

Grand Valley State University

Executive Committee of the Senate

October 14, 2005

PRESENT: David Bair, Gayle Davis (ex officio), Rob Franciosi (Chair), Rita Grant, Bill Hosterman, Jane James (Student Senate President), Paul Leidig, Jean Martin (for Agnes Britton), Sue Martin (ex officio), Kristine Mullendore, Jason Muller (student), Jean Nagelkerk (ex officio), Steve Nizielski (for John Bender), Karen Novotny (Vice Chair), John Peck, Ellen Schendel, Robert Schoofs, Kathleen Underwood, Jeroen Wagendorp

GUESTS: Catherine Frerichs

Agenda Items	Discussion	Action / Decisions
1. Approval of Agenda	The agenda of October 14, 2005 was reviewed.	The agenda of October 14, 2005 was approved.
2. Minutes approval	The minutes of 9/30/05 were reviewed.	The minutes of 09/30/05 were approved.
3. Report of Chair	<p>a) The Chair reminded the group that there will not be an ECS or UAS on Friday, October 21, 2005.</p> <p>b) The Chair reported that he received the name of several faculty members who would be willing to serve on a Research Misconduct Task Force that would review any allegations of misconduct in research. The following names will be submitted to the Dean of Graduate Studies: Mary Antony Bair, William Crawley, Jeff Libra, and Mary B. McDonald.</p> <p>c) The Chair reported that he and Vice Chair Novotny met with Provost Davis. Their discussion included how to develop a way to address misconduct within College Personnel Committees, and since this topic is not fully addressed in the <u>Faculty Handbook</u> it will be a future ECS agenda item.</p> <p>d) There was also discussion on under what circumstance(s) an individual or unit can move from one college to another.</p> <p>e) The Chair announced that the author of the book, "Made in Detroit," who is a GVSU graduate, is appearing at the Grand Rapids Public Library. All faculty are invited to, and encouraged to attend his</p>	

	<p>presentation.</p> <p>f) The Chair welcomed the two Student Senators who were in attendance. Jane James, the newly elected President of the Student Senate, and Jason Muller, Chair of the Educational Affairs Committee of the Student Senate.</p>	
<p>4. Report of the Provost's Office</p>	<p>a) The Provost reported that the third and final Unit Head Leadership meeting was held. Several areas of the Faculty Handbook that need to be revised were identified as 1) the lack of wording about separate departmental criteria and expectations in the university criteria for tenure & promotion; 2) whether faculty are adhering to a Professional code of conduct during the personnel discussions; 3) how to address faculty misconduct on Personnel Committees and during personnel discussions.</p> <p>b) Provost Davis reported that Governor Granholm was at the groundbreaking ceremony for the addition to the engineering building, which will be called the John C. Kennedy Engineering Hall.</p>	
<p>5. Report of Student Senate</p>	<p>a) The new Student Senate President, Jane James, introduced herself and Vice President for Educational Affairs, Jason Muller.</p> <p>b) Ms. James reported that this week the Student Senate is focused on the "Battle of Valleys," with monies raised going to the Make a Wish Foundation.</p>	
<p>6. New Business</p>	<p>a) Catherine Frerichs, Director of the Pew Faculty Teaching & Learning Center, distributed material on the Claiming a Liberal Education Initiative, and presented a summary of activities to-date. Discussion. After considerable discussion, a recommendation was made to have a permanent ECS representative on the Claiming a Liberal Education Initiative Task Force to report back to ECS on a regular, as-requested, basis. Kristine Mullendore volunteered to serve as the ECS representative.</p> <p>b) Dr. Frerichs will send Chair Franciosi language for an ECS motion of support, and suggest ways to have a regular report-back mechanism to ECS.</p> <p>During the recent discussions about medical benefits, it was clear that both ECS members and UAS members were well-informed about the pertinent issues. However, this information did not successfully filter down to all faculty members, as evidenced by the e-mails and questions Chair Franciosi received on the topic before the faculty forum. The issue of how to increase the communication</p>	<p>Dr. Frerichs will send Chair Franciosi language for an ECS motion of support.</p>

	<p>between UAS representatives and the faculty-at-large in their own colleges will be an agenda item at a future ECS meeting</p> <p>c) A memo from the Faculty Salary & Benefit committee regarding establishing a Wellness Task Force was distributed and discussed. Support was generated for the creation of a Task Force on Wellness, but there may be models other than the one FSBC suggested from the University of Alberta.</p> <p>The Chair will meet with Larry Burns, Sue Sloop, and Scott Richardson to make sure a task force would not be duplicating efforts within the Human Resources Office.</p> <p>d) The Center for Excellence in Scholarship & Creative Activities was discussed. A broad-based planning group of 10-12 members should be established. Examples of areas representatives should be recruited from are: Research & Development, Graduate Council, the Pew Faculty Teaching & Learning Center, Nonprofit Administration, the Regional Science & Math Center, UAS, Professional Development Committee, Creative Arts, Junior Faculty, Graduate Students, etc. Names for a planning group for the Center for Excellence in Scholarship & Creative Activities are to be sent to Rob Franciosi.</p>	<p>The Chair will meet with Larry Burns, Sue Sloop, and Scott Richardson to make sure a task force would not be duplicating efforts within the Human Resources Office.</p> <p>Names for a planning group for the Center for Excellence in Scholarship & Creative Activities are to be sent to Rob Franciosi.</p>
7. Old Business	No Old Business	
8. Ideas for Future Fora	<p>Workload equity and enlarging regular faculty</p> <p>The "Next Level:" What is it?</p> <p>Graduate versus Undergraduate Programs</p>	
9. Adjournment	The meeting adjourned at 4:45	

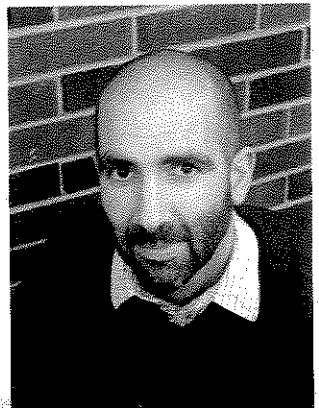
10/14/05

The Grand Rapids Public Library presents

MADE IN A SOUTH OF 8 MILE MEMOIR DETROIT

PAUL CLEMENS
Author Visit

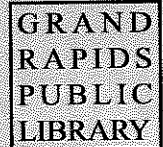
Thursday, October 20 at 7 p.m.
Main Library-Ryerson Auditorium
111 Library Street N.E.
Followed by a public reception sponsored
by Grand Valley State University



As a boy growing up in Detroit, Paul Clemens slept with a string of rosary beads hanging from his bedpost and a B5 Magnum baseball bat in the corner. Within the first page of Clemens' groundbreaking memoir *MADE IN DETROIT*, his reasons for doing so are clear. From midnight car chases and deadly city fires to habitual racism and violent death threats, Clemens uses his own life to chronicle his city's downfall.

Schuler Books & Music will have copies of *Made In Detroit* for sale at the Library. For more information on this free all-ages program, please call 988-5400 or visit www.grpl.org

SCHULER BOOKS
& MUSIC



June 21, 2005

To: Gayle Davis, Provost and Vice President for Academic Affairs

From: April 15 CLE Retreat Group (Fred Antczak (Dean, CLAS), Lynn Blue (Vice Provost/Dean, Academic Services), Gayle Davis (Provost and Vice President for Academic Affairs), Matthew D'Oyly (student), Catherine Frerichs (Pew FTLC/Co-Director, CLE Initiative), Meghan Harte (student), Donna Henderson-King (Psychology/Faculty Researcher, CLE Initiative), Rhonda Lubberts (Marketing), Andrea Manning (student), Shaily Menon (Chair, Biology), Bart Merkle (Vice Provost and Dean, Student Services), Kris Mullendore (Criminal Justice/ECS), Diana Pace (Associate Dean of Students/Co-Director, CLE Initiative), Wendy Wenner (Dean, CIS), Judy Whipps (Liberal Studies/Philosophy), James Williams (Dean, SCB))

Subject: Report and Recommendations from April 15 CLE Retreat

As we promised, we are writing to inform you of the plans developed at the Claiming a Liberal Education (CLE) Retreat, April 15. The retreat brought together academic and student life administrators, faculty, and students to lay out broad outlines for how two years of research and discussion could now become concrete plans for action in our central task: aligning faculty and student expectations with the goals of a liberal education.

This document also contains recommendations that have appeared consistently in other CLE discussions, although not specifically discussed at the retreat. As this initiative moves forward, it is important that there be just one planning document.

We look forward to your comments on how the recommendations here fit with your sense of Grand Valley's priorities. Catherine Frerichs and Diana Pace will be meeting with you on June 30 to discuss this report. We also want to thank you for your ongoing and essential support of this initiative—financial, intellectual, and emotional—including taking the time to attend part of this retreat.

This report covers two broad areas:

1. Developing a shared, accessible understanding of liberal education, which then guides decisions throughout the university.
2. Raising expectations and focusing on student learning.

The discussion in each area indicates what has already been accomplished and what faculty, staff, and the administration still need to do. The report concludes by relating our recommendations to the six university goals developed this year for strategic planning.

1. Developing a shared, accessible understanding of liberal education.

Retreat participants and others who have participated in CLE-sponsored discussions agree that all members of the Grand Valley community need to be able to articulate and then apply a common understanding of liberal education—the principles that we say are the bedrock of our mission as an educational institution.

Some of the actions listed below have occurred independently of the CLE initiative, an indication that the time is right for these discussions:

- Under the Liberal Education Initiative, administered through Liberal Studies and sponsored by the Provost's Office, there have now been two sets of semester-long discussions of liberal education, bringing together faculty, student services staff, and students.
- Intergroup Dialogues held last fall, organized by Diana Pace, brought together 160 faculty, staff, and students for a series of three discussions of issues in the CLE initiative, including liberal education.
- Also last fall, Mary Seeger and Chick Blue had a discussion with about sixty staff who do advising about the meaning of liberal education, based on William Cronon's article, "Only Connect."
- Representatives from all of the groups who talk with students and our broader publics about the Grand Valley mission (the Liberal Education Marketing Group) met during Winter semester to discuss common language about liberal education. A smaller group from the April 15 retreat met to craft three or four sentences which could be used during first-year orientations this summer. Marketing is now refining these sentences with focus groups, a process it will also use to develop a liberal education tagline for the university.

Recommendations:

President

- *Broaden the discussion of liberal education to include the Board of Trustees.* The President will initiate a discussion of liberal education and the CLE initiative with the Board during 2005-2006. Frerichs and Pace will assist if needed.

Provost

- *Continue to support the annual Liberal Education Initiative discussions among faculty, students, and staff.* About 100 faculty, students, and staff have now gone through this program. They say consistently that it has clarified and deepened

their understanding of liberal education as well as permitted them to get to know members of the university community they would not otherwise have met.

- *Initiate a discussion with deans about considering an understanding of liberal education a plus in hiring and evaluating faculty.*
- *Urge FPPC to develop a common core of student evaluation questions, which include a liberal education emphasis.*

Deans

- *Encourage unit heads to consider an understanding of liberal education as a plus in hiring and evaluating faculty.*
- *Encourage unit heads to ask their faculty to show students how a course and the way it is taught reflect the university's liberal education orientation.*

Dean of Students and Pew FTLC

- *Broaden the discussions about liberal education to include Plant Services and the COTs. All members of the campus community will be encouraged to ask students how their studies are going.*

Marketing and Liberal Education Marketing Group (LEMG)

- *Ensure a consistent message about liberal education and high expectations from a student's first contact with the university to the first-year experience to work in the major. When Marketing completes its refining and vetting of the liberal education sentences and tagline, they will be presented to the LEMG (convened by the Dean of CoIS) as well as to the bi-annual meeting of the April 15 Group. The LEMG will make recommendations about where these messages will appear (e.g., on notebooks sold in the bookstore, computer screens, and the backs of football tickets). Beginning in 2006-07, we request that the CoIS Dean call an annual meeting of the Liberal Education Marketing Group to monitor messages and recommend any changes.*

Pew FTLC

- *Continue the "Claiming a Liberal Education" Initiative grants. They encourage faculty in such activities as reviewing the syllabi of multiple-section courses for their liberal education orientation or transforming a course to promote liberal learning.*
- *Establish the Liberal Education Academy. See Section 2. for details.*

Student Services

- *A Student Services committee will investigate and make recommendations on best practices for integrating the curricular and co-curricular aspects of students' experience.*

- *The Hiring Committee will consider an understanding of liberal education as it relates to Student Life a plus when making hiring decision.*
- *Supervisors will take into account their staffs' contributions to the liberal education mission of the university through their integration of curricular and co-curricular aspects of students' experiences;*
- *Residence Hall staff will organize a peer education program, bringing together first-year students and seniors to discuss the liberal education aspects of their experience at Grand Valley. A report of these discussions will be sent to the Associate Dean of Students.*

2. Raising expectations and focusing on student learning.

The CLE initiative began as a discussion about the gap between faculty and student expectations. Reducing the gap must continue to be a priority for the initiative as a whole. An irony underlies the recommendations in this section. The discussions, focus groups, and surveys which began the CLE initiative demonstrated over and over again that faculty are much more frustrated in their roles than are students. Yet, it is equally clear, both in our research and in the literature on this topic, that it is faculty who have to change first. If the faculty modify their teaching practices, students will follow. Raising expectations and focusing on learning requires support from the following groups across the university (There is no section here paralleling the section in Part 1. that lists actions that have already occurred. It is much more difficult to document changes in teaching and learning practices that have happened as a result of this initiative.):

Individual faculty (Some faculty already follow these practices. They need to become more widespread.):

- Ask students to sign a contract detailing all of the work they will need to complete.
- At a course's beginning, describe his or her qualifications for teaching the course.
- Articulate student responsibilities for learning early and often in a class. Students might be asked to reflect on their own learning by reading an essay on the topic; papers that are obviously first drafts can be returned without a grade for revising.
- Be clear about what students will get from the course, apart from a grade.
- Emphasize intercultural awareness as a necessary part of a quality learning experience.
- Emphasize active learning, even in lecture courses.
- Require writing wherever possible, not only limited to SWS and capstone courses.
- Encourage out-of-class activities, including service learning, to supplement and integrate in-class learning.
- Encourage participation in study abroad programs.
- Articulate clear standards by which student work will be evaluated and stick to them.
- Enforce university plagiarism policy.

Departments (Some departments already follow these practices. They need to become more widespread.):

- Provide all new faculty with a departmental mentor.
- Work toward providing new faculty at least one course released time so that they concentrate on their teaching; do not allow them to serve on committees.
- Define criteria for good teaching to include high expectations and an emphasis on learning outcomes; recognize and reward faculty who meet these criteria.
- Make reflective, evidence-based teaching portfolios the standard for evaluating teaching; student evaluations are a necessary but not sufficient part of the evidence.
- Encourage faculty who teach sections of the same course to discuss their objectives and major assessment strategies to achieve greater consistency; doing so should be a plus during reviews. It may also reduce grade inflation.
- Examine the integration among courses in the major, take measures to strengthen it.
- Orient part-time faculty and provide feedback on their teaching.
- Encourage team teaching, within and outside the department.
- Meet with majors to explain the curriculum and why it is structured as it is.
- Ask seniors to demonstrate their learning, either with a portfolio or an exit exam.
- Recognize outstanding students on a regular basis (e.g. website, Lanthorn)

These statements for individual faculty and departments will be available at the 2005 Fall Teaching Conference, along with a companion statement on how to engage students in their learning. Electronic copies will also be sent to all faculty, with a suggestion to deans and unit heads that they be discussed in department meetings, prioritized, and then implemented.

Faculty governance:

Already underway or planned for next year:

- Develop a set of all-university questions for use in evaluating teaching (FPPC).
- Study and make recommendations on faculty workload, to achieve greater equity and reduce unnecessary committee work (FPPC).
- Work with Facilities Services to provide appropriate space for learning and dialogue (see below) (FFPAC).
- Continue to make a new library a high priority (ECS/UAS).

Actions also needed:

- Revise teaching evaluation guidelines in Faculty Handbook so that additional evidence beyond student evaluations is required. Make teaching portfolios the standard (FPPC).

- Appoint a taskforce to clarify the plagiarism policy, providing guidelines for responding, also protecting student rights (ECS).
- Re-visit liberal policy on re-taking courses (ECS).
- Change the name of the General Education requirement, perhaps to "Liberal Education" or "Integrated Learning"? Open more sections of theme courses. Reduce requirements so students have more choice. (Gen Ed Sub-Committee; Gen Ed director)
- Create "learning links" on the Gen Ed homepage (e.g., "If you liked course X, here are some other courses you might like to take"; also, a more attractive Gen Ed description (Gen Ed director; Marketing)
- Pass a resolution supporting the CLE initiative, which is then circulated to all faculty (ECS).

Pew FTLC:

Already underway or planned for next year:

- Reach out to part-time faculty.
- Make CLE goals a priority in selecting programming: course design, grading practices, learning styles, critical thinking, intercultural awareness, assessing learning outcomes, responding to students' resistance to higher expectations.
- Make CLE goals a priority in allocating grant funds, including funding release time for early career faculty.
- Establish the Liberal Education Academy, a group of about ten faculty teaching LIB 100 who commit themselves to 1) CLE goals in their LIB 100 section and then in their other courses; 2) assessing their success; 3) communicating their experiences to other faculty.

Action also needed:

With Provost's Office, discuss extending New Faculty Orientation so that more emphasis can be put on acclimating new faculty to Grand Valley culture and expectations.

Student Services:

Already underway or planned for next year:

- Place more emphasis on learning in extra-curricular activities.
- Continue to take the lead in encouraging faculty and students to meet outside of classes by sponsoring academic and social programs that bring them together.
- Continue to monitor and strengthen messages to students at orientation activities about high expectations and student learning.
- With Academic Affairs administrators, continue efforts to establish learning communities.

Actions also needed:

- Offer expertise to faculty on integrating experiences within and outside the classroom.
- With Liberal Studies, plan a "Day of Caring," a university-wide day off dedicated to community service.
- Bring in "Socrates' Café."

Administration:

Many of the following actions are already underway or planned for next year.

President and Other Executive Officers

- Emphasize liberal education, high expectations, and student learning in all major public communications, spoken and written, paper and virtual.
- Make a new library a high priority.
- Support Intergroup Dialogues on urgent topics.
- Support common reading experience for the entire university.

Provost

- Strengthen advising program for all students. Advising locations should be visible and accessible for all students, whether or not they have majors; more outreach to transfers. Required training for advisors.
- Emphasize recruiting minority faculty; hold deans and unit heads accountable. More minority faculty will be retained if the policies and practices under "Individual faculty" and "Departments" are followed.
- Provide physical spaces that promote learning and dialogue: improving outdated and barely usable classrooms, intentionally designing new classrooms with these goals in mind; providing quiet spaces for individual work and gathering places for small groups. (Facilities Planning, also)
- Support continued association with NSSE/FSSE studies of student engagement.
- Support GVSU's participation in four-year longitudinal study of the Collegiate Learning Assessment, a test of students' acquisition of liberal education skills, developed by the Council for Aid to Education.

Actions also needed:

- Make reasonable class sizes a priority.
- Work with Vice-Provost for Student Services to ensure that Student Services staff, along with faculty, serve on appropriate, university-wide committees.

Interim Vice Provost and Dean of Academic Services

Actions needed:

- Set up on-line registration so that prerequisites are enforced.
- Build a common hour into the schedule to encourage campus dialogue.
- Schedule more Friday classes so that students will be more involved in weekend campus life.
- Along with the Provost, make reasonable class size a priority.

Admissions and Multicultural Affairs

- Continue to emphasize recruiting and retaining minority students. (More minority students will be retained if the policies and practices under "Individual faculty" and "Departments" are followed.)

Admissions

Actions needed:

- Explore the possibility of screening applicants for their fit with the liberal education mission of the university.
- Work with high schools to communicate to high school students the expectations of a Grand Valley education (Admissions, Provost, Student Services).

College of Integrative Studies

- Implements common reading and intergroup dialogues.

Action needed:

- Request that First-Year Council write a job description for first-year students.
- Create a job description for first-year students (First-Year Council).
- Include both faculty and student services staff on university committees (Provost's Office and deans).
- Explore the possibility of screening applicants for their fit with the liberal education mission of the university (Admissions).
- Do exit evaluations with graduating seniors (Office of Assessment).
- Work with high schools to communicate to high school students the expectations of a Grand Valley education (Admissions, Provost, Student Services).

3. Relationship of CLE Recommendations to University Goals

The university goals developed for use in strategic planning in 2004-05 cover excellence in education, a liberal education base, a focus on diversity, a vibrant campus culture, adequate financial resources, and greater visibility for the university.

The CLE initiative directly affects achieving the first four goals, in ways that its recommendations should make obvious. If it is successful, it should also assist in fundraising and in enhancing the reputation of the university.