

**CMU Academic Affairs Council  
Agenda September 6, 2017  
3:00-5:00 pm, UC 213**

**Info Items & Updates -Announcements/Reminders/Air-time & Action Issues**

**Deadline Reminders**

Faculty Professional Development Fund Requests: 9/8/2017

Positon Requests: 9/11/2017

Calendars (see: <http://www.coloradomesa.edu/academic-affairs/faculty/index.html>)

-Note P&T submission deadlines

-Note Sabbatical submission deadlines

**Teacher-Scholar/Handbook/Boyer Connections (August Fac Devel workshop EXAMPLES, not a laundry list – see below)**

**Senate Exec member sit-in on Council?**

**Student Showcase 2018 = April 20<sup>th</sup>**

-Use of theatre instead of UC

**Parent's Weekend - Sit-in on a Class list: Ms. Erin Rooks 4:30ish**

**CMU Scholars Event: Ms. Erin Rooks 4:30ish**

**Update and Clarification info: Policy & Practice (overloads & online) – see below**

Convene working group-Faculty Senate Distance Ed/Learning Comm. to consider:

-Best practices enrollment caps for online courses

-effect of decreasing tuition cost on online course pay (current = 406/CH, except RN to BSN, other CO schools 350ish/CH)

-appropriate level on compensation for online courses while still incentivizing

-importance of Quality Matters in creating quality

-incentives for online course creation and QM certification

**Advising/Orientation/Admissions (3:30ish)**

-Coordinated Liaisons assigned to Depts/Disciplines

-Admissions meet a faculty visit model – perhaps evolving

-House calls to depts/dept meetings

-Sign-ups to and through ADHs

-No shows tracked and queried

**Admissions Recruiting “filters” conversation and ideas – CP to share info**

**IT and Software: Mr. Jeremy Brown (4:00 pm)**

**Foundation & Alumni: Ms. Liz Meyer, VP for Development/Foundation CEO (4ish?)**

## **Academic Units & Leadership Reports, Commentary, etc.**

### **AVPAA: Dr. Kurt Haas**

**Ms. Millie Moland:** working grp? Look for common core elements? Diff forms? (Millie, Blake, Jeremy, others?)

### **AVPAA: Mr. Tim Pinnow**

### **AVPAA: Dr. Sonia Brandon (OIRPDS)**

**Clerical clean-up/updating course eval forms (see attached)**

**CP query re: working group to look at online eval forms – same form = not exactly applicable**

WCCC: Ms. Chris Murphy

Montrose: Dr. Gary Ratcliff

Assessment: Dr. Bette Schans

Library: Ms. Sylvia Rael

**Registrar: Ms. Holly Teal**

**Sponsored Programs: Dr. Louis Nadelson**

**-workshop outcomes re: grant submissions**

**-update on grants awarded**

## **Academic Departments/ADHs &/or Director: Mentor Policy/Practice**

Art – Ms. Suzie Garner

Biology – Dr. Carrie McVean Waring

Business – Dr. Steve Norman

**CMS – Dr. Lori Payne**

**Health Sci – Dr. Sandie Nadelson**

**Engineering – Ms. Brigitte Sundermann**

Kinesiology – Dr. Jeremy Hawkins

LLMCom – Dr. Barry Laga

Music – Dr. Calvin Hofer

PES – Dr. Russ Walker

SBS – Dr. Jessica Herrick

Tcher Ed – Dr. Blake Bickham

Theatre – Mr. Mo LaMee

## ***Living the Teacher-Scholar Model***

### **Dates & Deadlines/2017-2018 Meetings: UC 213, 3:00-5:00 pm**

Sept 20; Oct 4 & 18; Nov 1 & 15; Dec 6 & 13; January 24; Feb 7 & 21; March 7 & 21; Apr 4 & 18; May 2 & 9

**Academic Council ePortfolio Platform use (see:**

[https://coloradomesa.digication.com/academic\\_council/Links](https://coloradomesa.digication.com/academic_council/Links))

## At-a-glance Guidance for Academic Department Heads Concerning Faculty Load and Online Pay “guardrails”

### Faculty Load

Faculty Type	Recommended Load	Allowable Overload	Notes
Full-time Academic Faculty (T/TT or Instructor)	12 credits per semester	8 credits per year with no more than 5 in a single term.	Summer and J-term excluded from load calculation for this purpose.
Technical Faculty	15 credits per semester	8 credits per year with no more than 5 in a single term.	Summer and J-term excluded from load calculation for this purpose.
Adjunct Faculty (formerly lecturers)	6 credits per semester	Credit hours in excess of 8 per semester for adjunct faculty are paid at a higher per credit rate, making adjunct loads in excess of 8 credits per semester undesirable.	Adjunct faculty with loads of 18 credits or higher in a single year may become benefits eligible. In such cases, ADH should inform the VPAA.

### Online Pay “guardrails”

Restriction Type	Pay Implications for Faculty	Notes
Allowable overloads—in any format—of 8 credits per year with no more than 5 credits in a single term (full-time faculty). Online & F2F are the same – see above.	Limits the overall amount of coursework in any format that a faculty member may teach.	Consult VPAA when cases of abrupt staff changes may necessitate exceptions.
Online sections of a course will generally have the same capacity limits as those delivered in traditional formats.	Limits the total class size, which in turn affects the pay total to the faculty member.	Ensures course comparability. See Director of Distance Education to request <b>exceptions</b> , which will be made in conjunction with VPAA.
<del>Online course overload pay will be limited to \$8000.00 per semester or \$16000.00 per year, excludes J term and summers.</del>	<del>Sets a cap for total compensation due to faculty via online overloading.</del>	<del>Rationale to restriction is based on the need to observe online best practices. Jterm and Summer are excluded from cap calculation, as are</del> <b>\$2000.00 stipends paid to create new online courses and \$1000.00/course stipends for completing Quality Matters certification for existing courses.</b>

***PPEH, Interpretive Guidance (pp. IG2-3)***

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

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

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

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

These scholarly endeavors can take many forms, including:

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

Faculty who commit to excellence in teaching, scholarship, and service create a rich learning environment for peers, staff, and students. By involving students in their scholarly and creative work, Teacher-Scholars develop their expertise and enrich the learning experience for students in a variety of learning environments.

Serving helps faculty understand the needs and aspirations of their students, colleagues, and community. The interaction of teaching, scholarly and creative expression, and service elevates faculty's importance and supports Colorado Mesa University's responsibility to serve the larger community.

### **Teacher-Scholar/Boyer/PPEH Connections Roadmap & "examples"**

(Info shared during August Workshop)

**"Teacher-Scholars engage scholarship when they contribute to an on-going conversation within and across disciplines, building on and responding to what others have discovered..."** (CMU Teacher-Scholar Statement) Examples of engaging scholarship and "contributing" as teacher-scholars = creative, research or professional activity which results in a product that is shared with one's peers in written, oral or performance presentation and is subject to critique or review.

***Scholarship of Discovery* – Creating new knowledge** (CMU Teacher-Scholar Statement): "Traditional" scholarship through which new knowledge is generated by conducting original research or creating other types of original works.

- Exhibits and performances (artistic, dramatic, musical)
- Research (Historical, Theory, Methodological, Philosophical) & Publication:
  - Books
  - Articles in refereed journals
  - Monographs or creative works
  - Editor or referee of a journal
- Presentations at professional meetings
- Presentation of new knowledge to college community, advisory groups and/or stakeholders.
- Software or Video publication
- Grantwriting

CMU Handbook (Section VI, pp 4-5)

c. Scholarly Activity:

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

***Scholarship of Integration***—Investigating, applying, communicating, and evaluating existing knowledge (CMU Teacher-Scholar Statement): This involves the critical evaluation, synthesis, analysis, or interpretation of the research or creative work produced by others; often interdisciplinary or multidisciplinary in nature

- Interdisciplinary/Multi-disciplinary
  - Engaging and/or interpreting research on the boundaries where fields converge
  - Exploring, Interpreting, Analyzing & Presenting
  - Developing and disseminating a multi-disciplinary materials
- Textbook publishing, Discipline-related literature reviews
- Discipline-related published articles in non-academic publications, trade journals, magazines, newspapers
- Discipline-related professional development workshops
- Grantwriting

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- 2) presentations of papers, cases, media productions, at professional and other scholarly meetings which are related to the Faculty member's discipline or area of instruction;
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***Scholarship of Application***—Applying disciplinary knowledge in the community & engaging in professional activities that advance the discipline (CMU Teacher-Scholar Statement): Involves applying disciplinary expertise to the exploration and/or solutions of institutional, community or social process or problems; it involves activities that are tied directly to one's special field of knowledge and demands a level of rigor and accountability equivalent to research-based activity.

- Serving industry, government, nonprofit sector/public good, consulting, research and/or technical assistance tied directly to one's discipline
- Policy analysis – influence on policies of governmental, civic, community, and social service organizations
- Professional and/or discipline-based program evaluation, revision and/or improved practices and procedures in one's professional field
- Programming and development of centers for study or civic service, conference planning and execution
- Appointment or election to regional or national organizations in the discipline or professional field – leadership roles
- Grantwriting

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**Scholarship of Teaching**—Evaluating discipline pedagogy (CMU Teacher-Scholar Statement): Using one's expertise as a teacher to develop, transform, and extend teaching activities and other aspects of pedagogy in new and more effective ways; includes research and other creative work which focuses on the teaching and learning experience.

- Writing articles on teaching of the subject matter and informing others about their work
- Researching and presenting effective teaching strategies
- Developing, documenting, testing and disseminating new approaches to teaching a class or subject, innovative classroom practices – including uses and/or new applications of technology
- Participating in professional development activities for teaching and Learning
- Development of new courses and curricula, innovative teaching materials/strategies
  - Grant funded projects to support instructional activities
  - Production of videos for instructional purposes
  - Textbooks and significant teaching materials

CMU Handbook (Section VI, pp 4-5)

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