

**CMU Academic Council
Agenda August 10, 2017
9:00 am to 4:00 pm**

Welcome Back & Meeting Preview

Round Robin hello and summer fun share

Plan for today:

9:30-noon: Emergenetics

Leadership Team

Collective strength and agency...

Lunch

1:30-4:00: Council Info Items & Updates

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

Upcoming Events:

New to CMU & Lecturer Resource Night

Schedule handouts

Tour Stop details and ADH info

Professional Development Day

Convocation (inaugural Opening Convocation): Saturday August 19, Brownson Arena:

Convocation is a ceremony that formally marks and celebrates the beginning of a new academic year. For incoming students, it represents the beginning of the scholarly circle of life. Just as Commencement is a ceremony that signifies the completion of study, the Opening Convocation symbolically launches our students' higher education journey, and serves to induct them into the Colorado Mesa University campus community. We celebrate these entrances (convocation) and exits (commencement) as meaningful opportunities to recognize and celebrate the transformative experience that is higher education.

Convocation Program (approximately 30 minutes in length)

11:00 Brownson Arena open for student and guest seating (bleacher seating)

11:30 *Processional*: Faculty – **in Regalia** are to assemble in the east MavCenter Hallway – former location of Health Sciences offices. Processional will be led by President Foster and the Platform Party.

11:35-12:00 *Program*

-Introduction and Welcome (President Foster)

-Convocation – meaning of (Dr. Pemberton)

-Musical Performance (tentative)

-Student Body Welcome

-President's Message and recognition of new faculty (President Foster)

-CMU Fight Song

-Recessional & March with the Maverick event: President and Platform party will lead recessional (faculty = recessional) out the same way we came in. Rowdy (in costume) and Rowdy our Maverick along

with Miss Mav will be in attendance to commemorate the March with the Maverick. The March will conclude under the plaza tent where the President's welcome picnic.

Policies/Procedures & Guidance Resources:

Facility Use "rentals" (e.g., UC): academic foci, fee structure(s), parameters and approvals for academic usage classification....

Scheduling (summers): Robust schedule and facility usage – or – 7 am to 11 am "heat control"

Duty to report...(Policy review – [Handbook](#) pp. II-1 and II-2)

Accordingly, the University prohibits Professional Personnel from forming such relationships, as well as any attempt to initiate or engage in an amorous relationship with students enrolled in their classes, or advisees, or one of their subordinates. **If such a relationship exists or is developing, the Faculty member or Exempt employee shall report the relationship or attempt to the Affirmative Action Coordinator or the Office of Human Resources so that appropriate action may be taken.**

[Department Head Manual](#) (see: <http://www.coloradomesa.edu/academic-affairs/documents/manuals/DepartmentHeadManual.pdf>)

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

NOTE: Student Showcase will be Friday April 20th, 2018 (please share info with Dept faculty)

-Deadline Reminders

Faculty Professional Development Fund Requests: 9/8/2017

Positon Requests: 9/11/2017

Overloads, Online & Course Comparability guidelines & "exception" approvals (see below)

-Low enrollment course data (see excel chart provided to me by President Foster, precursor to program prioritization...?)

Curriculum Work:

-Essential Learning and adhere to our policy/practice (see Curric Comm Handbook pp. 23-25)

President Foster has asked that extra (extreme? severe?) scrutiny be placed on the practice of prescribed Essential Learning (EL) courses due to concerns about streamlined advising, transferability and retention for students that change majors (see attached EL excel chart provided to me by President Foster). The bar for retaining said courses (courses, not content, as content could—in some instance—be embedded in other courses) will be associated with discipline-specific accreditation standards/requirements that prevent them from meeting the 120 credit or 60/60 rules without dictating EL.

During our first standing meetings please bring your broad strategies for reducing or eliminating the instances in programs, including a Fall 2017 date by which materials will be submitted to the UCC.

Dr. Kurt Haas will make himself available as a resource to assist and guide this review process. It is strongly recommended that you meet with him PRIOR to the standing meeting during which we will review your plan. I will ask that Dr. Haas attend this meeting with us so that we can review our options and opportunities. **(Lisa will please be sure we are scheduled to accommodate this plan)**

Academic Program Overviews (in need of updating?):

<http://www.coloradomesa.edu/academics/1718-program-sheets.html> (Contract Erin Rooks for word doc to update IF your Overview needs updating – you will be asked to use track changes on a word doc, thank you.)

Internship Apps, Forms, Eval and routing: <http://www.coloradomesa.edu/academic-affairs/faculty/forms.html>

-Ms. Millie Moland: Re-visioning internships (academic and non-academic, paid and not paid), CMU 20,000 initiative: Chamber of Commerce Connection & Alumni/Foundation connection. Process, Forms, consistency....Increasing support, options & opportunities...consistency and eportfolio? **Range and scope of load credit/release time for internship oversight?**

-Ribbon cutting & link to CMU 20,000 initiative: date TBA

We are excited to tell you about our upcoming transition to [Handshake](#) - a modern platform for college recruiting. Handshake will replace our current system, MAVjobs and will offer our students many great new features including:

- An engaging job/internship search experience
- Personalized job/internship recommendations based on major and interests
- Access to local, regional, national and global companies and job/internship postings
- Updates on events sponsored by Career Services such as job and career fairs, workshops, and recruitment events

MAVjobs will become inactive as of August 1, 2017, and there will be a short-term lapse as we transition to handshake. Our office will alert you as soon as the transition is complete, and students are able to access their new Handshake profiles. We thank you in advance for referring students to this great new tool! And as always, we welcome you to refer your students to our office for any of their career readiness needs!

Academic Units & Leadership Reports, Commentary, etc.

AVPAAs: Dr. Kurt Haas & Mr. Tim Pinnow

CCHE/gtPathways Updates

Math SAI Update

House-calls: Students of Concern

Roadmap 15,000: Distance Education/Graduate Education...

Graduate program webpages – consistent naming conventions, etc. Tim Pinnow to help coordinate with ADHs with grad programs.

Online student orientation – up and live now! (thanks you Mr. Pinnow and staff!)

AVPAA: Dr. Sonia Brandon (OIRPDS)

WCCC: Ms. Chris Murphy

Montrose: Dr. Gary Ratcliff

Assessment (Dr. Bette Schans): Program Progress Status Report, etc.

Library (Ms. Sylvia Rael): Special event/Programming schedule update

Registrar (Ms. Holly Teal)

Sponsored Programs (Dr. Louis Nadelson)

Academic Departments/ADHs &/or Director: Mentor Policy/Practice/Dept Sharing (thru fall, to be “assigned” via maverick red in upcoming agendas)

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

Congrats to Dr. Jeremy Hawkins and Dr. Kristin Heumann for their recent publication in the *Strength and Conditioning Journal*. Their work explored the *Clinical Use of a Hyperbaric Chamber as a Modality to Aid in Recovery*.

Abstract: The use of hyperbaric chambers has been tried by various athletes. Some professional athletes and physicians have reported phenomenal results with their regular usage. A review of the literature does not support the prevalent use of this modality however. Using a hyperbaric chamber to treat delayed-onset muscle soreness in particular has not been substantiated. Results are inconclusive with respect to treating post-concussion syndrome and fatigue. Additional data regarding these 2 treatments are needed.

Congratulations to Ms. Suzie Garner, Academic Department Head of Art and Design. Suzie spent time this summer as an Artist in Residence in Yellowstone, teaching sketchbook classes and a course on Art of the American West. During her residency she presented five sessions: Thomas Moran: *The Art that Shaped a Park*, *Sketching at Old Faithful Inn*, *Sketching the Geysers and Thermal Features*, *Sketching Architectural Landmarks in Yellowstone*, and hosted an *Open Studio* session. **Well done Suzie, this is a wonderful example of living the Teacher-Scholar Model!**

Congratulations and Kudos to Ms. Sylvia Rael, Library Director! Sylvia was accepted to the Harvard Graduate School of Education Leadership Institute for Academic Librarians. The Institute took place July 30 – August 4 in Cambridge, MA. The program foci addressed two key questions: “How well-positioned is your organization to meet current and future challenges?” and “How effective is your own leadership?” Acceptance to this prestigious program is limited to individuals with “significant leadership and/or administrative responsibility at a college/university library, and who show high promise for making a significant contribution in the future.”

Congratulations to Ms. Holly Teal, who was invited to present at the Rocky Mountain Association of Collegiate Registrars and Admissions Officers Annual Meeting (July 2017). Ms. Teal presented on *Using*

Degree Works Data. Thanks Holly for sharing our good work and representing CMU to institutional peers!

Congrats to Dr. Sandie Nadelson and ... re: award of the Health Care Sector support grant for Surgical Technology! Colorado Mesa University's new Surgical Technology program applied for and has been awarded a Healthcare Sector Partnership Grant with funding coming from the Colorado Department of Labor. The total approved budget is over \$20,000. The funding will be used to support program delivery, purchase supplies, as well as cover equipment and other expenses related to the program. Thanks to the Mesa County Workforce Center and the CMU Office of Sponsored Programs and Academic Research for facilitating the grant application and funding processes.

Kudos to Dr. Arthur Houle, Professor of Music and Director of Keyboard Studies. Dr. Houle's publication Clementi Op. 36 edition has been endorsed as a prize winner award for the 2018 Dulwich Clementi Junior Piano Festival:

The 1st prize for the Clementi Junior Piano Festival competitive class is a trophy, medal and a newly revised edition of Clementi's Six Progressive Sonatinas for the Piano Forte, Op. 36, edited by Dr. Arthur Houle.

Congratulations to Dr. Monte Atkinson, Professor of Music and Director of Choral Arts! This summer Dr. Atkinson was invited by the musical staff of New York-based Mid-America Productions to present a concert at Carnegie Hall. Dr. Atkinson directed a chorale concert of nearly 200 vocalists, some of whom are CMU choral alumni. Of particular note was the honor bestowed on Dr. Atkinson as the first guest maestro, conducting the Song of Democracy by American composer Howard Hanson with text by Walt Whitman.

Snap, Tweet and Post: College Student Social Media Perceptions and Heutagogic Practices and Uses. Well Done **Dr. Louis Nadelson** for your recent publication in the International Journal of Higher Education, and lived example of the teacher-scholar model!

The nearly ubiquitous access to technology and the diversity of social media sites has provided students with easy access to a wide range of information and opportunities for interaction with other individuals. The nature of social media creates a context in which students can determine when they view information, the duration of the viewing, where they view their social media and why they choose to view the media. The conditions of social media interactions present an opportunity for self-determined learning, or heutagogy. While heutagogy takes place multiple time during a student's average day, the self-determined nature of the learning may lead to issues associated with challenges to self-regulation and anti-social behaviors. To study student self-determined perceptions and engagement with social media we developed a mixed methods survey gathering quantitative and qualitative data from 71 undergraduate students. Our results reveal students do self-determine multiple aspect of their engagement with social media including the norms they use for engagement. We also found that the students perceived that they gave up other activities to engage in social media, and were likely to spend more time studying, exercising, and bettering themselves if they did not spend time interacting with social media.

Academic Council Agenda

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

Sept 6 & 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)

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.)

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:

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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 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

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