

CMU ACADEMIC AFFAIRS COUNCIL – SUMMARY NOTES

January 18, 2017

3:00–4:30 p. m.

University Center, Room 213

AA Council Members in Attendance: **Dr. Debra Bailey**—Dept. Head, Health Sciences; **Dr. Blake Bickham**—Dept. Head, Teacher Education; **Dr. Sonia Brandon**—Asst. VP, Institutional Research, Planning and Decision Support; **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; **Ms. Cindy Lueb**—Director of Sponsored Programs; **Ms. Christine Murphy**—Director of Instruction/ Director of Developmental Programs, WCCC; **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. Gary Ratcliff**—Director, CMU Montrose Center; **Dr. Bette Schans**—Director of Assessment and Student Learning; **Ms. Holly Teal**—Registrar; **Dr. Russ Walker**—Dept. Head, Physical and Environmental Sciences; **Dr. Carrie McVean Waring**—Dept. Head, Biological Sciences

Members Excused: **Dr. Cynthia Pemberton**—Vice President for Academic Affairs; **Dr. Tim Brower**—CU-Boulder/CMU Engineering Partnership Program; **Ms. Brigitte Sundermann**—Director of Manufacturing Technology and Interim Director of Engineering Programs

Also in Attendance: **Dr. Sandie Nadelson**, Professor of Nursing

Recorder: **Annette Callaway**, Professional Staff Assistant to the VPAA

Announcements/Updates/Reminders:

Dr. Kurt Haas and Mr. Tim Pinnow facilitated the meeting:

- Dr. Haas reminded all that the Faculty Qualifications Review process is continuing, and that a qualification form, vita, and transcripts are required for each new faculty member to complete the hiring and review processes.
- Mr. Pinnow discussed open source instructional materials as explained in the agenda for this meeting (see Appendix A).
 - Department Heads were asked to poll faculty to create a basic inventory listing course name and number, and how the listed resources are being used. Please email inventories to Mr. Pinnow.
 - Discussion noted that some open source books are not equivalent in quality to published materials.

- Also noted was that CCHE/CDHE may initially focus on gtPathways courses. Prof. Pinnow asked that the focus of the inventory be on Essential Learning courses.
- Mr. Pinnow reminded all that the deadline to update Retention Strategies is January 18; steps to do so are noted in the agenda for this meeting.
 - All are asked to email updates to Dr. Pemberton as well as saving the updated file in its current location in the Department Head's folder.
 - It was noted that if any information is missing in the file, it can be copied from a previous version.
- Dr. Haas reported that a reminder will soon be coming from Marketing or via Dr. Haas asking for faculty web profiles to be updated.
 - Each department will receive a spreadsheet and instructions.
 - Types of photos were discussed; it was noted that some are basic head shots, and some are photos of faculty members "in action" teaching or in the field. Marketing will work with faculty to take photos.
 - The deadline for the update will likely be in February.
- Dr. Haas reported that all those who were recommended for Tenure and Promotion by President Foster to the Board of Trustees were unanimously approved by the Board.
- Dr. Haas noted that a remodel of the first floor of Lowell Heiny Hall is being considered as part of the implementation of an integrated student services concept that may be put into practice at CMU. No final decisions have been made. Options and Opportunities associated with integrated student services are being explored. Teams of student services support personnel will be going on site visits/"field trips" to schools that have similar concept models in place. More will be announced once site visits are complete and decision-making moves forward.
- Mr. Pinnow reported on two searches moving ahead in Academic Affairs, both with good pools of applicants.
 - The search committee for a new Director of Sponsored Programs is currently doing phone interviews.
 - The search for a new Professional Staff Assistant to the Vice President for Academic Affairs is underway; interviews are being set up.

Reports and Guests:

Ms. Anna Nichols, Deputy Controller, Accounts Receivable, and Ms. Kathy Kracht, Bursar, presented/discussed the following:

- A handout entitled "Colorado Mesa University TouchNet Marketplace" (see Appendix B) described this tool as a way to facilitate e-Commerce activities on campus—or a way to move money— and provided information on how an online "store" is utilized, and payments are handled. Examples of how the TouchNet Marketplace is used by some departments/units on campus are listed in the handout.
- Ms. Nichols and Ms. Kracht encouraged anyone interested in setting up an online store to contact them to discuss the concept and move ahead if feasible. They can assist in setting up a customized store, set up users, and customize products. Contact information is noted in the handout (Appendix B).

Academic Support Units

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

- Following a very successful kick-off event this past fall, the CMU Authors' Showcase is planning a second event which will focus on peer reviewed (refereed) publications will be hosted in the Library event room, March 3rd from 4-6 pm.
- Another academic event focusing on international education is being developed. The plan is to host a 50-minute international education faculty/student panel presentation (one/month – Feb, Mar, April). Geographic regions of the world will be grouped, with Fulbright faculty and others who have engaged international teaching partnering with students from countries in those regions sharing information regarding international education, culture, traditions, etc.
 - Please let Ms. Rael, srael@coloradomesa.edu, know if faculty members and/or students are interested in discussing this further and/or participating.
- A working group of CMU Instructional Librarians are focusing on connecting with part-time faculty members.
 - A "Get to Know CMU Library" card was handed out to Council members (see Appendix C) which invites ALL faculty to a Library Faculty Social and Meet and Greet on Tuesday, January 31.
 - This is especially encouraged for new and part-time faculty and an orientation and walk-about will be included.
 - Please see Appendix C for details about the event; an RSVP is requested.

Ms. Holly Teal, Registrar, discussed/reported the following:

- Ms. Teal extended apologies to the group, explaining that some testing done earlier with vendor tools did not provide the same results in Degree Works when tested in the Fall. Although issues regarding transfer students were fixed, problems arose regarding current students' enrollments. [Note that as of the time of this posting, Ms. Teal reported that the problems have been fixed.]
- Ms. Teal provided a handout (see Appendix D) including information entitled "PreRequisite Error Report" and "Spring 2017 PreRequisite Check (after Fall 2016 grade roll) – January 3, 2017."
 - A report, used in the past, was discovered by the Registrar's Office and possible modification of the report is being explored to address the concern that students are registering for classes before grades roll and are enrolled in classes for which they are not eligible and/or prepared.
 - A prerequisite check was done and a list was provided to the Council with numbers of students, by course, who earned a D/F in the prerequisite course.
 - A process is outlined in Appendix D to utilize the prerequisite check and work with those students who will need to adjust their schedules.
 - Dr. Haas asked all to review the proposed process and bring feedback to the next Academic Council meeting.
- Ms. Teal provided a handout entitled "2016 CMU Transfer Study Summary – Registrar's Office" which describes a survey in which CMU participated (see Appendix E) addressing courses transferred and not transferred for 100 CMU students chosen at random. Ms. Teal reported that CMU had very few areas of concern and that CMU consistently

transfers in academic credits that meet appropriate academic standards without imposing some of the limits that other schools do.

- Ms. Teal will address the agenda item of Advisor/Banner “clean-up” part 2 at the next Academic Council meeting.

Ms. Cindy Lueb, Director of Sponsored Programs, discussed/reported the following:

- All were asked to remind faculty that additional time is required (as compared to past practices) to route proposals for review.
 - Dr. Pemberton should be provided a copy of the proposal at least one week before it is due.
 - Department Heads were asked to encourage faculty to contact the Office of Sponsored Programs as soon as a faculty member considers submitting a proposal; staff will assist the faculty member with steps and a timeline.

Action Items – Good of the Order/Kudos & TQs

Dr. Haas polled the Council regarding a Year-end Wrap-up Meeting and an August Launch Meeting/Retreat. Based on a show of hands, it will be proposed to Dr. Pemberton to meet as follows. (Adjustments or new dates/times will be explored if these are determined to not be workable.)

- Year-end Wrap-up Meeting: Monday, May 15 from 9 a. m. to noon. As per Dr. Pemberton, the wrap-up will be 5/15 from 10:00 am to 12:30 pm, location tba.
- August Launch Meeting/Retreat: Thursday, August 10, full-day, hours TBD. As per Dr. Pemberton, the launch will be 8/10 from 9:00 am to 4:00 pm, location tba.

Dr. Pinnow noted the topic of summer expectations for Department Heads as listed at the bottom of page 2 of the agenda for this meeting (see Appendix A).

- Some Department Heads asked for further clarification regarding time expectations. It was also expressed that there should be some real “time off” during the summer for Department Heads.
- Dr. Haas suggested that individuals communicate with Dr. Pemberton for clarification related to their questions/situations since Departments and summer activities are so varied.

Dr. Carrie McVean Waring, Professor of Biological Sciences, reported to the group as the Department Head representative on the CMU Handbook Revision Committee that met on January 13.

- Dr. Waring provided a handout (see Appendix F) with information on two proposed changes to the Handbook that require further discussion: the addition of “The Teacher-Scholar Philosophy at Colorado Mesa University;” and changes to the percentages assigned to the faculty evaluation categories, as well as how the categories are evaluated.
- Discussion followed regarding both changes:
 - Handbook Committee concerns, as reported by Dr. McVean Waring, regarding the Teacher-Scholar Philosophy are listed on page 2 of the handout, Appendix F.

- Handbook Committee concerns regarding the changes to the percentages and how the categories are evaluated, as reported by Dr. McVean Waring, are listed on page 3 of the handout, Appendix F.
- Council discussed the issues/concerns noted.
- Dr. Haas suggested that Department Heads and Directors discuss these changes with their faculty members, and that feedback (individually or combined) be sent, as per email instructions from Dr. Pemberton to all Faculty and Staff on January 16, 2017. (See Appendix G.)
- Dr. Haas also noted that Dr. Pemberton wishes to discuss, with this group, the topic of future faculty applications for Tenure and Promotion.

Dr. Debra Bailey, Director of Health Sciences, introduced Dr. Sandie Nadelson who will be the new Director starting July 1 of this year. Dr. Nadelson and Dr. Bailey are working closely during spring semester for a successful transition.

Dr. Steven Norman, Department Head, Business, asked the group for feedback regarding the challenges of having a large number of programs in one department.

Mr. Mo LaMee, Department Head, Theatre Arts, had no questions at this time for the Council.

Dr. Blake Bickham, Department Head, Center for Teacher Education, had no questions at this time for the Council.

Dates & Deadlines/Future Meetings

UC 213, 3:00-4:30 pm, February 1, February 15, March 1, March 15, April 5, April 19, May 3.

Year-end Wrap-up Meeting, Monday, May 15 from 10:00 am to 12:30 pm. Location tba.

August Launch Meeting/Retreat, August 10 from 9:00 am to 4:00 pm, location tba.

Academic Council Meeting, January 18, 2017

APPENDIX A

**CMU Academic Affairs Council
Agenda January 18, 2017**

Announcements/Updates/Reminders/Air-time for “Issues” & Reports/Action Items: Dr. Kurt Haas & Mr. Tim Pinnow

Faculty Qualification – Review: Note this is ongoing in terms of vetting and reviewing new hires (full and part time), as well as making sure that existing folks have all needed materials reviewed and filed appropriately (e.g., vitae, transcripts, etc.), and that special conditions in terms of teaching limitations are monitored and adhered to – we will rely on the Dept Heads to oversee their dept faculty.

JTerm Course Parameters: Dr. Haas and Mr. Pinnow to create and lead a working group to discuss parameters for courses during JTerm (types of courses, pre/post course student workload issues, etc.)

Open Source Instructional Materials: A “Head’s-up” re: CCHE/CDHE work in progress (Ian Macgillivray, CDHE; Kathy Kiser-Miller, CMC; Vicki Golich, MSU Denver – items below direct from CDHE email to VPAAAs):

- a) Discussion: Exploring moving away from traditional textbooks and toward open source instructional materials. Also, when create textbook accommodation materials (such as in braille) is there some way to create a library of materials so that public IHEs can share?
- b) What are other Colorado campuses doing? **Need to inventory what we (CMU) are doing – Info to Mr. Pinnow by January 27, 2017.**
- c) Is a Colorado consortium possible? There is a consortium in New England—maybe participate in their efforts?

Retention Strategies Update Reminder: R drive in your Department Head folder (Retention-Strategies_Feb2017updates). Deadline = January 18 (that’s today!):

1. Open your document
2. Update the document making sure you have info filled in re: 2016 and 2017
3. Save the document and then ALSO email it to me so I have verification that this is taken care of.

Faculty web profile update reminder

Integrated student services concept, discovery/field-trips (best practice, models in action, CMU version?)

Search updates: Prof Staff Assistant, Sponsored Programs...

Guests

TouchNet/Marketplace Ms. Anna Nichols, Deputy Controller Accounts Payable

ADH Tips, Tricks and Suggestions – Issues/Concerns/Questions:

Art – Ms. Suzie Garner

Biology – Dr. Carrie McVean Waring (new)

Business – Dr. Steve Norman (new)

CMS – Dr. Lori Payne

Health Sci – Dr. Deb Bailey

Kinesiology – Dr. Jeremy Hawkins (new)

LLMCom – Dr. Barry Laga

Music – Dr. Calvin Hofer

PES – Dr. Russ Walker

SBS – Dr. Jessica Herrick

Tcher Ed – Dr. Blake Bickham (new)

Theatre – Mr. Mo LaMee (new)

Engineering – Ms. Brigitte Sundermann (Interim Coordinator)

CMU Campus Sites & Academic Support Units

WCCC: Ms. Chris Murphy

Montrose: Dr. Gary Ratcliff

Assessment (Dr. Bette Schans):

OIR (Dr. Sonia Brandon):

Library (Ms. Sylvia Rael):

-Author Showcase “refereed/juried” scholarly and/or creative work products (e.g., journal articles, juried performance recordings or artifacts, etc.)

-CMU World Academic Showcase

International Students

Faculty Fulbright Awardees

Registrar (Ms. Holly Teal)

-Transfer data and project summary (state-level request)

-Advisor/Banner “clean-up” part 2

Sponsored Programs (Cindy Lueb): Grant app timelines and reminders

Action Items - Good of the Order/Kudos & TQs!

Dates & Deadlines/Future Meetings: UC 213, 3:00-4:30 pm

February 1, February 15, March 1, March 15, April 5, April 19, May 3,

Year-end Wrap-up Meeting (if and as needed) Date options & preferences? August Launch Meeting/Retreat Date options & preference? Summer expectations – be accountable for department business and communications as needed (sometimes yes, you are physically on campus, sometimes you are connected by email and phone...). Please bring calendars to the meeting.

Academic Council Meeting, January 18, 2017

APPENDIX B

Colorado Mesa University

TouchNet Marketplace

What is it?

- A web-based tool for university employees to facilitate e-Commerce activities.

What can I use it for?

- Camps
- Conferences
- Workshops
- Merchandise sales

How do I use it?

- The Office of Student Accounts will help you set up an online “store” with “products” for your various activities or merchandise.
- You will customize your “store” and “products” with specific information about your activities, events, or merchandise.
- You will be given a link to your specific “store” and connect this to your department’s or event’s website.
- You will have full access to review, fulfill, cancel, or refund orders – as it makes sense for your selling activity.

Money Matters

- Payments from your store will be handled automatically through the web.
- Sales tax of 7.65% will be charged to the customer on all sales of merchandise.
- Merchant services of 3% will be withheld from the price of each sale to cover credit card processing fees.

Who uses the Marketplace at CMU?

- Teacher Ed – Summer Camps
- Math Department – Conference
- Library – Conference
- Music Department – Summer Camps
- Athletics – Summer Camps
- FIRS - Workshops

Interested? Contact ...

Kathy Kracht, Bursar
(970) 248-1736
kkracht@coloradomesa.edu

Academic Council Meeting, January 18, 2017

APPENDIX C



GET TO KNOW CMU LIBRARY PEOPLE | SERVICES | RESOURCES



ALL CMU FACULTY are invited to join us for a
LIBRARY FACULTY SOCIAL and MEET & GREET.

- Meet the Librarian for your department and ask questions.
- Learn about Library instruction, services, and resources.
- Get answers about course reserves and Interlibrary Loan.
- Find out about student study rooms and research help.



Tuesday, January 31

3pm – 6pm

Library First Floor Event Space

Hors d'oeuvres and Italian Soda Bar will be served.

Please RSVP to ksafford@coloradomesa.edu by 1/27.

Academic Council Meeting, January 18, 2017

APPENDIX D

Pre-Requisite Error Report – Registrar's Office

Concept – For many years, faculty and academic departments have been concerned about students who sign up for the next semester courses before grades post in the prerequisite courses. When the student earns a D or F, the only catch has been on the first day of class with the syllabus prerequisite conversation and the student must scramble to change their classes around.

In December, the Registrar's Office discovered a report that shows registration errors for all enrolled students in all classes. It would need to be modified for this purpose, but it is a glimmer of hope for a new process.

The reports and student list for Spring 2017 can be found at:
R:\Registrar\Academic Departments\PreReq Error Reports

Suggested Future Process:

- Add the prerequisite check to the end of grade roll.
- Email students that they need to drop the problem courses by (two weeks before classes start).
- Email academic departments the original list, then again two weeks before classes start.
- If there are students they wish to still drop, we would follow the current instructor drop process.

A few courses have been done this way in the past and it seemed to work okay. For this term, the departments with double digit courses were contacted last week.

Ideally it would be great if Banner would just drop the students, but it is not an existing process and there are circumstances where we would not want to drop a student. In polling other schools, the bulleted method above was the most common.

Spring 2017 PreRequisite Check (after Fall 2016 grade roll) - January 3, 2017

Students included in the list may have earned a D/F in the prerequisite or there could have been improvements in the prerequisite check with the DegreeWorks transition in December 2016. The report used to get this data (SFRRGAM) reviews all courses and only reports those with registration errors. If the student is given permission for the course during the registration process, they are not included in the report.

	Count
ACAF	38
ESSL 200	19
ESSL 290	19
ART	3
ARTT 270	3
BIOL	69
BIOL 106	4
BIOL 106L	4
BIOL 107	2
BIOL 107L	2
BIOL 208	1
BIOL 208L	1
BIOL 210	16
BIOL 210L	22
BIOL 241	13
BIOL 301L	1
BIOL 302	1
BIOL 350	1
BIOL 350L	1
BUSI	49
ACCT 202	6
ACCT 322	3
ACCT 350	3
BUGB 211	5
CISB 210	8
CISB 241	5
CISB 442	1
ECON 202	5
ENTR 401	1
ENTR 450	2
FINA 301	4
HRMA 371	1
HRMA 372	1
MANG 301	1
MANG 471	1
MARK 332	1
MARK 335	1

	Count
CSMS	62
CSCI 111	3
CSCI 112	2
CSCI 130	3
MATH 110	3
MATH 113	12
MATH 119	2
MATH 135	3
MATH 136	3
MATH 151	7
MATH 152	2
MATH 205	2
MATH 253	4
STAT 200	10
STAT 241	6
KINE	24
KINE 213	1
KINE 240	1
KINE 303	3
KINE 303L	6
KINE 309	5
KINE 310	1
KINE 370	1
KINE 370L	1
KINE 403	1
KINE 404	1
KINE 405	1
KINE 415	2
LLMC	88
ENGL 111	12
ENGL 112	59
ENGL 250	2
ENGL 451	2
FLAS 112	4
FLAS 498	1
MASS 140	4
MASS 142	2
MASS 315B	2

	Count
PES	83
CHEM 132	10
CHEM 132L	12
CHEM 301	1
CHEM 301L	1
CHEM 312	1
CHEM 312L	1
CHEM 316	1
CHEM 341	1
ENGR 140	1
ENGR 224	1
ENGR 261	5
ENGR 263	3
ENGR 317	1
ENGR 325	1
ENGR 343	2
ENVS 354	1
ENVS 431	2
GEOL 351	4
GEOL 404	6
GEOL 404L	6
GEOL 444	4
GEOL 444L	4
PHYS 112	1
PHYS 112L	2
PHYS 131	4
PHYS 131L	5
PHYS 132	1
PHYS 132L	1

	Count
SBS	41
CRMJ 201	1
CRMJ 301	2
CRMJ 302	3
CRMJ 310	2
CRMJ 320	2
CRMJ 325	1
CRMJ 360	1
CRMJ 370	1
CRMJ 396	1
CRMJ 412	1
CRMJ 465	1
CRMJ 499	1
FOAN 232	4
FOAN 232L	2
FOAN 480	4
HIST 202	1
HIST 301	1
HIST 404	1
PSYC 216L	2
PSYC 350	1
PSYC 400	1
PSYC 416	1
PSYC 435	1
PSYP 420	2
PSYP 422	1
SOCO 303	1
SOCO 310	1
TED	1
EDUC 115	1
THEA	11
DANC 235	2
DANC 237	1
THEA 325	8
WCCC	63
CONC 218	1
CUAR 160	4
MATC 91	57
TECI 235	1
Grand Total	532

ENGL 111, 122, MATH 110, 113, 119, 151 and MATC 091 students have been notified that they will be dropped from the course if they haven't dropped the course by January 9th.

After the English and Math drops, that leaves 380 on the list out of 37333 total course enrollments (1%) as of January 3. Therefore, students meet prerequisites for 99% of all course enrollments.

Spring 2017 PreRequisite Check (after Fall 2016 grade roll) - January 3, 2017
by Instructor. After ENGL 111, 112, MATH 110, 113, 119, 151, and MATC 091 drops.

	Count
ACAF	38
Belknap K	1
Buglewicz H	6
Casey P	4
Cordova J	3
Emmons T	3
Flanik W	1
Gillies A	2
Grider N	5
Haas K	2
Hancock J	1
Jones L	2
Liles J	2
Moran M	2
Schulte S	1
Seebach J	1
Woodworth S	2
ART	3
Schmidt A	3
BIOL	69
Becktell M	2
Call D	5
Cyr T	8
Gromke G	5
Harper V	1
McKenney D	2
McQuade K	1
McVean Waring C	5
Ozsoy Bean A	1
Palmer A	8
Scott M	8
Sirota J	7
Stern S	2
Varnier J	1
Walla T	1
Werman S	6
West S	6

	Count
BUSI	49
Bair C	1
Bridge M	1
Cochrane K	3
Duncan R	2
Fossett G	1
Fraser B	1
Gastineau K	1
Gurka G	3
Heister S	1
Johnston C	3
Jouffas G	4
Lay G	3
Lewis K	2
Masters B	1
Mathwich B	1
Mills J	5
Parman D	1
Perry N	2
Philipp M	1
Pumphrey D	1
Robinson R	3
Schutz P	2
Snyder J	3
Teal H	2
Vail R	1
CSMS	38
Aquinto C	1
Basnet R	1
Bollinger J	1
Dobbs J	1
Driskell L	1
Fischer M	3
Friedman T	1
Gardner A	1
Hillman H	1
McFarland M	2
Miles E	5
Moore C	3
Nadelson L	1
Ott R	8
Packard E	1
Payne L	1
Rader G	2
Robinson S	3
Schultz Ela D	1

	Count
KINE	24
Alumbaugh B	4
Denning W	2
Fritz K	1
Grieco C	7
Heumann K	4
Lally E	4
Leenerman E	1
Rytting A	1
LLMC	17
Bruch J	2
Crossley B	3
Gerlach T	2
Mikolai G	2
Perez J	4
Sandstrom E	2
Silva-Villar L	1
Vallejos-Ramirez M	1
PES	83
Affrunti A	1
Ayers J	2
Bevill K	4
Bevill S	3
Brower S	1
Cole R	8
Constan J	2
D'Andrea T	3
Duray J	2
Fenton C	4
Hosterman B	7
Johnson V	12
Kalbach S	1
Kennard D	1
Kessler B	4
Kiefer P	2
Lanci S	1
Lohse S	7
Middleton C	4
Richards J	1
Shettler J	3
Sperling K	6
Weinberg D	3
Workman J	1

	Count
SBS	41
Baker C	1
Becker S	3
Connor M	10
Delaney M	2
Dreiling K	5
Herrick J	1
Hess C	2
Jones K	1
Laiche S	1
McCann W	1
Merino S	2
O'Roark D	1
Parry B	1
Patarino V	1
Quimby J	1
Reece J	6
Schaible S	1
Swedberg S	1
TED	1
LaBombard-Daniels J	1
THEA	11
Legate M	8
Lyons M	2
Zollinger M	1
WCCC	6
Henderson D	4
Hoff G	1
McGraw R	1
Grand Total	380

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APPENDIX E

2016 CMU Transfer Study Summary – Registrar's Office

CMU participated in a transfer survey to collect data on the number of credits transfer versus the number credits not transferred. 100 transfer students from Fall 2015 were selected at random. The Registrar's Office reviewed each student in detail. Key data points were input to a spreadsheet and shared with CDHE. They included items such as: observable major changes, completed degrees, credits earned by type (AP, IB, CLEP, 2 year public, 4 year public, etc), credits not accepted, why credits were not accepted (D/F grade, duplicate, remedial, etc), and other factors.

A review of the Transfer Summary dataset reveals the following:

- Institutional and state guidelines were met in the transfer of credit.
- The only time AP, CLEP, DANTES, and other PLA credit were not accepted in transferred were due to:
 - Scores lower than CDHE standards;
 - The student taking the same credit in two formats. A student cannot earn credit for the same course twice, thus only one instance was recognized;
 - Prior Learning (PLA) credit is limited to 30 credit hours. Military and challenge credits were the only instances where the 30 credit maximum was reached. However, all credits beyond 30 credits didn't have CMU degree applicable equivalents and/or exceeded the electives needed for any degree. We can say with certainty students did not lose any degree applicable credits.
- Credit was not brought in from non-regionally accredited institutions. HLC guidelines allow an institution to assure the quality of credit in transfer, as such CMU, restricts the transfer of credit from non-regionally accredited institutions.

The Transfer Study Summary chart revealed Colorado Mesa University consistently transfers-in academic credits that meet appropriate academic standards. Some schools limit acceptance of transfer work to courses applicable to a student's declared major, citing financial aid credit limits after 150% of degree progress. CMU does not impose this limit, because we have found that students often change their major more than once, as such, the average number of credits taken by a student to reach graduation may be higher than at other schools when transfer credits are included. By bringing in all academically appropriate transfer work students are able to meet with an advisor, use the online degree audit system, often revealing one or more viable degree options, instead of being limited to the transfer degree indicated upon admission to CMU.

Academic Council Meeting, January 18, 2017

APPENDIX F

Handbook Items- Two proposed changes that require further discussion Jan 17, 2017

1. A proposed change to the handbook involves inserting a statement about the teacher-scholar. This philosophy defines what it means to be a teacher-scholar.

Proposed:

The Teacher-Scholar Philosophy at Colorado Mesa University

The Teacher-Scholar statement articulates the faculty's relationship to students, peers, and the larger community and describes the role of faculty at Colorado Mesa University:

The Teacher-Scholar combines a passion for excellent teaching with an enthusiasm for scholarly and creative endeavors and a desire to serve the program, department, academic discipline, institution, and community. This combination creates a university culture that celebrates critical inquiry, intellectual curiosity, and creative expression.

- Teacher-Scholars engage students in scholarship in ways that develop rigorous critical thinking.
- Teacher-Scholars promote life-long learning by sustaining a culture of intellectual inquiry and by serving as role models, mentors, and guides for students, peers, and local communities.
- Teacher-Scholars integrate inquiry and knowledge into their teaching and continually reflect on and evaluate their teaching strategies.

Broadly defined, Teacher-Scholars engage in scholarship when they contribute to an on-going conversation within and across disciplines, building on and responding to what others have discovered, all with an eye on rigor and fairness.

These scholarly endeavors can take many forms, including:

- creating new knowledge;
- investigating, applying, communicating, and evaluating existing knowledge;
- creating, exhibiting, and performing creative works;
- evaluating discipline pedagogy;
- applying disciplinary knowledge in the community;
- engaging in professional activities that advance the discipline.

Faculty who commit to excellence in teaching, scholarship, and service create a rich learning environment for peers, staff, and students. By involving students in their scholarly and creative work, Teacher-Scholars develop their expertise and enrich the learning experience for students in a variety of learning environments. Serving helps faculty understand the needs and aspirations of their students, colleagues, and community. The interaction of teaching, scholarly and creative expression, and service elevates faculty's importance and supports Colorado Mesa University's responsibility to serve the larger community.

Rational: Explicit statement of teaching-centered model of Colorado Mesa University's lived mission and values. Statement derived based on a working group of faculty formed to address this purpose during the 2015-2016 academic year. Working group document dated 4/21/2016.

Explicit statement of teaching-centered model of Colorado Mesa University's lived mission and values. Statement derived based on a working group of faculty formed to address this purpose during the 2015-2016 academic year. Working group document dated 4/21/2016.

Rationale overview provided by working group committee: We were trying to question binary thinking about scholarship and teaching. It is too simple to say, “We’re a teaching-oriented university, so we should only focus on teaching.” The philosophy statement attempts to explain how scholarship and teaching work symbiotically. The Working Group also took the opportunity to define what scholarship is, while being cognizant that departments/ disciplines may, appropriately so, have their own idiosyncratic notions of scholarship. The Group noted that too often faculty count forms of teaching and service as scholarship, and we wanted to reshape that conversation. Finally, we wanted to expand the notion of scholarship, too, to include creative, pedagogical, and community contributions instead of just limited scholarship to peer-reviewed journals and books.

As the Working Group crafted the teacher-scholar statement, they looked at some from other institutions and identified key phrases that resonated with CMU’s core values. These were then integrated into the elements that came from the group’s members. This entire effort was year-long. As per Dr. Futhy, the group conducted very thoughtful discussions and were encouraged to engage their department colleagues as the project evolved. At the end of the group’s work late last April, the entire Working Group membership had signed off on the recommendations.

Handbook committee concerns;

- This is a philosophy not a policy so the handbook may not be the appropriate place to put this statement.
 - This statement will precede the evaluation process and may make it more difficult to categorize activities within the evaluation.
 - The campus has not had the opportunity as a whole to have input on the expectations and direction the University is pursuing.
2. This is a change in the percentages assigned to the categories evaluated and further defines how the categories are to be evaluated.

Proposed:

General Evaluation Criteria. The General Evaluation Criteria and their relative weights used in the evaluation process are as follows:

- a. Teaching Effectiveness – **range of 50-65%** (currently 60-75%)
- b. Advising – minimum of 5% (currently 5%)
- c. Scholarly Activity – **minimum of 10%** and (currently 5% min)
- d. Service – **minimum of 10%.** (currently 5%min)

The total of the four weights shall equal 100%. Each faculty member, with the approval of the Department Head, will establish an individual percentage distribution as part of the annual development plan. **Percentage allocations indicate the weight within an evaluation that should be placed on each of the four areas of faculty responsibility and are not a reflection of time spend on activity. If, for example, the weighting given to teaching is 55%, that should be interpreted as 55% of the total evaluation should be based on teaching-related efforts. It is expected that as a faculty member progresses through the academic ranks, she/he will take more of a leadership role in service, scholarly/creative activity, and advising while continuing to grow in teaching. Developed in coordination with their Academic Department Head, this redistribution should be reflected in the allocation in the faculty member’s annual planning document.**

Rational: Revised percentages derived based on a working group of faculty formed to address this purpose and operationalize the teacher-scholar model conceptual framing statement. Working group document dated 4/21/2016.

Rationale Overview provided by Dr. Futhey: The original issue emerged from concerns expressed by Department Heads regarding the value placed on service, and resultant difficulty getting more senior faculty to take on committee assignments, often defaulting this part of the workload to junior faculty. While not true for every department, this concern was not limited to a single department. The goal was to provide a mechanism to balance workload more equitably. Additionally, the lop-sidedness of some committee assignments may weaken the effectiveness of some faculty responsibilities – specifically regarding junior faculty balancing workload demands with heavy committee requirements.

Second, CMU is now recognized as a university. The Colorado Community College System caps the proportion of its faculty evaluation on teaching at 70%, and that's based on a 15 credit hour teaching load each term. Historically, at CMU teaching has been allocated at as much as 85% of load. The working group also looked at the allocation of responsibilities at other schools, like CMU, across the state and U.S. Some of them did not have the information available publicly, but for those that did, CMU was among the institutions with the highest allocation for teaching.

Third, a review of how much CMU faculty members assigned to teaching as part of their evaluation revealed that approximately half assigned it 60% or less; 2/3 assigned it 65% or less. None gave teaching less than 50%, a point that everyone agreed to.

Finally, as CMU continues to evolve into a University where scholarship is more important – note: no one is saying CMU should be a research institution with that kind of reliance on scholarship – using the same percentages from when this organization was a relatively small college didn't seem appropriate. The current percentages were put in place in 2004 when then-Mesa State was a very different institution. The teacher-scholar philosophy and percentage allocations are meant to allow space to recognize that engaging with and contributing to one's discipline is a variety of ways is part of what university faculty do.

Handbook committee concerns;

- Rational is provided but it is from a working group without campus input- This document should be circulated prior to the handbook committee approving it or forwarding to the Board of Trustees.
- Gives the perception of downgrading the importance of teaching.
- Reduces that teaching category % without reducing the teaching load of 12 credit hours

Submitted,

Carrie McVean Waring

Department Head Biology

Academic Council Meeting, January 18, 2017

APPENDIX G

Callaway, Annette

From: Pemberton, Cynthia
Sent: Monday, January 16, 2017 3:28 PM
To: Faculty; Staff
Subject: Handbook Revision Proposals
Attachments: CMU Handbk PropChngs chart 2016 2017CP.docx; VI Evaluation of Faculty, P&T.docx; CMU HandbkProp Chart2.docx; Section I.C.2 Electronic Mail and Other Electronic Communications.docx; Section III.B.3 Recruitment of Professional Personnel.docx; Section III.C.1.f Recruitment of Professional Personnel.docx; Section III.I.4 and I.6 and Section III.K Recruitment of Professional Personnel.docx; Section IV .I and IV.K Benefits.docx

Dear Campus Community,

The CMU Handbook Revision Committee has considered modifications to Colorado Mesa University's *Professional Personnel Employment Handbook*, applicable to faculty and administrative staff who are exempt from the state's personnel system. The *Handbook* does not apply to classified staff.

Attached are two sets of documents: (a) Summary charts of proposed changes (there are 2 charts one that deals with section VI – faculty issues and Chart 2 that deals with a variety of sections); and (b) the pages of the *Handbook* containing the proposed changes – text edits are noted in Maverick red.

Please review the attachments and submit responses you would like the Committee to consider in writing no later than close of business, Friday, February 3rd. Please note "Handbook Comments" in the subject line. In your response, indicate the proposal number, Handbook section and line number(s) of the items on which you are commenting. **Email your responses to:** AcademicAffairs@coloradomesa.edu

Following campus review, the responses will be forwarded to the Handbook Revision Committee for its consideration, with final recommendations submitted to CMU's Board of Trustees for its April 28th meeting.

Dr. Cynthia Pemberton & Ms. Jill Knuckles (co-chairs), on behalf of the Handbook Revision Committee: Dr. Tim Casey, Dr. Patrick Schutz, Dr. Julie Barak, Mr. Wayne Smith, Mr. Andy Rodriguez, Dr. Bette Schans, Dr. Carrie Waring McVean, and Mr. Tim Foster (ex-officio).

Dr. Cynthia Pemberton
Vice President for Academic Affairs
Colorado Mesa University
970-248-1881



PROPOSED CHANGES TO THE CMU PROFESSIONAL PERSONNEL EMPLOYMENT HANDBOOK
January 2017

Proposal	Page	Line #	Section	Proposed Revision	Rationale
1	VI-1	1-37	A.	<p>The Teacher-Scholar Philosophy at Colorado Mesa University</p> <p>The Teacher-Scholar statement articulates the faculty’s relationship to students, peers, and the larger community and describes the role of faculty at Colorado Mesa University:</p> <p>The Teacher-Scholar combines a passion for excellent teaching with an enthusiasm for scholarly and creative endeavors and a desire to serve the program, department, academic discipline, institution, and community. This combination creates a university culture that celebrates critical inquiry, intellectual curiosity, and creative expression.</p> <ul style="list-style-type: none"> • Teacher-Scholars engage students in scholarship in ways that develop rigorous critical thinking. • Teacher-Scholars promote life-long learning by sustaining a culture of intellectual inquiry and by serving as role models, mentors, and guides for students, peers, and local communities. • Teacher-Scholars integrate inquiry and knowledge into their teaching and continually reflect on and evaluate their teaching strategies. <p>Broadly defined, Teacher-Scholars engage in scholarship when they contribute to an on-going conversation within and across disciplines, building on and responding to what others have discovered, all with an eye on rigor and fairness.</p> <p>These scholarly endeavors can take many forms, including:</p>	<p>Explicit statement of teaching-centered model of Colorado Mesa University’s lived mission and values. Statement derived based on a working group of faculty formed to address this purpose during the 2015-2016 academic year. Working group document dated 4/21/2016.</p> <p>Rationale overview provided by working group committee: We were trying to question binary thinking about scholarship and teaching. It is too simple to say, “We’re a teaching-oriented university, so we should only focus on teaching.” The philosophy statement attempts to explain how scholarship and teaching work symbiotically. The Working Group also took the opportunity to define what scholarship is, while being cognizant that departments/ disciplines may, appropriately so, have their own idiosyncratic notions of scholarship. The Group noted that too often faculty count forms of teaching and service as scholarship, and we wanted to reshape that conversation. Finally, we wanted to expand the notion of scholarship, too, to include creative, pedagogical, and community contributions instead of just limited scholarship to peer-reviewed journals and books.</p> <p>As the Working Group crafted the teacher-scholar statement, they looked at some from other institutions and identified key phrases that resonated with CMU’s core values. These were then integrated into the elements that came from the group’s members. This entire effort was year-long. As per Dr. Futhey, the group conducted very thoughtful discussions and were encouraged</p>

PROPOSED CHANGES TO THE CMU PROFESSIONAL PERSONNEL EMPLOYMENT HANDBOOK
January 2017

Proposal	Page	Line #	Section	Proposed Revision	Rationale
				<ul style="list-style-type: none"> • creating new knowledge; • investigating, applying, communicating, and evaluating existing knowledge; • creating, exhibiting, and performing creative works; • evaluating discipline pedagogy; • applying disciplinary knowledge in the community; • engaging in professional activities that advance the discipline. <p>Faculty who commit to excellence in teaching, scholarship, and service create a rich learning environment for peers, staff, and students. By involving students in their scholarly and creative work, Teacher-Scholars develop their expertise and enrich the learning experience for students in a variety of learning environments. Serving helps faculty understand the needs and aspirations of their students, colleagues, and community. The interaction of teaching, scholarly and creative expression, and service elevates faculty's importance and supports Colorado Mesa University's responsibility to serve the larger community.</p>	to engage their department colleagues as the project evolved. At the end of the group's work late last April, the entire Working Group membership had signed off on the recommendations.
2	VI-2	41	A	A .B.	A becomes B to accommodate Handbook teacher-scholar conceptual framing statement. See above.

PROPOSED CHANGES TO THE CMU PROFESSIONAL PERSONNEL EMPLOYMENT HANDBOOK
January 2017

Proposal	Page	Line #	Section	Proposed Revision	Rationale
3	VI-4	137-156	A.5	<p>5. <u>General Evaluation Criteria</u>. The General Evaluation Criteria and their relative weights used in the evaluation process are as follows:</p> <p>a. Teaching Effectiveness – range of 50-65%</p> <p>b. Advising – minimum of 5%</p> <p>c. Scholarly Activity – minimum of 10% and</p> <p>d. Service – minimum of 10%.</p> <p>The total of the four weights shall equal 100%. Each faculty member, with the approval of the Department Head, will establish an individual percentage distribution as part of the annual development plan. Percentage allocations indicate the weight within an evaluation that should be placed on each of the four areas of faculty responsibility and are not a reflection of time spent on activities. If, for example, the weighting given to teaching is 55%, that should be interpreted as 55% of the total evaluation should be based on teaching-related efforts. It is expected that as a faculty member progresses through the academic ranks, she/he will take more of a leadership role in service, scholarly/creative activity, and advising while continuing to grow in teaching. Developed in coordination with their Academic Department Head, this redistribution should be reflected in the allocation in the faculty member's annual planning document.</p>	<p>Revised percentages derived based on a working group of faculty formed to address this purpose and operationalize the teacher-scholar model conceptual framing statement. Working group document dated 4/21/2016.</p> <p>Rationale Overview provided by Dr. Futhey: The original issue emerged from concerns expressed by Department Heads regarding the value placed on service, and resultant difficulty getting more senior faculty to take on committee assignments, often defaulting this part of the workload to junior faculty. While not true for every department, this concern was not limited to a single department. The goal was to provide a mechanism to balance workload more equitably. Additionally, the lop-sidedness of some committee assignments may weaken the effectiveness of some faculty responsibilities – specifically regarding junior faculty balancing workload demands with heavy committee requirements.</p> <p>Second, CMU is now recognized as a university. The Colorado Community College System caps the proportion of its faculty evaluation on teaching at 70%, and that's based on a 15 credit hour teaching load each term. Historically, at CMU teaching has been allocated at as much as 85% of load. The working group also looked at the allocation of responsibilities at other schools, like CMU, across the state and U.S. Some of them did not have the information available publicly, but for</p>

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January 2017

Proposal	Page	Line #	Section	Proposed Revision	Rationale
					<p>those that did, CMU was among the institutions with the highest allocation for teaching.</p> <p>Third, a review of how much CMU faculty members assigned to teaching as part of their evaluation revealed that approximately half assigned it 60% or less; 2/3 assigned it 65% or less. None gave teaching less than 50%, a point that everyone agreed to.</p> <p>Finally, as CMU continues to evolve into a University where scholarship is more important – note: no one is saying CMU should be a research institution with that kind of reliance on scholarship – using the same percentages from when this organization was a relatively small college didn’t seem appropriate. The current percentages were put in place in 2004 when then-Mesa State was a very different institution. The teacher-scholar philosophy and percentage allocations are meant to allow space to recognize that engaging with and contributing to one’s discipline is a variety of ways is part of what university faculty do.</p>
4	VI-16	662-664	VI.B.2.d.	Tenure-track Faculty members who are not awarded Tenure by the end of their seventh Tenure-track assignment, except under rare circumstances and at the discretion of the President and Vice President for Academic Affairs , shall not be eligible for additional Tenure-track assignment. However, they may be offered and accept a Non-tenure-track Faculty position or other job position within the University.	President’s request re: personnel issue latitude and would allow for what is in effect a “stop the clock” option. Many institutions have stop the clock policies. CMU recognizes that there may be times when the latitude to allow/allocate additional time to the tenure clock could be of service to the faculty member and/or institution (e.g., extended medical or family issue demands, etc.).

PROPOSED CHANGES TO THE CMU PROFESSIONAL PERSONNEL EMPLOYMENT HANDBOOK
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Proposal	Page	Line #	Section	Proposed Revision	Rationale
5	VI-18	763-771	B.4.b.	<p>By October 1, the Faculty member (applicant) seeking Tenure shall be responsible for submitting an application for Tenure to the Tenure and Promotion Committee the Tenure and Promotion Committee the Tenure and Promotion Notice of Intent (application cover sheet) and for compiling and submitting the necessary documentation to support his or her application to the applicant's Department Head. A copy of the Notice of Intent will also be forwarded to the Office of Vice President for Academic Affairs who will compile a roster of applicants for the University Tenure and Promotion Committee. which Documentation shall include the following:</p> <p>1) the Notice of Intent (application cover sheet); 2) copies of all previous Comprehensive Evaluations; and</p> <p>3) any other relevant documentation concerning the General Evaluation Criteria areas, including a letter of support from the appropriate academic Department Head, copies of scholarly works, and/or additional documentation of specific activities in scholarship, service, and advising.</p>	<p>Current wording is unclear and seems to imply there is a separate application for tenure and promotion that goes to the P&T Committee when in fact there is not. The P&T Committee does, however, want to get an idea of how many applicants will be submitting materials as they prepare for their organizational meeting (which occurs prior to when their review of materials takes place).</p> <p>This change will require a change in name to the Tenure & Promotion Cover Sheet document.</p>

PROPOSED CHANGES TO THE CMU PROFESSIONAL PERSONNEL EMPLOYMENT HANDBOOK

December 1, 2016

Jill Knuckles, Interim Director of Human Resources

Proposal	Page	Line #	Section	Proposed Revision	Rationale
6	I-3	16 - 35	I.C.2	<u>2. University Social Media Services / Usage.</u> Social media is the collective of online communication channels dedicated to community-based input, interaction, content-sharing and collaboration. Examples include but are not limited to LinkedIn, Twitter, Facebook, YouTube, Instagram and Snapchat. Social media usage at Colorado Mesa University is governed by the same policies that govern all electronic communications and use of property. Employees shall not post confidential or proprietary information about the University, students, employees or alumni. Applicable requirements such as FERPA and HIPPA, as well as NCAA regulations must be adhered to by employees. Furthermore, University copyright and intellectual property rights of others must be followed. Social media accounts established as part of an employee's job duties are CMU's property. Colorado Mesa University email addresses should not be used in conjunction with unofficial or personal social media accounts and profiles. Employees must be aware at all times that, while contributing to the University's social media activities,	Clarify the policies which apply when University Employees engage in social media on behalf of the University

PROPOSED CHANGES TO THE CMU PROFESSIONAL PERSONNEL EMPLOYMENT HANDBOOK

December 1, 2016

Jill Knuckles, Interim Director of Human Resources

Proposal	Page	Line #	Section	Proposed Revision	Rationale
				they are representing the University. Institutional representation via online social media platforms must be initiated and approved through the Department / Office leadership. Personal accounts with social media outlets for private use are not governed by this policy.	
7	III-1	21	III.B.3	<u>3 Search Committees.</u> Search committees may be used in recruitment of Professional Personnel. The participants shall be approved by the President and appropriate Vice President and shall include a representative of the Affirmative Action Office who will provide guidance to the search committee regarding compliance with the University's Affirmative Action Plan, anti-discrimination and equal employment opportunity policies and procedures.	Ensure the proper review and selection of each search committee to align with AA Plan.
8	III-2	27 - 34	III.C.1.f	f. The President may provide a moving allowance to newly hired full-time faculty in recognition of personal costs incurred in relocating for employment. The decision to award an allowance and the amount	Include wording in relation to the eligible moving compensation in the search process for Faculty.

				is determined by the President based on the level of the position, the distance the employee is moving, availability of funding and other recruitment considerations. The moving allowance generally shall not exceed \$2,000. At the President's discretion, an allowance of up to \$5,000 may be authorized in limited situations.	
9	III-8	20 – 21	III.I.4	4. With the President's approval, advancement from within the University, without outside search, is permitted in accordance with the Affirmative Action Plan.	Clarification and to align with the Affirmative Action Plan.
10		26 - 32	III.I.6	6. May provide a moving allowance to newly hired full-time exempt employees in recognition of personal costs incurred in relocating for employment. The decision to award an allowance and the amount is determined by the President based on the level of the position, the distance the employee is moving, availability of funding and other recruitment considerations. The moving allowance generally shall not exceed \$2,000. At the President's discretion, an allowance of up to \$5,000 may be authorized in limited situations.	Include working in relation to the eligible moving allowance in the search process for Administrators

11	III-9	49 - 26	III.K	<p>Acting Appointment. When a vacancy occurs unexpectedly through resignation, death, illness or some other reason, an emergency appointment may be necessary. A replacement may be hired into an “Acting Appointment” to fill only the term of the unexpired assignment period. However, due to extenuating circumstances, the replacement may serve for a longer period of time but not to exceed two full years from date of appointment. No guarantee expressed or implied will be made to the individual that employment would automatically extend beyond that time; however, he/she may apply for the position; when the vacancy announcement is distributed.</p>	Define an acting appointment to ensure consistency in the hiring process
12	IV-4	1, 8 – 10, 20 – 22, 25 - 45	IV.I	<p>A. Employee Tuition Waiver and Spouse/Dependent Tuition Discount</p> <p>1. Professional Personnel may have tuition waived for job-related and career enhancement undergraduate, graduate or noncredit courses that are offered by the University. The University</p>	Add clarification to the policy.

				<p>recognizes that courses that may not be in the employees' field may still provide enhancement. Tuition waivers are limited to twelve semester hours per fiscal year for benefits-eligible employees. Tuition waivers for part time faculty who have been continuously employed by CMU for the previous 5 academic years may also be eligible at the discretion of the President. Tuition waivers are limited to classes with space available without eliminating a tuition-paying enrollee. Approval must be in writing and must be received before the employee enrolls in the course or training. No request shall be approved unless the President or delegate concludes that enrollment in the course or training will benefit the State and enhance the employee's performance. If the class meets during regular work hours, employee must have prior written approval of the supervisor to either make up the time lost or charge it to vacation leave. Personnel who fail to earn a passing grade (defined as a 'C' or higher) will be required to repay the cost of course tuition for that course. Employees will be allowed one appeal in the event the employee does not earn a passing grade due to a personal hardship during the semester. Pursuant to the Internal Revenue Code and Revenue Rulings, the monetary value of any tuition waiver may be subject to income taxation.</p> <p>2. An employee's eligible spouse</p>	
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				<p>and/or dependent is eligible for a tuition discount for CMU undergraduate credit coursework regardless of the delivery type. The tuition discount does not apply to graduate credit or non-credit courses. The spouse and/or dependent is eligible for a 50% tuition discount as follows:</p> <p>a. <i>for an on-campus delivered course:</i> Maximum of 50% of the net <i>in-state</i> undergraduate classroom course tuition rate less COF, regardless of tuition residency classification. Discount amount is the same whether the student receives COF stipend or not. Student is responsible for 100% of mandatory fees and all other non-mandatory fees such as course fees.</p> <p>b. <i>for an on-line delivered course:</i> Maximum of 50% of the on-line tuition rate less COF. Discount amount is the same whether the student receives COF stipend or not. Student is responsible for 100% of non-mandatory fees such as course fees.</p> <p>The discount is limited to a maximum of six credit hours total combined of online and on-campus delivered courses during a fiscal year. The tuition discount for international experiences and the aviation program is limited to “on-campus delivered course” discount as outlined above.</p>	
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				In the event of double eligibility for a tuition discount under this policy (e.g both parents employed by the University), the dependent child will be entitled to benefits through one parent.	
13	IV-5	57 - 66	IV.K	<p>Overtime / Compensatory Time</p> <p>Professional FLSA non-exempt employees will be granted compensatory time in lieu of paid overtime for hours worked in excess of 40 hours per week. Compensatory time off at a rate of time and one-half will be provided in lieu of cash overtime payments to a maximum accrual of 40 hours (60 hours at time and one half). The appointing authority or their delegate may approve overtime to be paid in lieu of compensatory time when deemed appropriate. Overtime in excess of the maximum accrual for compensatory time will be paid to the employee in the paycheck covering the payroll cycle in which the hours were worked.</p>	Establish a Compensatory Time policy for FLSA nonexempt employees

C. Electronic Mail and Other Electronic Communications.

1. The University's Electronic Services.

The University has e-mail, Internet access, computers, voice mail and various other devices that record verbal or written messages. These devices are owned or leased by the University and are for the University's business purposes and limited personal use. They are provided to enhance productivity and work-related information sources for the performance and fulfillment of job responsibilities. The University has the right to review, copy, disseminate and use for its own purposes any voice mail messages on its equipment and information on its computers, including any e-mail.

2. University Social Media Services / Usage.

Social media is the collective of online communication channels dedicated to community-based input, interaction, content-sharing and collaboration. Examples include but are not limited to LinkedIn, Twitter, Facebook, YouTube, Instagram and Snapchat. Social media usage at Colorado Mesa University is governed by the same policies that govern all electronic communications and use of property. Employees shall not post confidential or proprietary information about the University, students, employees or alumni. Applicable requirements such as FERPA and HIPPA, as well as NCAA regulations must be adhered to by employees. Furthermore, University copyright and intellectual property rights of others must be followed. Social media accounts established as part of an employee's job duties are CMU's property. Colorado Mesa University email addresses should not be used in conjunction with unofficial or personal social media accounts and profiles. Employees must be aware at all times that, while contributing to the University's social media activities, they are representing the University. Institutional representation via online social media platforms must be initiated and approved through the Department / Office leadership. Personal accounts with social media outlets for private use are not governed by this policy.

3. No Privacy Expectations.

Employees have no reasonable expectation of privacy when using the University- owned or leased computers, e-mail, voice mail or other electronic devices. Employees should not use these electronic devices for any communication that would be embarrassing or humiliating to the Employee if reviewed by persons who are not party to the communication. Employees should advise family and friends who communicate with them at work on these electronic devices that all recorded information is subject to the University's review, copying and dissemination. Recorded materials may also be subject to subpoena, discovery and review in any litigation by outside agencies, entities or persons, or by governmental agencies, and may be subject to review under the Open Records Act.

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5 **B. Recruitment of Professional Personnel**
6

- 7 1. Coordinating Candidate Recruitment. The Vice President, Department Head or
8 Director of the hiring unit, in consultation with the VPAA or the President,
9 as appropriate, and the Affirmative Action Coordinator are responsible for
10 coordinating candidate recruitment.
11
- 12 2. Specification of Qualifications. Job descriptions and position announcements
13 should specify the qualifications, including education, experience and
14 competence, and physical requirements which are minimally required of
15 candidates for Professional Personnel positions. The essential functions and
16 specific job duties should also be included in job descriptions and position
17 announcements.
18
- 19 3. Search Committees. Search committees may be used in recruitment of
20 Professional Personnel. The participants shall be approved by the President
21 and appropriate Vice President and shall include a representative of the
22 Affirmative Action Office who will provide guidance to the search committee
23 regarding compliance with the University's Affirmative Action Plan, anti-
24 discrimination and equal employment opportunity policies and procedures.
25

A. Recruitment of Faculty

1. Search Process for Faculty.

- a. Tenure-track position vacancies are widely advertised beyond the University and local community to assure that the best possible Faculty candidates are obtained. Non-tenure-track positions may be filled without advertising beyond the local community.
- b. The Department Head, in consultation with Faculty and VPAA, and with the President's approval, may form a search committee to assist in recruitment and evaluation of candidates for the position. The Department Head is responsible for reporting the recommendations of the search committee, as well as his or her personal recommendation to the VPAA for the candidate(s) to be interviewed.
- c. In consultation with the VPAA, the Department Head shall arrange for interview(s) of the candidate(s) believed to be most appropriate for further consideration.
- d. Following the interview process, it is the responsibility of the VPAA to make a recommendation to the President.
- e. Only the President may make a formal offer of employment to a candidate. The offer is conditional on Trustee approval of the proposed appointment.
- f. The President may provide a moving allowance to newly hired full-time faculty in recognition of personal costs incurred in relocating for employment. The decision to award an allowance and the amount is determined by the President based on the level of the position, the distance the employee is moving, availability of funding and other recruitment considerations. The moving allowance generally shall not exceed \$2,000. At the President's discretion, an allowance of up to \$5,000 may be authorized in limited situations.
- g. Once the search has been completed and an offer made, all documents and files concerning the search, offer and appointment must be submitted to the Office of Human Resources for retention during any period required by law or University policy.
- h. Faculty appointments are normally made for the Academic Year with appointments for summer teaching, when available, made by separate assignments. However, Faculty positions may also be made for a Fiscal Year or other period not to exceed twelve months.

I. Administrators and Auxiliary Employees

1. Administrators and auxiliary employees are exempt employees and are employees-at-will who serve at the pleasure of the President of the University.
2. The appropriate Vice President, Department Head or Director, in consultation with the President, is responsible for conducting the selection process for positions within his or her area of responsibility. The President shall be responsible for the selection process for Vice Presidents, the athletic director, and any other Exempt position that reports directly to the President.
3. Administrative and auxiliary positions shall be exempted from the state personnel system before searches are commenced.
4. With the President's approval, advancement from within the University, without outside search, is permitted in accordance with the Affirmative Action Plan.
5. Only the President may make a formal offer of employment to a candidate, pending approval by the Trustees.
6. The President may provide a moving allowance to newly hired full-time exempt employees in recognition of personal costs incurred in relocating for employment. The decision to award an allowance and the amount is determined by the President based on the level of the position, the distance the employee is moving, availability of funding and other recruitment considerations. The moving allowance generally shall not exceed \$2,000. At the President's discretion, an allowance of up to \$5,000 may be authorized in limited situations.
7. All offers of employment for exempt positions (including positions filled from within the University) are conditional on approval of the proposed appointments by the Trustees.

- J. Position Assignments and Employment Status.** Assignments used for all Professional Personnel must conform with the form and general conditions specified by the Board of Trustees (see Trustees' Manual). The policies in this Handbook, as amended from time to time by the Trustees, are made part of the employment assignment by reference. Administrators, Auxiliary Employees, and Temporary Faculty are employees-at-will who may be terminated at any time, with or without cause or advance notice. Employment is at will even though the assignment is issued annually or for a specified period of duration. The exception to this rule is that Tenure-track Faculty, although employees-at-will, may be

46 terminated within the Academic Year assignment term only due to a Reduction in Force
47 or for cause.
48

49 **K. Acting Appointment.** When a vacancy occurs unexpectedly through resignation, death,
50 illness or some other reason, an emergency appointment may be necessary. A replacement
51 may be hired into an “Acting Appointment” to fill only the term of the unexpired assignment
52 period. However, due to extenuating circumstances, the replacement may serve for a longer
53 period of time but not to exceed two full years from date of appointment. No guarantee
54 expressed or implied will be made to the individual that employment would automatically
55 extend beyond that time; however, he/she may apply for the position; when the vacancy
56 announcement is distributed.
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I. Employee Tuition Waiver and Spouse/Dependent Tuition Discount

1. Professional Personnel may have tuition waived for job-related and career enhancement undergraduate, graduate or noncredit courses that are offered by the University. The University recognizes that courses that may not be in the employees' field may still provide enhancement. Tuition waivers are limited to twelve semester hours per fiscal year for benefits-eligible employees. **Tuition waivers for part time faculty who have been continuously employed by CMU for the previous 5 academic years may also be eligible at the discretion of the President.** Tuition waivers are limited to classes with space available without eliminating a tuition-paying enrollee. Approval must be in writing and must be received before the employee enrolls in the course or training. No request shall be approved unless the President or delegate concludes that enrollment in the course or training will benefit the State and enhance the employee's performance. If the class meets during regular work hours, employee must have prior written approval of the supervisor to either make up the time lost or charge it to vacation leave. Personnel who fail to earn a

Personnel who fail to earn a passing grade (defined as a 'C' or higher) will be required to repay the cost of course tuition for that course. **Employees will be allowed one appeal in the event the employee does not earn a passing grade due to a personal hardship during the semester.** Pursuant to the Internal Revenue Code and Revenue Rulings, the monetary value of any tuition waiver may be subject to income taxation.

2. **An employee's eligible spouse and/or dependent is eligible for a tuition discount for CMU undergraduate credit coursework regardless of the delivery type. The tuition discount does not apply to graduate credit or non-credit courses. The spouse and/or dependent is eligible for a 50% tuition discount as follows:**
 - a. **for an on-campus delivered course:** Maximum of 50% of the net in-**state** undergraduate classroom course tuition rate less COF, regardless of tuition residency classification. Discount amount is the same whether the student receives COF stipend or not. Student is responsible for 100% of mandatory fees and all other non-mandatory fees such as course fees.
 - b. **for an on-line delivered course:** Maximum of 50% of the on-line tuition rate less COF. Discount amount is the same whether the student receives COF stipend or not. Student is responsible for 100% of non-mandatory fees such as course fees.

The discount is limited to a maximum of six credit hours total combined of online and on-campus delivered courses during a fiscal year. The tuition discount for international experiences and the aviation program is limited to "on-campus delivered course" discount as outlined above.

In the event of double eligibility for a tuition discount under this policy (e.g both parents employed by the University), the dependent child will be entitled to benefits through one parent.

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49 **J. Pay Period and Direct Deposit**
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51 Professional personnel are paid once a month on the last Business Day of the month.
52 Direct deposit of earnings is required for all Professional Personnel. Faculty members
53 employed on nine- or ten-month assignments are paid in twelve equal installments,
54 August – July.
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57 **K. Overtime / Compensatory Time**
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59 Professional FLSA non-exempt employees will be granted compensatory time in lieu of
60 paid overtime for hours worked in excess of 40 hours per week. Compensatory time off at
61 a rate of time and one-half will be provided in lieu of cash overtime payments to a
62 maximum accrual of 40 hours (60 hours at time and one half). The appointing authority or
63 their delegate may approve overtime to be paid in lieu of compensatory time when
64 deemed appropriate. Overtime in excess of the maximum accrual for compensatory
65 time will be paid to the employee in the paycheck covering the payroll cycle in which the
66 hours were worked.
67

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A. The Teacher-Scholar Philosophy at Colorado Mesa University

The Teacher-Scholar statement articulates the faculty's relationship to students, peers, and the larger community and describes the role of faculty at Colorado Mesa University:

The Teacher-Scholar combines a passion for excellent teaching with an enthusiasm for scholarly and creative endeavors and a desire to serve the program, department, academic discipline, institution, and community. This combination creates a university culture that celebrates critical inquiry, intellectual curiosity, and creative expression.

- Teacher-Scholars engage students in scholarship in ways that develop rigorous critical thinking.
- Teacher-Scholars promote life-long learning by sustaining a culture of intellectual inquiry and by serving as role models, mentors, and guides for students, peers, and local communities.
- Teacher-Scholars integrate inquiry and knowledge into their teaching and continually reflect on and evaluate their teaching strategies.

Broadly defined, Teacher-Scholars engage in scholarship when they contribute to an on-going conversation within and across disciplines, building on and responding to what others have discovered, all with an eye on rigor and fairness.

These scholarly endeavors can take many forms, including:

- creating new knowledge;
- investigating, applying, communicating, and evaluating existing knowledge;
- creating, exhibiting, and performing creative works;
- evaluating discipline pedagogy;
- applying disciplinary knowledge in the community;
- engaging in professional activities that advance the discipline.

Faculty who commit to excellence in teaching, scholarship, and service create a rich learning environment for peers, staff, and students. By involving students in their scholarly and creative work, Teacher-Scholars develop their expertise and enrich the learning experience for students in a variety of learning environments. Serving helps faculty understand the needs and aspirations of their students, colleagues, and community. The interaction of teaching, scholarly and creative expression, and service elevates faculty's importance and supports Colorado Mesa University's responsibility to serve the larger community.

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A. B. Performance Evaluation

1. Teaching is the Most Important Responsibility. The most important responsibility of a Faculty member is teaching. While advising, scholarly activity, and service are components of every performance evaluation of Full-time Faculty members, the teaching function is most important.

2. Purpose of Evaluation. The primary purpose of an evaluation is to assist Faculty in individual growth and to improve their contributions to the University. Performance evaluations contribute to a number of decisions, including, without limitation, salary adjustments, retention, Tenure, promotion, special recognition, sabbatical leaves, professional development awards, and dismissal. Annual Performance Reviews and Comprehensive Evaluations are the two types of formal Faculty performance evaluations used at the University to facilitate these decisions (referred to jointly as “evaluation”). Informal evaluations may not be used in place of formal evaluations, but may be given in addition to formal evaluations at the discretion of the Department Heads and VPAA.

3. Process in General. The evaluation process for all Faculty at the University is an on-going process. All evaluations involve applying the criteria and assessment tools, described herein, to the Faculty member’s performance. In addition, evaluations involve an assessment of a Faculty member’s success in achieving goals established during the planning process. The Faculty member’s Department Head or, in the case of Department Heads and other Academic Administrators who have teaching responsibilities and are evaluated as Faculty, the VPAA, will perform the primary evaluation functions. In this policy, reference to “Department Head” means the VPAA when the Faculty member under consideration is a Department Head.

4. Basic Employment and Professional Responsibilities. CMU values professional conduct that supports learning, scholarship, and a sense of community while respecting diversity and academic freedom. In accordance with the university’s professional code of conduct, faculty act ethically, interact with others appropriately and respectfully, and engage each other in ways that enrich CMU’s learning community and advance the ideals of the University.

Every faculty member is responsible for observance of general standards of professional conduct summarized in Section XII of the Professional Personnel Employment Handbook. While any list of indicators of professional conduct would inevitably be incomplete, faculty members should strive to model behaviors which include altruism, conscientiousness, integrity, courtesy, and civic virtue while exercising sound judgment in professional practice, demonstrating

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ethical behavior, displaying respectful interaction with all colleagues, and participating in constructive engagement that characterizes collegiality.

Basic employment and professional responsibilities expected of all Faculty members include but are not limited to:

- a. Timely and satisfactory performance of responsibilities throughout the entire timeframe specified in the Faculty member's employment assignment and this Handbook.
- b. Teaching of assigned classes and providing timely notice to the Department Head if the Faculty member cannot conduct a class or classes. Notification should be given by the Faculty member to the Department Head by no later than two hours prior to the beginning of the class(es) that cannot be met due to an emergency as described in the Interpretive Guidance section of this Handbook. In circumstances where a faculty member cancels a class meeting for a non-emergency purpose during the semester, including the final exam period, the faculty member is required to complete the Faculty Absence from Class Form and submit it to the appropriate Academic Department Head for approval a minimum of at least three (3) working days prior to the missed class. The Department Head will forward the document to the Office of Human Resources.
- c. Presenting to all students attending class, in writing and within the time span established by departmental policy, a course description, plan of study/schedule of topics to guide the student through the course (week by week at a minimum), student learning outcomes and assessment methods, policies, and grading criteria.
- d. Establishing such procedures as are necessary to assure that adequate and accurate records of student performance are maintained.
- e. Establishing, posting and keeping weekly office hours as follows:
 - 1) Full-time faculty: a minimum of five office hours weekly spread over a minimum of four days commencing one week prior to and continuing through each Fall and Spring Semester excluding scheduled breaks.
 - 2) All other faculty: a minimum of two office hours weekly for one course, plus a minimum of one office hour for each additional course, up to a maximum of five office hours, commencing one

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week prior to and continuing through each Fall and Spring Semester
excluding scheduled breaks.

Faculty may use a different configuration of office hours with the approval
of the department head. Faculty who are granted Release Time will keep
office hours as determined by the Department Head.

5. General Evaluation Criteria. The General Evaluation Criteria and their relative
weights used in the evaluation process are as follows:

- a. Teaching effectiveness - range of ~~60-75%~~50-65%
- b. Advising - minimum of 5%;
- c. Scholarly Activity - minimum of ~~5~~10%; and
- d. Service - minimum of ~~5~~10%.

The total of the four weights shall equal 100%. Each Faculty member, with the
approval of the Department Head, will establish an individual percentage
distribution as part of the annual development plan. Percentage allocations indicate
the weight within an evaluation that should be placed on each of the four areas of
faculty responsibility and are not a reflection of time spent on activities. If, for
example, the weighting given to teaching is 55%, that should be interpreted as 55%
of the total evaluation should be based on teaching-related efforts. It is expected
that as a faculty member progresses through the academic ranks, she/he will take
more of a leadership role in service, scholarly/creative activity, and advising while
continuing to grow in teaching. Developed in coordination with their Academic
Department Head, this redistribution should be reflected in the allocation in the
faculty member's annual planning document.

6. Departmental Guidelines for General Evaluation Criteria. Differences in disciplines
and Faculty activities among departments will be reflected in the departmental
guidelines for the General Evaluation Criteria. Specific evaluation criteria derived
from the basic employment and professional responsibilities will be established by
the Department Head, with Faculty consultation, and with approval by the VPAA.
The VPAA will be responsible for establishing consistent academic standards
across the University. At a minimum, the department guidelines shall address the
following areas:

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- a. Teaching Effectiveness:
- 1) student evaluation results and other forms of formal and informal student assessments of teaching and the classroom environment;
 - 2) courses that demonstrate currency in the field and communicate to students course objectives, plan of study, and means of student performance evaluation.
 - 3) classroom observations by the Department Head or designee;
 - 4) student learning objectives and assessment methods, such as tests, grading practices;
 - 5) fulfillment of professional responsibility, such as meeting classes in a timely manner, fully delivering the curriculum and presenting course material in a manner consistent with the standards of the academic discipline, returning materials in a timely fashion, supervising students, treating students in a fair and impartial manner;
 - 6) curricula review, revisions and, as necessary, new course development;
 - 7) incorporation of new ideas, techniques, technology, etc., into new or existing courses; and
 - 8) other evidence of maintaining a thorough knowledge of subject matter and staying abreast of recent developments in his/her field.
- b. Advising:
- 1) providing accurate information to students related to degree choices, program requirements for graduation, and employment or graduate school placement;
 - 2) understanding University policies;
 - 3) participation in orientation and advising programs; and
 - 4) being available during posted office hours and by appointment.

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c. Scholarly Activity:

- 1) creative work and scholarly activity which supports classroom instruction, pedagogical research, participation in professional activities or sharing expertise outside the traditional classroom environment, so long as such activities enhance teaching or otherwise contribute to the Faculty member's growth in his or her discipline;
- 2) presentations of papers, cases, media productions, at professional and other scholarly meetings which are related to the Faculty member's discipline or area of instruction;
- 3) continued education and professional development activities appropriate to professional assignments; and
- 4) other activities specific to the Faculty member's discipline and/or assigned responsibilities.

d. Service:

- 1) service that involves contributions to the improvement and welfare of the University at any level, including service to the Faculty member's academic department through University and program committee assignments;
- 2) unpaid public service to the community and/or professional organizations which benefits the University; and
- 3) other activities specific to the Faculty member's discipline, such as participation in meetings sponsored by state, regional, and/or national professional organizations.

7. Performance Ratings. The following Performance Ratings will be used for evaluations:

- a. Excellent. Evidence convincingly demonstrates that the Faculty member has made exceptional contributions in the General Evaluation Criteria area under consideration, contributions that clearly would be recognized as outstanding by professional colleagues at comparable institutions.

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- b. Highly Proficient. Evidence clearly demonstrates that the Faculty member has made significant contributions in the area under consideration and is considered highly skilled in that area.
- c. Proficient. Evidence demonstrates that the Faculty member meets minimum expectations and has made modest contributions in the area under consideration.
- d. Below Standard. Evidence demonstrates that the Faculty member's contributions are below accepted standards in the area under consideration. A need for improvement is clearly indicated. The level of contribution does not justify any salary increase and may jeopardize continued employment with the University.

Unprofessional conduct is not acceptable, and may be considered in faculty's performance review by a reduction in the rating of any relevant criterion and/or the faculty member's overall evaluation rating. Department Heads should document the unprofessional conduct and provide the faculty member with a written notification, along with recommendations for improvement, within seven calendar days of the occurrence. The faculty member has the option of submitting a written response to the Department Head within seven calendar days of receiving the notification.

8. Evaluation Process.

- a. The Faculty evaluation process shall be conducted in accordance with the following schedule:
 - 1) Tenured Faculty will have a Comprehensive Evaluation at least every five years with Annual Performance Reviews in each of the interim years.
 - 2) Tenured Faculty applying for a promotion in Academic Rank will have a Comprehensive Evaluation.
 - 3) Tenure-track Faculty will have a Comprehensive Evaluation each year.
 - 4) Full-time Technical Faculty will have a Comprehensive Evaluation each year.
 - 5) All other Full-time Faculty will generally be reviewed annually,

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normally on teaching effectiveness alone.

6) Academic Department Heads will be provided feedback from faculty members following the process outlined in the Interpretive Guidance.

7) Department Heads are encouraged to review Part-time Faculty on an annual basis on teaching effectiveness.

b. Inclusion of Comments. The Department Head's and Faculty's comments/summaries will be included in evaluations of Faculty. The completed evaluation form with any such comments or summaries shall be placed in the Faculty member's personnel file. Supporting documentation submitted by the Faculty member during the evaluation process will generally not be included in the personnel file and may be returned to the Faculty member.

c. Confidential. All results of evaluations shall be confidential and not released to the public except as required by law and subject to the provisions of the Colorado Public (Open) Records Act.

9. Comprehensive Evaluations. A Comprehensive Evaluation is an in-depth, cumulative assessment of a Tenured, Tenure-track, or Full-time Technical Faculty member's performance over a period of up to five years. Comprehensive Evaluations of Tenured Faculty are ordinarily conducted every five years. Comprehensive Evaluations of Tenure-track and full-time Technical Faculty are conducted each year. Other Faculty do not receive Comprehensive Evaluations.

a. The Comprehensive Development Plan.

1) The Comprehensive Development Plan shall be prepared by the Faculty member and submitted, in writing, to the Department Head at least fourteen (14) calendar days before the beginning of the evaluation period. The Comprehensive Development Plan shall establish the goals and objectives for the Faculty member relating to each of the General Evaluation Criteria and other activities appropriate to the Faculty member's academic discipline and professional assignment. The goals and objectives established shall reflect departmental goals and priorities, which shall reflect University and Trustee goals and priorities. Percentage weights, with minimums as specified above, will be assigned to each of the General Evaluation Criteria, with the sum of the assigned weights totaling 100%. The Comprehensive Development Plan is subject to

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review and approval by the Department Head at least seven (7) calendar days before the beginning of the evaluation period.

- 2) In the event the Faculty member is at the level of “proficient” or “below standard” for teaching effectiveness, the Comprehensive Development Plan will be submitted to the VPAA or, in the case of Technical Faculty, to the VPCC before the beginning of the evaluation period for review and approval by the VPAA or VPCC.
- 3) If the Faculty member disputes any revisions to the Comprehensive Development Plan by the Department Head, the Faculty member may submit the dispute, in writing, to the VPAA or VPCC within seven (7) calendar days after receiving the revisions. The VPAA’s or VPCC’s decision is final without further appeal.
- 4) A Faculty member’s Comprehensive Development Plan may be amended by the Department Head in response to changing conditions, opportunities, or to better reflect the University’s or Trustee’s missions, goals or objectives. Disputes regarding the amendments to the Comprehensive Development Plan shall be resolved following the same procedure used for disputes regarding the original plan.
- 5) The Comprehensive Development Plan for the Department Head is submitted, in writing, to the VPAA or VPCC with disputes submitted to the President in the same manner as explained above for Faculty members.

b. The Comprehensive Evaluation.

- 1) After considering all relevant information, the Department Head responsible for reviewing the Faculty member will assess that Faculty member’s performance against the Comprehensive Development Plan in the General Evaluation Criteria areas. In addition, the Comprehensive Evaluation will also consider, if applicable, the Faculty member’s Annual Performance Reviews completed since the last Comprehensive Evaluation and any other information the Department Head deems relevant.
- 2) The Department Head shall forward to the VPAA or, in the case of Technical Faculty, to the VPCC his or her recommendations, any materials submitted by the Faculty member and a Performance

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Rating. The VPAA or VPCC will review the materials submitted and add comments if appropriate. Any comments added by the VPAA or VPCC will be provided to the Faculty member who will have an opportunity to respond in writing. After receiving the Faculty member's comments, if any, the VPAA or VPCC shall issue a final evaluation including Performance Rating. The VPAA or VPCC will provide a copy of the final evaluation to the Faculty member.

- 3) The Faculty member may appeal the VPAA's or VPCC's final evaluation to the President by giving written notice to the President within seven (7) calendar days of receiving the VPAA's or VPCC's final evaluation, stating the basis for appeal and the requested relief. The President's determination of the appeal is final.
- 4) If applicable, the VPAA or VPCC and the Department Head will jointly review progress toward Tenure by Academic Faculty and/or promotion in Academic or Technical Rank with the Faculty member during the Comprehensive Evaluation. However, since Tenure to Academic Faculty is granted at the sole discretion of the Trustees, an indication of satisfactory performance by the Department Head or VPAA shall not guarantee nor be construed as a guarantee that Tenure or Promotion will be awarded. The Department Head has no authority to make promises regarding Tenure or Academic or Technical Rank.

10. Annual Performance Review. Annual Performance Reviews shall be conducted each year for all Tenured Faculty members who are not scheduled for Comprehensive Evaluations. These reviews generally evaluate performance only during the period since the last review for the purposes of identifying outstanding performance, identifying and correcting performance weaknesses or deficiencies, establishing Performance Rating, making salary adjustments based on Performance Rating, and other decisions. In addition, Annual Performance Reviews evaluate the interim progress of Tenured Faculty members toward achieving the goals of their Comprehensive Development Plans.

- a. The Annual Development Plan.

- 1) An Annual Development Plan shall be prepared by the Faculty member, and submitted, in writing, to the Department Head at least fourteen (14) calendar days before the beginning of the evaluation period. The Annual Development Plan shall be consistent with the

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427 Faculty member's Comprehensive Development Plan and shall
428 establish the Faculty member's goals and objectives for the next
429 year relating to each of the General Evaluation Criteria, and other
430 activities appropriate to the Faculty member's academic discipline
431 and/or professional assignment. The goals and objectives
432 established shall reflect departmental goals and priorities, which
433 shall reflect the University and the Trustee goals and priorities. The
434 Annual Development Plan is subject to review and approval by the
435 Department Head at least seven (7) calendar days before the
436 beginning of the evaluation period

- 437
- 438 2) If the Faculty member disputes any revisions to the Annual
439 Development Plan by the Department Head, the Faculty member
440 may submit the dispute, in writing, to the VPAA within seven (7)
441 calendar days after receiving the revisions. The VPAA's decision is
442 final without further appeal.
- 443
- 444 3) A Faculty member's Annual Development Plan may be amended by
445 the Department Head in response to changing conditions,
446 opportunities, or to better reflect the University's or Trustee's
447 missions, goals or objectives. Disputes regarding the amendments
448 to the Annual Development Plan shall be resolved following the
449 same procedure used for disputes regarding the original plan.
- 450
- 451 4) The Annual Development Plan for the Department Head is
452 submitted, in writing, to the VPAA with disputes submitted to the
453 President in the same manner as explained above for Faculty
454 members.

455

456 b. Annual Performance Review.

- 457
- 458 1) The Department Head responsible for reviewing the Faculty
459 member will assess that Faculty member's performance against the
460 Annual Development Plan in the General Evaluation Criteria areas.
- 461
- 462 2) The Department Head shall forward to the VPAA his or her
463 recommendations, any materials submitted by the Faculty member,
464 and a Performance Rating. The VPAA will review the materials
465 submitted and add comments if appropriate. Any comments added
466 by the VPAA will be provided to the Faculty member who will have
467 an opportunity to respond in writing. After receiving the Faculty
468 member's comments, if any, the VPAA shall issue a final evaluation
469 including Performance Rating. The VPAA will provide a copy of

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the final evaluation to the Faculty member.

- 3) The Faculty member may appeal the VPAA's final evaluation to the President by giving written notice to the President within seven (7) calendar days of receiving the VPAA's final evaluation stating the basis for appeal and the requested relief. The President's determination of the appeal is final.

11. Performance Reviews of Non-tenure-track Faculty.

- a. Full-time, Non-tenure-track Faculty will be reviewed annually according to departmental procedures, but generally only on the teaching effectiveness criteria. Full-time, non-tenure track Faculty members who dispute their evaluation may submit written comments to their department head within seven (7) calendar days after receiving the evaluation, stating any requested relief. These comments will be included in the faculty member's personnel file. If the department head does not grant the requested relief within the next seven (7) calendar days after receiving the comments, the department head's decision will be final unless the faculty member submits a written appeal within the next seven (7) calendar days to the appropriate Vice President, stating the basis for appeal, the requested remedy and including a copy of the evaluation and employee's written comments provided to the department head. Within fourteen (14) calendar days, the Vice President shall give notice of his or her decision regarding the disputed evaluation and requested remedy. The decision of the Vice President shall be final, unappealable, and nongrievable.
- b. Part-time, Non-tenure-track Faculty may be reviewed at the discretion of the Department Head, and generally only on teaching effectiveness criteria. The Department Head's evaluation is final and not subject to appeal.

12. Faculty Evaluation Outcomes

- a. Post-Tenure Review.
- 1) If a Tenured Faculty member receives a "proficient" or "below standard" rating for teaching effectiveness in a Comprehensive Evaluation, the VPAA will review the Faculty member's performance evaluations. The VPAA is to determine one of the following outcomes:
- a) The deficiencies identified are not substantial or recurrent;

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or

b) There are substantial or recurrent deficiencies which must be remedied.

2) The VPAA shall notify the Tenured Faculty member and the Department Head of the determination. No further action is necessary upon the determination of outcome 1(a) above. In the event of outcome 1(b), the Department Head, in consultation with the Faculty member, will develop, within twenty-five (25) Business Days from the date of receiving notice of the VPAA's determination, a written Post-Tenure Performance Improvement Plan to address the deficiencies. The Post-Tenure Performance Improvement Plan, as approved by the Department Head, shall be submitted within this time period to the VPAA for approval.

3) If the Tenured Faculty member disputes any revisions to the Post-Tenure Performance Improvement Plan by the Department Head, the Faculty member may submit the dispute, in writing, to the VPAA within seven (7) calendar days after receiving the revisions. The VPAA's decision is final without further appeal.

4) A new Comprehensive Evaluation, initiated by the Department Head, shall occur no later than twelve months after the development of the Post-Tenure Performance Improvement Plan and shall be based on the Post-Tenure Performance Improvement Plan. The Department Head will submit the Comprehensive Evaluation to the VPAA for review and approval.

5) If the VPAA determines that the deficiencies are remedied, the Faculty member shall return to the cycle of Annual Performance Reviews with a Comprehensive Evaluation every five years.

6) If the VPAA determines that the deficiencies have not been remedied within the period covered by the Post-Tenure Performance Improvement Plan, the VPAA may consult with the Department Head and shall prepare a recommendation for

a. the continuation of the Post-Tenure Performance Improvement Plan for up to an additional academic year, or

b. sanctions up to and including, termination for cause.

In no event may the post-tenure performance improvement plan be

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extended beyond one additional academic year. If the deficiencies have not been remedied after the completion of the once-extended Post-Tenure Performance Improvement Plan, the VPAA may consult with the Department Head and shall prepare a recommendation for sanctions up to, and including, termination for cause. This recommendation and all other documentation shall be forwarded to the President who will issue a final decision.

- 7) If a Tenured Faculty member is subject to discipline, sanctions or termination as a result of the reevaluation, he or she shall receive notice and the opportunity to contest the action in accordance with the provisions of this Handbook regarding discipline and termination.

b. Tenure-track Faculty.

- 1) If a Tenure-track Faculty member's performance is at least proficient, the Faculty member will ordinarily continue with the regular cycle of Comprehensive Evaluations.
- 2) If a Tenure-track Faculty member's performance in any General Evaluation Criteria area is below standard, further action may be taken including, without limitation, discipline or termination. In the event of discipline or termination, notice and the opportunity to contest the action shall be in accordance with the provisions of this Handbook regarding discipline and termination.
- 3) Although evaluations contribute to the decisions to retain or to nonrenew a Tenure-track Faculty member, excellent and highly proficient Performance Ratings do not guarantee retention, promotion in Academic Rank or Tenure.

B. Academic Faculty Tenure Policy

1. Nature of the Privilege.

- a. The awarding of Tenure is undoubtedly one of the most significant aspects of the performance evaluation system at the University. Tenure-track Faculty are evaluated carefully and continually throughout years in this status. A favorable Tenure recommendation presupposes a record of demonstrated achievements in all four of the General Evaluation Criteria for which the evidence of excellent or highly proficient performance is

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clear, consistent, and compelling. Performance below highly proficient in these areas will rarely justify a favorable Tenure recommendation. Teaching effectiveness is the single most important criterion for judging a candidate's Tenure request.

- b. No Right of Tenure. An award of Tenure is not a right but a privilege that must be earned by Faculty members on the basis of their past performance or performance during any Tenure-track period as evaluated by Tenured Faculty, Academic Administrators, the President, and the Trustees. Tenure cannot be acquired automatically by length of service. Tenure also cannot be acquired automatically due to procedural error. Tenure is granted and may be acquired only by an affirmative vote of the Trustees after receipt of an application for Tenure and a favorable recommendation from the President.
- c. Once Tenured, Faculty members may be involuntarily terminated from the Faculty only for cause or due to a Reduction in Force in accordance with this Handbook. Faculty members and other Tenured Professional Personnel who resign, retire or voluntarily apply for and accept Part-time status relinquish their Tenure unless loss of status is otherwise prohibited by state or federal law.

2. Tenure Criteria.

- a. Eligibility. Only Full-time Tenure-track Faculty who hold the Academic Rank of assistant professor, associate professor, or professor are eligible for an award of Tenure. Non-tenure-track Faculty are not eligible for Tenure. Except as otherwise provided in this Handbook, Administrators and other non-teaching personnel are not eligible for Tenure. Athletic coaches are not eligible for Tenure as coaches. However, Full-time Tenure-track Faculty who are assigned coaching duties may acquire Tenure as Faculty members. A grant of Tenure to these Faculty members shall not create any rights, entitlements or expectations of retention with respect to the Faculty member's coaching assignments.
- b. Tenure-track Period. The Tenure-track period at the University shall be up to seven (7) consecutive Academic Years as Full-time, Tenure-track Faculty under annual assignments. Academic Years during which Tenure-track Faculty members are on sabbatical leaves, professional development leaves, leaves without pay, or administrative leaves of one or more semesters' duration or are employed as Administrators for one or more semesters shall not be included in the Tenure-track period. However, exclusion of such Academic Years from the Tenure-track Period shall not

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make the preceding and succeeding annual assignments nonconsecutive.

- c. Except in cases of termination due to a Reduction in Force, Tenure-track Faculty members who resign or are nonrenewed and are later rehired as Tenure-track Faculty shall not receive credit for prior periods of employment in this status. Tenured faculty members and other tenured professional personnel whose employment terminates, whether voluntarily or involuntarily, including as a result of discharge, layoff, resignation or retirement, lose tenure and have no right to reinstatement of tenure if reemployed. Further, any tenured faculty who terminates their full-time status and becomes part-time faculty loses tenure and has no right to reinstatement of tenure upon again becoming full-time. This loss of tenure does not apply where the part-time status is temporary due to FMLA reduced-schedule leave, a temporary accommodation under the ADA or temporary during other approved leaves.
- d. Tenure-track Faculty members who are not awarded Tenure by the end of their seventh Tenure-track assignment, **except under rare circumstances and at the discretion of the President and Vice President for Academic Affairs, shall not be eligible for additional Tenure-track assignment.** However, they may be offered and accept a Non-tenure-track Faculty position or other job position within the University.
- e. Immediate or Early Tenure. Candidates for both immediate and early Tenure must document excellent or highly proficient Performance Ratings in the General Evaluation Criteria areas.
- 1) Immediate Tenure. The Trustees, in their sole discretion, may award Tenure to new, Full-time Faculty appointees if immediate Tenure is recommended by the President at the time their appointments are recommended to the Trustees, and:
- a) The appointees were previously Tenured at regionally accredited, baccalaureate-granting institutions of higher education and, after consultation during the search process, receive a recommendation for Tenure from the Tenured Faculty of the affected Faculty body designated by the University to make Tenure recommendations; or
- b) The appointees have achieved recognized, outstanding distinction in public service or the private sector and, after consultation during the search process, receive a recommendation for Tenure from the Tenured Faculty of the

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affected Faculty body designated by the University to make
Tenure recommendations.

- 2) Early Tenure. Tenure-track Faculty members who are rated highly proficient or excellent for all General Evaluation Criteria may apply for early Tenure beginning their second Academic Year as Tenure-track Faculty.
 - 3) Denials of immediate or early Tenure applications shall be final, unappealable and non-grievable. Unsuccessful early candidates may not reapply for early Tenure, but may reapply for Tenure during the seventh Tenure-track contract.
 - 4) Nothing in this Handbook shall be construed to prohibit or otherwise limit the discretionary nonrenewal of Tenure-track Faculty members who apply for early Tenure, the same as any other Tenure-track Faculty.
- f. Expectations. The most important responsibility of Faculty is teaching. However, advising, scholarship, and service also will be considered. A Tenure applicant's performance and conduct during the entire Tenure-track period preceding the final decision on tenure will be considered.
3. Tenure and Promotion Committee. The University shall have a Tenure and Promotion Committee composed of Tenured Faculty from the University to review the documentation of applicants for Tenure.
- a. It shall be mandatory for all Full-time Tenured Faculty (excluding Department Heads, the VPAA and President) within the University to be available to serve on the Tenure and Promotion Committee. Persons applying for promotion or tenure normally will be excluded from serving on the University Tenure and Promotion Committee during the year that they are being considered.
 - b. The Tenure and Promotion Committee shall be composed of two elected members from each department. The Department Head will send a ballot containing a list of all eligible Tenured Associate Professors and Professors to all Tenured and Tenure-track Faculty, from which one Professor and one Associate Professor will be selected. If the department does not have a Professor and an Associate Professor available for election, two members of either group may be selected. The Department Head will inform the department Faculty and the VPAA of the names of the elected representatives of the department to the University's Promotion and Tenure

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Committee by September 1.

- c. The longest-term Faculty member elected to the committee will convene the first committee meeting. Each member may vote on any application at his/her own tenure status/rank, or below.
- d. Each department shall have a pre-tenure/promotion committee of three tenured members from the department, with one of the members being a past member of the University Tenure and Promotion Committee. This committee will be used by the Department Head and Faculty as an advisory and mentoring group to assist applicants during the application process. The committee should provide an honest and realistic assessment of the Faculty member's portfolio annually. Weaknesses or deficiencies should be discussed with the Faculty member along with recommendations for strengthening/improving his/her performance. Members of this committee will be appointed by the Department Head.

4. Procedures for Recommending Tenure. If any of the following deadlines falls on a Saturday, Sunday or holiday, the deadline will be the next Business Day.

- a. By May 1, the Department Head shall give notice to tenure-track Faculty members completing their sixth tenure-track year of their eligibility to apply for Tenure. The notice shall advise that any seventh-year Tenure-track Faculty member who fails to submit a Tenure application and all required documentation by the established deadline set forth in the notice will not be considered for Tenure and that he or she will thereafter cease to hold the status of Tenure-track Faculty but may be considered for other Temporary Faculty positions available as an instructor or other positions in the University.
- b. By October 1, the Faculty member (applicant) seeking Tenure shall be responsible for submitting ~~an application for Tenure to the Tenure and Promotion Committee~~ **the Tenure and Promotion Notice of Intent (application cover sheet)** and for compiling and submitting the necessary documentation to support his or her application to the applicant's Department Head. **A copy of the Notice of Intent will also be forwarded to the Office of Vice President for Academic Affairs who will compile a roster of applicants for the University Tenure and Promotion Committee. which** Documentation shall include the following:
 - 1) **the Notice of Intent (application cover sheet);**
 - 2) copies of all previous Comprehensive Evaluations; and
 - 3) any other relevant documentation concerning the General Evaluation

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Criteria areas, including a letter of support from the appropriate academic Department Head, copies of scholarly works, and/or additional documentation of specific activities in scholarship, service, and advising.

- c. By October 10, the Department Head (non-voting) will conduct a poll of all Full-time Tenured Faculty in the applicant's department regarding approval/denial recommendations for the applicant's request. The applicant's documentation shall be made available for review to the departmental Faculty prior to voting.
- d. By October 15, the Department Head will submit the results of this poll to the Tenure and Promotion Committee along with the applicant's documentation and the Department Head's recommendation.
- e. By November 15, the Tenure and Promotion Committee shall review the documentation of the applicant and the Department Head's recommendation, and any other relevant information submitted, and prepare a formal written recommendation. Approval of a Tenure application by a majority vote of the committee membership eligible to vote is required for a positive recommendation. The chair of the promotion and tenure committee will withhold his/her vote and will cast it only in the case of a tie vote from the full committee. The chair of the committee shall forward the application documents together with its recommendation and comments to the VPAA by this same date. If the "other relevant information" considered by the committee is negative, the applicant shall be provided a copy of this information by November 15 and may submit a response to the VPAA by November 20th.
- f. By January 5, following review of the Tenure and Promotion Committees' recommendations, comments and the application documents, the VPAA shall forward all documents and his or her recommendation to the President.
- g. If the request for Tenure is not recommended at any level, the complete documents and recommendations must, nevertheless, be forwarded progressively to the next higher level for review, up to the Presidential level, unless the Faculty member withdraws the application. At the time the recommendation and documents are forwarded to the next level, the person responsible for forwarding to the next level will also give notice to the applicant and specify whether the application received a positive or negative recommendation. No other details need be provided to the applicant.

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- h. If the President declines to recommend the applicant for Tenure to the Trustees, the President shall give notice to the applicant by January 24th.
- i. The applicant who is denied Tenure recommendation by the President may request reconsideration in writing. Notice of this request must be received by the President no later than January 31st. The President shall notify the applicant of the reconsideration determination by February 8th. The President's denial decision is final.
- j. The President shall give the Trustees any favorable recommendations on Tenure by seven (7) days prior to the Trustees' Regular Meeting in February.
- k. Upon the Trustees' action on a favorable recommendation the President shall give notice to the applicant that Tenure is denied or granted. Minor procedural or technical irregularities in the notice or delivery thereof shall not constitute failure to notify the Faculty member.
- l. An applicant may withdraw the application any time prior to a decision being issued by the President. The request to withdraw shall be submitted in writing to the VPAA.
- m. Within seven (7) calendar days after receipt of notice of the Trustees' denial of Tenure, the applicant may request reconsideration. The request for reconsideration must be made to the Chair of the Board of Trustees. The Trustees' decision on reconsideration is final.
- n. The Trustees shall act on Tenure applications no later than their Regular Meeting in March. Only favorable Presidential recommendations shall be forwarded to the Trustees. The Trustees expressly delegate to the President the power to deny Tenure applications by declining to recommend applicants to the Trustees. Applications and Presidential recommendations shall be considered by the Trustees in executive session as a personnel matter, unless otherwise required by the Colorado Public (Open) Meetings Act. The Trustees shall vote in open session to grant or deny Tenure to applicants. The minutes of the open meeting shall be the official and conclusive record of the Trustees' action.
- o. Thereafter all applications and recommendations shall be placed in applicant's personnel files and shall be confidential to the same extent as personnel files under the Colorado Public (Open) Records Act. Other materials submitted by the applicant need not be retained and may be returned to the applicant.

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p. Notice.

1) Time of Notice:

- a) Faculty members who apply for Tenure but who are ineligible should be notified that they will not be considered for tenure as soon as practicable but in no event later than January 31st of the semester following the application deadline.
- b) Faculty who are considered for Tenure shall be notified within twenty (20) Business Days following Trustee action on their applications.

2) Content of Notice:

- a) Tenure granted. Applicants who are granted Tenure should be notified that they were awarded Tenure by the Trustees.
- b) Tenure denied. Faculty members whose applications for Tenure are denied shall be given notice by the President. The notice need not state the reason(s) Tenure was denied.

3) Delivery of Notice. See “Notice” in the Glossary.

4) Failure to Give Notice. Failure to give notice at any level of the Tenure procedure shall not entitle the affected Faculty to Tenure.

5. Assignments for Faculty not Offered Tenure. Seventh-year Tenure-track Faculty members who are not granted Tenure will cease to hold the status of Tenure-track Faculty. Their employment will automatically terminate at the end of their current employment assignment unless they are offered and accept a Non-tenure-track Faculty position available as an instructor or another available position at the University. The University has no obligation to consider the Faculty member for other positions. Any offer of another position is at the discretion of and subject to approval by the President and Trustees.

6. Tenure and Academic Rank for Exempt Employees.

- a. The Trustees may grant Faculty status and Tenure to qualified Exempt Employees. An award of Tenure under this subsection shall entitle recipients to transfer as Tenured Faculty to available Faculty positions for

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which they are qualified. It shall not, however, create any rights, entitlements, or expectations of retention in the recipient's exempt position. Exempt employees with Faculty Tenure serve in their exempt positions solely at the will and pleasure of the President.

- b. The Trustees may grant Faculty status and Tenure to those Exempt Employees who have been previously Tenured at regionally-accredited, baccalaureate- granting institutions of higher education, who are recommended for Faculty status and Tenure by the President, following the President's consultation with the Tenured Faculty of the affected Faculty body designated by the University to make Tenure recommendations.

C. Faculty Promotion Policy

1. Introduction. Promotions of Faculty in Academic Rank are based on overall professional attainment and expectation of further professional growth at the University. Performance Ratings for the General Evaluation Criteria are considered. Teaching effectiveness is given the most importance.
2. The procedures for promotions outlined below are designed to allow for varied interests, talents, and accomplishments of applicants from diverse academic disciplines.
 - a. By May 1, the Department Head should notify all Faculty members in their department who are or will become eligible for promotion during that Academic Year of their eligibility to apply for promotion in Academic Rank. Those Faculty members who meet the minimum requirements, and who wish to be considered for promotion, are responsible for gathering evidence of their qualifications, including all annual and comprehensive evaluations for the prior five (5) years and submitting these materials to the Department Head by October 1. Submission of materials should follow the deadline outlined in Procedures for Recommending Tenure.
 - b. By October 10, the Department Head (non-voting) will conduct a poll of all Full-time Faculty at the Academic Rank or higher sought by the applicant in the applicant's department. The poll will recommend approval/denial regarding the applicant's request. The applicant's documentation shall be made available for review to the departmental Faculty prior to voting.
 - c. By October 15, the Department Head will submit the results of this poll to the Tenure and Promotion Committee along with the applicant's documentation and the Department Head's recommendation. By November 15, the Tenure and Promotion Committee, after reviewing this information,

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will forward this information, together with its recommendation and comments, to the VPAA. By January 5, following review of the Tenure and Promotion Committee's recommendation, comments and the application documents, the VPAA shall forward all documents and his or her recommendation to the President. Promotions will be awarded or denied by the President. The President shall give notice to the Faculty member of his or her decision on the request for promotion by January 31st. The Trustee level of review does not apply to requests for promotion.

- d. Promotion Appeal Process. An applicant may request reconsideration of an adverse promotion decision by the President. The request for reconsideration must be received by the President within thirty (30) calendar days after notice is given to the applicant of the adverse decision. An adverse Presidential recommendation on a request for reconsideration shall be final, unappealable, and nongrievable. Adverse promotion recommendations below the Presidential level shall not be appealable or grievable under this or any other procedure. Denials of early promotion applications shall be final, without reconsideration, and are unappealable and nongrievable.

- e. An applicant may withdraw the promotion request at any time prior to a decision by the President. The request to withdraw shall be submitted in writing to the VPAA.

3. Promotion Criteria. The minimum requirements for consideration for promotion in Academic Rank are listed below. Meeting the minimum qualifications does not imply automatic promotion. The criteria for Instructors achieving a position of Academic Rank are set forth in the Recruiting and Hiring section of this *Handbook*. Promotions are awarded at the discretion of the President.

Promotion criteria from one Academic Rank position to a higher Academic Rank position are as follows:

- a. Academic Faculty

- 1) Promotion to Associate Professor:

- a) Education and Experience. An applicant must satisfy the educational and experiential qualifications for associate professor listed under Recruitment and Hiring in this *Handbook*.

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- b) Time in Rank. Five years in rank as an assistant professor at Colorado Mesa University. For exceptions, see part 3) below.
- c) Tenure. Tenure is not required for promotion to associate professor. Promotion to associate professor does not guarantee that Tenure will be awarded.
- d) Performance. Sustained highly proficient or excellent Performance Ratings for the General Evaluation Criteria
- 2) Promotion to Professor:
- a) Education and Experience. An applicant must satisfy the educational and experiential qualifications for professor listed under Recruitment and Hiring in this Handbook.
- b) Time in Rank. Five years in rank as an associate professor at Colorado Mesa University. For exceptions, see part 4) below.
- c) Tenure. Tenure is required for promotion to professor.
- d) Performance. The rank of professor is the highest Academic Rank and requires demonstrably sustained highly proficient or excellent Performance Ratings for all General Evaluation Criteria.
- 3) Exceptions, including early promotion to the associate professor or professor level for individual Faculty members may be recommended to and approved by the President based on previous years in rank at another regionally accredited higher education institution, expertise, technical competence or professional attributes that the University deems of sufficient merit to warrant such recommendations. Normally such exceptions will be for those who have made substantial contributions to their fields of specialization, or who have demonstrated excellent performance in the General Evaluation Criteria areas, and significant creative accomplishment. Faculty may apply for early promotion during their second through fourth years of time in a rank.

b. Technical Faculty

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- 1) Promotion to Assistant Technical Professor:
 - a) Education and Experience. Minimum of an associate degree in field related to area of instruction.
 - b) Time in Rank. Five years as a Technical Instructor.
 - c) Performance. Demonstrably effective teaching, advising, professional development activity, and service.
- 2) Promotion to Associate Technical Professor:
 - a) Education and Experience. Minimum of a baccalaureate degree in field related to area of instruction.
 - b) Time in Rank. Five years as an Assistant Technical Professor at the University.
 - c) Performance. Demonstrably effective teaching, advising, professional development activity, and service.
- 3) Promotion to Technical Professor:
 - a) Education and Experience. Minimum of a master's degree in field related to area of instruction.
 - b) Time in Rank. Five years as an Associate Technical Professor at the University.
 - c) Performance. Demonstrably effective teaching, advising, professional development activity, and service.
- 4) Exceptions, including early promotion to the associate technical or technical professor level, for individual Technical Faculty members may be recommended to and approved by the President based on previous years in rank at another regionally accredited postsecondary institution, expertise, technical competence or professional attributes that the University deems of sufficient merit to warrant such recommendations. Normally such exceptions will be for those who have made substantial contributions to their fields of specialization, or who have demonstrated exceptional advising, scholarly activity, competence, or appropriate creative accomplishment of highly proficient or excellent quality. Technical Faculty may apply for early promotion during their second through

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fourth years of time in rank.

D. Transfer between Faculty and Exempt Employee Status

1. Eligibility. Professional Personnel initially hired as Exempt Employees who were neither appointed with nor subsequently granted Academic Rank and Tenure do not have a right to Faculty status or positions. This policy does not preclude Exempt Employees from being appointed to Part-time or Full-time Faculty positions, but Faculty seniority and other Faculty rights must be earned through service as a Faculty member.
2. Faculty to Exempt. Faculty who transfer to full-time exempt positions retain the seniority earned as Faculty members and, if Tenured, retain their Tenure as Faculty members but shall be issued administrative contracts. Faculty who transfer to full-time exempt positions have the right to return to Faculty status subject to the availability of a position and to assurance that they are qualified to teach in their academic disciplines. Any academic year during which Tenure-track Faculty members are employed as exempt employees for one or more semesters shall not be included in their Tenure-track periods. Tenured Faculty members who transfer to full-time exempt positions have the right to return to the University department, program area or other similar academic unit in which they acquired Tenure. Should a Faculty member's right to return to the Faculty under this Section conflict with another Faculty member's retention rights, the Faculty member with retention rights shall be appointed to the position if both Faculty members are Tenure-track or Tenured. However, if one Faculty member is Tenured and the other is not, the Tenured Faculty member shall be appointed to the position. If one Faculty member is Tenure-track and the other is temporary non-Tenure track, the Tenure-track Faculty member shall be appointed to the position.

E. Seniority

Seniority shall be based on years of full-time service in a particular professional status at the University. Service time as an Exempt Employee does not count toward seniority as a Faculty member, except that Faculty who serve only up to one year of time as an Exempt Employee on an interim basis shall have that time counted toward seniority as a Faculty member. Service time as a Faculty member does not count as service time as an Exempt Employee. The employment contract specifies professional status.