



**MANUAL FOR
ACADEMIC DEPARTMENT HEADS
AND DIRECTORS**

JULY 2017

OFFICE OF ACADEMIC AFFAIRS

CONTENTS

| | | |
|-------------|--|-----------|
| I. | Position Responsibilities..... | 5 |
| A. | Overview of Position | 5 |
| B. | Evaluation | 5 |
| C. | Faculty Feedback for Academic Department Heads | 6 |
| D. | The Academic Department Head Working Folder..... | 6 |
| E. | Forms and Manuals | 6 |
| II. | Calendars..... | 6 |
| III. | Strategic Planning..... | 6 |
| A. | University Planning | 6 |
| B. | Enabling Legislation and Mission Statement | 7 |
| C. | Department and/or Program Planning..... | 7 |
| D. | Institutional Accreditation | 7 |
| E. | Federal Compliance | 8 |
| IV. | Faculty | 9 |
| A. | Hiring | 9 |
| 1. | Full-Time Faculty (Tenure-track and Instructors) | 10 |
| 2. | Part-time Faculty (Lecturers/Adjuncts) | 12 |
| B. | Professional Development | 13 |
| C. | Evaluations | 13 |
| 1. | Full-time Faculty (Tenured, Tenure-track, and Instructors)..... | 14 |

| | | |
|-------|--|----|
| 2. | Part-time Faculty (Lecturers)..... | 15 |
| 3. | Administrative (Exempt) and Classified Staff | 15 |
| D. | Faculty Absences..... | 15 |
| E. | Faculty Senate | 16 |
| V. | Curriculum..... | 16 |
| A. | Course Scheduling | 16 |
| B. | Scheduling Process..... | 16 |
| C. | Course Syllabi..... | 18 |
| D. | Course Comparability | 18 |
| E. | Annual Updates to Academic Program Documents | 18 |
| F. | Reciprocity and Guaranteed Transfer Agreements | 18 |
| VI. | Program Review and Assessment | 18 |
| A. | Program Review..... | 18 |
| B. | Assessment Procedures..... | 19 |
| C. | Programmatic Accreditation | 20 |
| VII. | Distance Education..... | 20 |
| A. | Online Teaching Essentials | 20 |
| B. | Extended Studies..... | 21 |
| VIII. | Budget Administration..... | 22 |
| A. | Types of CMU Budgets..... | 22 |
| B. | Budget Process and Schedule..... | 22 |
| C. | Budget Items..... | 22 |

| | | |
|-------|---|----|
| D. | Tracking Program Budget(s) In Banner..... | 24 |
| E. | Purchasing | 25 |
| F. | Reallocation of Expenditures | 26 |
| IX. | Faculty Appointment Form(More Commonly known as the contract prep form) . | 26 |
| A. | Contract Prep Submission and Processing..... | 26 |
| B. | Details on Completing the Contract Prep Form | 27 |
| X. | Policies and Procedures..... | 32 |
| XI. | Information Technology..... | 33 |
| A. | Classroom Technology..... | 33 |
| B. | Technology Replacement Planning | 34 |
| C. | Technology Policies and Use Agreements..... | 34 |
| D. | Academic Technology Advisory Council (ATAC) | 35 |
| XII. | Sponsored Programs and Academic Research - External Funding..... | 36 |
| XIII. | Student Services..... | 36 |
| A. | Student Handbook | 36 |
| B. | Students of Concern..... | 36 |
| C. | Clubs and Activities | 37 |
| D. | Intercollegiate Athletics..... | 37 |
| E. | International Student Exchange Program (ISEP) | 38 |
| XIV. | Enrollment Management | 38 |
| A. | Recruitment | 38 |
| B. | Advising and Retention | 39 |

| | | |
|-----------|--|-----------|
| C. | Orientation, Freshman Year Initiative, and Maverick Provisional Program.... | 40 |
| D. | Student Information in Banner | 41 |
| E. | Financial Aid | 41 |
| F. | DegreeWorks | 41 |
| G. | Graduation Signoff Process | 41 |
| H. | Important Notes | 42 |
| I. | Process Summary (see following tabs) | 43 |
| | Appendices | 50 |
| | References | 56 |

I. POSITION RESPONSIBILITIES

A. OVERVIEW OF POSITION

Academic Department Heads (ADHs) and Directors of Academic Departments at Colorado Mesa University are recommended for appointment by the Vice President for Academic Affairs (VPAA) and confirmed by the President. ADHs are responsible for the operation of their respective academic units. For the purposes of this manual, no distinction is made between individuals serving as department heads or directors, so, while reference is made only to ADHs, the information applies to both titles.

While actions might be required in other areas, ADHs typically have both faculty (teaching, scholarly activity, service and advising) and administration responsibilities. In terms of administration, the following characterizes the ADH's leadership role:

- Leadership, management and Department/Unit administration;
- Communication;
- Instruction and curriculum oversight;
- Faculty/personnel relations and management;
- Student relations and management; and
- Budget and resource oversight and management.

Specific expectations for each of these areas are found in the Performance Plan/Evaluation for Department Heads form found on the Academic Affairs "forms" website: <http://www.coloradomesa.edu/academic-affairs/faculty/forms.html>.

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

B. EVALUATION

Academic Department Heads report to the Vice President for Academic Affairs (VPAA) and are evaluated on an annual basis. ADH evaluations are due to the VPAA generally at the end of the second week of March and cover the previous calendar year. ADHs are to use the Performance Plan/Evaluation for Department Heads found at: <http://www.coloradomesa.edu/academic-affairs/faculty/forms.html>, inserting narrative text into the form. At the time of the submission of the annual evaluation form, a plan for the current year is also submitted using the same form. The ADH meets with the VPAA and President during April regarding her/his evaluation.

C. FACULTY FEEDBACK FOR ACADEMIC DEPARTMENT HEADS

Academic Department Heads receive feedback from faculty in alternating years of service. The Interpretive Guidance section of the *CMU Professional Personnel Handbook* describes the process for collecting feedback, typically early fall in alternating years. The VPAA initiates the process in early September with a request for feedback to be submitted to the VPAA. The VPAA compiles the information from the feedback forms and meets with the ADH to share findings and feedback.

The feedback form is organized using the same areas of leadership/administrative responsibility identified above, but is limited to aspects of performance that are observable by department faculty. Faculty feedback to the VPAA is not anonymous, but the anonymity of the individual faculty members will be preserved when the VPAA discusses findings with the ADH. Feedback forms are found at:
<http://www.coloradomesa.edu/academic-affairs/faculty/forms.html>.

D. THE ACADEMIC DEPARTMENT HEAD WORKING FOLDER

The ADH folder on the R: drive is used for collecting information from the academic units or accessing specific documents. ADHs have access to the Department Heads folder. Should you have issues connecting/accessing the folder, please contact the IT Help Desk.

E. FORMS AND MANUALS

A variety of forms and manuals supporting academic activities are available on the Academic Affairs forms website: <http://www.coloradomesa.edu/academic-affairs/faculty/forms.html>.

II. CALENDARS

Calendar information regarding semester dates and deadlines, ADH and faculty dates and deadlines, as well as multi-year course planning and program review calendars, can be found at: <http://www.coloradomesa.edu/academic-affairs/faculty/index.html>.

III. STRATEGIC PLANNING

A. UNIVERSITY PLANNING

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

<http://www.coloradomesa.edu/president/documents/StrategicPlan01-2016.pdf>.

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

B. ENABLING LEGISLATION AND MISSION STATEMENT

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

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

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

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

C. DEPARTMENT AND/OR PROGRAM PLANNING

The development of a department and/or program mission statement and planning goals articulates how the unit fits within the University's goals and describes the direction the unit plans to take in the future. Department/program mission statements and plans should be reevaluated from time to time in order to ensure they are up-to-date and accurate, particularly during the program review process.

D. INSTITUTIONAL ACCREDITATION

Colorado Mesa University is accredited by the Higher Learning Commission (HLC), based in Chicago, Illinois. CMU's accreditation was reaffirmed in 2013 for ten years. Documentation of CMU's status with the Commission is found at:

<http://www.hlcommission.org/component/directory/?Action=ShowBasic&Itemid=&instid=1055&lang=en>.

Beginning in 2015, the Commission revised the process for its institutions to continue accreditation, shifting from the traditional self-study to an assurance review that is accompanied by documentation of CMU's compliance with expectations set by the

U.S. Department of Education. The comprehensive assurance review occurs four years after reaffirmation, and then again, six years later at the end of the reaffirmation cycle.

The University's official, direct communications with HLC follow a process established by the Commission and are limited to between the University's President and its Accreditation Liaison Officer with the designated HLC Vice President for CMU.

E. FEDERAL COMPLIANCE

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

- 1. Determining Qualified Faculty.** In addition to the general hiring requirements specified in the CMU *Professional Personnel Employment Handbook*, CMU adopted a Faculty Qualification Hiring Policy, along with Interpretive Guidance. This information can be found at: <http://www.coloradomesa.edu/academic-affairs/policies.html>.
- 2. Credit Hours and Contact Hours for Courses.** The US DoED's requirements on course meeting times is best summarized in the following paragraph from the CMU Undergraduate Curriculum Committee Manual (section III.E.)
In accordance with CDHE policy and procedures, "A contact hour is a programmed class period of not less than 50 minutes nor more than 60 minutes." (From CDHE policies, <http://higher.ed.colorado.gov/publications/policies/Archive/iii-parth.pdf>), Colorado Mesa University defines a contact hour as 50 minutes and a credit hour (a.k.a. semester hour) as the amount of work represented in intended learning outcomes and verified by evidence of student achievement in 750 minutes (15 contact hours) of academic engagement plus a minimum of 1500 minutes (30 hours) of student preparation, reflecting a 2:1 relationship between student preparation and academic engagement for a typical lecture course. The minimum hours of student preparation per credit hour doubles for graduate level courses. The required time per credit hour does not vary regardless of wherever or however courses are delivered. (Source: CMU Faculty Senate Curriculum Policies and Procedures Manual).

Because, in most instances, CMU includes class meeting times during its final exam period to meet the required "minute count" for a course, faculty members are expected to administer final exams during the designated timeframe.

3. **Student Outcomes.** In this context, the focus is on the placement of students upon graduation. Each program should have a mechanism in place to track where its graduates go – be it employment, graduate school, military, etc. – upon completion. The Alumni Office has contact with some graduates, and staff may be able to assist with contact information.
4. **Student Complaints.** Each instructional unit must keep a log of formal, written complaints from students. The specifics on what type of activity should be tracked can be viewed at <https://cas.coloradomesa.edu/mavzone>.

In some cases, the complaint may have been filed with a different office (e.g., Academic Affairs); if, however, the resolution is at the department level, it should be included on the department's spreadsheet. The spreadsheet format for the log is shown below. Prior to submitting the University's federal compliance report as part of the HLC accreditation process, logs from CMU units will be compiled into a master document.

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

IV. FACULTY

Faculty are the lifeblood of the institution and the teaching and learning process. As such, there is no more important responsibility than ensuring that departments recruit and hire the best qualified candidate possible. ADH's are fully responsible for monitoring search processes.

A. HIRING

For each new hire (full and part-time) ADHs are to submit the Faculty Qualification form, the Faculty Vitae form, and a copy of unofficial transcripts for all degrees to the Office of Academic Affairs. These forms are located on the Academic Affairs website: <http://www.coloradomesa.edu/academic-affairs/faculty/forms.html>.

At the time of hire, the Office of Human Resources requires official transcripts. New faculty members should contact the HR office for an appointment and a list of required documentation.

1. FULL-TIME FACULTY (TENURE-TRACK AND INSTRUCTORS)

The following describes the process for requesting approval of a full-time faculty hire and completing the search process:

- The ADH submits a position request to Academic Affairs, usually in early to mid-September.
- If the position request is approved by the President, the ADH submits a search committee recommendation to Human Resources (including a chair). Once approved, the position is advertised through Human Resources. Teaching position announcements must include the following statement: “Teaching may involve online, hybrid, and/or distance delivery modalities.”
 - If the position is a replacement for a current faculty member, the job announcement must include the position number at the end of the job announcement.
 - If the position is new, the Budget Director will assign the position number. Note that the Budget Director has responsibility for position control and is the only one authorized to make the assignment of a position number.
- The Office of Human Resources coordinates with Academic Affairs on the final job announcement and payment for advertising. When advertising costs exceed what is paid for by Academic Affairs, the department is responsible for these costs.
- Once applicants are reviewed and candidates have been identified for a campus visit (typically 2-3 per search), the search chair coordinates with the ADH, President's and VPAA's offices on scheduling the visit before travel authorizations are approved by Academic Affairs and tickets are purchased.
- After the candidates have been interviewed, the search committee and ADH confer on the strengths and limitations of each candidate. The ADH then submits the information on each of the candidates, including the strengths and weaknesses and the preferred candidate, to the VPAA who, in turn, consults with the President.

- If all are in agreement regarding the strongest applicant, the VPAA notifies the ADH, confirming salary to be offered and any other considerations.
- If there are differences of opinion on the candidates, the VPAA will coordinate the resolution so that an offer can be extended.
- The ADH contacts Human Resources to initiate a background check. Once complete, the ADH makes the offer to the selected applicant. When timing becomes a concern (e.g., the candidate has other offers pending), a verbal offer can be extended, pending the outcome of the background check.
- When the ADH and the candidate reach a verbal agreement and the background check is successfully completed, the information (i.e., full name and contact information, position number, agreed upon salary, academic rank [if appropriate], agreed upon moving expenses and any other conditions of the offer) is provided to the VPAA who, in turn, provides the requisite information to the Director of Human Resources.
- The Director arranges for the Letter of Offer (LOO) to be generated for the President's signature and mailed to the candidate. When timing is such that the candidate needs to receive the LOO in a shorter time frame than delivery by mail, the ADH can request an electronic copy of the letter from Human Resources and email it to the candidate. The candidate, however, must return an originally-signed copy as indicated in the LOO. As noted earlier, official transcripts must be sent to the Office of Human Resources.
- New full-time faculty can submit paperwork for reimbursement of eligible moving expenses that qualify as outlined in CMU's Moving and Relocation policy. Information pertaining to this policy can be found at: <http://www.coloradomesa.edu/human-resources/policies-procedures.html>.
- The moving expense reimbursement will be processed with the Contract Prep form through Academic Affairs. ADHs should make sure new hires understand that moving expenses will be paid the month after the submission of acceptable documentation.
- Refer to the Faculty and Administrative Search Procedure Manual from Human Resources that outlines additional details: <http://www.coloradomesa.edu/human-resources/policies-procedures.html>.

2. PART-TIME FACULTY (LECTURERS/ADJUNCTS)

Part-time faculty are hired on a term basis and are not typically hired through a national search process.

- When an ADH needs to advertise for part-time faculty, the advertising can be included in a general faculty announcement in the local newspaper. When hiring online faculty, advertising nationally may be appropriate. The advertising is coordinated through Academic Affairs, beginning several months prior to the start of each term, though a request can be made for a specific time if needed.
- In general, applications for part-time faculty positions are sent directly to the ADH.
- The ADH reviews the files, can ask input from other faculty members, and then interviews the finalist(s).
- Upon identification of a candidate, the ADH forwards the CMU Faculty Qualification and Vitae Forms to the VPAA for approval.
- Upon approval from the VPAA, the ADH requests a background check from Human Resources.
- Upon successful completion of the background check, the ADH notifies the part-time faculty and directs the hire to Human Resources to complete the required paperwork.
- Contract prep forms must be submitted for courses taught. Instructions for completing Contract Prep forms appear later in this manual.
 - **Courses Paid by Student Credit Hours** are based on number of students enrolled at the census date for that term.
 - **Courses Paid by Course Credit Hours** are based on CMU's part-time faculty salary schedule. This information is available from Academic Affairs.
- When hired, part-time faculty should be advised about when payment begins:
 - If the ADH submits the relevant contract prep by August 1 for the fall semester or January 2 for the spring term, part-time faculty will receive their first paycheck at the end of August or January as applicable.

- If the contract prep is submitted after the above dates, the first check for payment will be at the end of September or February, depending on the term.

B. PROFESSIONAL DEVELOPMENT

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

- **Campus-wide workshops**
These workshops are sponsored by Academic Affairs, and are offered by an external faculty and/or administrator once or twice per academic year. Topics vary.
- **Teacher2Teacher**
This faculty group organizes events each semester involving small group discussions on various topics related to teaching.
- **Faculty Colloquia**
Individual faculty members present approximately monthly during the academic year, providing an opportunity for faculty to share interests, usually based on research projects in which they have been engaged.
- **Online Training**
Staff in the Office of Distance Education offer training workshops on a variety of subjects for faculty interested in delivering courses in an online format. Faculty assigned to teach online courses at CMU must successfully complete the Online Teaching Essentials course prior to beginning the online teaching assignment.
- **Faculty Professional Development Fund**
This fund, administered through Academic Affairs, supports projects for scholarly and creative development of faculty members as teacher-scholars.
- **New to CMU and Lecturer Resource Night**
Prior to the beginning of the fall semester, Academic Affairs organizes orientation sessions for new full- and part-time faculty.

C. EVALUATIONS

The information below is supplementary to the evaluation information outlined the CMU *Professional Personnel Employment Handbook* and is superseded by the *Handbook*.

1. FULL-TIME FACULTY (TENURED, TENURE-TRACK, AND INSTRUCTORS)

Faculty are evaluated annually in four areas of faculty responsibility – teaching, scholarly/creative activity, service, and advising – using the Performance Evaluation for Faculty form found at: <http://www.coloradomesa.edu/academic-affairs/faculty/forms.html> Faculty members in some academic departments may also be required to submit a narrative and/or forms in addition to the campus-wide form. Faculty should also submit a plan for the upcoming academic year. When a faculty member's evaluation is comprehensive, the evaluation and plan should be for the five-year period. **This more comprehensive evaluation includes submission of an updated vitae.**

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

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

- Early March – ADHs complete the reviews for their respective full-time faculty members and forward the reviews to the VPAA who serves as the second reviewer. The VPAA forwards the evaluations to the Director of Human Resources, ideally no later than March 31 annually.
- Early March—ADHs submit their ADH self-evaluation and plan to the AVPAA.
- Mid-March – ADHs submit nominations for full-time faculty to be considered for exemplary recognition to the VPAA.
- Late March – Academic Affairs distributes a compilation of the nominations and scoring sheet to the ADHs and the AVPAAs.
- Early April – ADHs return their scores to Academic Affairs. Approximately one week later, Academic Affairs distributes the scoring summary to the reviewers for discussion at a meeting set by the VPAA (typically the next Academic Affairs Council meeting).
- Mid-April – VPAA submits recommended faculty nominations to the President for final approval.

The criteria and template for nominating exemplary faculty are found on the forms page at: <http://www.coloradomesa.edu/academic-affairs/faculty/forms.html>.

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

2. PART-TIME FACULTY (LECTURERS)

Part-time faculty are evaluated in each course they teach using the rubric available at: <http://www.coloradomesa.edu/academic-affairs/faculty/forms.html>.

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

3. ADMINISTRATIVE (EXEMPT) AND CLASSIFIED STAFF

Administrative staff, sometimes referred to as exempt staff since they are exempt from the state's classified personnel system, are evaluated using the form accessed at: <http://www.coloradomesa.edu/human-resources/forms-manuals.html>. ADHs should discuss the reviews of their staff with the VPAA prior to meeting with the staff.

Evaluation of classified staff is based on a form available as an attachment in the Colorado Mesa University Performance Management Program at <http://www.coloradomesa.edu/human-resources/classified-staff/evaluation.html>.

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

D. FACULTY ABSENCES

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

including those during the final examination period using the form found at:
<http://www.coloradomesa.edu/academic-affairs/faculty/forms.html>.

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

E. FACULTY SENATE

As the faculty's official representative in shared governance, CMU's Faculty Senate meets on the first and third Thursdays most months during the academic year.

Agendas are distributed to faculty members by the Faculty Senate President prior to each meeting. Additionally, ADHs should pay particular attention to the calendar for the Undergraduate and Graduate Curriculum Committees that lists the deadlines for program and course submissions.

V. CURRICULUM

A. COURSE SCHEDULING

It is the ADHs responsibility to schedule courses taught within her/his unit, both from semester-to-semester and according to the multi-year course offering matrix maintained by Academic Affairs. This requires close collaboration with faculty in the department, Academic Affairs staff, departmental Administrative Assistants, the campus academic scheduler in the Registrar's Office, and across departments and units. It is important to remember that scheduling courses involves a keen understanding of the needs of the unit's programmatic responsibilities, as well as the various effects that a given course may have relative to staffing, student demand, facility usage, and potential conflict with other related courses in which a student might need to enroll in the same semester. ADHs are asked to increasingly explore the feasibility of offering courses during days and times that may range and span from 8:00 am to 10:00 pm and to consider utilizing days of the week that could include Saturdays.

B. SCHEDULING PROCESS

First Draft - Each semester, ADHs are provided a master schedule draft for their unit for the subsequent term. This spreadsheet is based upon the most recent finalized schedule for that particular semester (i.e., the draft for Spring 2017 is based upon the last schedule of Spring 2016). **NOTE: While this is a starting point, ADHs are reminded NOT to simply recycle past schedules, and are increasingly asked to consider course days/times that allow a broader range of class time options and**

opportunities (e.g., M-Sat, 8:00 am to 10:00 pm reflects the range and scope of potential scheduling). In consultation with their faculty, the ADH updates the schedule for the new semester. In some departments with diverse programs, program coordinators may do the scheduling for a subject area, then submit that part of the schedule to the ADH for her/his approval and inclusion into the complete first draft. The ADHs are to provide the academic scheduler as close to a final draft as possible by the date specified.

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

Third Draft - There may be a third round of changes and updates that can be made before the final draft is complete and made available to students for registration purposes. That date is often dictated by the final date of publication for registration. Registration is normally late October for spring registration; late March for fall registration. Course schedule publication is at least two weeks prior to that time.

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

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

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

Interpretive guidance regarding course caps, low enrollment courses, and faculty overload assignments can be found at: <http://www.coloradomesa.edu/academic-affairs/policies.html>.

C. COURSE SYLLABI

ADHs should collect syllabi annually for all courses and ensure that all key elements are included by faculty members. See the Appendix for a sample checklist that can be used by ADHs and faculty members for guidance on what should be included. A syllabus template is available online: <http://www.coloradomesa.edu/academic-affairs/faculty/forms.html>.

D. COURSE COMPARABILITY

ADHs and program faculty are responsible for ensuring that wherever a course is offered or in whatever format a course is delivered, the content and outcomes are comparable. CMU's Course Comparability Manual provides detailed guidance. It can be found at: <http://www.coloradomesa.edu/academic-affairs/faculty/manuals.html>.

E. ANNUAL UPDATES TO ACADEMIC PROGRAM DOCUMENTS

Academic program documents are updated as needed. Examples of documents reviewed and updated include:

Program Sheets: <http://www.coloradomesa.edu/academic-program-sheets/index.html>.

Course Planning Matrix: Each spring semester, ADHs are asked to update this matrix in order to ensure accuracy as it is used by the Registrar's Office in DegreeWorks as part of its Plan function for student planning. A copy also is maintained on the Academic Affairs website at: <http://www.coloradomesa.edu/academic-affairs/index.html>.

Programs of Study Section of Catalog and Academic Program Overviews:

Academic Affairs staff distributes these items to ADHs, typically late spring/early summer for review and update, as needed.

F. RECIPROCITY AND GUARANTEED TRANSFER AGREEMENTS

Academic Department Heads should be aware of any reciprocity agreements that may exist between their program(s) and other institutions, as well as any courses in their unit that have been approved by the Colorado Department of Higher Education (CDHE) for guaranteed transfer to any other public institution in Colorado through the gtPathways process. The gtPathways process, as prescribed by the CDHE/CCHE requires that syllabi for gtPathways courses must be reviewed by the ADH to ensure that they contain state-approved content and competencies.

VI. PROGRAM REVIEW AND ASSESSMENT

A. PROGRAM REVIEW

A major responsibility of the ADH is coordination of the program review(s), a process that generally occurs every six academic years in collaboration with the Assistant Vice President for Academic Affairs (AVPAA). The program review is an opportunity for the

ADH and program faculty to assess the quality, efficiency, and productivity of the program, as well as offering valuable insights into virtually all of the program's academic activities. Staff in the Office of Institutional Research, Planning and Decision Support (IRPDS) provide supporting data for the review process.

The program review process is cyclical, and it is crucial that the ADH fully understand its requirements and deadlines. See: <http://www.coloradomesa.edu/academic-affairs/faculty/manuals.html>.

B. ASSESSMENT PROCEDURES

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

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

The quality of programmatic assessment can be assured by:

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

Student learning is assessed at the program level as well as in Essential Learning (EL) courses. All programs have an assessment plan that is based on curriculum mapping of courses for the learning outcomes. Data are collected on a yearly basis and faculty analyze the results to determine if any changes are necessary to enhance student learning. Essential learning assessment takes place across courses that have been identified to

evaluate student learning in the seven EL outcomes. The Assessment Handbook is found at: <http://www.coloradomesa.edu/assessment/>.

C. PROGRAMMATIC ACCREDITATION

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

VII. DISTANCE EDUCATION

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

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

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

A. ONLINE TEACHING ESSENTIALS

The Online Teaching Essentials (OTE) course is required for faculty members who are new to the online environment. Upon assigning an online course to an instructor who has never taught online for CMU, ADHs should refer the instructor to register for the next OTE course. If the instructor is a late assignment, or they start after the most recent OTE course, the instructor must be assigned a mentor from the Distance Education staff and then pass OTE at the next possible opportunity.

ADHs are notified about the final outcome of the instructor's progress in the course. Instructors receive thorough feedback from the instructional designer with clear suggestions for improvement (where appropriate) and next steps. The ADH is included on this communication. A year after successful OTE completion, an instructional designer will conduct an official internal review of the instructor's course. The University's expectation is that courses will meet the standards of the internal review. Results and suggestions are sent to the instructor and the ADH with strong encouragement and support for the requested changes in order to meet standards.

Faculty wishing to go further with online quality improvement may contact the Office of Distance Education to consider the course for certification with Quality Matters, a rigorous course improvement process that includes external subject matter experts.

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

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

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

B. EXTENDED STUDIES (SEE APPENDIX C AND D FOR OVERLOAD/ENROLLMENT GUIDELINES)

The Office of Distance Education is also responsible for several Extended Studies functions, the most relevant of which is out-of-state instruction. Faculty members are expected to have initial discussions with ADHs when they plan to offer a travel course. ADHs are expected to review and approve travel course submissions prior to submitting to the AVPAA/Director, Distance Education. All out-of-country travel courses must be approved by the President of the University one full semester prior to travel.

VIII. BUDGET ADMINISTRATION

A. TYPES OF CMU BUDGETS

ADHs are in a position to manage several types of budgets. These may include general operating, auxiliary budgets, and student organization budgets. Additionally, ADHs are responsible for working with the CMU Foundation on accounts maintained by the Foundation for their respective department.

B. BUDGET PROCESS AND SCHEDULE

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

The Budget Director distributes a schedule as part of the instructions for the process, along with a draft staffing pattern and department budget in spreadsheet form. Academic budgets address costs for student assistants, travel, telephone service, and other expenses such as equipment, supplies, and software in addition to costs for faculty salaries and benefits. Some departments will have other types of costs as well. Each type of cost must be considered when developing a budget proposal for the upcoming fiscal year. ADHs must justify, in writing, proposed changes as part of the budgeting process and insert the proposed changes on the spreadsheet from the Budget Office. Questions for preparing budget submissions should be directed to the Budget Director.

ADH budget proposals are routed through the VPAA prior to forwarding to the Budget Director. ADHs should plan to participate in the budget hearings held in late winter. These meetings are set by the Budget Director and enable the ADHs to present a summary of their requests to the President, VP for Finance and Administration, and Budget Director.

C. BUDGET ITEMS

1. Personnel:

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

Academic Department Heads must also plan for sabbaticals. If lecturers are needed to cover teaching assignments that have opened up due to sabbaticals, be

sure to include those costs as a request for a one-time addition to the program's budget for part-time salaries.

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

A good approach for estimating the funding needed for part-time (adjunct) faculty is to start with the part-time costs from the current year. Consider each teaching assignment. Will it be taught by a part-time person again in the upcoming year? If yes, will it likely be taught by the same person? If a different person, are they likely to have a different degree? Adjust the actual part-time salary total from the previous year to reflect any of these changes. Then consider whether any additional courses will be taught by part-time/adjunct faculty. If the course part-time faculty is known, use the pay rate appropriate to their degree level to calculate their cost and add that to the part-time salary total. If the course part-time faculty hasn't been identified yet, make an educated guess about the degree level and adjust the part-time salary total accordingly.

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

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

2. **Travel:**

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

3. **Computer Replacement (see: Information Technology)**

4. Telephone Charges:

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

5. Other Expenses:

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

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

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

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

6. Roll-forward:

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

D. TRACKING PROGRAM BUDGET(S) IN BANNER

The University utilizes a software program called Banner, which serves as the institution's primary database, including the University's budget information. As such,

ADHs are responsible for receiving training in Banner and ultimately mastering its use for all of their budget administration activities. Upon their appointment, ADHs should contact the Budget Office to schedule this training. Budget staff also are available to answer questions on an on-going basis.

Banner budget information is also available through the ADHs MAVzone account under the Work Life tab. A variety of finance queries can be made using this tool, rather than using Banner. Training on this resource is also offered by the Budget Office.

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

A few other specifics to keep in mind:

- **Travel:** Money spent by faculty for a conference fee will not show up on budget reports in this category. Rather, it will be in the 7150 account for “professional development.” When tracking the amount of travel funds remaining, consider conference fees in 7150 as counting against the travel fund balance.
- **Telephone charges:** If you have the correct amount for the entire year identified in your budget, note that mid-year unspent funds on this line are unavailable for any other purpose.
- **Other expenses:** Consider the funds allocated to account 6760 for copier rental to be unavailable for any other use. Don’t mistakenly think that mid-year unspent funds in this account can be applied to another account. Doing so could result in the department not having the funds to pay for copier rental later in the fiscal year.

E. PURCHASING

ADHs work closely with the Purchasing staff in order to monitor purchasing expenditures, coordinate receiving, and assist in the accounts payable process. While the University has policies in place for the use of purchase orders (generally for purchases over \$1,000), ADHs are also issued a University purchasing/procurement card (Procard). Heads receive comprehensive training in the institution’s purchasing procedures, and should contact the Purchasing Office to schedule this session.

Purchasing policies and forms may be found on the Purchasing website at:
<http://www.coloradomesa.edu/purchasing/index.html>.

The VPAA is the Approving Official for ADHs Procard records (logs). The Procard handbook can be found on the Purchasing website.

F. REALLOCATION OF EXPENDITURES

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

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

IX. FACULTY APPOINTMENT FORM(MORE COMMONLY KNOWN AS THE CONTRACT PREP FORM)

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

A. CONTRACT PREP SUBMISSION AND PROCESSING

Important information when planning, completing, and submitting preps

- See the Prep Processing Chart for the process and timing of submitting forms.
- See the following guide for details on completing the prep form.
- Preps will be processed as follows:

Courses Paid by Student Credit Hours (based on number of students enrolled): Upon receipt of the census/capacity report from Academic Affairs, the departmental Administrative Assistant completes a contract prep form for the Lecturer and routes it to the Academic Affairs Office for approval and submission to payroll.

Courses Paid by Course Credit Hours: At the request of the ADH, contract prep forms are prepared by the department Administrative Assistant and then submitted to AA. Contact Academic Affairs for the current salary schedule.

- Part-time faculty preps can be submitted only for the current term and not for future terms.
- Enrollments for individualized instruction (i.e., 6 or fewer students for undergraduates and 3 or fewer for graduate students), regardless of course number, is paid at \$55/CH/student, NOT the \$1,650 minimum as for organized course delivery.
- If an agreement is in place and needs to be adjusted or canceled, the ADH should contact AA first to determine the best way to proceed.

B. DETAILS ON COMPLETING THE CONTRACT PREP FORM

The following notes refer to the prep form. Please refer to the corresponding sections on the Prep Detail Form. For the current copy of the Prep form, see the AA-Contract Resources folder: R:\Contracts Process\Departments-FOR PROCESSING. See form below with corresponding numbers for each item listed. A flow chart for the process is also provided.

1. **NAME:** Use the individual's name as listed in Banner; include nickname or name they most frequently use.
2. **CMU ID#:** Use 700 #. See Banner or contact Human Resources.
3. **POSITION TITLE FOR THIS AGREEMENT:** This is the position, activity, or task for THIS particular prep. **NOTE:** Promotions do not take effect until the fall semester of the following academic year. Examples:
 - Lecturer of Kinesiology
 - Accompanist for Fall Musical
 - Lab Assistant for
4. **POSITION NUMBER:** Consult with the Budget Office or Human Resources if questions. Examples:
 - Full-time or 0.8 – see Staffing Pattern
 - Part-time -- FPxxxx (last 4 digits are ORG number)
 - Overload – FPxxxx (last 4 digits are ORG number)
 - Online (includes J-Term and Summer) – FP1801
 - J-Term (not online) – FP1803
 - Summer (not online) – FP1804
5. **CURRENT STATUS** – Refers to current position held at CMU:
 - Full-Time-1 (1.0 appointment)
 - Full-Time-2 (0.8 appointment)

- Full-Time Technical
 - Part-Time
 - Transitional
 - Administrator Teaching
 - Other
6. HIGHEST DEGREE:
- Bachelor's
 - Master's
 - Doctoral
 - Other – please note degree in Notes field on Prep Form
7. NOTES, BASIS/FORMULA USED TO DETERMINE SALARY:
- Examples:
- 6 CH @ \$750
 - 3 CH @ \$850, team teaching, split between Faculty NameA and Faculty NameB
 - 3 CH @ \$850; 1 CH by Faculty NameA and 2 CH by Faculty NameB
 - Supervise 4 interns at \$xxx/intern/ = \$xxxx
 - Internship; \$55 * 2 CH * 3 students = \$330
 - Stipend for XYZ project with prior approval from the VPAA and/or the ADH
 - Description should clearly indicate the activity and show how the amount was determined.
8. DATES FOR THIS CONTRACT: The drop-down list has dates for the current semester, mods, late start, etc.
9. IF OTHER, LIST ACTUAL DATES: If dates do not fall in those listed in the drop-down, enter beginning and ending dates. Note, last payment cannot be made before ending date of agreement.
10. UNDERGRADUATE ONLINE, J-TERM & SUMMER ONLY: Complete items in yellow cells; payment will calculate. Payment is:
- 1-10 students @ \$550/CH
 - 11-110% of capacity @ \$55/CH/Student
 - 111% of capacity and above @ \$20/CH/Student
- Note: Preps for individualized instruction should follow the instructions in section 13 below to describe the course, number enrolled, CHs, etc.

11. GRADUATE ONLINE, J-TERM & SUMMER ONLY: Complete items in yellow cells; payment will calculate. Payment is:
- 1-10 students @ \$670/CH
 - 11-110% of capacity @ \$67/CH/Student
 - 111% of capacity and above @ \$30/CH/Student
- Note: Preps for individualized instruction should follow the instructions in section 13 below to describe the course, number enrolled, CHs, etc.
12. SITE-BASED COURSES ONLY:
- Does not apply to online, J-term, or summer.
 - Complete all cells; calculate and enter payment.
13. INDIVIDUALIZED INSTRUCTION AND STIPENDS:
- Describe the activity; calculate and enter payment.
 - Does not have FTE (unless you are using this section to describe individualized instruction). Individualized instruction (i.e., 3 or fewer students), regardless of course number, is paid at \$55/CH/student, NOT the \$1,650 minimum as for organized course delivery.
14. PAYMENT: Indicate the number of payments and the months.
- Note: Payment cannot begin before the activity/course(s) begins and last payment cannot be made before the month in which the last date of the activity/course occurs.
15. SPECIAL CONDITIONS:
- List requirements specific to this employment agreement. One example is, a faculty member may need to be awarded his/her doctoral degree by a designated date. These details and deadlines are based on prior discussions with the VPAA and should be clearly noted here.
 - Payment details and calculations should be entered in the Notes section (#7 on the prep guide).
16. RECOMMENDED BY: Enter the ADH's name and the date the Prep is posted in the processing folder assigned to the department. Posting is the indication that the ADH has agreed to all of the information on the prep.
17. FACULTY QUALIFICATION VERIFICATION: Note the ADH is required to verify (using the check box and initialing) that the faculty qualification materials have been submitted to Academic Affairs, are completed, and have been approved.



Faculty Assignment Form

HR Agreement #. _____

☐ See notes above

1

Last Name _____

First Name _____

2

CMU ID # _____

3

Position Title for this Agreement: _____

4

Position Number: _____

5

Current Status: _____

6

Highest degree: _____

7

Notes, Basis/Formula used to determine salary: _____

8

Dates for this Contract: _____

9

If Other, list dates: _____

17 Faculty Information on File:Qual Form ☐

ADH Initials: _____

Vita ☐

Assistant Initials: _____

Transcript ☐Conditions? ☐ YES ☐ NO

10

UNDERGRADUATE Online (non Base), J-Term, & Summer classes ONLY: (enter all items in yellow; payment will calculate)

| Course Number | CRN | Overload | Cr Hrs | # Enrolled | Capacity | ORGN | ACCT | FTE | Payment |
|---------------|-----|--------------------------|--------|------------|----------|------|------|-----|---------|
| | | <input type="checkbox"/> | | | | | | | - |
| | | <input type="checkbox"/> | | | | | | | - |
| | | <input type="checkbox"/> | | | | | | | - |
| | | <input type="checkbox"/> | | | | | | | - |

•1-10 @\$550 / CH

•11-110% capacity @ \$55 / CH / Student

•111% capacity & above @ \$20 / CH / Student

11

GRADUATE Online (non Base), J-Term, & Summer classes ONLY: (enter all items in yellow; payment will calculate)

| Course Number | CRN | Overload | Cr Hrs | # Enrolled | Capacity | ORGN | ACCT | FTE | Payment |
|---------------|-----|--------------------------|--------|------------|----------|------|------|-----|---------|
| | | <input type="checkbox"/> | | | | | | | - |
| | | <input type="checkbox"/> | | | | | | | - |
| | | <input type="checkbox"/> | | | | | | | - |

•1-10 @\$670 / CH

•11-110% capacity @ \$67 / CH / Student

•111% capacity & above @ \$30 / CH / Student

12

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

| Course Number | CRN | Overload | Cr Hrs | # Enrolled | Capacity | ORGN | ACCT | FTE | Payment |
|---------------|-----|--------------------------|--------|------------|----------|------|------|-----|---------|
| | | <input type="checkbox"/> | | | n/a | | | | |
| | | <input type="checkbox"/> | | | n/a | | | | |
| | | <input type="checkbox"/> | | | n/a | | | | |
| | | <input type="checkbox"/> | | | n/a | | | | |
| | | <input type="checkbox"/> | | | n/a | | | | |
| | | <input type="checkbox"/> | | | n/a | | | | |

13

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

| Activity Description | ORGN | ACCT | FTE | Payment |
|----------------------|------|------|-----|---------|
| | | | | |
| | | | | |
| | | | | |

Total this Prep: - -

14

Pay in: _____ installments the months of: _____

15

Special Conditions: _____

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

16

Recommended by _____

Date _____

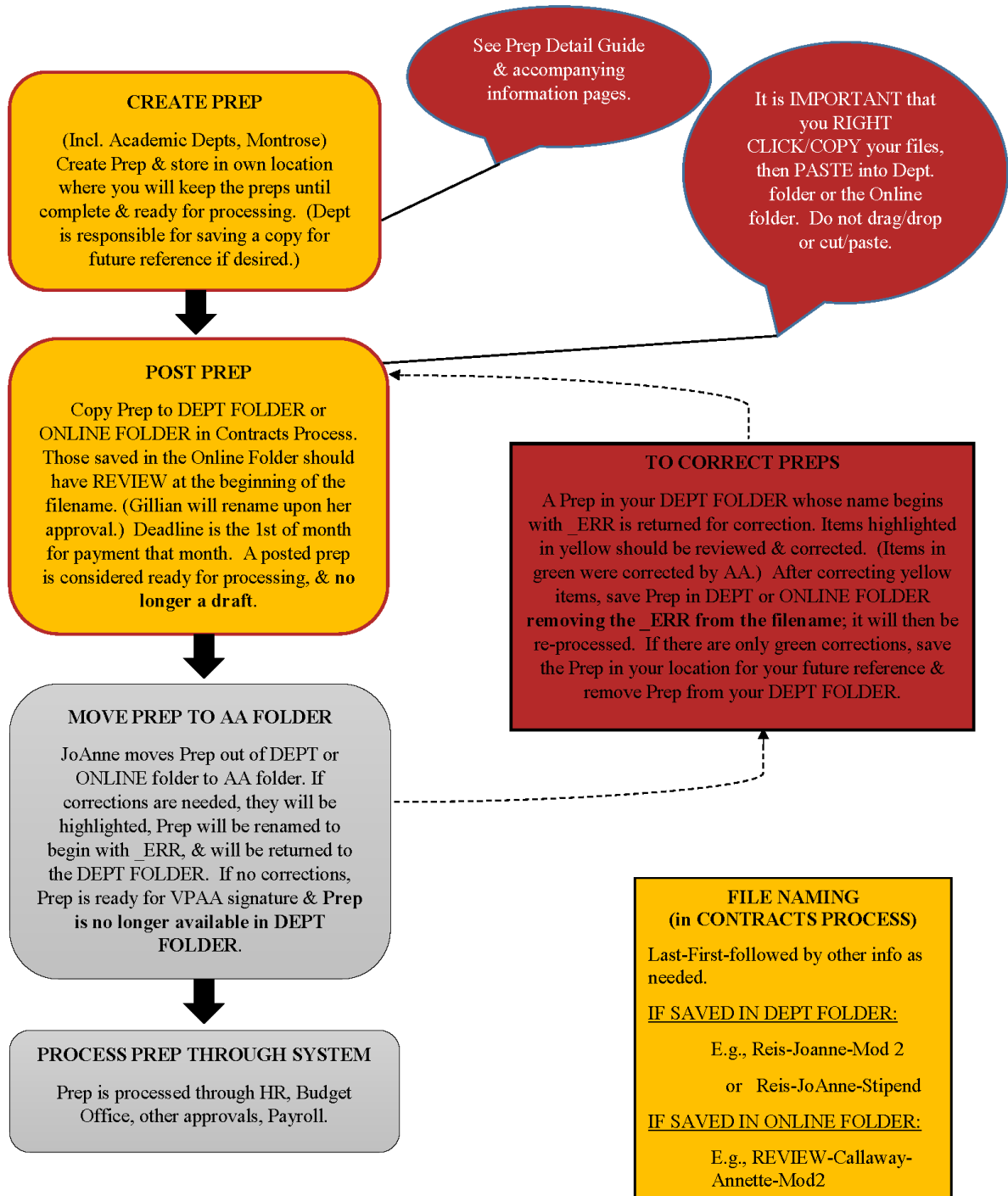
Appropriate Vice President _____

Date _____

03/10/17

CONTRACT PREP PROCESSING

EFFECTIVE NOVEMBER 26, 2014



X. POLICIES AND PROCEDURES

The University's policies are found in multiple sources, and the following outlines the most commonly referenced:

- **CMU's *Professional Personnel Employment Handbook*:** (see: <http://www.coloradomesa.edu/academic-affairs/faculty/manuals.html>)

Sections IV and VI are the most relevant and outline information related to hiring and evaluation of faculty members. In particular, ADHs should be most familiar with the following sections:

- Recruitment and Hiring; Faculty Appointments and Rank: Section III.
 - Faculty Leaves: Section V.
 - Annual Faculty Evaluation and Tenure and Promotion: Section VI.
 - Grievance Policies: Section IX.
 - Disciplinary Procedures: Section X.
 - Termination: Section XI.
 - Professional Conduct: Section XII.
- University Catalog: Many policies and procedures related to curriculum, admissions, registration, graduation, tuition, and fees are outlined.
 - Academic Affairs website: The site includes information about policies, procedures, and interpretive guidance. (see: <http://www.coloradomesa.edu/academic-affairs/policies.html>)
 - Maverick Guide: Student Services produces this guide, primarily addressing non-instructional issues, but does include a limited range of academic policies such as academic integrity and grade appeals. (see: <http://www.coloradomesa.edu/student-services/documents/MaverickGuide.pdf>)
 - **CMU Board of Trustees *Policy Manual*:** (see: <http://www.coloradomesa.edu/trustees/bot-policy-manual-3.30.17.pdf>)
 - Family Educational Rights and Protections Act (FERPA): This legislation provides for the protection of certain sensitive information regarding students and their families, while allowing (or at times mandating) the release of other information. ADHs should become knowledgeable about FERPA. and its potential effects on their respective units. A page dedicated to FERPA is in the University's *Catalog* and questions regarding release of information should be directed to the Registrar's Office.
 - Research Policies and Procedures: As many departments' faculty and students regularly conduct academic research, it is the ADH's responsibility to be aware of the institution's policies regarding research activities. The Office of Sponsored Programs

and Academic Research provides support for the Institutional Review Board (IRB).
(see: <http://www.coloradomesa.edu/sponsored-programs/index.html>)

- Copyright Law and Policy: It is important that the ADH have a clear understanding of copyright and fair use policies and communicate to faculty, staff, and students, as relevant, the University's expectations regarding the use of copyrighted material.
(see: <http://www.coloradomesa.edu/copyright/>)

XI. INFORMATION TECHNOLOGY

A. CLASSROOM TECHNOLOGY

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

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

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

Twice a year, midway through the fall and spring semesters, ADHs are asked to provide input on required software installs for classroom and computer labs for the upcoming term. Classroom and computer lab software is deployed through a central management tool maintained by Information Technology in order to perform software installations and upgrades for the more than 1,000 classroom and lab computers on the

University's data network. Upgrade requests are made through ADHs, and not generally to all faculty members, because software licenses—outside of institutional site licenses—require expenditure of funds that may require department approval or may require a faculty consensus for use by the entire academic program.

B. TECHNOLOGY REPLACEMENT PLANNING

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

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

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

C. TECHNOLOGY POLICIES AND USE AGREEMENTS

ADHs should become familiar with all technology related policies and use agreements. Information Technology policy statements are located at:
www.coloradomesa.edu/information-technology/policies/index.html.

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

ADHs should also be familiar with software used within their programs and comply with software licensing and copyright law. A license for all software installed on university computers must be on file with the Information Technology department before its

deployed. The University maintains numerous software purchasing and site license agreements. Please check with Information Technology for purchase approval before procuring software in order to eliminate duplicate purchases and ensure the University receives its discounted price.

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

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

D. ACADEMIC TECHNOLOGY ADVISORY COUNCIL (ATAC)

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

XII. SPONSORED PROGRAMS AND ACADEMIC RESEARCH - EXTERNAL FUNDING

As state support for higher education is reduced and greater accountability for fiscal matters is demanded by institutional stakeholders, academic departments face the challenge of identifying, applying for, securing, and tracking external funding. The University's Office of Sponsored Programs and Academic Research serves as a crucial resource to faculty members for pursuing funding from external sources. Its website is found at: <http://www.coloradomesa.edu/sponsored-programs/index.html>.

XIII. STUDENT SERVICES

A. STUDENT HANDBOOK

CMU students are governed by *The Maverick Guide*, which contains information about academic policies, student services, and campus life.

ADHs should, in particular, be familiar with the policies and procedures related to academic honesty and grade appeals, published in *The Maverick Guide*.

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

B. STUDENTS OF CONCERN

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

Faculty may also seek help from ADHs in managing students who exhibit inappropriate, disruptive, self-destructive, or emotionally-distressed behavior. The Office of Student Services is the key contact for getting faculty help with problematic students. Awareness of student, staff, and faculty safety is of utmost importance. If in doubt, refer the student for consultation. You can contact that office directly, or encourage faculty to fill out a Student of Concern report. (see: <http://www.coloradomesa.edu/safety/report.html>).

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

C. CLUBS AND ACTIVITIES

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

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

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

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

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

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

D. INTERCOLLEGIATE ATHLETICS

CMU Athletic teams compete in the National Collegiate Athletic Association (NCAA) Division II and frequently travel to various other campuses for athletic events. This can impact the activities of academic units on a variety of levels; therefore, ADHs should contact the Department of Intercollegiate Athletics staff with questions. CMU adheres to the following in terms of student responsibility and "excused" absences.

It is the responsibility of the student to arrange in advance with instructors for making up missed classwork, assignments, or tests incurred because of a student's participation in required field trips, intercollegiate sports, or other trips. The coach, instructor, or other official whose activities require students to be absent from classes should give each participating student an "official" roster and schedule of events for the semester or other appropriate time span which may result in classes being missed. The student is responsible for contacting the instructor of each of his/her classes affected at least 24 hours in advance of each class that will be missed.

Absences due to serious illness or strictly unavoidable circumstances may be excused if the instructor in charge of the course is satisfied as to the cause. In the case of an emergency, the student may contact the Office of the Vice President for

Student Services, and that office will contact the student's instructors to inform them of the emergency.

Being excused for an absence in no way relieves the student of responsibility for completing all work associated with the course to the satisfaction of the instructor. Being late to a class or leaving a class early is disruptive and is not acceptable except in extreme circumstances or with prior approval of the instructor. Prior approval is also required of the instructor if a student wishes to bring a guest (or a child) to class. (*Maverick Guide*, 2017)

E. INTERNATIONAL STUDENT EXCHANGE PROGRAM (ISEP)

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

XIV. ENROLLMENT MANAGEMENT

A. RECRUITMENT

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

Consider the following strategies:

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

Note: Recruiting activities that a department would like to undertake should first be coordinated with the Admissions Director in order to insure consistency and continuity in the recruitment process. To ensure that the Admissions Office recruitment staff share correct information with potential students, it is the responsibility of the ADH to provide Admissions with current and pertinent information, particularly if there are unique program characteristics that could enhance student recruitment.

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

B. ADVISING AND RETENTION

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

- Assign students to faculty advisors.
- Remind faculty to complete Early Alert system requests.
- Encourage faculty to contact students, particularly during registration periods.
- Encourage faculty to use DegreeWorks when helping students track their progress toward a degree and/or prepare their graduation petitions.
- Help faculty members to provide students with accurate information related to degree choices, program requirements for graduation, and employment or graduate school placement.
- Collaborate with faculty to generate advising strategies appropriate for the discipline and program size.
- Encourage faculty to participate in Mesa Experience, SOAR sessions, and other campus-wide advising events that guide students with course and career planning.
- Participate each semester in CMU's recruit-back project, through which students who stopped out while in academic good standing, and were/are close to degree completion, are contacted by the ADH and/or department faculty to encourage re-enrollment and completion.

A series of advising resources for CMU faculty are found on the Faculty tab of MAVzone. Additionally, faculty can access a tool in this tab that generates a real-time list of student advisees that indicates whether or not the student has registered for the upcoming semester. Staff in the Advising Center hold sessions during the academic year

for training faculty as well as for sharing curriculum changes of which faculty and staff should be aware.

Advising activities are closely tied to successful retention of students.

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

C. ORIENTATION, FRESHMAN YEAR INITIATIVE, AND MAVERICK PROVISIONAL PROGRAM

Ensuring that incoming students receive the proper orientation to the University and its campus, while a primary function of Admissions, is also an important way for departments to recruit and start their majors and minors on the road to success. For this reason, departmental representatives are welcome at and strongly encouraged to attend orientation events. Admissions staff will contact ADHs on a regular basis to notify them of these opportunities, and while it may be challenging to locate faculty who are willing to spend a few hours welcoming and advising new students, it can save the department an inordinate amount of work down the road.

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

Provisionally-admitted baccalaureate-seeking students enroll in the Maverick Provisional Program (UNIV 100) and are advised by staff in the Office of Student Success (OSS). Baccalaureate-seeking students who are admitted provisionally cannot formally declare a major, but are assigned a related program code so that ADHs can communicate with these students as appropriate (e.g., invitations to programs related to their intended major). As students meet the requirements to shift from provisional to full admission at the baccalaureate level, the students are transferred from an OSS advisor to a faculty advisor in their major. The ADH identifies the appropriate faculty advisor.

D. STUDENT INFORMATION IN BANNER

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

E. FINANCIAL AID

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

<http://www.coloradomesa.edu/financial-aid/index.html>.

Each spring, ADHs assist in the awarding of scholarships (both department-specific and campus-wide) by coordinating the application process in their respective units. CMU scholarships use a common application so students can be matched with the largest number of possible scholarships. Scholarship awards are ultimately determined by the Office of Financial Aid. ADHs should consult with their administrative assistant, as well as the Director of Financial Aid, for specific information about the scholarship application process and deadlines. General scholarship information for students can be found at: <http://www.coloradomesa.edu/financial-aid/scholarships/index.html>.

F. DEGREEWORKS

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

G. GRADUATION SIGNOFF PROCESS

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

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

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

Step 4 – The student must submit the “Intent to Graduate” to the Registrar’s Office by March 1 for fall graduation or October 1 for spring and summer graduation.

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

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

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

H. IMPORTANT NOTES

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

I. PROCESS SUMMARY (SEE FOLLOWING TABS)

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

Chart text continues on next page.

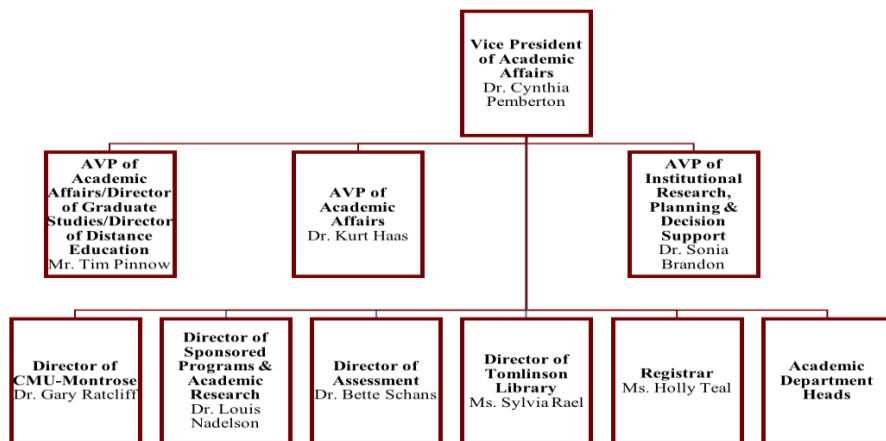
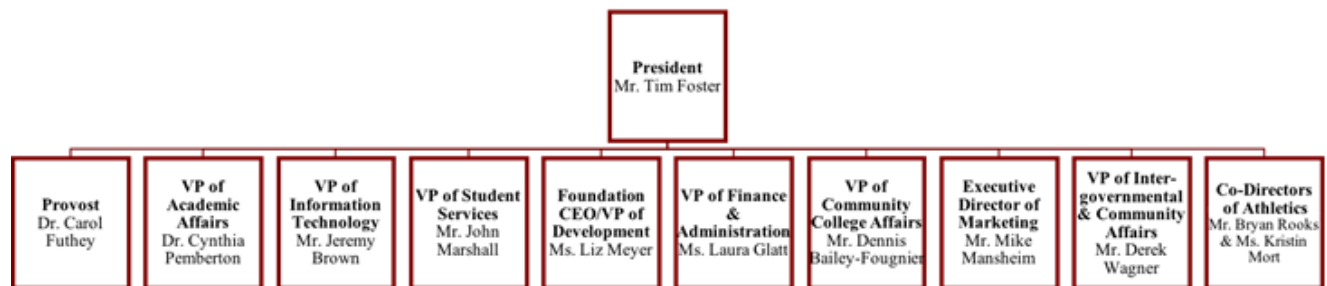
| Task | May Ceremony | December Ceremony | Goal | Actions / Possible Outcomes | Required Actions |
|--|---|-------------------------------------|--|--|--|
| Notifying them of graduation status and next steps. | | | Grades with next step instructions | "Not on Track" – The email will state they need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

Chart text continues on next page.

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

Chart text continues on next page.

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



Appendices

Appendix A: SAMPLE SYLLABUS CHECKLIST

Course: _____

Instructor: _____

Please insure the following are present on the course syllabus:

_____ Instructor name, the course and instructor contact info

_____ Office hours: “As part of their professional duties, faculty are expected to establish, post, and keep 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” (PPEH, VIII-3).

_____ Course information (Course Title, Class time [start & end time]; Classroom/ location [building & room number]; Credit Hours [lecture and/or lab hours if appropriate to disaggregate]); Time requirement statement (at least 2 hours out of class for each in-class hour)

_____ Catalog course description & prerequisites (if any)

_____ Required texts, materials and online access

_____ Program Learning Outcomes/Student Learning Outcomes

_____ gtPathways content & criteria statements

_____ Methods of evaluation (assignments); Grading policy and procedures including when graded items will be returned and percentage breakdown (e.g., 90%+ = A); Grading scale (University scale); Assessment criteria; and Testing Statement (if appropriate)

_____ Lesson/Instructional methods and/or materials

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

_____ Late work policy (if applicable)

_____ Attendance policy

_____ Communication / Course Correspondence Policy: Email policy: use coloradomesa.edu account for all student correspondence; Netiquette statement (if applicable)

_____ Student Support Services information: Educational access statement; Tutoring statement; Library statement/research assistance; Student services contact information; Advising center information;

_____ University/Departmental academic integrity / plagiarism statement

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

_____ Specific class requirements, as relevant

Note: Submit checklist with copy of each syllabus to ADH by first day of class.

Appendix B: SAMPLE PEER OBSERVATION FORM

Faculty Member Name: _____

Course/Section: _____

Peer Observer: _____

Date of Observation: _____

Number of Students Present: _____

Please note the basic classroom activity: Subject/Methods

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

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

Excellent Satisfactory Unsatisfactory Not Observed

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

Excellent Satisfactory Unsatisfactory Not Observed

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

Excellent Satisfactory Unsatisfactory Not Observed

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

Excellent Satisfactory Unsatisfactory Not Observed

Overall – Your overall assessment

Excellent Satisfactory Unsatisfactory Not Observed

Comments:

Appendix C: ACADEMIC DEPARTMENT HEAD GUIDELINES REGARDING LOW ENROLLMENT COURSES AND OVERLOAD PAY, INCLUDING SUMMER PAY

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

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

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

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

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

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

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

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

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

Appendix D: CMU INSTITUTIONAL DIRECTIVES REGARDING COURSE COMPARABILITY & ONLINE INSTRUCTION

CMU institutional directives regarding course comparability and online instruction derive from the [Course Comparability Manual](#) and communications from Academic Affairs and the Office of the President originating in 2013. These communications instructed that face-to-face course capacities and online course capacities should be congruent. In fall 2016 (Academic Council Meeting: 11/17/2016) the following reaffirmation guidance was shared with Academic Department Heads as part of a broader discussion relating to low enrollment courses, summer, January term and online instruction:

Online Course Enrollments: Since 2012, CMU's policy has been that online sections should have the same course caps as face-to-face courses. Over time, however, increasing enrollments have often led to increases in online course caps. At the point at which online course caps can, in aggregate, support another section of the course, another section should be added. In this case, an additional instructor would be needed.

Grounded in a review of relevant literature, this document serves to provide course comparability guidance as CMU instructional needs continue to evolve.

Relevant Literature

Research on constructivist approaches to online learning (constructivist being a traditional faculty-led presence in a course) supports a requisite for increased engagement in order to promote teaching and learning comparability to F2F courses. This engagement is evidenced through use of discussion questions, instructor-posted videos, active learning activities, and small group assignments. For constructivist courses, research supports a class size of 25-30 students for maximum effectiveness (Aragon,2003; Rovai, 2002).

Non-constructivist classes (those that do not rely on instructor-student interaction, such as MOOCs or online courses heavily reliant on gaming content) may have significantly higher caps. These course types are not consistent with CMU's emphasis on teacher-student interaction.

- Variables impacting decisions about optimal class size include: (a) nature of the discipline, course objectives and outcomes, (b) instructors' prior experience teaching online, (c) student class level (undergraduate, graduate), and (d) overall institutional support for online instruction (e.g., faculty workload, technology staff assistance, etc.). With these variables in mind, research by Artz (2011) noted 12-22 students per class as desirable.
- [Rovai \(2000\)](#) recommended a class size of 30 students, noting that greater than 30 diminished the amount of social presence that can be established between student and instructor.
- According to [Rao \(2000\)](#) courses designed to teach technical laboratory skills should be limited to 12-15 students. [Boettcher \(1998\)](#) recommended 25 to 65 students for courses focusing on training, certification and/or professional degrees.

- Roach (2002) recommended course caps for online undergraduate course work of 25 students. Colwell and Jenks (2006) recommended caps of 20 undergraduate students.
- [MacKinnon \(2002\)](#) suggested that class size should be limited to 20 students, while [Larson \(2002\)](#) found “...although greater student–faculty interaction had a positive impact on learning, class size per se had no significant effect” ([http://www.professionalnursing.org/article/S8755-7223\(08\)00095-1/fulltext#back-bib1](http://www.professionalnursing.org/article/S8755-7223(08)00095-1/fulltext#back-bib1)).
- [Palloff and Pratt \(2003\)](#) found a class size of 20 to 25 students facilitated a sense of connectedness and that large class sizes were associated with less satisfaction and less learning.
- Orellana (2006) reported online instructor perceptions of optimal class size ranging from 15 to 22 undergraduate students.
- “...for online classes that range from 16-40 students, increasing class size as much as 25 percent does not significantly affect student grades, credits earned...or enrollment... (Bettinger, Doss, Loeb, & Taylor, 2014).

CMU Course Comparability Guidance

CMU realizes there may be instances where a course cap incongruence between F2F and online sections can be permissible based on:

- Course structure
- Pedagogical best practices of the discipline
- Co-requisite courses
- Artificially low enrollment caps in face-to-face courses due to facility or instructor limitations

Departments wishing to apply for a one-time or ongoing exception to expected course cap congruency should provide evidence and rationale, including a review of best practices, to the Director of Distance Education during the semester prior to the requested exception. Requests for exceptions beyond the areas listed above may be considered upon recommendation of the Director of Distance Education to the Vice President of Academic Affairs.

References

- Aragon, S. (2003). Creating social presence in online environments. *New Directors for Adult and Continuing Education*, 100, 57-68.
- Artz, J. (2011). Online courses and optimal class size: A complex formula. ERIC.
- Bettinger, E., Doss, C., Loeb, S. & Taylor, S. (November, 2014). Panel Paper: Virtually large: The effects of class size in online college courses. In The 2014 APPAM Fall Research Conference. Albuquerque, NM.
- Colwell, J.L. & Jenks, C.F. (2004). The upper limit: The issues for faculty in setting class size in online courses. Retrieved:
https://web.archive.org/web/20100607051111/http://www.ipfw.edu/tohe/Papers/Nov%2010/015_the%20upper%20limit.pdf.
- MacKinnon, G. (2002). Practical advice for first time online instructors: A qualitative study. *Journal of Instruction Delivery Systems*, 16. 21–25.
- Rao, L. (2000). Can technical laboratory skills be taught at a distance? An analysis of a semiconductor course taught at a distance via interactive technologies. Unpublished Dissertation, The University of New Mexico.
- Palloff, R.M. & Pratt, K. (2003). *The virtual student: A profile and guide to working with online learners*. SF: Jossey-Bass.
- Rovai, A. (2000). Building and sustaining community in asynchronous learning networks. *The Internet and Higher Education*. 3, 285–297.
- Roach, R. (2002). Staying connected: Getting retention right is high priority for online degree programs—special report: Recruitment & retention. Retrieved:
<http://www.findarticles.com>.
- Rovai, A. (2002). Building sense of community at a distance. *International Review of research in Open and Distances Learning*, 3(1), 1-16.
- Orellan, A. (2006). Class size and interaction in online courses. *The Quarterly Review of Distance Education*, 7(3), 229–248.

NOTES: