

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

**AA Council Members in Attendance:** **Dr. Cynthia Pemberton**—Vice President of Academic Affairs; **Dr. Kurt Haas** - Asst. VP, Academic Affairs; **Mr. Tim Pinnow**—Asst. VP, Academic Affairs, Director of Graduate Studies/Director of Distance Education; **Dr. Louis Nadelson**—Director of Sponsored Programs and Academic Research; **Dr. Blake Bickham**—Dept. Head, Teacher Education; **Dr. Barry Laga**—Dept. Head, Languages, Literature and Mass Communication; **Ms. Suzie Garner**—Dept. Head, Art and Design; **Dr. Jessica Herrick**—Dept. Head, Social and Behavioral Sciences; **Dr. Jeremy Hawkins**—Dept. Head, Kinesiology; **Dr. Carrie McVean Waring**—Dept. Head, Biological Sciences; **Dr. Sandie Nadelson**—Dept. Head, Health Sciences; **Dr. Lisa Driskell**—Computer Science, Mathematics, and Statistics; **Mr. Mo LaMee**—Dept. Head, Theatre Arts; **Dr. Steven Norman**—Dept. Head, Business; **Ms. Brigitte Sundermann**—Department Head Engineering/Director of Manufacturing Technology; **Ms. Holly Teal**—Registrar; **Dr. Gary Ratcliff**—Director, CMU Montrose Center; **Dr. Calvin Hofer** – Music; **Dr. Russ Walker**—Dept. Head, Physical and Environmental Sciences; **Ms. Christine Murphy**—Director of Instruction/ Director of Developmental Programs, WCCC; **Dr. Sonia Brandon**—Asst. VP, Institutional Research, Planning and Decision Support ; **Ms. Sylvia Rael**—Director, Tomlinson Library; **Dr. Bette Schans**—Director of Assessment and Student Learning; **Ms. Millie Moland** – Director of Advising and Academic Services.

**Members Excused:** **Dr. Lori Payne**—Dept. Head, Computer Science, Mathematics, and Statistics

**Also in Attendance:** Ms. Lisa Harris, Professional Staff Assistant to VPAA

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

**Deadline Reminders** were reiterated regarding Faculty Professional Development Fund Requests: 9/8/2017 and Positon Requests: 9/11/2017. Calendars are available on the web for ADH and Faculty (see: <http://www.coloradomesa.edu/academic-affairs/faculty/index.html>). ADHs need to remind faculty of the P&T and Sabbatical deadlines.

Dr. Pemberton discussed the composite information regarding: (a) overlap and connections between the current PPEH text and Teacher-Scholar philosophy statement and Boyer’s model; and (b) examples of scholarly and creative activity, she shared during the Faculty Professional Development Workshop presentation [Appendix A]. ADHs are asked to bring questions of department/discipline-specific clarification to their next Standing meeting.

Dr. Pemberton posed the idea of having a Faculty Senate Executive member sit in on the Council. Pros and Cons for both groups were noted. Council consensus was to continue to work through our current, established communication venues and not change existing group structures at this time.

Save the date! The 2018 Student Showcase will be on Friday, April 20. The Board of Trustees will be meeting that day as well, and available to attend. This year’s opening and awards will be at the Robinson Theatre due to scheduling conflicts at the UC. More details will follow.

**Update and Clarification info: Policy & Practice (overloads & online).** Dr. Pemberton discussed the current overload policy, and reminded ADHs to work with their faculty to ensure adherence to policy [Appendix B]. Dr. Pemberton noted ongoing discussion regarding the proposed online teaching enrollment and compensation guardrails. At this time, instead of moving forward with the proposal, considerations specific to online best practice and Colorado school comparisons relative to class size/enrollments, compensation models and limits will be deferred to the Faculty Senate distance education committee. In the meantime, the \$2000 incentive to develop an online course as well as the \$1000 instructor incentive for completing the rigorous Quality Matters review of online courses will be instituted.

Ms. Anna Nichols, Director of **Integrated Services and Advising**, and Ms. Amanda Gillespie, Academic Advisor, presented proposed student orientation changes [See Appendix C]. Academic advisors have been assigned to departments to improve communication and interactions.

Ms. Sharaya Cowan, Director of **Admissions**, and Ms. Holly Daugherty, Coordinator of **Campus Visitation**, discussed new ideas regarding faculty involvement in campus tours. They will reach out and work with each department for scheduling. [See Appendix D]

Ms. Erin Rooks announced **Parent's Weekend is October 6-7, 2017**. She requested for participation in the Parent's Weekend-Sit-in-on-a-Class on Friday, October 6. Faculty willing to participate need to notify her by COB 9/8.

Ms. Rooks gave an overview of the **CMU Scholars Event** (previously Mav Scholars) to be held **October 20, 2017 from 4:00-6:00PM in the UC Ballroom**. All Merit Scholars are invited. Each ADH or alternate is asked to participate in a mixer from 4:30-6:00PM to allow students and parents an opportunity to meet and mingle with CMU academic faculty and staff. Saturday, October 21 will be the **Mav Experience**.

**IT and Software:** Mr. Jeremy Brown discussed the software licensing process at CMU. A call will go out in mid-October for spring desktop needs. Faculty can use MavZone to see what software already exists in a room and what has been previously installed (Open tab, under Bookmarks Plus, Software installed in Labs & Classroom).

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

**AVPAA:** Dr. Kurt Haas – no report

Ms. Millie Moland, Director of **Academic Services**, reported that she has visited with all but four departments and collected forms and information specific to internship opportunities. The outcome goal of this work will be to develop standardized core internship elements that can be viewed across disciplines and experiences and potentially inform meaningful assessments of student learning, while allowing departments to employ pedagogical practices that make sense for their disciplines.

**AVPAA:** Mr. Tim Pinnow updated Council on progress associated with early conversations regarding graduate program expansion. Mr. Pinnow will be scheduling department “house-calls” to visit with ADHs and faculty about interest in possible areas of graduate program development.

**AVPAA:** Dr. Sonia Brandon (OIRPDS) reviewed the current course evaluation forms and proposed some changes associated with updating for accuracy. None of the proposed changes impacted the evaluation instrument feedback queries. Discussion ensued about having a working group discuss the form,

## Academic Council Summary

consider other models as well as how we (CMU) might evolve the current form to be usable in both online and face-to-face courses. As it stands currently, the evaluation form does not fully translate to the online learning environment. Action related to this discussion was deferred.

WCCC: Ms. Chris Murphy

Montrose: Dr. Gary Ratcliff

Assessment: Dr. Bette Schans

Library: Ms. Sylvia Rael

**Registrar:** Ms. Holly Teal thanked the ADHs for their responses to the attendance rosters. Four week rosters will be going out soon. She also thanked ADHs for input with ongoing transfer work.

**Sponsored Programs:** Dr. Louis Nadelson announced information pertaining to changes and upgrades made to the Office of Sponsored Programs and Academic Research (OSPAR) website; and reported on the two grant writing workshops held to-date as highly successful. OSPAR will be hosting Coffee and Donut open-house get-togethers approximately monthly. The first one will be on Wednesday, September 20.

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

**Health Sci – Dr. Sandie Nadelson** shared the mentor/mentee assignments employed in Health Sciences. She noted that every new faculty member is assigned a mentor; and that Health Sciences uses a checklist to ensure that information is shared consistently across new faculty. She offered to share this checklist with Council members and faculty. If anyone would like a copy, please contact her.

**Engineering – Ms. Brigitte Sundermann** shared that given their newness as a department, Engineering currently does not have a formal mentoring process in place.

**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))

***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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- 4) other activities specific to the Faculty member's discipline and/or assigned responsibilities.

**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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- 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 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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- 4) other activities specific to the Faculty member's discipline and/or assigned responsibilities.



## 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 \$2000.00 stipends paid to create new online courses and \$1000.00/course stipends for completing Quality Matters certification for existing courses.</del>

## PROPOSED STUDENT ORIENTATION CHANGES

### Faculty Involvement

Student Orientation is continuing to grow each year and we are proposing a new way to utilize our faculty's time and resources more efficiently.

#### Department Sessions

Have the faculty volunteer(s) from each department go over their department and discuss their programs and requirements.

Possible discussion points for faculty presentations

- Different degree programs offered
- Suggested course sequencing
- Special requirements (Example: Health Sciences has a secondary application process)
- Department location

#### Benefits of New Format

- Faculty can focus their efforts on giving the students more information on their department and degree requirements
- Registration session will be handled by Academic Advisors and Orientation Leaders
- Less time will be required when they volunteer for a day
  - **Past Model:** Faculty here from 10:30-3:30 with a lunch break in between sessions
  - **Proposed New Model:** Faculty would only need to be here for one session. (Logistics of schedule and sessions pending on Departments approval of new process.)

#### Feedback Request

We would love feedback via email on our proposed new orientation session by September 15<sup>th</sup>. We will reach out to each department with a form to provide feedback on. You can send your feedback to Anna Nichols or Amanda Gillespie.

### Faculty Sign-Up

In previous years, some departments have faculty sign-up through the department and others would email the Advising Center to sign-up.

#### Proposed New Process

All faculty sign-up would go through the Department Head/Admin Assistants.

- The Advising Center would email out list of orientation dates to each department
- Departments would then email the faculty signup sheet to the Advising Center after getting volunteers for each date.
- The Advising Center would continue to send out confirmation emails out to faculty

### Academic Advisor Liasons

The Advising Center would like to connect an Academic Advisor to each department.

#### Plans for Connecting With Departments

- The assigned advisor to your department will reach out to schedule a meeting with the Department Head.
- Department Head and Advisor will work together on the best time to meet with the faculty.

## PROPOSED FACULTY MEETING CHANGES

### Faculty Meetings and Campus Tours

Prospective students and families are requesting interactions with faculty during daily campus tours and more information regarding CMU Academics.

#### Current Procedures

1. Made one week in advance
2. Scheduled time - 11:00am (last semester)
3. Meeting request made through student's Admissions Counselor
4. Request sent to Visitation Coordinator (Holly Daugherty)
5. Visitation Coordinator contacts Dept. Heads
6. Dept. Head contacts appropriate/available faculty
7. Faculty confirm with Dept. Head
8. Dept. Head confirms with Visitation Coordinator

#### Pros

- Gives prospective students an academic insight

#### Cons

- Meeting time falls during majority of class times
- Faculty committing, but later canceling or not showing

#### Proposed Procedures

1. Made **TWO** weeks in advance
2. Scheduled time: multiple times before and after daily tour times (see attachment)  
Faculty can "volunteer/sign up" ahead of time for times they are generally available around classes
3. Meeting request made online with tour reservation
4. Request forwarded to Visitation Coordinator
5. Visitation Coordinator contacts Faculty Member Directly
6. Faculty confirm directly with Visitation Coordinator

#### Pros

- Gives prospective students academic insight
- Multiple times allows faculty to choose when meetings could take place

#### Cons

- More time slots = more commitment from faculty members

#### Faculty Member Run-In (Developing)

Staged faculty member "run in" during daily campus tour.  
Faculty member can speak briefly about HS vs College, Academics at CMU, and Academic Services.

#### Pros

- Gives prospective students an academic insight
- Includes multiple families vs. only those who requested meetings
- Requires only one-two faculty member

#### Cons

- Limited talking points not specific to programs

#### Feedback Request

I would love feedback via email on our proposed faculty meeting changes by September 20<sup>th</sup>. You can send your feedback directly to Holly Daugherty.

# Faculty Meetings

## Current

Monday/Friday	
TOUR 9:00am-11:00am Monday/Friday	
11:00-12:00 Faculty Meetings Monday/Tuesday/Wednesday/Thursday/Friday	
TOUR 1:00pm-3:00pm Monday/Tuesday/Wednesday/Thursday/Friday	

## Proposed: Offered in 30 min intervals 1 hour prior to and after tours

Monday/Friday	
8:00-8:30	8:30-9:00
TOUR 9:00am-11:00am	
11:00-11:30	11:30-12:00
12:-12:30	12:30-1:00
TOUR 1:00pm-3:00pm	
3:00-3:30	3:30-4:00pm
Tuesday/Wednesday/Thursday	
12:-12:30	12:30-1:00
TOUR 1:00pm-3:00pm	
3:00-3:30	3:30-4:00pm

- 28 times available throughout the week to better accommodate faculty availability
  - 8 times available each Mon/Fri
  - 4 times available each Tues/Wed/Thurs

Offering faculty meetings prior to or after daily campus tour times allows families and prospective students to plan a single “block of time” for their visit to campus.

Faculty can volunteer/sign up for desired meeting times around their class schedules.

Visitation Coordinator will have a running list of faculty’s availability.

By knowing faculty availability prior to meeting request the Visitation Coordinator can help guide visiting students to an appropriate coinciding campus tour time.