

CMU ACADEMIC AFFAIRS COUNCIL – SUMMARY NOTES

November 4, 2016

3:00–4:30 p.m.

Western Colorado Community College, Room B171

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. Calvin Hofer**—Dept. Head, Music; **Dr. Kurt Haas**—Asst. VP, Academic Affairs (and for Dr. Barry Laga); **Dr. Jeremy Hawkins**—Dept. Head, Kinesiology; **Dr. Jessica Herrick**—Dept. Head, Social and Behavioral Sciences; **Mr. Mo LaMee**—Dept. Head, Theatre Arts; **Ms. Heather McKim**—Senior Research Analyst (for Dr. Sonia Brandon); **Ms. Christine Murphy**—Director of Instruction/ Director of Developmental Programs, WCCC; **Dr. Steven Norman**—Dept. Head, Business; **Dr. Aparna Palmer**—Professor of Biological Sciences (for Dr. Carrie McVean Waring); **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; **Ms. Brigitte Sundermann**—Director of Manufacturing Technology and Interim Coordinator 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, Planning and Decision Support; **Dr. Tim Brower**—CU-Boulder/CMU Engineering Partnership Program; **Dr. Barry Laga**—Dept. Head, Languages, Literature and Mass Communication; **Ms. Cindy Lueb**—Director of Sponsored Programs; **Dr. Carrie McVean Waring**—Dept. Head, Biological Sciences; **Dr. Bette Schans**—Director of Assessment and Student Learning

Also in Attendance: **Dr. Morgan Bridge**, Professor of Business, Chair of HLC Steering Committee

Announcements/Updates/Reminders:

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

- Prize Patrol & Swag—In response to a “secret message” inside the agenda text, those who responded per instructions and deadline were presented a prize. Kudos to those superstars! You know who you are 😊. In addition, department representatives followed instructions and brought “swag,” and participated in a swag-swap.
- Dr. Pemberton thanked all for feedback received regarding the Academic Department Head Guidelines Regarding Low Enrollment Courses and Overload Pay, including Summer Pay (guidelines appear as Appendix A).
 - Department Heads were asked to communicate as needed with their faculty and to adhere to the guidelines. In the event of a situation where the guidelines may not work/apply, Department Heads are asked to discuss options/solutions with Dr. Pemberton.

- Dr. Pemberton also reminded Department Heads of CMU's part-time faculty teaching load policy. See the CMU Professional Personnel Employment Handbook, [page III-4](#), and [pages VIII-3 & 4](#).
- There was a brief discussion about "benefited" part-time faculty. Dr. Pemberton asked Department Heads to forward information to her re: individuals teaching in their departments that fall into this category.
- Dr. Pemberton led discussion regarding faculty load and curriculum.
 - Expanding course scheduling parameters was raised. Department Heads were asked to consider, in conversation with their faculty, instances where we, CMU, might be able to expand the parameters of when classes are offered and alleviate at least some prime-time course scheduling overlaps and conflicts.
 - 8:00 am to 10:00 pm M-F and even Saturday classes could be options to consider.
 - Department Heads were asked to be sure and communicate with each other as they consider modifications to course scheduling, especially in instances where courses in one department/discipline are part of the curriculum in another department/discipline.
- It was noted that the Position Request/Review process is near complete with some continuing discussion.
- Curricular considerations and review were discussed.
 - Dr. Pemberton invited Department Heads and faculty to begin to discuss current programs, and to initiate some internal, self-driven analyses looking at, for example, low enrollment trends within programs. This may lead to conversations about phasing out persistently low enrollment programs of study thereby creating space in faculty loads to consider areas of new program development.
 - Departments' involvement in Mesa Experience is appreciated; as many faculty as possible should be encouraged to participate in this service opportunity.
- December Commencement was discussed.
 - Based on feedback from faculty, the faculty processional at December's commencement will remain the same as for past ceremonies.
 - A separate ceremony for WCCC grads was brought forward as an idea, the impact on total number of grads and a possible draft of a timeline will be discussed relative to future (2017-2018) graduation events.
 - Medallions will be presented to Honors Program graduates prior to the December ceremony; Departments have been contacted by Mr. Patrick Brooks in the Registrar's Office for numbers for both the December 2016 and the May 2017 ceremony in order for the Art and Design Department to make the medallions.
- The need to update/replace Department signs/banners used for events like MavScholars and Mesa Experience events was discussed.
 - New photos will be identified to reflect gender balance and diversity, and include boundary-crossers.
 - Marketing will propose a standardized template for expandable banners. Departments were polled regarding current banners; most are in need of repair/replacement.

- Payment for the banners will be discussed; Academic Affairs, Admissions, and, if need, Departments may be asked to participate.
- All were reminded that the Budget Request process information will soon be sent out from the Budget Office.
 - Dr. Pemberton explained that all AA Unit and Academic Department requests should be sent to her first--by no later than December 19.
 - She will review each budget in order to anticipate questions and help advocate for needs.

Reports and Guests:

Ms. Melissa Calhoon, Director of TRiO Student Support Services, provided a handout entitled “TRiO-SSS 2014-2015 Annual Report” and a copy of the Trio Student Support Services brochure (see Appendix B). Ms. Calhoon discussed the following:

- TRiO was started in 1965 as part of the Johnson administration’s War on Poverty efforts. CMU’s program is in its 6th year under the TRiO Federal grant, helping students “get their academic feet under them,” get the most out of their academic experiences through campus activities and resume-building experiences, and prepare for graduation and the work-force (including skill training such as interviewing and business etiquette).
- TRiO Student Support Services serve as a one-stop-shop for students, including tutors who work with just TRiO students, providing more individualized attention, support services and programming. The program provides pre-academic advising while insuring that students meet regularly with their faculty advisors.
- TRiO students self-choose to participate, apply and are then screened for acceptance based on TRiO Student Support Services criteria (e.g., U.S. citizens, first-generation, income-qualified, documented disability, seeking a bachelor’s degree).
- The program has 2 full-time and one half-time staff, plus 14 student staff.
- CMU will be looking into other types of TRiO grants in the near future (such as the TRiO McNair program); it is a very competitive field and the TRiO pool of money has remained fairly stagnant over the past 15 years.

Ms. Debbie Balmer, Assistant to the Vice President for Community College Affairs, introduced herself to the Council, and welcomed and encouraged all to contact her if they need any assistance related to WCCC.

Ms. Sharaya Selsor Cowan, Director of Transfer Services, provided a handout (see Appendix C) and discussed the following:

- Transfer Services is focusing efforts on increasing communication with faculty and staff to insure that prospective and admitted transfer students have a positive experience at CMU.
 - Ms. Cowan is studying transfer Information including schools (and counts) from which students are transferring (community colleges and 4-year schools); students’ majors; demographics including identifying first generation students; and traditional and non-traditional age groups, gender, and ethnicity—all to strengthen our understanding of and efforts to insure success for these students.

- Ms. Cowan also briefly explained the transfer process and noted that these applications usually come in later than for first-time students.
- Council members shared input and ideas asking that Transfer students: (a) be encouraged to register as soon as possible and be aware that class selection is more limited as it gets closer to the start of the semester; and (b) also be encouraged to work with Department Heads regarding options such as exploring classes for a minor. Council members asked if emails might be sent early to prospective students with 60 or more credit hours, and that WCCC students be reminded of the advantages of staying at CMU and actively recruited like other community college transfer students.

Ms. Christine Murphy—Director of Instruction/ Director of Developmental Programs, WCCC, discussed/reported the following:

- Requests for English and Math classes to be held at WCCC to minimize student travel to the main campus and back is moving ahead. There will be both an English and Math class this spring and again into the fall 2017 schedule. Special thanks to Dr. Lori Payne and Dr. Barry Laga for helping to facilitate this.

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

- Dr. Haas discussed CCHE's 60-60 transfer planning rule, and based on curriculum proposals, two CMU programs in two departments need to adjust total credit hours.
- All were asked to keep this in mind when reviewing programs, as well as check total number of hours. (Health and Wellness and Milestone courses are counted in the 60 credit hours.)
- Dr. Pemberton noted that Dr. Haas submitted three proposed academic policies to the Faculty Senate for consideration by the Academic Policies Committee. These include policies on Military withdrawal, Academic forgiveness and Milestone/Speech/Wellness requirements for transfer students. Proposals are under review with the Academic Policies Committee.

Veteran ADH Tips, Tricks and Suggestions

Dr. Russ Walker, Department Head, Physical and Environmental Sciences, shared the following tips and suggestions:

- Dr. Walker reported that studies show that engaging students in activities may help recruit and/or retain them. He described some examples.
 - Dr. Andres Aslan leads a mandatory field weekend for 200-level students which includes subject area content, but also covers other topics—for example, student success strategies, navigating through college, careers, and graduate school.
 - In Environmental Science, and Intro level course for non-majors is held in a special setting such as for a stream restoration project, which can spark interest in the major.

Dr. Walker provided some budget-related suggestions.

- One suggestion is to make a one-time budget request (for example, for classroom equipment for research activities or additional A-V equipment). This could be included as a special request with a good explanation of the benefits to the students and program.
- A Department can draft their own “replacement plan” for equipment that wears out, breaks, and needs to be replaced. The plan might describe how roll-forward funds built up over multiple years is earmarked for specific projects/items which cannot be purchased out of a single year’s budget. It is important to communicate to Dr. Pemberton how roll-forward “savings” is planned to be used.
- Dr. Walker made an observation that things may eventually get more complicated for new Department Heads and mistakes will be made; his advice was to realize the error, apologize, and move ahead.

Ms. Brigitte Sundermann—Director of Manufacturing Technology and Interim Coordinator of Engineering Programs, shared the following tips and suggestions:

- Be mindful of one’s own health; do something you like every day—just for you.
- She noted that all in the room are here because each has a vision and works hard.
- She recommended providing good information to others and to hold people accountable.
- She also suggested to think about how one works; for example, if you do not see people frequently, make a point of scheduling face-to-face time rather than depending only on emails.
- She encouraged all to be leaders who serve; ask those you lead, “What can I do?”
- She explained the importance of bringing others along with you to the “top of the mountain” so you don’t need to go back down and start over in order for them to join in with you.

Good of the Order/Kudos & TQs!

Upper Colorado River Basin Water Forum (November 2&3): Featured sessions on Integrated water planning, Endangered fish recovery, River restoration, Forecasting streamflow, Demand management, and Ethical and Cultural Considerations of Water Allocation. **Special thanks to Ms. Hannah Holm, Coordinator and Dr. Gigi Richard, Professor of Geology and Faculty Director of the Ruth Powell Hutchins Water Center.**

Team Grit’s 2017 agBot Challenge proposal has been accepted! The team will build 2 robust robotics arms on the back of an off-the-shelf side-by-side vehicle. The team’s objectives are (a) to build a low cost seeding, weeding, feeding robotic to aid farmers’ ability to maintain and/or tweak the physical layout of their existing equipment. (If you are reading this right now and email Ms. Erin Rooks not later than noon on Friday, w/o telling anyone else, YOU will earn a prize! ☺) **Team Grit members include CMU faculty Dr. Karl Castleton and Dr. Warren MacEvoy, and computer science student Jeri Abeggan.**

Congratulations to Dr. Mayela Vallejos-Ramirez, CMU Professor of Spanish. Dr. Vallejos-Ramirez will be teaching a class at the University of Puget Sound on Central American Women Writers and will present to a broader campus community in the afternoon on her new book: *Onomástica e intertextualidad en el relato corto latinoamericano*, an edited volume of essays exploring the meaning and importance of names and naming in literature.

Dates & Deadlines/Future Meetings

FALL 2016: Fridays, 3:00 – 4:30 p.m., Grand Mesa Multi-purpose Room, unless otherwise specified (e.g., we will try to hold one meeting/semester on the WCCC campus): 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: January 18 – CP possible schedule conflict, BOT/Legislative agenda, February 1, February 15, March 1, March 15, April 5, April 19, May 3, **There may be a year-end wrap-up retreat in late May or early June. Time, date, details—TBA.**

Academic Council Meeting, November 4, 2016

APPENDIX A

Academic Department Head Guidelines Regarding Low Enrollment Courses and Overload Pay, including Summer Pay

Low Enrollment Classes: As a general rule, low enrollment classes are defined as those with fewer than 10 students at the 100-400 level and fewer than 6 students at the 500+ level.

In determining whether to run a low-enrollment class, ADH's should consider whether the courses are:

- Essential to degree program requirements
- and**
- Required for timely completion of the degree; i.e., not offering the course would require student(s) to delay completion of studies and graduation

Assumed within these two points is that students worked with their academic advisors to plan a course of study that integrated the course in question into their program of study for the semester in which the course would normally be offered.

ADH's need to evaluate low enrollment courses relative to these two conditions, as well as potential opportunities to substitute other courses that meet students' program of study needs. For licensure considerations and some degree plans, this may not be possible. However, in cases where there is an option, it should be explored, and where feasible implemented.

The current lecturer and overload pay scale is maintained in the Office of Academic Affairs. Exceptions to the pay structure (see in particular summer and online pay) appear on page 2. Note: The list of exceptions on page 2 is not intended to be exhaustive. Other "exceptions" may be granted with approval of the VPAA.

Overload Payment: ADH's need to adhere to CMU policy (see the [Professional Personnel Employee Handbook](#), Section VIII.C) and be judicious when assigning overload pay. It is the responsibility of the ADH to maximize the institution's resource use while still fairly compensating faculty.

- Faculty members should not be paid overloads for low-enrolled courses unless both of the above conditions for running low-enrollment courses are met.
- When a faculty member has two or more online courses, the course with the lowest enrollment will be used as the overload course.

Online Course Enrollments: Since 2012, CMU's policy has been that online sections should have the same course caps as face-to-face courses. Over time, however, increasing enrollments have often led to increases in online course caps. At the point at which online course caps can, in aggregate, support another section of the course, another section should be added. In this case, an additional instructor would be needed. (NOTE: An online lecturer would not have to be located on campus.)

Academic Council Meeting, November 4, 2016

APPENDIX B

TRiO - SSS 2014-2015 ANNUAL REPORT



CMU TRiO Student Support Services is here to assist participants in achieving their academic, personal and career goals. The purpose of TRiO is to increase the retention and graduation rates of its participants and to help students move from one level of higher education to the next. For CMU students to be

eligible for TRiO, they must demonstrate an academic need and meet at least one of the following: be a first generation college student, have a documented disability or meet income qualifications. Eligible students must complete an application process and be accepted into the program.

'14-'15 ACHIEVEMENTS

CMU TRiO was funded to serve 140 participants during the 2014-2015 academic year. The program served 140 participants. (CMU was funded and successfully served 140 participants during the 2014-2015 academic year.)

86% GOOD ACADEMIC STANDING

Good academic standing is aligned with CMU's standards of academic achievement.

81% PERSISTENCE RATE

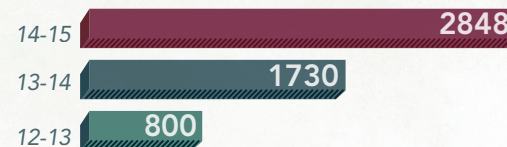
Persistence rate is defined as participants persisting from one academic year to the beginning of the next academic year or to those who have graduated from the institution.

\$22.4K TRIO GRANT AID AWARDED TO 21 PARTICIPANTS

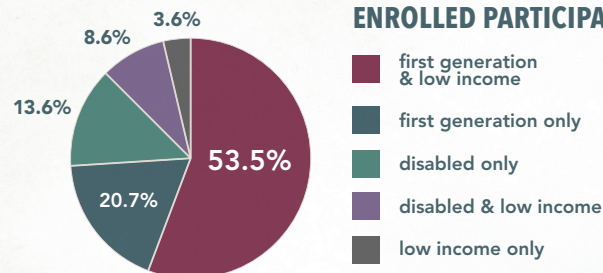
TRiO Grant Aid improves student retention by providing students with financial need. It also provides incentives for active participants to make timely progress in their degree program by reducing the number of hours they need to work.

TRiO BY THE NUMBERS

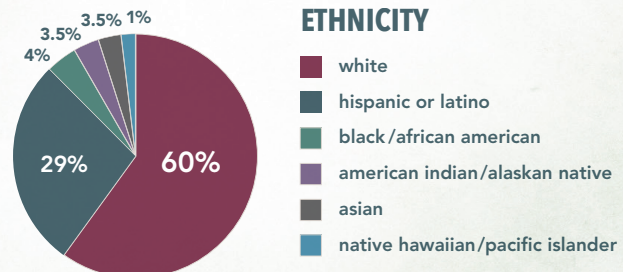
HOURS OF SERVICE PROVIDED



FEDERAL ELIGIBILITY OF ENROLLED PARTICIPANTS



ETHNICITY



2014-2015 PROGRAM SERVICES

GAINING DIRECTION...

Advising services were provided to 87.8% of TRiO participants.

This included academic advising, career counseling, graduate school counseling and transfer counseling.

ENCOURAGEMENT AND SUPPORT...

96.4% of participants benefitted from mentoring and counseling services.

This included peer mentoring, professional mentoring and personal counseling.

KNOWLEDGE IS POWER...

Personalized academic tutoring services were received by 47.9% of participants.

Peer tutoring services provide participants with academic tutoring, organizational coaching and a consistent tutoring experience in the student-named Fish Bowl (TRiO Study Center).

MONEY MATTERS...

Financial literacy and financial aid assistance was provided to 68.6% of participants.

This included help with FAFSA, scholarships and personal financial literacy, including Dave Ramsey courses.

EXPANDING THEIR WORLD...

62.9% of students participated in informational workshops and cultural enrichment activities.

These activities included a TRiO kick-off informational workshop, University of Colorado Gold Leadership Conference, academic skill building workshops such as developing strong study skills, personal skill building workshops such as stress management, career building workshop such as resume writing, End of the Year Celebration and fun-filled potlucks.

BUILDING COMMUNITY...

83.6% of all students gained a sense of belonging which is important to all students.

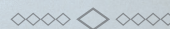
Many participants utilize TRiO as a "home base". Participants utilized services such as study space within the Fish Bowl study center, private study space or got involved in TRiO community service activities.



Throughout the 2014-2015 academic year, TRiO-SSS provided more than 2,800 hours of services to 140 TRiO participants.

DID YOU KNOW...

Colorado Mesa University students participating in Student Support Services are among approximately 759,000 students across the country, ranging from sixth graders to PhD candidates, benefitting from a pipeline of opportunity programs known as TRiO. TRiO programs include Upward Bound, Veterans Upward Bound, Talent Search, McNair Scholars and Educational Opportunity Centers. TRiO programs are designed to support low income, disabled and first-generation students in their pursuit of a college degree, which strengthens our workforce, economy and global achievements.



Funding Sources:

The United States Department of Education funds Colorado Mesa University at **98%** or \$1.1 million. The remaining **2%** is non-federal funding from CMU, at \$23,600.



MELISSA CALHOON

PROGRAM DIRECTOR

MALHOON@COLORADOMESA.EDU

970.248.1492



STACY FALSONE

PROGRAM ADVISOR

SFALSONE@COLORADOMESA.EDU

970.248.1770

RAFAEL OROZCO

PROGRAM ADVISOR

ROROZCO@COLORADOMESA.EDU

970.248.1322

Offices:

Houston Hall 121 A-D

Fish Bowl (TRiO Study Center):
Houston Hall 137

coloradomesa.edu/trio

ABOUT TRiO STUDENT SUPPORT SERVICES



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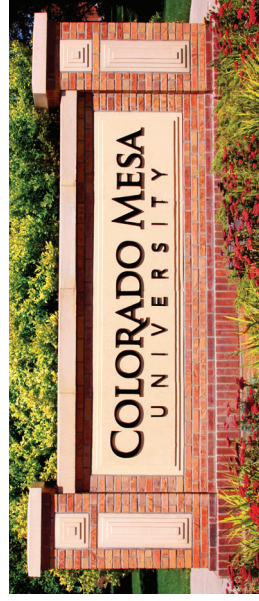
**Please visit our office or website
to obtain an application.
coloradomesa.edu/trio**

ABOUT THE UNIVERSITY

A comprehensive university in Grand Junction, Colorado Mesa University provides rigorous educational opportunities through small class sizes and a high level of student/faculty interaction.

Students have the opportunity to build one-on-one relationships with professors dedicated to providing the tools to succeed. An education at CMU offers value through more than 60 undergraduate and graduate programs that enable students to discover and pursue their dreams.

Since the institution was founded in 1925, it has been guided by a commitment to providing the highest quality education in a student-centered environment. This principle continues to lead the university into the future.



Melissa Calhoon, Program Director

✉ mcalhoon@coloradomesa.edu

☎ **970.248.1492**

Houston Hall (H) 121B

Stacy Falsone, Program Advisor

✉ sfalsone@coloradomesa.edu

☎ **970.248.1770**

Houston Hall (H) 121A

🌐 coloradomesa.edu/trio

1100 North Avenue • Grand Junction, CO 81501-3122



TRiO

STUDENT SUPPORT SERVICES

coloradomesa.edu/trio

What TRiO-SSS Can Provide for You:

Academic Support

- Academic advising
- Individualized tutoring
- Study skills workshops
- Test taking workshops
- Registration assistance
- Technology resources
- Free printing

Personal Development

- Time and stress management
- Goal setting and action planning
- Social and enrichment activities
- Individual mentoring
- Leadership development

Financial Planning

- Financial aid advising
- Scholarship assistance
- Economic literacy
- Budgeting

Professional Development

- Career exploration
- Leadership development
- Graduate school preparation
- Employment readiness



TRiO

STUDENT SUPPORT SERVICES



TRiO-SSS is a program designed to help you succeed in college and successfully complete your educational goals.

Here is what some participants have to say:

"TRiO gave me access to opportunities I never would have been exposed to otherwise."

"The workshops that focus on time management and organization were invaluable."

"TRiO helps me stay motivated to succeed."

coloradomesa.edu/trio

The United States Department of Education funds Colorado Mesa University at 96% at \$971,571. The remaining 4% is non-federal funding from CMU, at \$35,998.

Am I Eligible?

To be eligible for TRiO-SSS services, a student must:

1. Demonstrate academic need
2. Plan to complete a four-year degree program of study
3. Be a citizen or permanent resident of the U.S.

You may be eligible if any of the statements below apply to you:

"Neither of my parents graduated from a four-year college."

"I am a student that meets the income verifications."

"I am a student with a disability."

Your Commitment

This program is geared toward helping you achieve your full academic potential. If selected for this program, you must make a full commitment to your academic success, which means participating in tutoring, mentoring and academic advising as needed.

Academic Council Meeting, November 4, 2016

APPENDIX C



TOP COMMUNITY COLLEGES

- Colorado Mountain College
- Front Range Community College
- Colorado Northwestern Community College
- Pikes Peak Community College
- Arapahoe Community College
- Northeastern Junior College

Top Majors

- Pre-Nurse Allied Health
- Business
- Exercise Science
- Sports Management
- Criminal Justice
- Psychology
- Mass Communications
- Pre- Elementary Education

Transfer Process

Apply Online



Send In College Transcripts



Send in High School Transcript if under 24 College Credits

Be Accepted into CMU



Become a Maverick!!



Transfer Demographics

381 out of **776** (846 in total- 70 were unidentifiable) were first generation

Increased in traditional age by **11%** over past 6 years



69% Caucasian, **13%** Hispanic, **3%** African American

52% 18-21 Years Old
13% 22-24 Years Old
20% 25-34 Years Old
15% 35 and older

50-50 on male to female ratio



- University Of Northern Colorado
- Colorado State University
- Metro State University
- University of Colorado- Colorado Springs
- Univeristy of Colorado- Boulder
- Western State Colorado University



- Continue to streamline processes
- Change the admission's culture
- Strengthen relationships across campus