

TRAIL MAP FOR NEW FACULTY

2026
2027



WELCOME TO THE MAVILY!

At Colorado Mesa University, you'll join a vibrant, supportive community in beautiful Grand Junction, Colorado. Our faculty are at the heart of CMU's mission — inspiring students, shaping programs, and making a real difference across western Colorado and beyond. We teach our students ***how to think, not what to believe.*** With a wide range of academic programs and a collaborative campus culture, CMU offers you the opportunity to grow professionally while helping students reach their fullest potential.





WELCOME TO COLORADO MESA UNIVERSITY

Dear Colleague,

Welcome to Colorado Mesa University and to **the Mavily!** You are joining a community that believes deeply in the power of education to transform lives—not just for our students, but for the families and communities they touch. Whether you're teaching in a lecture hall, a lab, a studio, on the Colorado National Monument, or on the job site, your work here matters.

At CMU, we talk often about being a *Human Scale University*. That means we choose relationships over hierarchy. We model the world we want to see, thinking globally and acting locally. We value people's experiences and what they have to offer as much as their credentials. We strive to build a culture where students feel seen and faculty feel supported. This isn't just language in a strategic plan—it's a daily practice and **it starts with you.**

You'll quickly find that CMU students bring grit, diversity, and ambition to their work. Many are the first in their families to attend college. Many work long hours while taking full course loads. They are here to grow—and they'll grow because of the space you create for them in your classroom and your discipline.

As a faculty member, you'll be supported in your own growth, too. Whether your passion is to deepen your teaching, expand your scholarship, support student research, excel in experiential learning, or lead in service, we have resources, mentorship, and a strong professional community to help you succeed.

We're glad you're here! Your voice, your experience, and your commitment to students will help shape this university and the world we're building together.

Sincerely,

The Academic Affairs Team at CMU

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PART 1: YOUR FIRST MONTH AT CMU (THE BASICS)



NOTE: The website links to Resources referenced in this document, and **MANY MORE RESOURCES**, can be found [here](#).

TOP 10 THINGS TO KNOW IN YOUR FIRST MONTH AT CMU

1. Relationships Matter More Than Titles



At CMU, we're a Human Scale University—which means **people come first**. Start by getting to know your department head, admin assistant, and a few colleagues outside | your area. You'll never regret it.

2. CMU Students Are Diverse, Determined, and Often First-Gen



Over 40% of our students are the first in their families to attend college. Many work while going to school. They bring **grit**, **curiosity**, and a need for **clear communication** and **support**.

3. Learning Names and Setting Norms Builds Community



Use the first week to build trust: learn names, co-create classroom norms, and explain **why** your policies exist. A transparent syllabus, proactive tone, and clear reasoning behind assignments go a long way.

4. Timely Communication = Respect



Students get frustrated when emails go unanswered, grades sit unposted, or feedback lacks clarity. Our advice: **set realistic expectations—and then exceed them**. It builds credibility and trust.

5. You're Not Alone in Managing Student Behavior



Whether it's persistent absences, academic dishonesty, or classroom disruptions—**there are people here to help**. Start with your department head. Reach out to Michelle Sunkel early if you have questions.

6. Use Early Feedback to Prevent Late Surprises



Mid-semester surveys, open feedback channels, or a quick "**What's working for you?**" check-in can dramatically improve student engagement—and evaluations.

7. Teaching Is Public—Ask for Input



Invite a peer to observe your class. Ask your department head or Kate Belknap what kinds of support the Center for Teaching and Learning can offer. **Growth is part of the culture here**.

8. Be Ready to Talk About AI (Even if You're Not Ready)



We don't have a formal AI policy yet, but we do have shared expectations about academic integrity. **Talk openly with students about what's acceptable in your class—and why**.

9. Take Advantage of the Support Around You



From instructional design to faculty funding, D2L help to library workshops—**you're surrounded by people who want to see you thrive**. Don't wait to reach out.

10. Belonging Starts with You



The most powerful thing you can do is model what we value: connection, curiosity, humility, courage. Whether you're full-time, part-time, CMU Tech, Montrose, or main campus, **you belong here**.

CHAPTER 1: A FIELD GUIDE TO THE PEOPLE AT CMU

WHO WE ARE (THE SHORT VERSION)

Colorado Mesa University is a public university with a big mission and a human scale. We serve more than 10,000 students each year and are proud to offer everything from technical certificates to doctoral degrees—making us the *only public university in Colorado with that full range of credentials*. We're deeply connected to our region: more than half our students come from the 14 counties of Western Colorado, and nearly 44% are the first in their families to go to college. But we're also growing and drawing students from across the country and around the world.

At CMU, we do things a little differently. We're intentionally designed to be a Human Scale University—meaning we focus on relationships, access, and impact—all at a human level. Nearly 90% of our classes have fewer than 40 students, and more than half have fewer than 20. Our student-to-faculty ratio is 18:1. **Faculty are at the heart of the student experience**, and the work you do—teaching, mentoring, designing learning environments, leading research and creative activity—matters here.

We also operate with a flat structure that minimizes unnecessary layers of administration. You won't find long chains of command here. **We believe leadership should be accessible, collaboration should be easy, and faculty voices should be heard.** The Faculty Senate plays a central role in shared governance and works closely with the President, Provost, and Board of Trustees to ensure faculty rights, responsibilities, and support across the institution.

CMU is governed by both the Colorado Commission on Higher Education and our Board of Trustees, with a leadership team led by President John Marshall. **The Academic Affairs team is structured to support innovation, transparency, and a deep commitment to our mission.**

Our statutory mission is broad by design: we provide four-year and graduate degrees. We also sustain a strong technical college role through CMU Tech, and as a regional education provider on our main campus and at our Montrose campus. The Tilman M. Bishop Campus is the result of a partnership of the University, Mesa County Valley School District 51, and area businesses and is the main site of Colorado Mesa University's career and technical programs [CMU Tech](#). Programs at the Bishop Campus serve the technical education needs of both college and area high school students. Located at the base of the beautiful San Juan Mountains, the [Montrose Campus](#) of Colorado Mesa provides access to a variety of associate and bachelor's degree programs in a scenic, smaller community campus setting.

LIVING OUR VALUES

We are a place that values love, dignity, curiosity, courage, humility, resiliency, and power—for good. At CMU, these values aren't just aspirational—they're operational. They show up in how we teach, how we treat one another, and how we respond when things are hard. As faculty, you play a central role in modeling and sustaining these values in your classrooms, disciplines, and daily interactions. Here's what they look like in action:



Love means extending yourself for the growth of your students and colleagues—creating space for learning, failure, recovery, and transformation. It's in the time you take to help a student revise a paper or encourage a struggling peer.



Dignity reminds us that each person has inherent worth. It shows up in how we listen, how we respond to disagreement, and how we assume goodwill—even when it's easier not to.



Courage is saying what needs to be said, trying a new pedagogy or standing up for students and colleagues when it matters. It's holding the line on academic standards and truth, even when it's uncomfortable.



Humility means knowing we're all still learning. It invites us to be open to feedback, to question our own assumptions, and to invite voices into the room that may not be our own.



Resilience is continuing to show up—for students, colleagues, and the institution—through changes, challenges, and setbacks.



Curiosity drives scholarship and good teaching. It's what pushes us to ask better questions, explore new knowledge, and invite students into intellectual risk-taking.



Power at CMU is collaborative. We use our influence to elevate others and build a university where everyone belongs.

These seven values also guide how we approach academic freedom, free expression, and civil discourse.

FREE EXPRESSION, CIVIL DISCOURSE, AND ACADEMIC FREEDOM

As a public university, CMU is firmly committed to the principles of academic freedom and free expression. That means:

- Faculty have the right—and responsibility—to pursue truth and present knowledge without fear of censorship.
- Students have the right to express diverse viewpoints, even when those views are unpopular, provocative, or wildly different from your own.
- Classrooms are spaces for open inquiry, not ideological conformity.

At the same time, we believe that *how* we engage matters just as much as *what* we say. Our commitment to **institutional neutrality**, as affirmed by CMU's Board of Trustees, ensures that the university itself does not take sides on political or social issues outside our mission. This protects a broad and inclusive space for dialogue, where faculty and students are free to disagree—and to grow through disagreement.

As faculty, you help set the tone. You model what it looks like to hold high standards *and* high tolerance for differing views. You create the structure for respectful debate. And you help students understand that in a truly free learning environment, no one is silenced—but everyone is expected to engage with integrity and respect.

The best part? **You're not expected to do this alone.** Academic Affairs is here to help you navigate the complexities of free expression, student engagement, and difficult classroom conversations. We offer support that helps you build trust with students, navigate complex topics, and create a classroom environment where constructive dialogue and learning stay central. Through workshops, facilitated conversations, and practical resources, we provide programming designed to help you teach with confidence, clarity, and courage. Whether you're navigating a difficult dialogue, refining your syllabus language, or just wondering how to respond in the moment, we've got your back.

Check out the CMU Board of Trustees' resolutions on Free Speech, Expression, and Academic Inquiry and Institutional Neutrality, as well as other helpful resources in Appendix 2 of this guide!



HOW TO GET CONNECTED

At CMU, relationships aren't a bonus—they're part of the job. We're a Human Scale University, which means you're encouraged to get to know your colleagues, ask questions, share ideas, and build a network that supports your work and your growth. Here are a few ways to plug in:

Start with your department.

Your department head is your first point of contact, and your departmental colleagues are often your most immediate support. Ask about teaching expectations, sample syllabi, or even where people usually grab lunch. You don't have to figure it all out alone.

Connect with the Center for Teaching & Learning (CTL).

The CTL is CMU's hub for faculty development. Whether you're looking to improve student engagement, navigate new teaching technologies, or join a teaching circle, the CTL offers workshops, consultations, and a welcoming space for faculty at all career stages. You can also schedule one-on-one support or drop by for informal conversation. There's also a monthly free lunch you won't want to miss. It's FREE...and your colleagues will be there.

Engage with Teacher to Teacher (T2T).

T2T is a faculty-led group that plans and coordinates professional development related to teaching. Made up of representatives from all academic departments (including CMU Tech), T2T hosts sessions, shares resources, and creates space for cross-campus dialogue. Want to connect? Reach out to the current chair, Scott Andrews (ssandrews@coloradomesa.edu).

Attend Faculty Colloquia.

These short, engaging presentations highlight the scholarly and teaching work of your CMU colleagues. Held throughout fall and spring, colloquia are a great way to learn what others are exploring—and to build cross-campus connection around ideas that matter.

Ask a colleague for coffee.

It's simple, but powerful. Ask someone who's been here a while what they wish they knew in year one. Most will be glad to share—and may introduce you to someone else, too!

Meet your AVPs.

Each Assistant Vice President in Academic Affairs leads a key area related to faculty and student success—like teaching support, student success, assessment, accreditation, and academic leadership and innovation. These AVPs are faculty who understand the realities of the classroom. They're not just here to manage processes—they're here to support your growth and remove barriers to your success. Reach out any time; if it's not in their area, they'll get you connected to the right person.

QUESTIONS TO ASK YOUR DEPARTMENT HEAD

Starting a new position comes with more questions than answers—and that's expected. Your department head is a key resource and advocate, especially in your first year. These questions are designed to help you clarify expectations, understand your role, and make the most of your early conversations. Not all questions will apply to every faculty member—tenure-track, clinical, teaching, and technical roles have different expectations—but asking early and often will help you settle in and succeed.

Teaching & Course Expectations

- Which courses will I be teaching this year, and what are the expectations for each?
- Are there existing syllabi, assignments, or grading rubrics I should use or adapt?
- What is the expected timeline for submitting final grades?
- Are there department guidelines for attendance, late work, or academic integrity?
- What flexibility do I have in designing assignments or assessments?
- Are there any departmental assessment requirements or shared learning outcomes?

Advising & Student Support

- Am I assigned any student advisees? If so, how do I access their information?
- What advising expectations or timelines does the department follow?
- Are there training resources for advising, or institutional expectations I should understand?

Research & Scholarship Expectations *(Primarily Tenure-Track, but check with your Department Head)*

- What are the department's expectations for scholarly or creative work?
- Are there differences in expectations for peer-reviewed publications, applied research, or creative activity?
- Are there departmental or institutional expectations around student involvement in research?
- How is scholarship evaluated in annual reviews and the promotion process?

Department & University Culture

- What are the unspoken norms or expectations I should be aware of?
- How does the department approach collaboration or interdisciplinary work?
- How are decisions made in the department? Is there a role for faculty governance?
- How are new ideas typically received—should I bring them to a committee, a meeting, or informally?

Evaluation & Professional Development

- **Tenure-Track Faculty:**
 - How will I be evaluated in my first year, and by whom?
 - What is the general timeline for tenure and promotion?
 - Are there departmental guidelines or examples of successful tenure portfolios?
- **Clinical & Technical Faculty:**
 - What is the reappointment and promotion process for my role?
 - What counts as professional development or excellence in my position?
 - Are there opportunities for continuing education or credentialing in my area?
- **Teaching Faculty:**
 - Are there peer observation or mentoring opportunities within the department?
 - How does the annual evaluation process work?
 - Will you or another colleague observe my class this year?

Service & Committee Work (*Most Faculty, but especially Tenure-Track*)

- Will I be expected to serve on any committees this year?
- What types of service are most valued in this department?
- How do junior faculty typically get involved in service without overcommitting?
- For clinical/technical faculty: Are there service or outreach expectations in my role?

Policies, Processes & Logistics (*All Faculty*)

- What are the key deadlines I need to be aware of (e.g., for assessment, scheduling, materials orders)?
- Are there department-specific policies around office hours, use of funds, or travel?
- How do I request classroom technology or make changes to course schedules?
- What is the process for requesting substitute teaching or time away for conferences?

Belonging & Support (*All Faculty*)

- What are the best ways to get to know colleagues in and outside the department?
- Are there regular department meetings or social events I should attend?
- Who can I turn to if I have a concern or feel like I'm struggling?
- Are there affinity groups or campus communities I might want to connect with?

ACADEMIC AFFAIRS AT CMU

We're here to support your academic journey.

At Colorado Mesa University, Academic Affairs is the team working behind the scenes to make sure teaching and learning happen seamlessly. We support faculty with care and courage, champion student success with dignity and curiosity, and manage the systems that keep academics running—from class schedules to assessment to accreditation. Our office includes the Registrar, Institutional Research, and Sponsored Programs. At the center is a team of academic leaders working collaboratively to empower departments, faculty, and students to thrive.

Meet the Academic Affairs Leadership Team

- **Interim Provost:** Leads the academic mission of CMU by supporting faculty, advancing student success, and shaping a Human Scale academic culture. Provides vision and direction for all academic functions, including curriculum, faculty affairs, research, accreditation, institutional research, and student learning. Works closely with the President's Executive Leadership Team to align academic priorities with enrollment, outcomes, and strategic goals. Uses data to drive change and supports cross-campus initiatives and policies that help students thrive. Leads day-to-day engagement with academic departments, ensuring their leadership is supported, their concerns are heard, and their work is aligned with institutional priorities.
- **Vice President CMU Tech:** Provides leadership for CMU Tech, the Montrose campus, continuing education, and concurrent enrollment programs, ensuring they are responsive to workforce needs and community priorities. The VP cultivates partnerships with industry, K–12 districts, and regional stakeholders to expand access to technical and career education. This role plays a critical part in advancing CMU's mission to serve western Colorado through hands-on learning, flexible pathways, and workforce-aligned programming. Serves on the President's Leadership team.
- **AVP for Accreditation and Academic Success (AVPAAS):** Oversees institutional accreditation, academic assessment, and program review with a focus on continuous improvement and institutional credibility. The AVPAAS coordinates assurance reviews and compliance reports for the Higher Learning Commission and supports departments pursuing or maintaining specialized accreditation. The role also leads efforts in academic assessment across essential learning, degree programs, and co-curricular areas—ensuring that assessment is meaningful and actionable, not just a compliance task.
- **AVP for Faculty Success (AVPFS):** Champions the professional growth of CMU's faculty across every stage of their academic careers. The AVPFS leads initiatives that foster excellent teaching, meaningful mentorship, and strong peer connections. This includes guiding the Center for Teaching and Learning, which inspires innovation in the classroom, and the Center for Digital Learning & Innovation, which equips faculty to use technology to elevate student learning. This role also oversees the curriculum process and graduate studies. Through orientation, mid-career programming, and strategic faculty support, this role builds a culture rooted in curiosity, collaboration, and continuous improvement.

- **AVP for Student Success (AVPSS):** Coordinates academic support, behavioral response, program planning and co-curricular programming, helping students—and the faculty who teach them—navigate challenges with resilience and compassion. Leads academic support and behavioral response systems to promote student learning, well-being, and persistence. The AVPSS oversees the Learning Support Center, Accessibility Services, and other student-facing initiatives. The AVPSS helps shape academic policy and co-curricular programming that align with student development and success.
- **Registrar:** Oversees the integrity and accuracy of student academic records, ensuring that every transcript, degree audit, and course registration reflect CMU's high standards. The Registrar plays a key role in implementing the academic calendar, coordinating course scheduling, and supporting degree completion. This office also serves as a central hub for curriculum implementation—translating academic decisions into systems that support students, advisors, and faculty.
- **Director of Institutional Research (IR):** Provides data, analysis, and insight to support planning, decision-making, and improvement efforts across the university. The IR team identifies emerging information needs, helps frame research questions, and ensures data quality and ethical use. Their work supports strategic planning, accreditation, program review, and institutional effectiveness. They also build capacity across campus by helping others understand and use data to inform decisions.
- **Director of Sponsored Programs (OSP):** Supports faculty, staff, and students in securing and managing external funding for research, teaching, and service initiatives. The OSP team guides proposal development, ensures institutional compliance and endorsement, and provides oversight for award management. They help bring new resources to CMU while upholding the standards necessary to manage funding responsibly and effectively.
- **Director of Tomlinson Library:** Leads strategic planning, budgeting, staffing, and daily operations while overseeing collections, instructional support, and outreach. They ensure library services align with academic goals through faculty collaboration, research support, and resource management.

Together, this team works across boundaries to build an academic environment grounded in CMU's values and dedicated to the success of all Mavericks.

QUICK LINKS

[CMU Numbers and Statistics](#)

CHAPTER 2: A FIELD GUIDE TO TEACHING AT CMU

HOW WE THINK ABOUT LEARNING

We're serious about student learning—and we take pride in doing it differently. Our curriculum is built on the belief that education should prepare students not just for their first job, but for their whole lives. That means helping students develop adaptable, transferable skills through meaningful learning experiences that start with general education, deepen through the major, and culminate in hands-on application. Whether students are learning to weld, compose, code, teach, or lead, we're committed to helping them become people who use their knowledge with purpose—who show up in the world with curiosity, courage, commitment to others.

We call our general education program **Essential Learning**—and we mean that. These courses aren't just boxes to check. They lay the foundation for critical thinking, communication, ethical reasoning, and intellectual flexibility. At the heart of this curriculum is the **Maverick Milestone**, a unique, team-taught, interdisciplinary course that challenges students to tackle complex topics from multiple perspectives. Paired with the **Essential Speech** course, this capstone helps students integrate what they've learned and express it in compelling, coherent ways.

As students move through their programs, they continue building a "tool kit" of skills, knowledge, and habits of mind—guided by a clear set of **Institutional Student Learning Outcomes (ISLOs)**. These outcomes are adapted to each level of credential, from technical certificates to doctoral degrees. While the outcomes vary by level, the themes are consistent: communication fluency, critical and analytical thinking, quantitative reasoning, information literacy, applied learning, & ethical/social responsibility.

Whether a student is pursuing a certificate at CMU Tech, a bachelor's degree on the main campus, or an advanced graduate degree, we expect them to grow in their ability to think clearly, act ethically, and engage meaningfully with the world around them. And as faculty, it's our job to make those expectations visible—to connect the dots between Essential Learning, the major, and the real world. That's what we mean by a Human Scale education.

HOW WE DEFINE TEACHING EXCELLENCE

At Colorado Mesa University, teaching is central to our mission—and our identity. We are a teaching-focused university committed to learning that transforms lives, communities, and futures. **Faculty at CMU are expected to be deeply invested in student success**, whether they are teaching-focused instructors,

clinical educators, technical experts, practitioners, or teacher-scholars balancing multiple roles. Excellent teaching at CMU looks different across disciplines and faculty roles, but it always centers on student learning, continuous improvement, and human connection. The core practices of excellent teaching at CMU reflect this commitment in action:

Designing with Purpose

Faculty plan courses with clear learning goals, meaningful assignments, and structured pathways that help students succeed. The best courses make their logic visible—students know what they're learning, why it matters, and how to improve. Whether drawing on professional expertise or academic scholarship, great teachers help students see how knowledge connects to the world beyond the classroom.

Cultivating Belonging and Motivation

Great teachers build inclusive, motivating environments where students feel they belong. They create norms of mutual respect, make room for many voices, and show that high standards and high support can coexist. Instructors help students build confidence and curiosity—and challenge them to grow.

Engaging Students as Learners

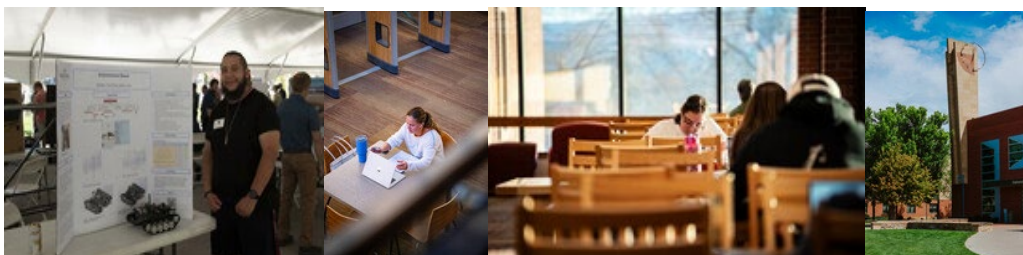
Teaching excellence means more than delivering content. It involves asking good questions, inviting student thinking, and using methods that activate curiosity. Faculty at CMU use a variety of strategies—discussion, group work, projects, demonstrations, hands-on practice, and digital tools—to promote deep learning. Faculty also engage students in inquiry, creative practice, clinical reasoning, & real-world problem-solving.

Adapting and Evolving

No course is perfect. Excellent teachers reflect, adapt, and grow. They use feedback from students, peers, and their own observations to improve. Whether full-time instructors or tenured faculty, CMU educators stay attuned to student needs, changing conditions, and emerging ideas.

Being Accessible and Transparent

Strong teaching includes clear communication—about grading, expectations, timelines, and help-seeking. Faculty make it easy for students to understand how to succeed, and they're approachable when students need support. They balance professionalism with care, modeling the values of a learning community.



TEACHING TOOLS YOU'LL USE FIRST

CRAFTING A SYLLABUS THAT ACTUALLY WORKS— FOR YOU *AND* YOUR STUDENTS

Your syllabus isn't just a checklist or a contract. It's your first real conversation with your students—the first chance to set the tone, build trust, and create a course that runs smoothly. At CMU, we believe in syllabi that are *clear*, *supportive*, and *human*. Yes, there's a template. Yes, there are required elements. But there's also space for voice, flexibility, and connection.

Why This Matters... Students notice more than you think. They notice when your tone is cold or supportive. They notice if they can't find key info. They notice whether your policies assume they'll fail—or plan for them to succeed.

Pro Tips from CMU Colleagues:



Start strong. Open with a welcome message that shows why this course matters—and what students can expect from you.



Sound like yourself. You don't need to write like a policy manual. Try “I hope you'll...” instead of “Students are expected to...”



Explain your why. Students are more likely to follow a policy if they understand the purpose behind it. (“Late work is still eligible for 50% credit because we value the effort it takes to submit.”)



Make space for student voice. Let students help define classroom norms or vote on an assignment topic. It builds buy-in early.



Use the tech and stay organized. Link to CMU policies instead of pasting them in. Use tables to show your weekly plan clearly.



Be human. Let students know how to address you. Add a short bio. Remind them that you were once a student too—and you want them to succeed.

A strong syllabus can:

- Help students stay organized and motivated.
- Reduce unnecessary emails and confusion.
- Reflect your values—and theirs.
- Set you up for fewer headaches mid-semester.
- Clarify what success looks like in your course.
- Serve as a teaching tool that models transparency, structure, and support.

What's Required (And Already in the Template):

- ✓ Student Learning Outcomes
- ✓ Expectations around professionalism and academic integrity
- ✓ Time commitment (standard language included)
- ✓ Accessibility/accommodation statement
- ✓ Weekly course schedule
- ✓ Office hours and how to reach you
- ✓ Safety info (if applicable)

D2L: OUR LEARNING MANAGEMENT SYSTEM

CMU uses **D2L** as the learning management system for all courses. Every faculty member and student has access to this platform through MAVzone on the CMU website. All faculty are expected to use the platform to, at a minimum:

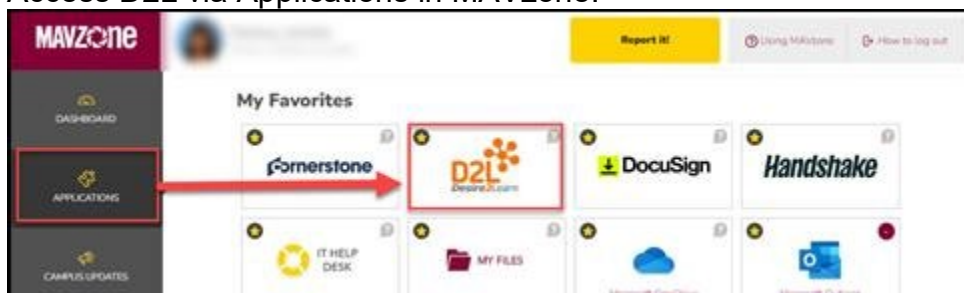
- Upload a current course syllabus
- Maintain an active gradebook in D2L

TRAINING COURSES

- Faculty Orientation to D2L - *D2L Essentials*
 - A **required** self-paced course for all new CMU faculty. Please note, faculty **can NOT access their D2L** courses until successful completion of *D2L Essentials*.
- Faculty Training for Teaching Online or Hybrid - *Online Teaching Essentials (OTE)*
 - A **required** self-paced course for all faculty who will be teaching an online or hybrid course. Please note, faculty **can NOT access their D2L** courses until they have signed up for *OTE*.
- Student D2L Orientation - *Introduction to D2L*
 - Students taking fully online or hybrid courses for the first time will be auto-enrolled into the *Introduction to D2L* course. This course is **strongly recommended** but not required.

D2L HOMEPAGE

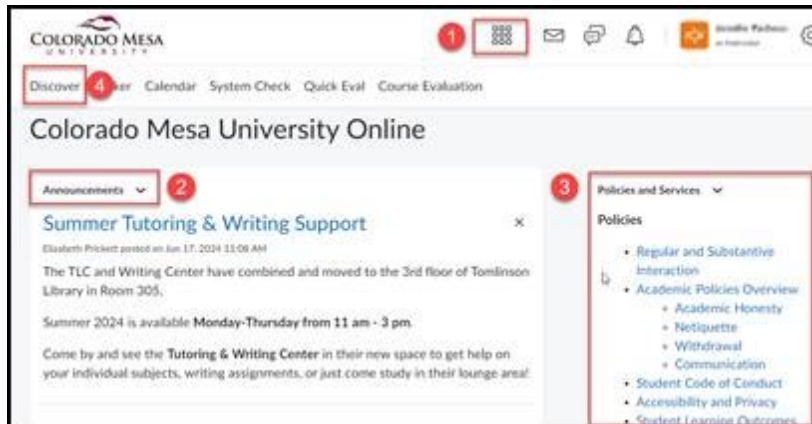
Access D2L via Applications in MAVzone.



From the homepage of D2L, instructors can:

1. Access all the courses they are teaching.

2. Read global announcements related to D2L.
3. Easily locate CMU Policies and Services.
4. Use the **Discover** option to access the self-registration courses and resource shells available.



The Center for Digital Learning & Innovation (CDLI) assists in the design and delivery of high-quality digital learning experiences. We support faculty through the effective use of technology, pedagogical innovation, and continuous improvement to elevate student learning. Whether you're teaching face-to-face, hybrid, or fully online, we collaborate with faculty to create learning experiences that are engaging, accessible, and innovative.

CDLI provides tools, training, and guidance to help faculty:

- Use CMU's learning management system, D2L
- Integrate educational technologies
- Design effective and inclusive courses
- Access professional development opportunities in digital teaching

CONTACT CDLI

- Offices: Tomlinson Library 135A-D (adjacent to the Center for Teaching and Learning)
- Email: digitallearning@coloradomesa.edu
- Phone: 970-248-1201
- Webpage & Staff Contact Information: www.coloradomesa.edu/digital-learning-innovation/contact.html

OTHER EDUCATIONAL TECHNOLOGIES WE SUPPORT

We support a wide range of tools you can integrate into your courses:

- **Panopto** – Record, edit, and share video lectures
- **Turnitin** – Check for originality, give feedback, and support peer review
- **Respondus** – Secure online testing tools
- **YuJa Panorama** – Identify and remediate accessibility issues in D2L

Troubleshooting:

- **Computer Related Issues?** (see [Information Technology](#))
- **Student Research Issues?** (see [Tomlinson Library](#))

TEACHING IS A CRAFT WE'LL HELP YOU HONE

We are all trying to balance teaching with other responsibilities, and with the CTL, you don't have to go it alone. We're here to help you hone your teaching, keep the plates spinning, and continue growing in ways that elevate your students and your own professional journey. To that end, CMU supports all faculty, new-and-experienced, through our **Center for Teaching and Learning**.

Overview

Founded in the Fall of 2023, the Center for Teaching and Learning has begun the work of taking an already strong teaching ethos among the CMU faculty and transforming it into a university-wide culture of educational innovation and achievement. The impetus behind this focus is to arm faculty with the tools and resources they need to be their most effective selves in the classroom. This support will create powerful teaching faculty who build engaging learning environments, which paves the way for student success.

What We Offer

New2CMU: This has transitioned from a three-day firehose event to a 3-year onboarding process. Year 1 faculty engage in a 3-day orientation event in August, followed by four more New2CMU teaching-focused workshops spread out over the Fall and Spring. Year 2 faculty attend three workshops designed to help them balance and navigate the responsibilities of teaching, service, and scholarship. Year 3 faculty have a 1v1 meeting with the AVP for Faculty Success and opportunities for collaboration with peer faculty along with tenure support.

T2T: The Teacher2Teacher committee serves as the advisory board to the CTL. Its members provide feedback and guidance on CTL programming as well as putting on three teaching-focused workshops a year and hosting faculty socials.

Start Here: The Basics of College Teaching: This self-paced, online course is designed for faculty who have little to no college teaching experience. It will provide you with the basics of course set-up, assessments, and learning activities.

Next Steps: The Art of College Teaching: Taught by our teaching fellow, this is a 4-session class for early to mid-career faculty that focuses on providing a foundation for effective teaching. The class provides participants with the opportunity to examine and build their own teaching practice and develop relationships with other faculty. There are sessions in the Fall and the Spring semesters.

Peer Coaching Program: This evidence-based program pairs faculty from across campus to discuss their teaching philosophies, practices, and challenges, visit each other's classrooms, and debrief the observation experience. We offer a year-long program as well as a Spring semester only option. Participation in this program can be used on Annual Evaluations as evidence of continued improvement in teaching.

Faculty Fellows: This program utilizes the expertise of CMU faculty to advance the mission of the CTL. To date we currently have a Teaching Fellow who built and is

teaching the College Teaching Fundamentals class and a Communication Fellow who is responsible for publishing 6-8 newsletters a year. Additionally, we have added a CMU Tech Fellow to strengthen to collaboration between CMU Tech and the Main Campus, as well as a Scholarship of Teaching and Learning (SoTL) Fellow who will help guide faculty in SoTL research.

Conferences and Retreats: We took 10 faculty to the Red Rock Great Teaching Retreat this past year, which focuses on engaging and interactive teaching approaches. Those faculty attending then presented to CMU faculty on their retreat take-aways. Last May, six faculty attended the Lilly Conference in Austin, Texas for a conference on teaching. They will present a workshop for CMU Faculty based on their learnings. The CTL plans to continue offering learning opportunities for faculty so those faculty can bring the ideas back to their own departments.

Faculty Teaching Showcase: In the Spring, we hold a Faculty Teaching Showcase where accepted faculty gave 5-20-minute-long presentations on teaching tips, tricks, and innovations they use in their classrooms. Over 30 faculty presented at the showcase and over 150 faculty total have attended the Showcase.

Mentoring: The CTL is a partner with the AVP for Faculty Success in the mentoring program for new faculty.

Newsletters: Our Communications Fellow produces monthly teaching newsletters. These newsletters highlight CMU faculty classroom practices, innovations in the field of teaching, resources, and an event schedule.

Looking Ahead

Course Design Institute: In the Fall and the Spring, we hold a four-session course design institute in which a faculty member can revamp an existing course or build a new one using research-backed methods.

SOTL Workshops: We plan to hold 1-3 (depending on demand) workshops that introduce faculty to the Scholarship of Teaching and Learning, help them generate a project, and allow them to make progress towards publication.

Certificates: Faculty who complete the Next Steps: The Art of College Teaching, Peer Coaching Program, and a Course Design Institute will earn the College Teaching Certification.

QUICK LINKS

[Institution-Wide Student Learning Outcomes](#)
[Colorado Mesa University Programs of Study](#)
[Academic Departments and Department Heads](#)
[Academic Calendars](#)

PART 2: AFTER ORIENTATION (THE FINE PRINT)



CHAPTER 3: BEYOND THE TRAILHEAD: SUPPORTING YOUR SUCCESS

YOUR PROFESSIONAL SUCCESS

KNOW YOUR HANDBOOK

The **Professional Personnel Employment Handbook (PPEH)** lays out the official university policies for all instructional faculty—tenured, tenure-track, full-time, and part-time. It includes:

- Hiring and anti-discrimination policies
- Benefits and leave information
- Salary system and promotion processes
- Faculty evaluation, reappointment, and tenure procedures
- Grievance, discipline, and termination processes

Find it under [Manuals, Reports, and Publications](#)

DOCUMENTING YOUR SUCCESS

At Colorado Mesa University, faculty success is built on clarity, feedback, and growth. Whether you're early in your career or well along your path, documenting your professional contributions is part of how we recognize excellence, support development, and make informed decisions about advancement. CMU's faculty evaluation system includes annual reviews, reappointment, promotion, tenure, and post-tenure review. These processes are designed to:

- Support your development through clear expectations and constructive feedback
- Inform decisions about reappointment, promotion, and tenure
- Recognize outstanding performance
- Ensure alignment with departmental and institutional priorities

Annual Evaluations

All full-time faculty are evaluated annually. Annual evaluations follow the **calendar year** (January–December), not the academic year. That means your **first annual evaluation will cover just your first semester**, with future evaluations spanning the full calendar year. You'll document your accomplishments, meet with your department head to set goals, and receive formal feedback.

What You'll Be Evaluated On

Your specific evaluation criteria and weights depend on your classification and rank. Everyone is evaluated on teaching; many are also evaluated on service and advising, research/scholarship/creative activity, professional productivity, or professional development. Your department head works with you to set your annual percentages based on your goals for the year, and these percentages determine the weight of each category in your review.

Teaching is evaluated for everyone, and may include student evaluations, peer observations, course design, innovation, mentorship, and curriculum development.

Scholarship, Research, or Creative Activity is evaluated for tenure-track faculty, with credit given for publications, presentations, performances, grants, and other similar works.

Professional Productivity or Development applies to clinical and technical faculty in ranked roles.

Service and Advising includes contributions to the department, university, community, professional organizations, and student success.

Promotion and Tenure

Promotion and tenure require a sustained record of excellence. Promotion and tenure review considers your full body of work across the general evaluation criteria, with department guidelines clarifying what counts as evidence. All decisions go through department, university committee, and administrative review (President and Provost) before final action by the Board of Trustees. Faculty who earn tenure complete post-tenure review every five years.

Bottom line: Stay connected with your department expectations, keep track of your work, and use evaluations as a tool for growth. If you're unsure what counts—ask early and often.

YOUR PERSONAL WELL-BEING

Faculty life at CMU isn't just about classrooms and committees. From campus wellness facilities to HR tools and policy support, there are resources designed to help you stay well, informed, and connected.

MOVE, RECHARGE, CONNECT

Located on the north end of campus, the **Maverick Center** is home to recreation, wellness, athletics, and Kinesiology classrooms. Many of its facilities are available to

faculty and staff, and you can use the facilities for free as long as you make a minimum number of visits each month. Facilities include:

- **El Pomar Natatorium** – Olympic-caliber swimming and diving
- **Hamilton Recreation Center** – Fitness equipment, indoor track, basketball courts, wellness programming
- **Monfort Human Performance Lab** – Performance testing and wellness assessments
- **Foster Field House** – Climbing wall, track, courts, and training rooms
- **Elliott Tennis Center** and **Community Unity Field** – Outdoor courts and stadiums for tennis, soccer, and lacrosse

To access the Hamilton Rec Center and other facilities, visit [Hamilton Recreation Center](#).

YOUR MENTAL HEALTH

Whether you're experiencing a situational problem, an immediate crisis, or have a longstanding mental health concern, this page is here to provide all CMU employees with resources and information.

Mental health includes our emotional, psychological, and social well-being. They all contribute to our overall well-being as it affects how we think, feel and act. Emotional health indicates an awareness and acceptance of one's thoughts and feelings. Social health encompasses connection with community, family, friends, and co-workers in ways that enrich your life and the lives of those around you.

The absence of mental health concerns does not equal positive mental health & wellness. There is a lot we can do to accentuate the positive and shield ourselves from depression and other mental health concerns. To access these services, visit: [Mental Health Resources](#)

HUMAN RESOURCES: YOUR EMPLOYMENT HQ

The **Office of Human Resources** helps faculty navigate everything from health benefits to workplace policies. **Explore HR services** [here](#). Start here if you're looking for:

- Benefits and retirement information
- Mental health and wellness resources
- Work-life programs and employee discounts
- Leave policies and forms
- Employment manuals, including the faculty handbook

IMPORTANT! Do you have outside employment or a consulting gig? Be sure to talk to your department head and complete the form [here](#).

CHAPTER 4: BEYOND THE TRAILHEAD: SUPPORTING STUDENT SUCCESS

STUDENT BEHAVIOR, WELL-BEING, AND ACADEMIC CONCERNS

As a faculty member, you're often the first to notice when a student is struggling—whether academically, emotionally, or behaviorally. You're not expected to solve every problem, but knowing where to refer students (and when to raise a flag) can make a big difference.

First Step: IRIS

The Integrated Resources for Information and Solutions (**IRIS**) team is the go-to for helping students with registration issues, add/drop problems, holds, and general advising questions. If a student is stuck, start here: coloradomesa.edu/iris

Concerning Behavior or Well-Being

If a student is showing signs of distress—missing class, acting out, expressing hopelessness—**you can file a Report It! form**. This goes to the right campus office (e.g., Student Services, Title IX, Behavioral Health). [Submit a Report It!](#)

Before submitting, try to contact the student directly. A quick message can sometimes resolve the issue—or reveal it's more serious than you thought.

Medical and Mental Health Support

The **Student Wellness Center (SWC)** offers accessible medical and behavioral health services to all CMU students:

- Walk-in and scheduled health services
- Counseling for individuals, couples, and groups
- Peer counseling and mindfulness programs
- Telehealth options and low/no-cost support

Students can learn more here: [Student Wellness Services](#)

Safety Concerns and Emergencies

If you ever feel unsafe, or a student's behavior escalates:

- Call **911** for emergencies
- For non-emergency safety support, contact Campus Safety via the **Grand Junction Police Department officers assigned to CMU** (details posted by your department or in the Campus Safety section of the CMU website)
- File a [Report It!](#) form to trigger university follow-up

Student Conduct and Discipline

For ongoing disruptions or serious behavioral issues, you can contact:

- Your Academic Department Head
- The **AVP for Student Success**
- The **Office of Student Services** (conduct, wellness, emergencies)

These partners can help you determine the next step, whether that's a conduct process, counseling referral, or academic accommodation.

The Maverick Guide

[The Maverick Guide](#) is designed to serve students throughout this academic school year. You may refer to this guide whenever you have questions or problems concerning the student code of conduct, policies, or procedures. It is also a resource for academic policy inquiries, residence life community guidelines and more information on support services.

ENROLLMENT

Behind every great class is a well-run system. This section gives you the essentials for working with the Registrar's Office, managing enrollment, handling academic issues, and staying compliant with federal privacy law. You don't have to memorize it all—just know where to look when you need it.

Class Rosters and Enrollment Management

- Run your official roster through MAVzone → My Account → Faculty Courses - Fall/Spring/Summer 202X → Roster. Printouts go out of date quickly, especially in the first two weeks. Always verify via MAVzone (not D2L).
- Add/Drop/Withdraw deadlines are posted [here](#).
- The add windows are divided into *Open Add* and *Late Add* periods.
 - During the *Open Add* period students can add classes in MAVzone, but they may need [course overrides](#) to successfully add courses if they are full, missing prerequisites, missing corequisites, or have instructor permission requirements listed on the class. To add overrides to students' accounts please follow the posted [course overrides](#) directions. Be sure to follow your department's rules on caps and criteria.

- During the *Late Add* period students must submit a *Late Add [eform](#)* to be added. These requests will route to your [eform inbox](#) for approval or denial. If approved, they will route to the Registrar's office for course addition.
- After the *Late Add* period course registration is no longer possible except in special circumstances. If a student has been attending your course, they may submit the *[Post Census Appeal eform](#)* within 4 business days of the *Late Add* deadline. These requests will route to your [eform inbox](#) for approval or denial. If approved, they will route to the Registrar's office for final approval and course addition.
- Waitlists auto-generate waitlist notifications and students must login to MAVzone to add themselves to the course. If students do not add within the provided window the seat will be offered to the next student on the waitlist. After the first week of classes the waitlist concludes, and students need a *Late Add [eform](#)* to be added.
 - Lecture/Lab courses are manually processed by the Registrar's Office and unlike other courses students are added to the course when a waitlist notification is sent.
- Instructor Drops/Withdraws are optional. You may drop or withdraw students for non-attendance using the *Instructor Drop/Withdraw [eform](#)*. Drops result in a refund of tuition/fees and withdraws result in no refund and a W grade on the student's transcript. W grades will not affect a student's GPA.

Attendance

Attendance and absence policies are governed by the Maverick Guide:
[Student Conduct & Academic Policies](#)

Drops and Withdrawals

- Students may drop courses through MAVzone until the census date. After that they must submit the *[Course Drop/Withdraw eform](#)* to be withdrawn which results in a "W" and no refund. After the withdrawal deadline late withdrawals become an "F" unless they qualify for an Emergency Hardship Withdraw.
- Grade disputes should be rare. Appeals are allowed only in specific situations (e.g., inconsistent or unfair application of grading policies) and must be filed within six weeks.

ASSESSMENT

At CMU, we're committed to providing a high-quality learning experience—whether a course is taught in person, online, by a full-time professor, or by a part-time instructor at a partner high school. That commitment starts with you.

Assessment isn't about checking boxes—it's about improving what we do. Through ongoing assessment, faculty use evidence of student learning to:

- Evaluate whether students are meeting program outcomes

- Make informed adjustments to curriculum and instruction
- Tell the story of your program's effectiveness

Expect to participate in:

- Department-level assessment planning and reporting
- Use of rubrics or tools tied to student learning outcomes (SLOs)
- Annual updates that feed into program review and accreditation

As a faculty member, you play a key role in helping students meet the learning outcomes defined by your department. You also help ensure that academic expectations are consistent across sections, formats, and instructors. Need a refresher? Check your department's assessment lead or visit:

[CMU Assessment Resources](#)

ACCESSIBILITY: DESIGNING FOR ALL STUDENTS

We want every student to be able to fully participate in your class—and that starts with making your materials accessible.

The new rules say that **all digital course content must meet federal standards**. This includes materials you create, assign, or link to—from syllabi and slides to readings, videos, and online tools.

What does this mean to you?

- Think about access from the start—it's easier than retrofitting later.
- Keep design simple and clear.
- Use headings, alt text, and accessible file formats.
- Don't assume something is accessible just because it's digital.

If you're not sure where to start, the **Center for Digital Learning & Innovation** has your back. They'll help you make small changes that go a long way for students—and ensure you're in compliance by the 2027 deadline.

COURSE COMPARABILITY AND SECTION CONSISTENCY

When multiple instructors teach the same course—especially across formats (online, hybrid, in-person, or dual enrollment)—it's important that the student experience stays consistent. Consistency doesn't mean sameness—but it does mean students should be learning what they need, no matter who's teaching.

Departments are expected to ensure alignment in:

- Core learning outcomes
- Key assessments and grading expectations
- Essential content and instructional quality

Need help figuring this out? The [Course Comparability Manual](#) offers practical strategies for maintaining coherence across sections and supporting part-time faculty.

EARLY ALERT SYSTEM

The **Early Alert System (EAS)** allows faculty to flag academic concerns at key points in the semester. You'll receive prompts to provide brief feedback on student attendance, preparation, participation, and performance—especially for first-year students, athletes, and others receiving additional support. Your feedback goes to students, advisors, and the IRIS team, who follow up as needed. It's a simple way to help students stay on track—and to make sure no one slips through the cracks.

If you receive a request to submit early alerts, follow through! Don't ignore the request and don't put off completing the request—This is one of the best tools we have to support student success!

FERPA: PROTECTING STUDENT PRIVACY

You can access student info to do your job—but you can't share it. [FERPA](#) prohibits the release of student educational records without written consent, unless an exception applies (e.g., school officials with a legitimate need).

If a student is marked "CONFIDENTIAL" in MAVzone, do **not** share their info—even with colleagues or parents. Other things to know:

- Never release **grades or academic performance** to anyone other than the student—unless they've given written permission. That includes parents!
- Do not email **student grades** to personal accounts or post them in any way that links names with identifying information.

FERPA training is available through the Registrar's Office if you want a deeper dive.

ACADEMIC INTEGRITY

Faculty have the authority to determine and sanction incidents of academic dishonesty. Sanctions can range from a failed assignment to a failing course grade. All confirmed incidents should be documented through your department head and reported to the Office of Academic Affairs. Repeat offenders may face university-level sanctions.

Academic integrity is foundational to learning and to the trust between students and faculty. CMU expects all students to do their own work and all faculty to respond consistently and thoughtfully when dishonesty occurs.

What Counts as Academic Dishonesty?

Academic dishonesty is the intentional act of fraud in an academic setting. It includes (but isn't limited to):

- Cheating on exams or assignments
- Plagiarism (submitting someone else's work as one's own)
- Fabrication or falsification of data or documents
- Unauthorized collaboration
- Multiple submissions of the same work in different courses
- Interfering with another student's academic work
- Using AI in a way not approved in your course

More detailed definitions are available in the [Maverick Guide](#).

What Faculty Can Do

You have the authority to determine whether academic dishonesty occurred in your course and to impose appropriate academic sanctions, including:

- A reduced or failing grade on the assignment
- A failing grade in the course

You are not required to involve others for a first offense, though documentation is highly encouraged.

Reporting and Tracking

To ensure accountability and monitor repeat offenses:

- Submit a report of the incident through your **Academic Department Head**
- The **Office of Academic Affairs** keeps a confidential record of documented incidents
- These records are not part of the student's transcript and are expunged five years after the incident or upon graduation
- Students who observe dishonesty by others may also submit a complaint to you, the Department Head, or the **Academic Dishonesty Committee** via the **AVP for Student Success**.

What If the Student Disagrees?

- Students have the right to appeal a sanction. If handled directly by you, the student may appeal to the **Department Head**
- If the case is referred to a committee (e.g., for repeat violations), appeals go to the **Office of Academic Affairs**

ARTIFICIAL INTELLIGENCE

NAVIGATING AI USE AT CMU
FACULTY GUIDE

1 Include an A.I. Policy in Your Syllabus
Just as you would for attendance or late work — **it's your call** whether A.I. use is encouraged, limited, or prohibited. But clarity is key.

2 Discuss Your A.I. Policy Early
Take time during the first week to go over your policy. Share your rationale so students understand not just what the rule is — but why it matters.

3 Plan Ahead: How Will You Handle Policy Violations?
Think through your response if a student uses A.I. in a way that violates your policy.
⚠ Important: A.I. detection tools are not 100% reliable, — use caution and consider additional context.

4 Incorporate A.I. in Teaching? Model Responsible Use.
Demonstrate ethical, transparent A.I. use if you choose to integrate it into teaching, assignments, or feedback.

Let your students know:

- It's **their** job to understand what will earn them a zero; when in doubt, reach out!
- Different professors may have different policies - check each syllabus
- Own their learning process -- If they can't explain it, don't turn it in.
- Do not copy-paste: Critically analyze and reread AI content
- Unauthorized A.I. use = Plagiarism
- Ultimately, **they** are 100% responsible for **their** submission

A.I. should help students think, not think for them

Need support? Contact the Center for Teaching & Learning for resources and guidance on crafting your syllabus A.I. policy or integrating A.I. in your teaching.

GRADING BASICS

- Grades should be posted in the D2L Course Gradebook for students to view throughout the semester. It is advised to **copy the grades from the D2L course gradebook to submit final grades to Banner** given students are using this as their grading source during the term.
- Faculty must **submit final grades** for every student on an active course roster by the Monday after final exam week. Starting Tuesday at 8 AM, the grade link will be shut off. It will take a few days processing time before students will be able to see their grades
- Withdrawn students remain on your roster and need a final grade of **W**. If a W is preselected, it means the student withdrew and the grade should be kept as a W.
- You may assign **incompletes ("I")** only if a student has completed most of the coursework and has extenuating circumstances. Be clear about what's required to finish.

- Students who **drop a course before census** will disappear from your roster.
- Auditing students, such as Golden Scholars, receive the grade **NC**.
- Once the grade submission link is inactive or turned off, an instructor will need to submit a [Change of Grade Form](#) to record the grade for a student.

Final Exam Policy

Finals matter—not just academically, but for compliance. CMU includes final exams as part of the required instructional time for each course.

- You are expected to meet with your class at **its scheduled final exam period**.
- **Do not move finals** earlier or cancel them without approval.
- Refer to the [Final Exam Schedule](#) and consult your department head if your course has a unique format (e.g., labs, studio, performance).

Grade Appeals

CMU generally treats grades as the instructor's call. That said, students do have the right to appeal—but only under specific circumstances: A student may file a **written grade appeal** within six weeks of final grade posting if they believe:

1. The grade was based on something other than course performance;
2. Standards were applied inconsistently across students;
3. The grading criteria deviated substantially from what was outlined in the syllabus.

QUICK LINKS

[Academic Support](#)

[Student Services](#)

[CMU Athletics](#)

[CMU Veteran Services](#)

[International Student Services and Student Exchange](#)



CHAPTER 5: BEYOND THE TRAILHEAD: SCHOLARSHIP, SERVICE AND ADVISING

WHAT YOU NEED TO KNOW ABOUT SCHOLARSHIP

While not all faculty at CMU are expected to engage in scholarship, many combine teaching with research, creative work, or professional practice or development. For these faculty, scholarship enriches teaching, and teaching opens doors for new questions, new collaborators, and student involvement in real-world work. We call this the Teacher-Scholar philosophy—Faculty bring their intellectual curiosity into the classroom and sometimes invite students into the process.

These scholarly endeavors can take many forms, including:

- creating new knowledge;
- investigating, applying, communicating, and evaluating existing knowledge;
- creating, exhibiting, and performing creative works;
- the Scholarship of Teaching and Learning (SoTL);
- applying disciplinary knowledge in the community;
- engaging in professional activities that advance the discipline.

Examples include:

- A historian integrating recent archival research into a [Maverick Milestone](#) course.
- A business professor using consulting projects as case studies.
- A biology instructor mentoring students through a research project.
- A studio artist refining their own practice while guiding student exhibitions.
- A technical assistant professor teaching hands-on industry skills informed by current fieldwork.

At CMU, we honor teaching-focused, practice-oriented, clinical, technical, and teacher-scholar roles—and recognize the value each brings to our students and to the university. 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. And Teacher-Scholars integrate inquiry and knowledge into their teaching and continually reflect on and evaluate their teaching strategies.

THE FACULTY PROFESSIONAL DEVELOPMENT FUND

CMU's Faculty Professional Development Fund supports the continued growth of our faculty members as teachers, scholars, and/or contributors to the University community, ultimately indirectly benefiting CMU students through scholarly, creative, and teaching-related activities. Proposals may request up to **\$3,000** for eligible expenses such as:

- Conference/research travel

- Teaching-related workshops or materials
- Creative/scholarly project costs
- Development of new teaching methods or expertise

Eligibility: All full-time faculty (Instructors included!)

Ineligible requests: Costs related to pursuing degrees or student expenses

Call for Proposals:

- Opens early in the fall semester, keep your eyes open for an email from the AVP for Faculty Success
- Only one funding cycle per academic year
- Faculty may submit a maximum of one individual and one group proposal
- Submit proposals electronically using the CMU proposal form
- Awards announced by mid-October

Proposal Requirements:

- Max 5 pages using the official form
- Include: applicant info, amount requested, 50-word abstract, project description, impact on professional development and students, itemized budget with funding sources

Reimbursement:

- Must be submitted within 90 days of travel
- Funds must be used by early August
- Unused funds may not be reassigned without explicit permission of the AVP for Faculty Success

Total fund available: **\$100,000 annually**

THE OFFICE OF SPONSORED PROGRAMS

The Office of Sponsored Programs is here to support faculty, staff, and students in turning research ideas into funded projects. We're your campus partner in identifying funding opportunities, developing competitive proposals, and navigating the full lifecycle of grants—from application to award management and final reporting.

Whether you're applying for a federal research grant, a private foundation award, or exploring internal funding, OSP offers guidance every step of the way. Our team helps ensure compliance with funding requirements and supports the integrity of research through oversight of human and animal subject protections. We also coordinate two key campus committees:

Institutional Review Board (IRB):

Any research involving human subjects must be approved by the IRB before it begins. The IRB reviews projects to protect the rights and well-being of participants. It meets monthly, and all necessary forms, policies, and guidance can be found on our [IRB webpage](#).

Institutional Animal Care and Use Committee (IACUC):

If your work involves live animals for research or teaching, you'll work with IACUC to ensure all activities comply with federal standards. The committee reviews and approves protocols and meets at least twice per year. Resources are available on our [IACUC webpage](#).

We invite you to reach out early in your research planning process. Whether you're new to grant writing or an experienced scholar, OSP is here to help you succeed.

WHAT YOU NEED TO KNOW ABOUT SERVICE

Service is a primary responsibility of most full-time faculty at Colorado Mesa University and complements the Teacher-Scholar philosophy by contributing to departmental operations, institutional governance, professional engagement, and community partnership. New faculty are encouraged to begin with manageable commitments, align service with their interests and expertise, and maintain a balanced workload. Speak with your ADH and Faculty Mentor about realistic service commitments as you begin your professional journey here at CMU. Service typically falls into one of four categories, that include:

Service to the Department: Departmental service is often the most immediate and foundational level of service for faculty. These opportunities can include:

- Serving on departmental committees (e.g., curriculum, assessment, search committees)
- Participating in a [Mesa Experience](#) recruitment event
- Advising student organizations or discipline-specific clubs
- Assisting with program review or accreditation efforts
- Participating in curriculum development
- Mentoring junior faculty

New faculty are encouraged to engage in departmental service to build relationships, understand departmental culture, and contribute to shared governance.

Service to the University: University service extends beyond the department and contributes to the broader academic and operational goals of the institution.

Opportunities include:

- Serving on university-wide committees (e.g., Academic Technology Advisory Committee (ATAC), [Faculty Senate](#), Strategic Planning Committee, etc.)
- Serving on Faculty Senate Standing Committees (e.g., Undergraduate Curriculum Committee (UCC), Faculty Salary and Benefits, Academic Policies Committee, etc.)
- Contributing to student recruitment and retention initiatives
- Supporting campus-wide events such as commencement or the [Student Showcase](#)

University service demonstrates collegiality and a commitment to institutional mission and success.

Service to the Profession: Professional service includes contributions to the faculty member's academic discipline and can involve:

- Serving as a reviewer for academic journals or conference abstracts
- Holding leadership roles in professional associations
- Organizing or participating in academic conferences or workshops
- Contributing to editorial boards or advisory panels
- Providing expert peer review or consultation in the field

Professional service enhances the reputation of both the faculty member and the institution while fostering scholarly networks.

Service to the Community: Community service involves leveraging one's academic expertise to support the public good and often aligns with the university's mission to serve its regional area. Examples include:

- Partnering with District 51 schools, nonprofits, or businesses on educational initiatives
- Providing public lectures, workshops, or training sessions
- Participating in community boards or advisory groups
- Engaging in civic or cultural projects that connect the university with the broader public

Such service strengthens community ties and demonstrates the university's role as a civic and educational leader.

Service at all levels contributes to a vibrant university community and provides meaningful ways for faculty to enact their professional values. Thoughtful engagement in service not only supports institutional and societal needs but also enriches faculty careers.

WHAT YOU NEED TO KNOW ABOUT ADVISING

At CMU, advising isn't just about helping students pick classes. It's about guiding their academic journey, building relationships, and connecting them with opportunities and support. While expectations vary by department, faculty advisors are often one of the most trusted sources of guidance a student has.

What Faculty Advisors Do

Your role as a faculty advisor may include:

- Helping students understand and navigate degree requirements
- Assisting with course selection and long-term academic planning
- Referring students to appropriate campus resources for support
- Signing off on graduation petitions or program substitutions
- Connecting students with research, internships, or career opportunities
- Encouraging personal responsibility and decision-making

Above all, faculty advisors help students ask the right questions and develop a plan to succeed—academically and beyond.

What Students Are Expected to Do

Students also have responsibilities in the advising relationship. They are expected to:

- Understand their program requirements and track their progress
- Come to advising meetings prepared—with questions and a rough plan
- Keep records of substitutions, waivers, or other approvals
- Take the lead in planning their degree path and follow through on action items
- Reach out when challenges arise—academic or personal

We encourage you to be welcoming but clear about your role: *You're a guide and a partner—but students are ultimately responsible for their own academic journey.*

Tools and Support

You'll likely use tools like:

- DegreeWorks for degree audits
- Navigate for shared advising notes and student outreach
- MAVzone for student info and registration tools
- Program Sheets within the University Catalog to verify requirements

If you're unfamiliar with any of these tools, training is available—and your colleagues and the AVP for Student Success are always great resources.

The **IRIS team** (Integrated Resources for Information and Support) provides professional advising for first-year students and is a go-to referral for students who are undecided, exploring, or facing academic challenges. IRIS advisors are also embedded in key academic areas, including the Davis School of Business and Health Sciences, where they provide ongoing support beyond the first year.

IRIS advisors use the **Appreciative Advising** model, which is built around building trust, asking thoughtful questions, and helping students recognize and build on their strengths. Faculty are encouraged to adopt a similar ethos—curious, strengths-based, and supportive—even when the advising role is more technical.

You're Not Alone. Faculty advising at CMU is part of a broader support ecosystem. You can always refer students to:

- Professional Academic Advisors in IRIS
- Career Services
- Accessibility Services
- Wellness, Mental Health, or Financial Aid resources

When in doubt, reach out. Students benefit most when we work together.

APPENDICES

APPENDIX 1. LEGACY OF CMU

As CMU's Centennial celebration comes to a close, we invite you to reflect on the people, milestones, and moments that shaped the University's first 100 years. Looking back helps us better understand our story as we continue building CMU's future. Explore the [Century Project website](#) to revisit the history, memories, and legacy of this remarkable milestone.



APPENDIX 2. FREE SPEECH AT CMU

CMU Board of Trustees' Resolution on Free Speech, Expression, and Academic Inquiry



A Resolution Concerning Free Speech, Expression and Academic Inquiry at Colorado Mesa University:

WHEREAS universities are central to defending free speech and expression in society; AND

WHEREAS higher education institutions cannot allow erosion of this essential commitment to society by becoming protective incubators of comfort but, instead, must take on exploring the most challenging, complex and provocative ideas and debates in culture today; AND

WHEREAS college campuses across the United States wrestle with issues surrounding free speech, expression and academic inquiry as events deemed offensive to some are canceled, speakers whose utterances are deemed violent are shouted down and comedians who have profound insights about culture and society are threatened, unplugged or have stopped accepting campus invitations; AND

WHEREAS the devolution of free and open discourse in society can have a chilling effect in and outside of the classroom among faculty members, staff and students; AND

WHEREAS a university must establish a culture that rejects ideological homogeneity by welcoming and promoting the free, respectful exchange of ideas in order to fulfill its role and mission; AND

WHEREAS a central purpose of the academy, and of the literary and artistic Canon, is the passage of wisdom and knowledge from one generation to the next; AND

WHEREAS Colorado Mesa University embraces the human imperative of transferring wisdom through time and recognizes the importance of legitimate diversity of thought and opinion in order to effectively refine knowledge by rejecting intellectual echo chambers; AND

WHEREAS dozens of colleges and universities across the United States are adopting the [University of Chicago Foundation Principles for Free Expression and Open Discourse](#) which highlight the imperative of facilitating and protecting the free, open and civil exchange of ideas on a university campus;

NOW THEREFORE BE IT RESOLVED THAT THE COLORADO MESA UNIVERSITY BOARD OF TRUSTEES support the University of Chicago Foundation Principles for Free Expression and Open Discourse which offers a useful framework for preserving independent thought and critical inquiry and reaffirms that Colorado Mesa University will not shy away from uncomfortable topics being explored or discussed on campus but, rather, will foster an environment where difficult discussions can take place in order to challenge students and help them grow intellectually.

ADOPTED AND APPROVED ON THIS 14th DAY OF AUGUST 2020

CMU Board of Trustees' Resolution on Institutional Neutrality



Resolution 24-01

WHEREAS Colorado Mesa University is western Colorado's regional comprehensive University focused on providing students and families the opportunity for a better life through education; AND

WHEREAS fully half of CMU students are the first in their family to attend college; AND

WHEREAS Colorado Mesa University is an indispensable hub of intellectual and cultural diversity in our region and State; AND

WHEREAS the Colorado Mesa University Board of Trustees has endeavored to support and create an atmosphere on campus that is grounded in open inquiry, viewpoint diversity, and constructive disagreement that encourages students, faculty, staff and members of the community to exercise their First Amendment right to free speech; AND

WHEREAS the Colorado Mesa University Board of Trustees passed a formal resolution adopting the Chicago Statement in September of 2020; AND

WHEREAS the CMU Civic Forum initiative engages hundreds of individuals each year via debates, lectures, panel discussions and other special events; AND

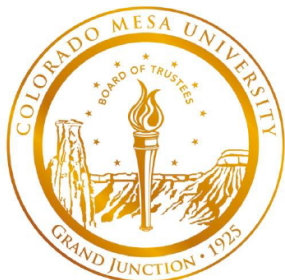
WHEREAS fostering an environment that encourages intellectual diversity, academic freedom and rigorous inquiry is of utmost importance to the Colorado Mesa University Board of Trustees; AND

WHEREAS the Colorado Mesa University Board of Trustees fully embraces the institutional value of humility when approaching difficult policy questions; AND

WHEREAS the Colorado Mesa University Board of Trustees strives to avoid taking any action that would have a chilling effect on the exercise of free speech and academic inquiry across campus;

NOW THEREFORE BE IT RESOLVED THAT THE COLORADO MESA UNIVERSITY BOARD OF TRUSTEES hereby adopts a formal position of Institutional Neutrality as a commitment to refrain from taking public positions on social or political issues unless the issue is materially related to the core mission and functioning of the University.

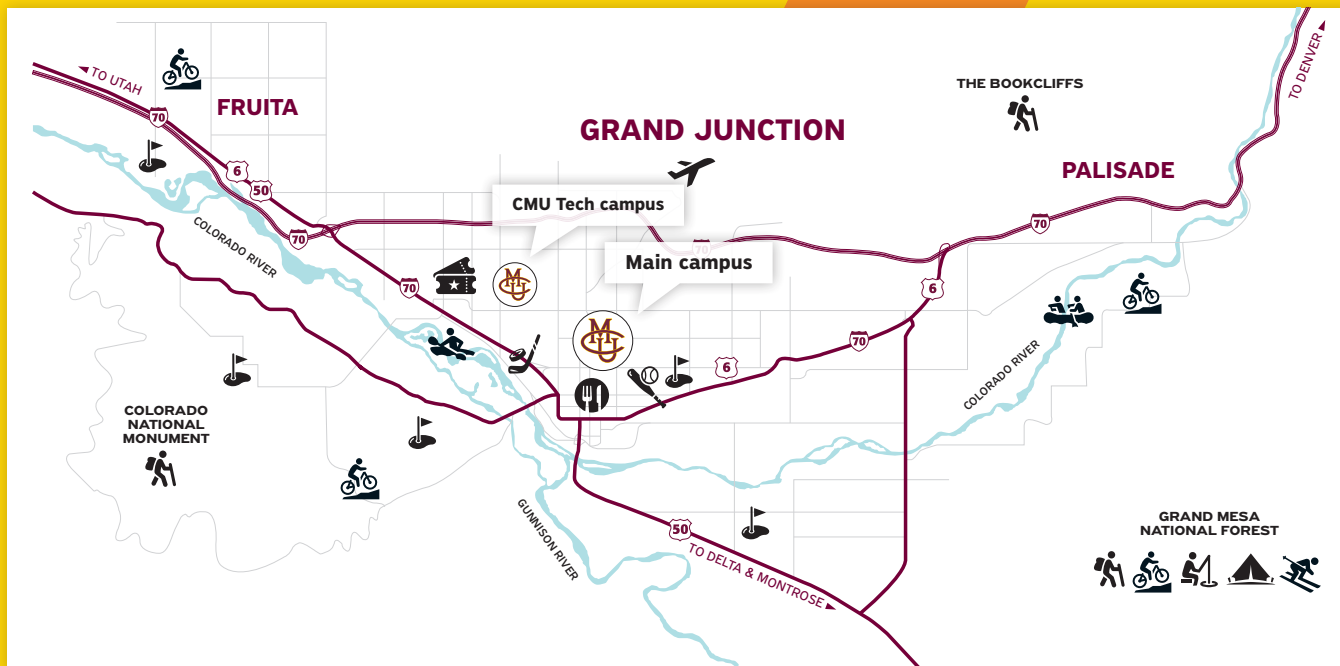
ADOPTED AND APPROVED ON THIS 12th DAY OF December, 2024.



BOARD OF TRUSTEES FOR COLORADO MESA UNIVERSITY

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GRAND VALLEY MAP



Photos, clockwise from top: Colorado National Monument; Grand Mesa National Forest; Mt. Garfield in Palisade; dining in downtown Grand Junction; downtown Grand Junction

ACADEMIC AFFAIRS

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