculty</u> <ul style="list-style-type: none"> • 2 freshman orientation/semester • 2 Open Advising Sessions/ semester • 1 recruiting event/ semester • Advisee list and resources to manage <u>Full time faculty</u> <ul style="list-style-type: none"> • No requirements welcome to help with advising 	
Mentor	Deadlines <ul style="list-style-type: none"> • Entering Grades= Monday after finals week at 12:00 	

	noon <ul style="list-style-type: none"> • Professional Faculty Development Funds • Mandated safety training • CPR, Flu vaccines • St. Mary's, VAMC, and Community Hospital clinical instructor requirements 	
Mentor	Committee Descriptions Campus and Program	

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APPENDIX D

English @ Colorado Mesa U



What can I do with a degree in English?

When you tell a friend that you want to major in English, do you sometimes hear, "Sounds like fun, but what are you going to do with it?" Well, your answer should be, "Plenty!" Consider your possibilities...



Prepare for the Professions

A degree in English prepares you well for additional education and training. Graduate schools are often less interested in specialized knowledge than they are in your ability to think critically and creatively, communicate effectively, and read closely and carefully. Many English graduates enroll in ...

- M.A., M.F.A. and Ph.D programs in English and other academic disciplines
- Law School
- Library Science programs
- Museum Studies
- MBA/Business programs
- Public Administration



Connect With the Public

With an ability to write well and read closely, you can work as a speech writer, analyst, or public relations representative. English majors have found their place as liaisons between the public and corporations, government agencies, politicians, and institutions related to the arts.



Write for Business

We live in a world immersed in computer programs, consumer products, and government documents, and all these professions demand writers who can help consumers and clients use their products.



Raise Money

Schools, non-profit organizations, corporations, and small businesses all need grant writers and fundraisers who know how to research and craft grant proposals to persuade potential donors.

Edit

As an English major, you will develop a keen eye and a sharp pencil that will serve you well as an editor, writer, and manuscript evaluator in a variety of industries: literary studies, science, government agencies, as well as specific business organizations.

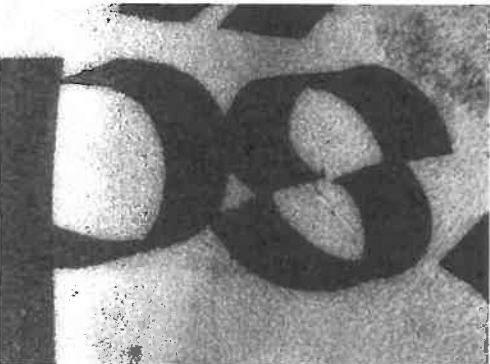


Create

It's hard to count the number of TV shows and films we watch everyday, and each of those programs needs a team of writers and editors.

Freelance

Magazines and newspapers are always interested in well-written and researched articles. And don't forget the vast number of online and hardcopy newsletters, bulletins, and industry publications that require writers and editors.



Advertise

Sensitive to the nuances of word and image, advertising and marketing firms value those who can use language to entice and persuade.

Teach

One of the most common careers for students of English is teaching. Every K-12 school needs instructors who can teach Language Arts: reading, writing, research, documentation, and basic language mechanics.



And That's Just a Start....

Sometimes we forget that a degree in English means that you have a set of skills and abilities that prepare you for more careers than we can list here. By reading, interpreting, and evaluating complex literature, theories, and criticism, you will learn to organize ideas, assert and defend claims, and research. Employers will value your ability to solve problems and present ideas in effective language to a wide range of audiences. You will think critically, having learned to weigh evidence, identify assumptions, evaluate persuasive appeals, and recognize faulty reasoning. Employers want smart, flexible, and creative employees, all hallmarks of a Colorado Mesa University graduate in English.

Mass Communication: Media Strategies and Applications Major



Why should you major in Mass Communication?

Do you enjoy creating? Do you want to write, produce, design, or direct your own media projects?

Students in mass communication develop skills in writing, multimedia, analysis and critical thinking.

In our program, we strive to help students develop the knowledge and skills that will assist them in securing employment in the broad field of mass communication or help them prepare for graduate studies.

The degree allows students to combine aspects of journalism, broadcasting, public relations and new media, focused on their interests and career goals.

The CMU program is large enough to offer more than thirty courses, yet small enough to provide individualized instruction. All students complete the core curriculum and then chose from a variety of strategies and applications courses that interest them.

Just imagine the possibilities.

Core Curriculum 26 credits

MASS 140
Media Theory Introduction

MASS 142
Media Software Application

MASS 144
Multimedia Storytelling

MASS 213
Introduction to Media Writing

MASS 310
Media Law and Ethics

MASS 397
Practicum

MASS 494
Seminar, Theory and Research

MASS 498
Senior Project Portfolio

MASS 499
Internship



Learn how media effect our society and culture, test out the software most used in the industry, and begin writing and producing stories for a variety of audiences and purposes.

Spend a semester working for student media. Choose from:

- The Criterion
- KMSA
- CMU-TV

Acquire hands-on training from a company in your field.

Strategies courses

Mass Media: Advertising and Promotions

Broadcast Journalism Reporting

Specialized Writing for Media, Science

Specialized Writing for Media, Sports

Specialized Writing for Media, Health

Specialized Writing for Media, Crime

Writing Opinion for Impact

Commercial Copy

Social Media

Public Relations Concepts

Public Affairs Reporting

Writing for PR & Advertising

Public Relations Campaigns

Applications courses

Audio Announcing and Production

Video Production

Photojournalism I

Design and Editing for Print

TV Studio Production

Emerging Media

Photojournalism II

Designing for Brand and Message

Advanced Video Production

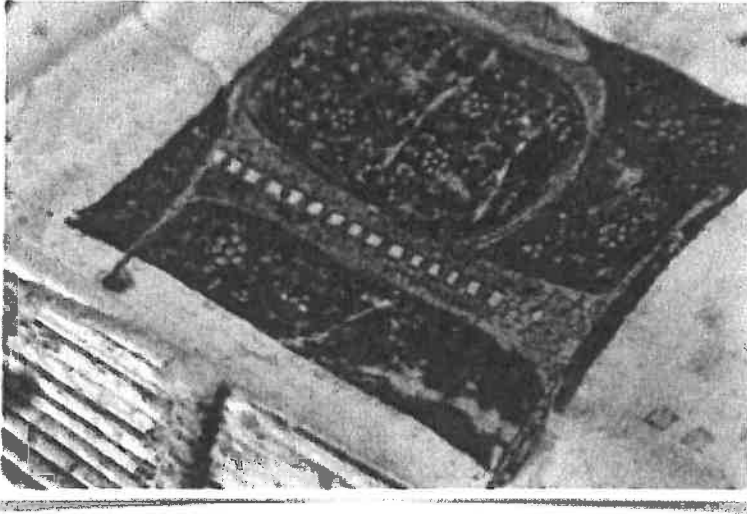
Find your path and choose the courses that are right for you.

What career intersects with your passion?

Journalism	Broadcast	Advertising	Public Relations	Media Strategy
You thrive on providing information to the world, and you're interested the people, institutions and policies that make society tick. You like asking tough questions, and you're interested in looking out for the underdog.	You love multimedia, TV and radio, and you embrace at heart, and you embrace deadlines as the ultimate challenge. You enjoy being the voice, face, or director off screen or in front of the camera.	You are an opinion leader and enjoy the challenge of convincing others to buy into your ideas or follow your advice. You are creative and visual but know that the written word is a powerful device.	You want to be the face of a company, or the person outsiders can trust to provide information and develop community rapport. You like brainstorming campaigns, organizing events, and executing big projects.	You are analytical, focused, and detail-oriented. You thrive on developing and executive ideas that make change or influence minds, and you're up-to-date on the best and most innovative tactics for doing so.

Try these courses.

Strategies courses	Strategies courses	Strategies courses	Strategies courses	Strategies courses
Specialized Writing for Media, Science Specialized Writing for Media, Sports Specialized Writing for Media, Health Specialized Writing for Media, Crime Public Affairs Reporting	Broadcast Journalism Reporting Specialized Writing for Media, Science Specialized Writing for Media, Sports Specialized Writing for Media, Health Specialized Writing for Media, Crime	Mass Media: Advertising and Promotions Broadcast Journalism Reporting Writing Opinion for Impact Commercial Copy Social Media Writing for PR & Advertising	Mass Media: Advertising and Promotions Writing Opinion for Impact Social Media Public Relations Concepts Writing for PR & Advertising Public Relations Campaigns	Mass Media: Advertising and Promotions Writing Opinion for Impact Social Media Public Relations Concepts Writing for PR & Advertising Public Relations Campaigns
Applications courses	Applications courses	Applications courses	Applications courses	Applications courses
Photojournalism I Design and Editing for Print Emerging Media Photojournalism II Designing for Brand & Message	Audio Announcing and Production Video Production Photojournalism I TV Studio Production Emerging Media Advanced Video Production	Video Production Photojournalism I Design and Editing for Print Emerging Media Photojournalism II Designing for Brand and Message	Video Production Photojournalism I Design and Editing for Print Emerging Media Photojournalism II Designing for Brand and Message Advanced Video Production	Video Production Photojournalism I Emerging Media Photojournalism II Designing for Brand and Message Advanced Video Production



Editor

As an English major, you will develop a keen eye and a sharp pencil that will serve you well as an editor, writer, and manuscript evaluator in a variety of industries: literary studies, science, government agencies, as well as specific business organizations.

Career Path

Recommended Emphasis:

- ✓ Literature or writing work equally well.

Recommended Specialized Courses:

- ✓ English 451: Structure of the English Language
- ✓ English 387: Literary Editing and Publishing
- ✓ English 398: Practicum in Editing and Publishing
- ✓ English 497: Internship in Business, Technical, or Professional Communication

Suggested Faculty Contacts:

Dr. TJ Gerlach

Dr. Randy Phillis

Apply What You Learn:

- ✓ Work on the *Literary Review*.
- ✓ Work on *Pinyon*.
- ✓ Write for the *Criterion*.
- ✓ Write for *Horizon Magazine*.
- ✓ Work for KMSA radio.
- ✓ Work for CMU-TV.
- ✓ Work in the CMU Tutorial Learning Center to help students write reports and papers.
- ✓ Intern at a local publication.

Develop Your Expertise. Consider these graduate programs and certificate programs:

- ✓ University of Chicago, Graham School, Continuing Liberal and Professional Studies
- ✓ Book Publishing at Portland State University
- ✓ Drexel University M.S. in Publication Management
- ✓ Emerson College M.A. in Publishing and Writing
- ✓ New York University M.S. in Publishing
- ✓ Pace University M.S. in Publishing
- ✓ Rosemont College M.A. in Publishing
- ✓ The George Washington University M.P.S. in Publishing
- ✓ University of Houston – Victoria M.S. in Publishing

Observations and Advice:

As you gain expertise, you'll learn that editing is a versatile skill in high demand. You'll practice an adaptable skill set focused on improving communication between writer and audience in the most efficient and effective way possible.

INTERVIEW DISCUSSION POINTS

Adapt when it comes to adjunct, .8,
and tenure-track.

1. How did your interviews go?

2. How did your teaching demo go? Or, advice on Teaching Demo (If it's not too late.) Engage; don't lecture.

3. Salary:

TT:

.8: \$40K with Ph.D/\$35K with MA

4. Ways to supplement (opportunities depend on rank and seniority):

J-Term

Summer

5. Evaluation System

Tenure: 7 year system; based on four aspects of your work.

A. Annual Evaluations

Teaching (Based on your own goals and reflections
+ student evals + professionalism, etc.)

Scholarship

If TT, you're golden if...

We do try to support your efforts:

Travel money

Department

Professional Development
Fund

Special Needs

Reading groups

Resources

Service

Committees

Department

University

Community Groups

D-51

Etc.

Advising

B. Non-base building Bonus:

1. Excellent, highly proficient, etc. \$1,000, etc.
2. Exemplary: \$3,000

6. Teaching Load

Composition: 111/112

LD Lit (150, surveys)

UD Lit (depends on expertise)

7. Search Timeline

8. Do you have any questions/concerns?

Observation of _____ by _____

Date

Class

....

Voila the criteria we've been using for the last few years:

- 1. Instructor encourages student-teacher and/or student-student interaction.**
- 2. Instructor was organized.**
- 3. Instructor communicated clearly.**
- 4. Instructor encouraged rigorous thinking.**
- 5. Instructor respects diverse talents and ways of learning.**

.....

Rationale for evaluation principles: We have stolen all of these descriptions from various items listed as references below.

Instructor encourages student-teacher or student-student interaction.

Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans. Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative, social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions sharpens thinking and deepens understanding.

Instructor is organized.

Time plus energy equals learning. Learning to use one's time well is critical for students and professionals alike. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty.

Instructor communicates clearly.

Clear communication means that students understand what teachers have in mind. Instructors should work to create a sense of order for students, move from simple to complex, from familiar to unfamiliar. Explanations of difficult concepts should be accompanied by examples, demonstrations, metaphors, analogies, anecdotes and/or images that help students apply the concept to something concrete. Instructions for classroom activities, syllabi, handouts describing assignments, should communicate clearly the expected outcomes or performances required to successfully complete the task, course or assignments. The only way a teacher can be sure she has communicated clearly is to check frequently, either by talking with students about expectations and covered material, or by frequent and constructive review of student work.

Instructor encourages critical thinking.

Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness. Critical thinking can be

seen as having two components: 1) a set of information and belief generating and processing skills, and 2) the habit, based on intellectual commitment, of using those skills to guide behavior.

Instructor respects diverse talents and ways of learning.

Learning is not a spectator sport. Students don't learn much by sitting in classes and listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences and apply it to their daily lives. There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learn in new ways that do not come easily. Instructors need to vary their methods for delivering and eliciting information in order to accommodate different learning styles. For example, lectures might be accompanied by visuals – power point, transparency, web site, handout. Or, lecture material might be inserted into large group discussions. Or, students might be encouraged to ask questions during lectures. Small group work might evolve into individual report writing. Quizzes might be generated by students, as well as by faculty. Students might be asked to apply the concepts discussed in lecture or reading assignments to "real life" situations. Students might read aloud, role play, as well as listen to lectures.

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