CMU Academic Affairs Council
Summary November 7, 2018
3 p.m. to 5 p.m. EH 101

AA Council Members 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. Sonia Brandon - AVP Institutional Research, Planning & Support; 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; Ms. Millie Moland - Dir. of Academic Services; Dr. Steve Norman - Dept. Head, Business; Dr. Lori Payne - Dept. Head, CSMS; Ms. Sylvia Rael - Director, Tomlinson Library; Dr. Gary Ratcliff - Director, CMU Montrose Center; Dr. Bette Schans - Interim Director, Health Sciences; Ms. Holly Teal - Registrar; Dr. Russ Walker - Dept. Head, PES

I. Updates
    A. T&P Timeline.
        The committee finished their work on November 6. Per handbook statutes, Dr. Haas has until January 5th to review the committee recommendations, comments and the application documents before forwarding all documents plus his recommendations to the President for his review and determination. See page VI-19 in the Professional Personnel Employment Handbook for more details.
    B. Position Request info, how to proceed.
        If Department Head has not received a reply, the position was not approved at this time. Follow up with Dr. Haas to review the proposal and discuss possible revamping of the request for another go round. If the Department Head determines it is ok to pass, no further action is required. Possibly work the position into another budget year. The governor's budget outlook currently is not as solid as it has been in the past.
    C. Meeting gap.
        The next scheduled Department Head meeting falls in the week of Thanksgiving break. The next scheduled full Academic Council meeting is December 5. If something comes up that requires time with Dr. Haas, do not hesitate to contact Ms. Reis to find a time for conversation.

II. Discussion: Badges and other creative credentialing.
     Dr. Haas provided a power point presentation on badges. Conversation and discussion followed. Dr. Haas asked for volunteers to investigate/research if industry in the discipline value badges, criterion for a badge to be awarded and the benefit to CMU students. It was also suggested that Career Services be contacted to check with the job community if they value a badge when considering a person for employment. Dr. Ratcliff, Dr. Norman, and Dr. Payne offered to work with Dr. Haas in the research. See attachment A.

III. Discussion: SLO of the Year (Morgan Bridge).
      Dr. Bridge handed out the CMU/WCCC Program Review Cycle. The column in blue indicates that this year those programs have their 3 year summary of their assessment due. The programs highlighted in green indicate the program needs to come up with a new assessment plan. Dr. Bridge offered to help any faculty who are working on their programs 3

year assessment or the new assessment plan. Both of these items are due December 1. See attachment B.

Dr. Bridge shared with council members the Assessment Committee's recommendation to encourage a campus-wide focus on one or two SLO's a year. This proposal does not change/modify/amend the current departmental assessment plans in place. See attachment C. Dr. Bridge also informed the council the NSSE and FSSE will be administered in Spring 2019.

IV.   Survey guidelines subcommittee (Tim Pinnow).

There have been a few instances where students have sent out surveys labeled as research for a course. This triggers an IRB connection. Professor Pinnow requested a sub-committee to review class research practices and create guidelines to help faculty facilitate this research correctly. Please e-mail him the name of interested faculty who would like to be on this committee.

Professor Pinnow has been asked if Department Admins should/could have access to all D2L shells of the department's faculty. This new role would allow admins to "view content only". If you want your department admin to have access to department faculty D2L shells e-mail Professor Pinnow with your request, and he will grant access. This access will allow admins to upload content as well.

Faculty Load and Compensation (FLAC) cannot handle the formula calculation currently in place for overload and adjunct online pay. In an effort to streamline the process, a new compensation policy is proposed. Please reply to Professor Pinnow by Monday, November 26 if a problem is found with proposed compensation. See attachment D.

V.   Schedule procedures discussion, possible subcommittee (Holly Teal).

Ms. Teal asked for volunteers to meet to discuss the pros and cons to our current schedule procedure. The goal is to view current practice and determine the good/bad/working of the process and to look in to possible future scheduling changes. Volunteers were Dr. Payne, Dr. Herrick, Dr. Bickham and Dr. McVean.

VI.   Alpha Chi advisor recruitment (Aparna Palmer).

Dr. Palmer is asking for recommendations of junior faculty who may have an interest in being an Alpha Chi advisor. Please visit with your faculty and share possible candidates names with Dr. Palmer. Dr. Palmer would be available to visit with them if they want more information on the responsibilities.

Dr. Palmer again asked for departments web pages to note internship information. Especially the contact name of the department's internship coordinator. Departments could get a template or check list from Career Services. Departments have been requested to have their internship information posted on the web site by the end of the semester.

VII.   Change Talk (Suzie Garner).

Professor Garner handed out a picture of artist Andy Warhol's 1962 Campbell Soup paintings that hang in the Modern Art Museum in New York. His pictures are attributed to having begun corporate America's use of their brand/logo to be used on all types of products and how that has affected a change in the marketing industry. See attachment E

Upcoming Dates and Deadlines

November 5-9 National Distance Learning Week – Quality Matters link to accessibility matters. Webinars are offered every day this week as well as help session.

Dec 1 Application submitted for transitional retirement (Faculty Member to Dept Head)

Dec 1 Submit student learning outcomes assessment plan in year following review (Program Faculty to Dept Head)

Dec 1 Submit student learning outcomes assessment mid-cycle report 3rd academic year following review (Program Faculty to Dept Head)

Dec 5 Academic Council (full group)

Dec 12 Academic Council Holiday gathering in Academic Affairs

Dec 14 Winter Commencement, Brownson Arena

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

Fall Change Talk Schedule:

       December 5—Jeremy Hawkins
       December 12—Jessica Herrick (at the Holiday Party!)

Digital Badges

What is a digital badge?

"A digital badge is a validated indicator of an accomplishment, skill or competency associated with learning provided in an online format."

--CSU Channel Islands

"Digital badges are an assessment and credentialing mechanism that is housed and managed online. **Badges** are designed to make visible and validate learning in both formal and informal settings, and hold the potential to help transform where and how learning is valued."

--MacArthur Foundation

What do they look like? (Whatever you want them to.)

High School Digital Badges

- Can be used to allow students to demonstrate mastery in a skill set such as critical thinking or communication. Also sometimes used as evidence of a character trait, such as persistence/grit or kindness, etc.

- The institution sets parameters for demonstrating the competency. One advantage is that the badge can include both in-school and out-of-school work in demonstrating it.

- Example: Aurora High School issues these badges and we may start using them to evaluate applications or perhaps even issue one-time scholarships.

College-level badges

Are being used in a very diverse set of ways around the country:

- As rewards for performing tasks in honors programs.

- As signifying extra accomplishment within academic programs.

- As noting industry certifications with higher ed (though we can do that sometimes just with a normal certificate).

- As standalone awards in partnership with local business to signify a hirable skill set.

- As sort of mini-minor awards, or perhaps even non-credit awards, usually in areas where a small level of skill in an area can complement other fields (i.e. web design, digital marketing).

Examples of how the principle could apply at CMU

- We develop a series of skill-related badges, perhaps interdisciplinary, perhaps not, that allow students to show mastery and then place those in ePortfolios or other venues. (Example: Badges in bookkeeping or oral communication or editing to bolster the case a student can make on the job market.)

- We create badges that connect "external" skills from student internships or work with things they learn in the classroom to make the competencies they've developed (and the way their education adds value to those competencies) more visible.

- We work with local business/industry to develop badges that help them certify students' mastery of items that a given business would consider especially important, beyond just the basics of their degree.

Thoughts?

Table 1. CMU/WCCC Program Review Cycle

Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6
AY 2018-2019	AY 2019-2020	AY 2020-2021	AY 2021-2022	AY 2022-2023	AY 2023-2024
Chemistry (BS)	Biologic Sciences (AS, BS)	Computer Information Systems (BS/ BAS)	Baking and Pastry (C, AAS)	Accounting (BS)	Applied Business (C, AAS)
Construction Technology (C, AAS)	Computer Aided Design (C, AAS)	Construction Management (BS)	Business Administration (BBA/BAS)	Agriculture Science (AAS/AS)	Art (BFA); Anim. Film, Mot. Des (BFA)
Criminal Justice (BA; BAS)	Geosciences (BS)	Electric Lineworker (C, AAS)	Culinary Arts C, AAS	Athletic Training (MA) CAATE	Aviation Technology (AAS)
Exercise Science (BS)	Information and Communication Technology (C, AAS)	Machining Technology (C, AAS)	Dance (BFA)	Computer Science (BS)	Business (MBA)
Kinesiology (BA)	Medical Office Assistant (C, AAS)	Mathematic s (BS)	Emergency Med. Services EMT\Paramedic (C, AAS)	Early Childhood Education (C, AAS)	English (BA)
Nursing (BSN) CCNE; visit 2019	Political Science (BA)	Music (4 programs) BA, BM, BME NASM	Environmental Sciences (BS)	Mechanical Engineering Technology (BS) ABET	Graphic Design (BFA)
Nursing (PN) ACEN; visit fall, 2018	Radiologic Technology (BAS)	Physic s (BS)	Mass Communications (BA)	Social Work (BSW) CSWE	History (BA)
Peace Officer Standards and Training (C)	Water Quality Management (AAS)	Spanish (BA)	Psychology (BA)	Teacher Education (CCHE&CDE)	Hospitality Management (AAS, BAS)
Sociology (BA)		Visual Communications (C, AAS)	Radiologic Science (BSRS) JRCERT visit 2021	Transportation Services (C, AAS) NATEF certification	Land Surveying Geomatics (C, AAS)
Sport Management (AS/BS)		Wildland Fire Mgt. (AAS)	Theatre Arts (BA, BFA)		Med. Lab Tech (AAS) NAACLS
Surgical Technology (AAS)		Welding Technology (C, AAS)			Nursing (MSN, DNP) CCNE
					Nursing (AAS) ACEN
					Viticulture and Enology (C, AAS)

Yearly SLO Focus

To bring focus to the Colorado Mesa University Institutional Student Learning Outcomes, the Assessment Committee recommends the following:

While the Colorado Mesa University Institutional Student Learning Outcomes are placed on course syllabi, posted on the CMU website, discussed during department meetings and addressed during many classes, the Assessment Committee would welcome the opportunity to encourage a campus-wide focus on one or two SLOs each year. These activities could focus on enrichment activities inside and outside of class and provide a common theme across campus to assist in demonstrating to students the importance of SLO competency. Examples of activities that could provide this focus are listed below. This proposal is not intended to change/modify/amend the current departmental assessment plans in place.

By focusing on one/two SLOs each year, a student during their four-year tenure would have the opportunity for enhanced focus on each SLO before graduation. These enrichment activities could be both department specific and interdisciplinary in nature.

Fall 2018-Spring 2019	Fall 2019-Spring 2020	Fall 2020-Spring 2021	Fall 2021-Spring 2022
Ethical Reasoning/ Personal and Social Responsibility Specialized Knowledge	**Communication** Specialized Knowledge	**Critical Thinking and Information Literacy** Specialized Knowledge	**Quantitative Literacy** Specialized Knowledge

Examples of possible enrichment activities follow, with communication used as the example.

- ➢ Signage around campus focused on that SLO
- ➢ Communication tips and points of reflection in D2L, mirroring campus signage
- ➢ Guest speakers in classes focusing on communication
- ➢ An interdisciplinary seminar/symposium focused on communication
- ➢ Professional development tied to communication
- ➢ T2T activities tied to communication, including ideas to be used in online courses
- ➢ References to the "Year of Communication" in classes
- ➢ Residence Halls activities focused on communication
- ➢ Student services signage and reference to the "Year of Communication"
- ➢ Club activities/workshops focused on communication

A focus on a specific SLO could have side benefits as well. The common SLO would provide a unifying common conversation across campus. Students would hear the specific SLO in an application sense repeatedly from differing disciplinary perspectives. A common theme would allow directed programming across campus, both curricular and co-curricular.

This would be a voluntary program. Departments, programs, and others could participate as desired.

Fall 2018

Proposed New Compensation Policy for Online Adjunct and Online Overload
EFFECTIVE SUMMER 2019?

<u>Undergraduate</u>
1-10 enrolled--Flat rate same as F2F by education level ($600/750/850)
11+ enrolled-- $55/student/CH

No classes allowed with more than 110% of Capacity without AA approval. If they do go beyond and are approved, we will still pay at the $55/student/CH rate.

<u>Graduate</u>
1-10 enrolled--Flat rate. $800/1000/1150 by educational level. (Though it would be extraordinary if a bachelor's person were allowed to teach a graduate course.)
11+ enrolled $67/student/CH

No classes allowed with more than 110% of Capacity without AA approval. If they do go beyond and are approved, we will still pay at the $67/student/CH rate

Notes: **Depts. and AA will have to be more stringent about allowing under-enrolled courses.**
Approvals for over 110% of caps will not be granted when additional adjuncts should have been hired and additional sections created.