

CMU Academic Department Heads
Summary October 17, 2018
3:00-4:15 p.m.

Academic Department Heads/Program Directors in Attendance:

Dr. Kurt Haas - Acting VPAA; Professor Tim Pinnow - Sr. VP Strategic Initiatives, Dir. of Graduate Studies & Distance Education; Dr. Aparna Palmer - AVPAA for Student & Faculty Success; Dr. Morgan Bridge - AVPAA, Dir. of Assessment & Accreditation; Dr. Blake Bickham - Dept. Head Teacher Education; Ms. Suzie Garner – Dept. Head, Art; Dr. Jeremy Hawkins - Dept. Head, Kinesiology; Dr. Jessica Herrick - Dept. Head, SBS; Dr. Calvin Hofer – Dept. Head, Music; Dr. Scott Kessler - Dept. Head, Engineering; Dr. Barry Laga - Dept. Head, LLMC; Mo LaMee – Dept. Head, Theatre; Dr. Carrie McVean - Dept. Head, Biological Sciences; Dr. Steve Norman - Dept. Head, Business; Dr. Lori Payne - Dept. Head, CSMS; Dr. Bette Schans - Interim Director, Health Sciences; Dr. Russ Walker - Dept. Head, PES

AA Council Members not in attendance:

Professor Tim Pinnow – Sr. VP Strategic Initiatives, Dir. of Graduate Studies & Distance Education; Dr. Morgan Bridge – AVPAA, Dir. Of Assessment and Accreditation, Dr. Scott Kessler – Dept. Head, Engineering; Dr. Bette Schans – Interim Director, Health Sciences

Also in attendance: Ms. Heather McKim, Sr. Analyst - Institutional Research, Planning & Decision Support

- I. Updates
 - A. One on ones.

Ms. Reis will send out an email the week prior to Academic Department Heads scheduled one-on-one meetings. She will inquire if Academic Department Heads have matters to discuss with Dr. Haas. If they do not but Dr. Haas does, the scheduled meeting will be confirmed.
 - B. Position Requests

Responses from President Foster are forthcoming, hopefully by October 25. Dr. Haas will inform Academic Department Heads of decisions as soon as possible.
 - C. FPDF.

Answers are coming with decision on awards.
- II. Data on graduates (Heather McKim)

Ms. McKim explained an excel file that Academic Department Heads will receive. In this file is information of graduates from 5 and 10 years ago plus recent 16-17 graduates and what department graduates have gone on to do. The information in this spreadsheet was garnered from the National Student Clearinghouse. The blue highlighted section of the spreadsheet asks the Academic Department Head to supply information of any schools their graduate may be attending out of the country and where any of their graduates are working. Information may be compiled from department faculty who may be in communication with their past graduates. If a student graduated with dual degrees both departments will receive this information. This information will be helpful when preparing department program self-

review as well as HLC reporting. Please return the results back to Ms. McKim by October 26 as Dr. Futhey is looking for anecdotes for an Admissions project.

III. Internship links on departmental websites (Aparna Palmer)

This information does not relate to student teaching.

Dr. Palmer would like Academic Departments that offer internships to have a better or easier connection for students, parents and businesses with a potential internship opportunity to find information on their department web site. If departments offer internships but do not provide this information via their web site, they should create a page to do so. As an example, Dr. Palmer shared the Biology Department web page of their internship information. It would be helpful if there were routes to find, apply and submit for an internship via the web page. Departments are asked to have contact information and directions on how to follow the process plus have a link on their web page to Career Services and Handshake.

Dr. Palmer also shared a document related to the Open Educational Resource (OER) Grant. Faculty received an e-mail regarding this opportunity earlier in the week. See attachment A.

IV. Discussion: Internship pay scale

This conversation is confined to academic internships. A suggested plan for pay was put forth by Dr. Hawkins. The suggested plan below does not include CH's in the calculation.

1 x # of students x \$100, (student finds internship, faculty has little involvement)

2 x # of students x \$200, (Faculty member sets internship up)

3 x # of students x \$300, (Faculty member more involved – co supervisor)

4 x # of students x \$400, (Faculty member in more of a supervisory capacity.)

Pay would be based on the level of involvement/interaction the faculty member has with the student during this internship. Determining levels of involvement on the faculty member is still under discussion. Dr. Haas is proposing the model and will reach out to several Academic Department Heads for input to clarify levels of involvement.

An alternative suggestion was to offer the faculty member a course release in their schedule. Proof that the student has insurance coverage should be mandatory, not just for out of state internships. There needs to be a mechanism in place where Academic Department Heads are involved in the process and their signature required before the internship can proceed.

V. Reminder/Discussion: Part-time faculty evaluation

Discussion of the process currently in place for observation/evaluation of part-time and or concurrent faculty showed that there is not a specific plan in place. Section 11-b on page VI-12 in the Professional Personnel Employment Handbook states that "Part-time, Special Appointment Faculty may be reviewed at the discretion of the Department Head, and generally only on teaching. The Department Head's evaluation is final and not subject to appeal". It becomes an issue for some departments when part-time/concurrent faculty only teach a specific semester. Some departments wait to do an observation once faculty evaluations have been scanned and reports generated.

It was concluded that a first year part-time faculty member would be observed and evaluated in their first year, then subsequently every other year after that. An Academic Department Head may choose to delegate some observation/evaluation responsibilities to a department faculty member, at their discretion. It was requested that a set schedule be determined for observing and turning in evaluations for part-time/concurrent faculty. Observations should

be done by May 1 and documentation/evaluations submitted by May 31. If faculty evaluations have not been processed by the end of May, an extension is possible. These dates will be added to the Academic Department Head calendar.

VI. Change talk: Blake Bickham.

Dr. Bickham shared an excerpt from Oliva & Gordon's (2013) *Developing the Curriculum* (8th ed.) p. 23.

Axiom 2: Curriculum as a Product of its time.

"[A] school curriculum not only reflects but also is a product of its time....Clearly, the curriculum responds to and is changed by social forces, philosophical positions, psychological principles, accumulating knowledge, and educational leadership at its moment in history. Changes in society – such as, for example, the increased pluralism of our nation, the rapid growth of technology and the need for health education – clearly influence curriculum development." Dr. Bickham asked each person to reflect back on their K-12 years or even college years and to offer what has changed in that time frame. Discussion followed. See attachment B.

Upcoming Dates and Deadlines

October 26 – Graduate information returned to Ms. McKim

October 26 – CMU Scholars, Library 139 4-6 p.m.

October 26-28 – CMU Homecoming

November 1 – Sabbatical Recommendations due (ADH to Sabbatical Leave Committee via AA)

November 1 – Program Self-study materials due to AVPAA

May 1 – Part-time/concurrent faculty evaluations completed

May 31 – Part-time/concurrent faculty evaluations submitted to VPAA

August 8, **2019**—Tentative Academic Affairs retreat

Fall Change Talk Schedule:

November 7 – Suzie Garner

December 5 – Jeremy Hawkins

December 12 – Jessica Herrick (at the AA/AC Holiday Party!)



COLORADO
Department of
Higher Education

Colorado Department of Higher Education

Colorado Open Educational Resources (OER) Grant

Request for Proposals (RFP) Cover Sheet

Project Title:

Applicant(s) Names and Contact Information (please include email, phone, and address of primary, secondary, and tertiary contact for proposal):

Institutional Affiliation(s):

In an effort to create cross-campus OER networking and support, please indicate if you consent to sharing your contact information with other applicants from your institution, system or in the state. The Colorado OER Council intends to continue to connect potential partners throughout the state to pursue goals related to the charge of this initiative.

Pick one:

Yes; I consent to sharing my information with potential collaborators.

No; please do not share my information with potential collaborators.



Colorado Open Education Resources (OER) Grant	
Introduction	The Colorado Commission on Higher Education solicits proposals for grants designed to expand the use of open educational resources (OER) across public postsecondary institutions in the state. The deadline for an institution, faculty, or staff to submit a proposal for consideration is Wednesday, November 14, 2018 .
Purpose	<p>HOUSE BILL 18-1331 (CRS C.R.S. 23-4.5-104) and the associated appropriation provide funding for expanding the use of open education resources (OER). The Colorado OER Council, established under the auspices of the bill, advises the Department of Higher Education on expanding the use of OER in public institutions of higher education around the state, including through the awarding and tracking of grant funds to create, adapt and promote the use of OER.</p> <p>Two types of proposals are solicited for an initial round of funding:</p> <ul style="list-style-type: none">• Those from public institutions of higher education to support and expand creation, adoption, adaptation and promotion of the use of OER across the institution and among multiple institutions; and• Those from faculty and/or staff of public institutions of higher education, individually or in small groups, to support the creation, adoption, adaptation and promotion of OER for specific courses, disciplines or programs.
Anticipated Outcomes	<p>The Colorado OER Grant Program is anticipated to:</p> <ul style="list-style-type: none">• Raise awareness of OER among faculty, staff and students in the state of Colorado• Provide up to \$500,000 in funding to institutions, faculty and staff and to support and expand creation, adoption, adaptation and promotion of the use of OER in the state of Colorado• Save students at Colorado's public institutions of higher education \$2 million in textbook costs in the academic year 2019-2020
Process and Key Dates	<p>Applications in response to the request for proposals (RFP) will be accepted beginning in Sept. 25, 2018. The CDHE staff and OER Council will host a series of webinars in September and October 2018 to provide guidance on applications and answer questions about the requirements of this grant program. The deadline for proposals to be submitted is Nov. 14, 2018.</p> <p>All proposals should be emailed to spencer.ellis@dhe.state.co.us as an attachment in PDF format by 5 p.m. MST on the date of the deadline. The proposal must be submitted as one PDF document and included as one attachment in the submission email; letters of support may be attached to the application email as separate PDF documents. The body of the application email must include the name and full contact details (including name, title, institutional affiliation, phone, email, and</p>



	<p>mailing address) of the project lead, as well as any secondary or tertiary contacts for the project.</p> <p>Members of the Colorado OER Council and/or their designees will review proposals and make recommendations to the CCHE about which proposals to fund and in what amount by February, 2019. CDHE staff will bring OER Council recommendations for review and consent from the Commission during their February 2019 meeting. Funds shall be dispersed by the CDHE in February and March of 2019. All funds must be expended by May 15, 2020.</p> <p>Grantees must submit a progress report by July 15, 2019 and a final report by May 15, 2020. Unexpended funds are required to be returned to the Department by May 2020.</p> <p>Note: In order to avoid conflicts of interest, OER Council members will recuse themselves from reviewing and/or recommending proposals which they have written and/or those which are from their home institutions.</p>
Available Funds	<p>The Colorado OER Grant Program will fund two types of grants with a total allocation of \$500,000 for the initial year:</p> <ul style="list-style-type: none"> • Institutional Grants ranging from \$10,000-\$99,999 to support deploying and sustaining existing institution-wide OER initiatives, including through the use of incentive funding for faculty and staff. • Individual or Small Group Grants ranging from \$250-\$4,999.99 that would support the review, creation, adaptation or adoption of OER by faculty and/or staff, especially at institutions without an OER initiative or associated incentive funding.
Eligibility	<p>Eligibility for the grant program is as follows:</p> <ul style="list-style-type: none"> • Institutional Grants are open to any public postsecondary institution in the state of Colorado as defined in C.R.S. Title 23, which is inclusive of institutional systems. • Individual or Small Group Grants are open to any faculty, instructor or staff employed by a public institution of higher education in the state of Colorado.
Selection Criteria	<p>The CCHE shall take into account, but is not bound by, the recommendations of the Council. In making recommendations and awarding grants, the Council and the Commission shall consider whether the proposed grant-supported activity:</p> <ul style="list-style-type: none"> (i) affects courses with high student enrollment or high textbook or materials costs; (ii) affects high-impact courses such as core courses, Guaranteed Transfer (GT) Pathways/General Education courses or courses included in concurrent enrollment agreements;



	<p>(iii) supports adaptation and/or development of open educational resources by teams of faculty, librarians and instructional designers within a public institution of higher education or across multiple institutions, making it more likely that the resources will be used in multiple courses or sections;</p> <p>(iv) includes a demonstrated commitment to and plan for accessibility of materials;</p> <p>(v) aligns with departmental, institutional and/or state mission, goals or strategic initiatives.</p>
Required Sections of the Proposal	<p>Please submit all required sections of the proposal in one document, not to exceed eight pages (addenda, including letters of support and detailed budget plan, are not included in this 8-page limit). Required sections of the proposal are detailed below.</p> <p>An application for an institutional level grant must include:</p> <p>(i) evidence of the existence of an open educational resources committee, whether formal or informal, or list of the personnel who will be involved in the proposed project, or identification of individual or list of the individuals or personnel who will be involved in the proposed project; and</p> <p>(ii) a plan for expanding the adoption, adaptation and/or creation of open educational resources across the campus or institution that receives the grant, which may include awarding grants to faculty members, staff or faculty training and/or support; reducing a faculty member's required teaching hours; or providing other incentives to faculty for adapting and developing open educational resources; and</p> <p>(iii) identification of any library, instructional design, information technology, instructional and/or teacher and administrative staffing, including project partners, to support the open educational resources initiative for which a grant is requested; and</p> <p>(iv) the manner in which the courses that use open educational resources will be identified for students prior to the time of course registration, which may include identification in the schedule of classes; and</p> <p>(v) the plan for ensuring that open educational resources that are adapted or developed using the grant money are discoverable, publicized, and made available to other faculty and students within the public institution of higher education and other public institutions of higher education, including a description of any open licensing, which is detailed in item two (2) of the agreement page of this RFP; and</p> <p>(vi) the manner in which the grant recipient will evaluate the use of the open educational resources developed using the grant, which may include the number of students who are affected and the cost savings to students as a result of the open educational resources developed using the grant and/or the impact on student</p>



success which may include DFW rates, assessment of student learning outcomes, enrollment, and impact on retention and persistence, costs of resources replaced, survey data on student performance, student success or satisfaction with the OER/support (such as IT) used in parts of the project, etc.; and

(vii) a plan for and commitment to sustaining the open educational resources initiative after the grant is completed; and

(viii) a plan for commitment to accessibility in compliance with the "Americans with Disabilities Act of 1990", 42 U.S.C. sec. 12101 et seq., as amended, to enable persons with disabilities to access to the open educational resources developed or adapted using the grant; and

(ix) a detailed budget plan describing utilization of grant funds and relevant letters of support (which can be included in addenda portion of document); and

(x) demonstrated support from departmental or institutional leadership is required and will be accepted in the form of official letters of support (and may be included as separate attachments to the application email).

An application for an individual or small group grant must include:

(i) evidence of the existence of an open educational resources committee, whether formal or informal, or list of the personnel who will be involved in the proposed project, or identification of individual or list of the individuals or personnel who will be involved in the proposed project; and

(ii) information concerning the textbooks and other materials in use at the time the grant is received, the costs of the textbooks and materials; and

(iii) a plan for how the applicant expects to use the grant money to adopt, adapt or develop open educational resources to replace the textbooks and other materials, and steps applicant will take to ensure the content produced meets accessibility guidelines; and

(iv) identification of any library, instructional design, information technology, instructional and/or teacher and administrative staffing, including project partners, to support the open educational resources initiative for which a grant is requested; and

(v) the manner in which the courses that use open educational resources will be identified for students prior to the time of course registration, which may include identification in the schedule of classes; and

(vi) the plan for ensuring that open educational resources that are adapted or developed using the grant money are discoverable, publicized, and made available to other faculty and students within the public institution of higher education and



	<p>other public institutions of higher education, including a description of any open licensing, which is detailed in item two (2) of the agreement page of this RFP; and</p> <p>(vii) the manner in which the grant recipient will evaluate the use of the open educational resources developed using the grant, which may include the number of students who are affected and the cost savings to students as a result of the open educational resources developed using the grant and/or the impact on student success which may include DFW rates, assessment of student learning outcomes, enrollment, and impact on retention and persistence, costs of resources replaced, survey data on student performance, student success or satisfaction with the OER/support (such as IT) used in parts of the project, etc.; and</p> <p>(viii) a plan for and commitment to sustaining the open educational resources initiative after the grant is completed; and</p> <p>(ix) a plan for commitment to accessibility in compliance with the "Americans with Disabilities Act of 1990", 42 U.S.C. sec. 12101 et seq., as amended, to enable persons with disabilities to access to the open educational resources developed or adapted using the grant; and</p> <p>(x) a detailed budget plan describing utilization of grant funds and relevant letters of support (which can be included in addenda portion of document); and</p> <p>(xi) demonstrated support from departmental or institutional leadership is required and will be accepted in the form of official letters of support (and may be included as separate attachments to the application email).</p>
Evaluation, Reporting & Required Activities	<p>All grant applications must include a description of how grant recipients will evaluate the use of the open educational resources developed using the grant. This should include estimates for the number of students who are affected and the cost savings to students as a result of the open educational resources developed using the grant. In addition to cost savings, other grant evaluation criteria may include the impact of using OER on student success. These can include, but are not limited to, DFW rates, assessment of student learning outcomes and student satisfaction, impact on retention and persistence or other student success measures.</p> <p>Grant recipients are expected to participate in ongoing, related activities at the request of the Council, which include:</p> <ul style="list-style-type: none">• data collection• reporting including internal reporting and engagement with Council surveys• ongoing efforts to make sure the supported activities are accessible• participation (to the extent scheduling allows) in virtual and annual convenings arranged by the OER Council and CDHE• Funds that have not been used by final report date (May 2020) must be returned to the Department



2018-19 Timeline Projection and Expectations							
Activity	Sep. 2018	Oct. 2018	Nov. 2018	Dec. 2018	Feb.-Mar. 2019	Jul. 2019	May 2020
Webinar on application process.							
RFP released and application submission window.							
Proposal review period.							
Recommendations taken to Commission.							
Awarding and disbursement of funds.							
Progress reporting from grantees.							
Final reporting from grantees and returning of unused funds.							

Grant Proposal Process

* Note: the timeline above includes some approximations. Detailed deadlines will be issued to grant recipients with appropriate notice.

For Information: Please contact Spencer Ellis, Director of Educational Innovation, 303-862-3017, spencer.ellis@dhe.state.co.us



Colorado Open Educational Resources (OER) Grant Agreement

Project Title:

Each grant recipient, as a condition of receiving the grant, must:

1. Submit to the council data concerning the number of students affected by open educational resources developed or adapted using the grant; the estimated amount of student savings that results from using the open educational resources; measures of the effectiveness of the grant project; and
2. Agree to apply a Creative Commons license, which permits the creation of derivative works (CC-BY, CC-BY-SA, CC-BY-NC, CC-BY-NC-SA, or CC0, with CC-BY strongly preferred) to any copyrightable materials produced as part of grant-supported activities other than software, while licensing software with any open source license approved by the Open Source Initiative (such as the GNU Public License (GPL), Lesser GNU Public License (LGPL), Apache License, MIT License, with the GPL and LGPL strongly preferred); and
3. Post new or adapted open educational resources to an open repository in editable file formats or with source code; and
4. Agree to comply with the guidelines and parameters adopted by the council in this RFP for implementing the grants; and
5. Comply with the federal "Americans with Disabilities Act of 1990", 42 U.S.C. sec. 12101 et seq., as amended, to enable persons with disabilities to access the open educational resources developed or adapted using the grant; and
6. Conduct the activities as described in this proposal form; and
7. Provide institutional/organization funding and resources as stated in this proposal form; and
8. Comply with state requirements regarding the audit of a grant-funded program and supply CDHE with a copy of the mid-term report and any findings for each fiscal year in which those grant monies were expended within 60 days of the completion of the audit; and
9. Keep all records necessary for fiscal and program auditing and give CDHE, or the State Auditor access to and the right to examine all records, books, papers, or documents, related to this grant; and
10. Retain all fiscal records for a period of five years; and
11. Provide CDHE with required data and evaluation information; and
12. Comply with the administrative procedures and fiscal guidelines of CDHE including submission of final performance report; and
13. Comply with Title IV of the Civil Rights Act of 1964 (42 USC 2000d) prohibiting employment discriminatory practices that will result in unequal treatment of persons who are or should be benefiting from the grant aided activity.
14. Contact the CDHE with any project or budget modification requests prior to making any changes to the original proposal; and
15. The Colorado Department of Higher Education may terminate a grant award upon thirty (30) day notice if it is deemed by CDHE that the applicant is not fulfilling the requirements of the funded program as specified in the approved project application or if the program is generating less than satisfactory results.

I hereby provide assurances to the Colorado Department of Higher Education that if this institution/nonprofit organization receives a grant under the terms of the OER Grant, it will abide by the aforementioned items.

Name, Title & Organization of Authorized Representative

Signature/Date

From Oliva & Gordon's (2013) *Developing the Curriculum* (8th ed.), p. 23.

Axiom 2: Curriculum as a Product of its Time

"[A] school curriculum not only reflects but also is a product of its time. . . . Clearly, the curriculum responds to and is changed by social forces, philosophical positions, psychological principles, accumulating knowledge, and educational leadership at its moment in history. Changes in society—such as, for example, the increased pluralism of our nation, the rapid growth of technology, and the need for health education—clearly influence curriculum development."