![Grand Valley State University logo] GRAND VALLEY STATE UNIVERSITY

==DRAFT== Memorandum

TO: Eric Hoogstra, Chair, Affiliate Faculty Advisory Committee

FROM: Felix Ngassa, Chair, ECS/UAS

SUBJECT: Charges for 2017-18

DATE: September 1, 2017

CC: Maria Cimitile, Provost
            ECS Members
            AFAC Members

At its summer retreats, the Executive Committee of UAS agreed that we should continue to offer some guidance to the standing committees as they embark upon another academic year. This assistance is intended to support the ongoing work of the members of each committee as they identify and prioritize agenda items for the upcoming academic year.

We thank you for your work over the 2016-2017 academic year, and look forward to your continued progress.

Attached for your reference is the section from the Faculty Handbook, which outlines the regular responsibilities of your standing committee. In attending to these regular duties, ECS would like you, as time permits, to address the following matters:

1. Definition of Affiliate Faculty
   Be available to meet with Deans and Provost staff to discuss modernizing the definition of affiliate faculty.

   There has been some interest in Affiliate Faculty of Practice (see sample description below that was provided in the FPPC memo approved by UAS on April 14, 2017). Currently, there is a specific descriptor used for Affiliate Faculty who have ongoing reassignment from teaching to oversee students in a clinical setting - Affiliate Faculty (Clinical). Partner with AVP Aboufadel and FPPC to consider a specific descriptor like the description for Affiliate Faculty of Practice below that would formalize existing practices in COE, CHP, and SCB in which Affiliate Faculty have reassigned time for scholarship and/or service.

   Affiliate Faculty of Practice help promote the integration of knowledge and practice. Individuals in this category will have a substantial base of professional (non-academic) experience in disciplines related to their faculty responsibilities; some may also have applied academic backgrounds (e.g., non-research academic doctorate). Affiliate Faculty of Practice provide students with an understanding of the practical applications in their particular fields of study. Affiliate Faculty of Practice teach, engage in scholarship that aligns with unit faculty standards, and engage in service activities at the unit, college, university, and community levels.

2. Mentoring of Affiliate Faculty
   Make recommendations for improving the mentoring of affiliate faculty colleagues. Note that:
   a. This responsibility should not be only at the unit level; and

  b. The Faculty Handbook doesn't apply to this faculty group, so these recommendations should be worded in terms of regular faculty, unit, college, and/or university expectations.

3. <u>Annual Merit Evaluation and Contract Renewal</u>
  Make recommendations to standardize and align annual merit evaluation and contract renewal processes for affiliate faculty.

4. In an effort to engage more faculty in our shared governance system, prepare a 1-2 page mid-year progress report at the end of the Fall semester to be posted on the OEC website and disseminated to ECS/UAS and College Deans (a full report would still be expected as usual at the end of the year).

Thank you again for all the work you have done on this important committee.

From the Faculty Handbook:

Affiliate Faculty Advisory Committee (AFAC) *(Approved by UAS 09/25/15)*
 i. Membership:

Regular Faculty Membership: Regular faculty will elect the Regular faculty members of the UAFAC which consists of 1 elected member from each College that employs Affiliate faculty. The term of office is two years beginning at the end of the winter semester.

Affiliate Faculty Membership: Affiliate faculty are eligible for membership after 2 years of continuous employment as an Affiliate faculty member. Affiliate faculty will elect the Affiliate Faculty members. Numbers of members from each College will be chosen according to the following ratio:

Affiliate Faculty in College	Members on Committee
1-20	1
21-50	2
51-100	3
101+	4

The Chair will be elected by the membership from the Affiliate faculty for a one-year term.

Administration Membership: One Provost office representative ex officio, non-voting.

ii. Term: The term of office is two years beginning at the end of winter semester staggered for members from the same College. The AFAC will meet one time per month on the first Friday from 7am to 9 am.

iii. Purpose: The role of this Advisory Committee is to represent the needs and perspectives of all University Affiliate Faculty and to provide recommendations to University bodies on matters which may impact Affiliate faculty responsibilities, with the goal of providing an optimal teaching and learning environment as well as increased advocacy, visibility, retention, and development for all Affiliate faculty.

To serve as a liaison between the GVSU academic community and University Affiliate faculty, and inform and advise UAS on factors that affect teaching and learning as well as advise on university wide policies and procedure in regard to Affiliate faculty role, work load, etc. The Committee will clarify the roles of and/or expectations for Affiliate faculty while increasing Affiliate faculty visibility at GVSU and maintain a collaborative relationship with Regular faculty.

iv. Reporting: To the Provost, Academic Senate

GRAND VALLEY STATE UNIVERSITY

==DRAFT== Memorandum

TO: Cara Cadena, Chair, Academic Policies and Standards Committee

FROM: Felix Ngassa, Chair, ECS/UAS

SUBJECT: Charges for 2017-18

DATE: September 1, 2017

CC: Maria Cimitile, Provost
              ECS Members
              APSC Members

At its summer retreats, the Executive Committee of UAS agreed that we should continue to offer some guidance to the standing committees as they embark upon another academic year. This assistance is intended to support the ongoing work of the members of each committee as they identify and prioritize agenda items for the upcoming academic year.

We thank you for your work over the 2016-2017 academic year and look forward to your continued progress.

Attached for your reference is the section from the Faculty Handbook, which outlines the regular responsibilities of your standing committee. In attending to these regular duties, ECS would like you to address the following matters:

1. Follow up on the recommendation from the Accessibility Taskforce for a policy for accessible formats for video materials used internally for Grand Valley audiences only (not public facing), considering both inclusion and feasibility. As you perform this task, please confer with the e-learning group in IT that's working on this project.

2. Look through the new policies website and work with AVP Suzanne Benet to determine which of the policies are problematic for the provost's office, if any. In particular give special attention to the policies included in the catalog.

3. Make sure the student policies section of the new policy website are aligned with GVSU's mission and values. This relates to their completeness and internal consistency. In particular as they are reviewed consider whether student success is the primary focus and whether there is an interface with the bodies that are responsible for implementing or enforcing those policies. For example, given a particular policy you might find yourself concluding that you do not understand why this is under the student policies and whether students understand why these show up here. In your review identify which policies are appropriate and consider which policies need more clarity.

4. Consult with the dean of students about updates to policies related to the student code of

conduct.

5. Develop grading policies or guidelines and recommendations for grading procedures. The final recommendation from APSC may necessitate conducting a study of best practices at peer institutions.
   Note: Completed (recommendation is forthcoming).

6. Make suggestions to clarify GVSU's class attendance policy (as published in the Academic Policies and Regulations section of the GVSU Catalog), including but not limited to the following considerations:
   - Absences due to university-sponsored events (*e.g.*, student athletes who miss class due to competing in an athletic event, student researchers who miss class due to presenting their work at conferences, *etc.*);
   - Absences due to religious holidays;
   - Absences due to inclement weather;
   - Absences for compelling personal reasons (*e.g.*, student illness, illness of student's child or parent; funeral attendance, *etc.*);
   - Optional absences (*e.g.,* vacation or other personal travel).
   Since some programs may require attendance for accreditation purposes, take care to explore existing attendance policies within specific programs before making your final recommendations.
   Note: Completed (recommendation is forthcoming).

7. Given that the current policy for university closures during Finals Week may create undue hardship for students in the Fall semester, consider if changes may be warranted to final exam rescheduling for inclement weather. We ask APSC to keep in mind:
   a. The range of culminating experiences that occur during Finals Week;
   b. The increase of courses offered in online and hybrid formats;
   c. The possibility of online alternatives to in-person exams.
   Note: Completed (recommendation is forthcoming

8. Consider whether changes may be warranted to the 30-credit residency requirement and minimum grades for transfer credits. (More details and rationale are provided in the attachment.) We expect that this would entail comparison to policies at peer and aspirant institutions.
   Note: Completed (recommendation is forthcoming).

9. Prepare a 1-2 page mid-year progress report at the end of the Fall semester to be posted on the APSC website and disseminated to ECS/UAS and College Deans. (A full report is expected as usual at the end of the year.)

Thank you again for the work you do on this important committee.

From the Faculty Handbook:

Academic Policies and Standards Committee (APSC):
   i. Faculty Membership: Faculty membership of the APSC consists of four faculty members from the College of Liberal Arts and Sciences, one from each of the remaining colleges, and one from the university libraries. One additional faculty member elected by and from the UAS. The term of office is two years beginning at the end of the winter semester; terms are staggered.
   ii. Student Membership: One undergraduate and one graduate student representative selected by the Student Senate for a one-year term.

iii. <u>Administration Membership</u>: Provost or designee *ex officio*, non-voting.
iv. <u>Responsibilities</u>: To study, review, and make pertinent recommendations on academic policies and procedures including admission, retention and dismissal, repeat grades, withdrawal, academic calendar, and suspension of library privileges. The scope of study and review of the Academic Policies and Standards Committee is limited by the published "purposes" of other standing committees of the University Academic Senate.

GRAND VALLEY STATE UNIVERSITY

<mark>DRAFT</mark> Memorandum

TO: John Bender, Chair, Equity and Inclusion Committee (EIC)

FROM: Felix Ngassa, Chair, ECS/UAS

SUBJECT: Charges for 2017 - 18

DATE: September 1, 2017

CC: Maria Cimitile, Provost
              ECS Members
              EIC Members

At its summer retreats, the Executive Committee of UAS agreed that we should continue to offer some guidance to the standing committees as they embark upon another academic year. This assistance is intended to support the ongoing work of the members of each committee as they identify and prioritize agenda items for the upcoming academic year.

Attached for your reference is the section from the Faculty Handbook, which outlines the regular responsibilities of your standing committee. In addition to attending to the regular responsibilities such as organizing the Teach-in (responsibility b) and identifying faculty for various university awards related to diversity (responsibility c), ECS would like you to address the following matters:

(1) Distinguish between I & E and EIC's roles, in order to best interface without duplication of efforts. Also explore similar considerations regarding the work of FTLC.
(2) Review the recommendations of the UAS accessibility taskforce and forward any recommendations to ECS/UAS.
(3) Work with the division of Inclusion and Equity (I & E) to recommend classroom policies that support equitable and inclusive learning environments.
(4) Review Faculty Handbook for inclusivity of policies and consistency with the University strategic plan (using a rubric developed by I & E).
(5) Collaborate with individual colleges and UPRC to encourage review of college-level policies and practices for inclusivity.
(6) Work with the faculty and student retention interest group identified by the provost's office.
(7) Examine institutional barriers to inclusion impacting faculty, staff, and students across Academic and Student Affairs. Work with I & E to examine current infrastructure for hidden discrimination (e.g., encourage holistic assessments rather than only secondary admissions based solely on GPA).
(8) Create a website with resources. This website could include links to I & E, FTLC, national organizations, and best practices for inclusive classrooms.
(9) Explore options for diversity training (need, format, expected outcomes), consult with I &E about their current intiatives in this area, and make recommendations to ECS as appropriate.
(10)   Review the membership of UAS and its standing committees and make suggestions for inclusion of appropriate staff representatives to specific standing committees, if any additions are warranted. Two examples follow:
       a. Include the chair of the AP Committee as an ex-officio member of UAS (this was discussed and supported at the May 19 ECS retreat).

b. Explore the inclusion of a PSS representative as ex-officio member of UAS (any other staff representative group directly involved in academic affairs might also be considered to have ex-officio representation).
(11)   Update the petition for an Ombuds office, using the 2013 Ombuds Taskforce report and documented outcomes from the Student Ombuds office.
(12)   Work with institutional analysis to collect data on the diversity of faculty, staff, and students across colleges and report findings to ECS.
(13)   Prepare a 1-2 page mid-year progress report at the end of the Fall semester to be posted on the EIC website and disseminated to ECS/UAS and College Deans (a full report is expected as usual at the end of the year).

Thank you again for the work you do on this important committee.

From the Faculty Handbook:

Equity and Inclusion Committee (EIC):
   i.   Faculty Membership: Faculty membership of the Equity and Inclusion Committee consists of four members from CLAS, one from each of the remaining colleges, and one from the university libraries. The term of office is three years beginning at the end of the winter semester. Terms are staggered.
   ii. Student Membership: One undergraduate and one graduate appointed by Student Senate
   iii. Staff Membership: One representative from the AP Committee (elected by the membership) and one representative from the PSS Union (elected by the membership)
   iv. Administrative membership (ex-officio): Vice President for Inclusion and Equity (or designees), Provost (or designees), Vice President for Enrollment Development (or designees), Associate Vice President for Human Resources (or designees), Director of Pew Faculty and Learning Center (or designee), Dean of Students (or designee)
   v.   Responsibilities: The role of the EIC is to promote and facilitate faculty involvement in support of a healthy and equitable campus climate. The committee accomplishes its role by engaging social justice and diversity issues on campus, including but not limited to:
      a.   Advising UAS on policies and practices to recruit, support and retain a diverse faculty, staff, and student body (*e.g.*, reviewing the Affirmative Action Plan on an annual basis).
      b.   Organizing and running events to promote awareness of the importance of social justice and campus diversity (*e.g.*, the Teach-in).
      c.   Identifying faculty for the various university awards related to diversity.
      d.   Fostering faculty involvement in student recruitment and retention efforts (*e.g.*, working with pipeline, bridge, student support, and curricular programs).
      e.   Serving as a liaison with the Division of Inclusion & Equity and Student Senate Diversity Affairs Committee.

GRAND VALLEY STATE UNIVERSITY

DRAFT Memorandum

TO: Douglas Graham, Chair, Faculty Facilities Planning Advisory Committee

FROM: Felix Ngassa, Chair, ECS/UAS

SUBJECT: Charges for 2017-18

DATE: September 1, 2017

CC: Marie Cimitile, Provost
ECS Members
FFPAC Members

At its summer retreats, the Executive Committee of UAS agreed that we should continue to offer some guidance to the standing committees as they embark upon another academic year. This assistance is intended to support the ongoing work of the members of each committee as they identify and prioritize agenda items for the upcoming academic year.

We thank you for your work over the 2016-2017 academic year and look forward to your continued progress.

Attached for your reference is the section from the Faculty Handbook, which outlines the regular responsibilities of your standing committee. In attending to these regular duties, ECS would like you, as time permits, to address the following matters:

1. Safety and Security
Survey students, faculty, and staff on both Allendale and Pew campus about safety issues and concerns, collect Cleary Report data, and report the findings to ECS.

2. Accessibility
Provide support to the Accessibility Taskforce in its efforts towards:
  • Ensuring that all buildings are highly accessible (this may be beyond the legal requirement), and
  • Working with the University Parking Committee and stakeholders to ensure that adequate handicapped parking is available.

3. Identify and Report on Problems with Current Teaching Spaces
      A. Collect information from faculty members about the particular classrooms, laboratories, and other teaching facilities that they use, and share this information with Facilities Services so identified problems can be addressed.
      B. Monitor whether the problems are indeed addressed, and, if not, determine whether the concern was valid, and, if the concern was valid, determine why it is not being addressed.
      C. Continue to participate in the Registrar's Walkabout (review of teaching spaces).
      D. In partnership with FTLCAC, make recommendations for more effective use of existing classroom technologies and appropriate use of existing classroom spaces.

E. Advocate for reported issues to inform the design of future facilities as appropriate.

4. Long-Term Facilities Planning

A. *Long-Term Planning Process Design*
Formalize and document the process whereby FFPAC identifies long-term needs for academic facilities (those relevant to teaching, research/scholarship, and service). Make recommendations to ensure that the process for space requests is done in a fair and equitable fashion.

B. *Recommended Profiles*
Explore recommended profiles to assist in the design of new spaces and remodel of existing spaces. As per the recommendations from the Accessibility Taskforce, take steps to ensure that Universal Design Principles are considered.

C. *Design Standards Review*
Review current GVSU design standards and make recommendations so that architectural and furniture standards the university provided to new building design teams are in line with best practices and new trends in education and that they address as much as possible concerns voiced by faculty. As per the recommendations from the Accessibility Taskforce, take steps to ensure that Universal Design Principles are considered.

D. *Classroom innovations*
1. Explore means to gather university-wide faculty input on classroom innovations.
2. In partnership with FTLCAC, make recommendations for innovations in classroom technologies and appropriate use of innovative classroom spaces.
3. As per the recommendations from the Accessibility Taskforce, take steps to ensure that Universal Design Principles are considered.

E. *Legacy structures*
Continue the process of monitoring the condition of legacy structures on campus, and prioritize plans for refreshing and refurbishing facilities, especially in light of higher technological needs (*e.g.,* electrical outlets in CHS, DEV, ASH, PAD).

F. *Way finding issues*
Work in collaboration with GVSU's emergency management team and facilities to make recommendations for improving the navigation of the campus, for example, by promoting the GVSU Laker Mobile app. Also, please explore the feasibility of assigning an address for every building and posting that address along the street to be used by GPS devices in the event of emergencies and for the benefit of visitors to campus and students who don't own smartphones.

5. Review Usage
Assess the usage of the various new spaces on campus and report findings.

6. Faculty Handbook Responsibilities Review
Review the responsibilities outlined in the faculty handbook (2.01.A.4.b.) and suggest revisions to reflect ongoing tasks that might be added as FFPAC committee responsibilities rather than including them each year as a charge.

7. Communication
Prepare a 1-2 page mid-year progress report at the end of the Fall semester to be posted on the FFPAC website and disseminated to ECS/UAS and College Deans (a full report is expected as usual at the end of the year).

Thank you again for all the work you do on this important committee.

From the Faculty Handbook:

Faculty Facilities Planning Advisory Committee (FFPAC)

    i.   <u>Faculty Membership</u>: Faculty membership of the FFPAC consists of seven members from the College of Liberal Arts and Sciences, two from the Seidman College of Business, one from each of the remaining colleges, and one from the university libraries. The term of office is three years beginning at the end of the winter semester. Terms of those from colleges with two or more members are staggered.

   ii..   <u>Student Membership</u>: One undergraduate and one graduate student representative selected by the Student Senate for a one-year term.

  iii..   <u>Administration Membership</u>: One Facilities Planning representative *ex officio*, non-voting;one Faculty Teaching & Learning Center representative *ex officio*, non-voting.; one Information Technology representative *ex officio*, non-voting; and one representative from the Registrar's Office *ex officio*, non-voting.

  iv.   <u>Responsibilities</u>: The role of this Advisory Committee is to provide recommendations to Facilities Planning on planning, remodeling, and building academic facilities at Grand Valley, with the goal of providing an optimal teaching and learning environment. Specific responsibilities include:

      a) Serve as a liaison between the Grand Valley academic community and Facilities Planning.

      b) Inform and advise Facilities Planning on factors that affect teaching and learning; most importantly (but not limited to) classroom design.

      c) Maintain a collaborative relationship with the building project committees in order to facilitate faculty input into decision-making.

      d) Review current classroom space and make recommendations for future new and remodeled classrooms.

GRANDVALLEY STATE UNIVERSITY

University Academic Senate
Executive Committee of the Senate
Felix Ngassa, Chair, 2017-18
Shawn Bultsma, Vice Chair, 2017-18

<mark>DRAFT</mark> Memorandum

TO: Marie McKendall, Chair, Faculty Personnel Policy Committee

FROM: Felix Ngassa, Chair, ECS/UAS

SUBJECT: Charges for 2017 -18

DATE: September 1, 2017

CC: Maria Cimitile, Provost
            Ed Aboufadel, Assistant Vice President for Academic and Student Affairs
            ECS Members
            FPPC Members

At its summer retreats, the Executive Committee of UAS agreed that we should continue to offer some guidance to the standing committees as they embark upon another academic year. This assistance is intended to support the ongoing work of the members of each committee as they identify and prioritize agenda items for the upcoming academic year.

We thank you for your work over the 2016-2017 academic year and look forward to your continued progress.

Attached for your reference is the section from the Faculty Handbook, which outlines the regular responsibilities of your standing committee. In attending to these regular duties, ECS would like you, as time permits, to address the following matters:

1. Alignment of Faculty Responsibilities with Strategic Plan
    Review Sections 3.01 A-D of the Faculty Handbook to ensure consistency with the new strategic plan, particularly regarding the strengthened university emphasis on community engagement and diversity issues. More specifically, identify where the Faculty Handbook and the strategic plan seem to be at odds, and suggest where changes should be made.

    Note: ECS will assist with getting the appropriate offices together with FPPC.

2. Mentoring
    a. Make recommendations for updating and/or relocating the mentoring language in Section 3.01 of the Faculty Handbook as appropriate.
    b. Consider ways to delineate and/or coordinate the expectations at the university, college and unit levels for faculty in their first year of service as well as continuing faculty.

3. Professional Development
    Collaborate with FSBC in examining the adequacy of funding opprotunities for scholarly work and travel, and make recommendations as/if appropriate.

4. Succession planning
    Examine succession planning at Grand Valley over the past 10-20 years, and report findings to

ECS along with suggestions for faculty development, including policies if/as necessary, to recruit and retain faculty in leadership positions.

5. Affiliate Faculty of Practice
    There has been some interest in Affiliate Faculty of Practice (see sample description below that was provided in the FPPC memo approved by UAS on April 14, 2017). Currently, there is a specific descriptor used for Affiliate Faculty who have ongoing reassignment from teaching to oversee students in a clinical setting - Affiliate Faculty (Clinical). Partner with AVP Aboufadel and AFAC to consider a specific descriptor like the description for Affiliate Faculty of Practice below that would formalize existing practices in COE, CHP, and SCB in which Affiliate Faculty have reassigned time for scholarship and/or service.

    Affiliate Faculty of Practice help promote the integration of knowledge and practice. Individuals in this category will have a substantial base of professional (non-academic) experience in disciplines related to their faculty responsibilities; some may also have applied academic backgrounds (e.g. non-research academic doctorate). Affiliate Faculty of Practice provide students with an understanding of the practical applications in their particular fields of study. Affiliate Faculty of Practice teach, engage in scholarship that aligns with unit faculty standards, and engage in service activities at the unit, college, university, and community levels.

6. Scholarship
    Work with FTLCAC to reconsider Faculty Handbook language (section 3.01B), with consideration to:
    a. An improved definition of scholarship that includes full representation of scholarly activity (e.g., Boyer's definition of scholarship) as determined by the unit, college, and profession;
    b. A determination of what should count as scholarship for consistency across the university, keeping in mind specifics of the discipline or profession; and
    c. A list of examples of scholarship using peer institutions as models similar to the work completed for service in section 3.01C during the 2016-2017 academic year.

    See the recommended charge from UPRC below to help inform this work:

    To charge the appropriate faculty governance committee (e.g. FPPC, FTLCAC) to draft a policy to revise the definition of scholarship in the Administrative Manual and/or the Faculty Handbook to capture the ideas of "externally disseminated" and "externally validated". Define "necessary but not sufficient" minimum standards for scholarship, informed by Boyer: Application, Artistic Engagement, Discovery, Integration, Teaching. This revision would articulate the difference between "scholarship" and "professional engagement", describe standards of achievement, and provide clear examples.

    Notes: None of this is currently reflected in section 2.9.1.B of the Administrative Manual, or in the Faculty Handbook, but it is reflected in many college and unit personnel requirements. There should be a university-wide standard. Memos from FTLC and FTLCAC are in progress for discussion by ECS.

7. Teaching
    Work with FTLCAC to draft language for the Faculty Handbook, develop explicit and consistent language to define effective teaching, teaching excellence, and the use of the adjective "consistent." This includes clarifying how to utilize the documentation that is required.
    Notes: Currently in the Faculty Handbook, there is a sentence describing how effective teaching is documented and a section on teaching workload, but no little guidance of how to evaluate teaching. More substantive language is in the Administrative Manual, chapter 4, section 2.9.1.A, but more is needed. Many colleges and units provide detailed information which may be useful for this charge, but a university standard is necessary if our goal is to make fair, consistent, and

equitable personnel decisions across the university. A policy would have to take into account the role of professional judgement by peers.

8. Contract Renewal
Draft a policy providing more information about contract renewal (UPRC recommendation). Specifically, for the contract renewal review (typically the third year), any written unit recommendation report should contain both strong points of the candidate and opportunities for growth to be discussed by the candidate and the department at the tenure decision. This and all reviews should be thorough and should promote a culture of continuous improvement. To have a contract renewal denied should be an option. In that case, the faculty line would normally be retained by the unit, regardless of the personnel decision.

Notes: At this point in time, there is no direction in the Faculty Handbook or Administrative Manual regarding the purpose of the contract renewal personnel process, beyond a decision onrenewal. That a unit would retain the line is important, and situations where this would not occur would primarily revolve around changes in enrollment patterns.

9. Collegiality
Update information on collegiality in the Faculty Handbook (UPRC recommendation). Specifically, a policy on collegiality should be a factor in personnel and annual reviews, and GVSU should continue to embed collegiality in each of the three criteria. However, the Faculty Handbook could provide language clarifying such as incorporating aspects of the already-written collegiality policy in the GV Manual, and/or changing "Service" to "Service and Academic Citizenship." Having a university-level policy should be sufficient.

Notes: Some further suggestions: embed this idea by providing a description of "academic citizenship" in teaching/professional effectiveness, scholarship, and service sections of the Faculty Handbook. Consider using phrases such as "professional ethics," "foster a respectful relationship," "show due respect for the opinions of others," "being constructive and not destructive," and "collegiality is not the same as congeniality."

10. Personnel Policy Revisions
Work with Vice President for Academic and Student Affairs, Ed Aboufadel, on personnel policies that he idenditied as in need of adjustment to reflect current practices.

11. Faculty Workload
Review the history of faculty workload related to graduate and undergraduate course load and collaborate with GC to make recommendations.

12. Reporting
Prepare a 1-2 page mid-year progress report at the end of the Fall semester to be posted on the FPPC website and disseminated to ECS/UAS and College Deans (a full report is expected as usual at the end of the year).

Thank you again for all the work you do on this important committee.

From the Faculty Handbook:

Faculty Personnel Policy Committee (FPPC): *(as revised 10/30/15 by UAS)*
  i. Faculty Membership: Faculty membership of the FPPC consists of four faculty members from the College of Liberal Arts and Sciences (CLAS), one from each of the remaining colleges, and one from the university libraries. College representatives must be tenured. The term of office for faculty members is three years beginning at the end of the winter semester. Terms are staggered.
  ii. Administration Membership: The Assistant Vice President for Human Resources and the Assistant/Associate

Vice President for Academic Affairs shall serve as *ex officio*, non-voting members.

iii. <u>Responsibilities</u>: The FPPC has the responsibility to review faculty personnel policy matters that extend beyond the college, as specified by the ECS, and make appropriate recommendations to the ECS. FPPC will elect a new chairperson by the end of the winter semester. The Chair of FPPC will attend the ECS meeting where the annual charges to the FPPC are finalized.

GRAND VALLEY
STATE UNIVERSITY

University Academic Senate
Executive Committee of the Senate
Felix Ngassa, Chair, 2017-18
Shawn Bultsma, Vice Chair, 2017-18

==DRAFT== Memorandum

TO: Robert Hollister, Chair, Faculty Salary and Budget Committee

FROM: Felix Ngassa, Chair, ECS/UAS

SUBJECT: Charges for 2017-18

DATE: September 1, 2017

CC: Maria Cimitile, Provost
              ECS Members
              FSBC Members

At its summer retreats the Executive Committee of UAS agreed that we should continue to offer some guidance to the standing committees as they embark upon another academic year. This assistance is intended to support the ongoing work of the members of each committee as they identify and prioritize agenda items for the upcoming academic year.

We thank you for your work over the 2016-2017 academic year, and look forward to your continued progress.

Attached for your reference is the section from the Faculty Handbook, which outlines the regular responsibilities of your standing committee. In attending to these regular duties, ECS would like you, as time permits, to address the following matters:

1. Faculty Salaries and Benefits
Continue to review overall faculty compensation at Grand Valley with the 14 other Michigan public institutions. Specifically:

a. Examine the feasibility of increasing university retirement contributions by 1%.

b. FSBC should advocate on behalf of faculty for improving faculty salaries (at all ranks) and promotional increments to at, or above, the mean value of each of these values among the 14 other Michigan public universities. FSBC should advocate particularly strongly for competitive salaries for Assistant and Associate ranks to attract and retain high quality faculty in early to middle career stages.

- FSBC should also integrate the study of data on non-TT full-time faculty (*i.e.*, Affiliate Faculty) as it fits within the committee's mission.

c. FSBC should examine health care costs and benefits, and engage in conversation with HRO regarding consequences of the Affordable Health Care Act.

- FSBC should examine the net impact on faculty salaries of increasing costs of the High Deductible plan.

d. Examine the salaries for visiting faculty, as they haven't been adjusted for inflation in many years.

e. Examine the pay rate of part-time instructors, as it hasn't been adjusted for inflation in many years. This is especially important in light of the new HLC guidelines for "qualified faculty," as some departments will have difficulty meeting the HLC guidelines without the ability to offer more competitive pay.

f. To support fair hiring practices, the FSBC newsletter should provide a link to I & E results.
g. Provide an updated report on the distribution of annual evaluation ratings (e.g., what percentage of faculty are in the exemplary category)?

2. **Instructional costs**
    a. In collaboration with administration, examine budget allocations for the various colleges and units.
    b. Examine the reasons for the differences in instructional costs of various colleges.
    c. Examine the sustainability of growth patterns, and include a progress report of the Smart Growth Initiative in the year-end report.
    d. Request that academic units perform a mid-point resource analysis this next year, with an FSBC review. FSBC has a resource analysis component for units to deliver with their self-study, in conjunction with UAC's delivery schedule.
    e. Provide support to Graduate Council (GC) as GC examines the pros and cons of awarding stipends to selected Graduate Assistants.

3. **Institutional costs**
    a. Examine trends in the university budget over the past 10 years, especially with regards to building costs, administrative costs, financial aid appropriations, etc. and conduct a cost/benefit analysis for various aspects of the university budget, including but not limited to Marketing, FTLC, Inclusion & Equity, AWRI, etc.
    b. Investigate funding practices regarding retirements (*i.e.*, whether market increases are accounted for in funding new lines).

4. **Support for Scholarly and Creative Activities**
    Collaborate with FPPC in examining the adequacy of funding opportunities for scholarly work and travel, and make recommendations as/if appropriate, including but not limited to:
    - recommendations regarding the distribution of resources in support of faculty research (*e.g.,* the balance of sabbatical funding *vs.* travel money);
    - recommendations regarding ways to ensure adequate funding (*e.g.*, an endowment-drive for donor-supported sabbaticals);
    - the availability of pre-tenure sabbaticals and other types of pre-tenure research leaves;
    - the availability of re-assigned time for scholarly work.
    .

5. **Proactive Suggestions**
    Given the fiscal uncertainty related to State appropriations and tuition dollars, the FSBC is fully encouraged to provide the UAS with proactive suggestions and/or concerns related to issues that may, in the judgment of the FSBC, warrant timely consideration on behalf of faculty, staff, and students.

6. **Budgeting and Decision Optimization**
    Review the budget model of our programs (base budget model vs. responsibility center management model) in terms of allocation of resources to graduate programs. What are the budget implications of our growth? In other words is the base budget model that worked ten years ago still appropriate?

7. **Progress Report**
    In an effort to engage more faculty in our shared governance system, prepare a 1-2 page mid-year progress report at the end of the Fall semester to be posted on the FSBC website and disseminated to ECS/UAS and College Deans (a full report, *i.e.*, the newsletter, is expected as usual at the end of the year).

Thank you again for all the work you do on this important committee.

From the Faculty Handbook:

Faculty Salary and Budget Committee (FSBC): *(as revised 10/31/14 by UAS)*

       i. <u>Faculty Membership:</u> Faculty membership of the FSBC consists of seven members from the College of Liberal Arts and Sciences (CLAS), two from the Seidman College of Business, one from each of the remaining colleges, and one from the university libraries. The term of office is three years beginning at the end of the winter semester. Terms of those from colleges with two or more members are staggered. The vote for chair occurs at the beginning of the Winter semester of the year in which the prospective chair is selected to serve.

    ii.   <u>Student Membership</u>: One undergraduate or graduate student representative selected by and from the Student Senate for a term of one year.

    iii.   <u>Administration Membership</u>: The Provost or designee *ex officio*, non-voting.

    iv.   <u>Responsibilities</u>: The FSBC has three primary responsibilities:

        a)   To study pertinent data and make recommendations to the Senate through the ECS on the allocation of funds within the Grand Valley budget as a whole as well as within the budgets of the administrative divisions,

        b)   To study pertinent data and make recommendations to the Senate through the ECS on the items of the budget, compensation or faculty security, and

        c)   To study pertinent data and make recommendations on proposals for the establishment of additional units/programs at Grand Valley. These recommendations will be made to the Senate through the ECS at the Prospectus stage and through UCC at the New Program Proposal stage.

GRAND VALLEY STATE UNIVERSITY

DRAFT Memorandum

TO: Matthew Hart, Chair, Faculty Teaching and Learning Center Advisory Committee

FROM: Felix Ngassa, Chair, ECS/UAS

SUBJECT: Charges for 2017-18

DATE: September 1, 2017

CC: Maria Cimitile, Provost
ECS Members
FTLCAC Members

At its summer retreats, the Executive Committee of UAS agreed that we should continue to offer some guidance to the standing committees as they embark upon another academic year. This assistance is intended to support the ongoing work of the members of each committee as they identify and prioritize agenda items for the upcoming academic year.

We thank you for your work over the 2016-2017 academic year, and look forward to your continued progress.

Attached for your reference is the section from the Faculty Handbook, which outlines the regular responsibilities of your standing committee, with special attention to responsibilities (f) and (h) in the upcoming year. In attending to these regular duties, ECS would like you, as time permits, to address the following matters:

1. Continue to assist the FTLC staff to execute goals for the 2017-18 academic year, with special emphasis on promoting the Scholarship of Teaching and Learning (SoTL). For example,
   a. Provide a link to SoTL resources on the FTLC website;
   b. Provide a forum for faculty to publish their GVSU-specific SoTL work;
   c. Draft sample Faculty Handbook language to promote high-quality SoTL at GVSU; this draft should be shared first with FPPC for feedback and suggestions and ultimately with ECS.

2. Investigate ways to promote best practices for academic integrity, especially for online courses, and make recommendations to ECS.

3. Support the implementation of LIFT recommendations, in particular make recommendations for standardizing peer review of teaching. If such recommendations include Faculty Handbook language, the language should be shared first with FPPC for feedback and suggestions and ultimately with ECS.

4. Investigate the rationale for and publicity of the recent changes to FTLC travel grant applications, and report on the consequences of the new lottery system.

5. Collect data regarding class sizes, and use the data to advocate for smaller class sizes and/or work with FLTC to develop trainings for teaching large classes effectively.

6. To improve student retention, work with FTLC to develop "first day/every day" trainings as suggested by several faculty members at the 2015 Faculty Forum.

7. Advise FTLC on ways to support the unique professional development needs of unit heads and emerging leaders.

8. Scholarship
   Work with FPPC to reconsider Faculty Handbook language (section 3.01B), with consideration to:
   a. An improved definition of scholarship that includes full representation of scholarly activity (e.g., Boyer's definition of scholarship) as determined by the unit, college, and profession;
   b. A determination of what should count as scholarship for consistency across the university, keeping in mind specifics of the discipline or profession; and
   c. A list of examples of scholarship using peer institutions as models similar to the work completed for service in section 3.01C during the 2016-2017 academic year.

   See the recommended charge from UPRC below to help inform this work:

   To charge the appropriate faculty governance committee (e.g. FPPC, FTLCAC) to draft a policy to revise the definition of scholarship in the Administrative Manual and/or the Faculty Handbook to capture the ideas of "externally disseminated" and "externally validated". Define "necessary but not sufficient" minimum standards for scholarship, informed by Boyer: Application, Artistic Engagement, Discovery, Integration, and Teaching. This revision would articulate the difference between "scholarship" and "professional engagement", describe standards of achievement, and provide clear examples.

   Notes: None of this is currently reflected in section 2.9.1.B of the Administrative Manual, or in the Faculty Handbook, but it is reflected in many college and unit personnel requirements. There should be a university-wide standard. Memos from FTLC and FTLCAC are in progress for discussion by ECS.

9. Teaching
   Work with FPPC to draft language for the Faculty Handbook, develop explicit and consistent language to define effective teaching, teaching excellence, and the use of the adjective "consistent." This includes clarifying how to utilize the documentation that is required.
   Notes: Currently in the Faculty Handbook, there is a sentence describing how effective teaching is documented and a section on teaching workload, but no little guidance of how to evaluate teaching. More substantive language is in the Administrative Manual, chapter 4, section 2.9.1.A, but more is needed. Many colleges and units provide detailed information which may be useful for this charge, but a university standard is necessary if our goal is to make fair, consistent, and equitable personnel decisions across the university. A policy would have to take into account the role of professional judgement by peers.

10. In an effort to engage more faculty in our shared governance system, prepare a 1-2 page mid-year progress report at the end of the Fall semester to be posted on the FTLCAC website and disseminated to ECS/UAS and College Deans. (A full report is expected as usual at the end of the year.)

Thank you again for all the work you do on this important committee.

From the Faculty Handbook:

Pew Faculty Teaching Learning Center Advisory Committee (FTLCAC)*(as revised by UAS 4/3/15)*

i. Faculty Membership: Faculty membership of the Pew FTLCAC consists of four members from CLAS, one from each of the remaining colleges, and one from the university libraries. The term of office is three years beginning at the end of the winter semester. Terms are staggered.

ii. Student Membership: One undergraduate and one graduate student selected by the Student Senate for a term of one year.

iii. Administration Membership: The Director and Faculty Fellows of the Pew FTLC *ex officio*, non-voting. A representative from Information Technology, *ex officio*, non-voting.

iv. Responsibilities: The role of the Advisory Committee is to provide advice on policy, direction and performance of the Pew FTLC, including

a) Serve as a liaison between the Grand Valley faculty and the Pew FTLC Staff disseminating information to faculty/units/colleges from the Pew FTLC and also providing feedback to the Pew FTLC about its programs, policies, and services

b) Provide information about faculty development needs and advocate for professional development activities related to teaching and learning.

c) Initiate and/or respond to discussions of teaching and learning issues, referring them to appropriate bodies of necessary.

d) Every member of the FTLCAC (except for the committee chair) will serve on one of two sub-committees – either to review competitive grants or to review teaching award nominations.

e) In the case of a vacancy, serve on a search committee for Pew FTLC Administrative Staff.

GRAND VALLEY STATE UNIVERSITY

University Academic Senate Executive
Committee of the Senate
Felix Ngassa, Chair 2017-18
Shawn Bultsma, Vice Chair 2017-18

<mark>DRAFT</mark> Memorandum

TO: Andrea Bostrom, Chair, Graduate Council

FROM: Felix Ngassa, Chair, ECS/UAS

SUBJECT: Charges for 2017-18

DATE: September 1, 2017

CC: Maria Cimitile, Provost
             ECS Committee Members
             Graduate Council Members

At its summer retreats, the Executive Committee of UAS agreed that we should continue to offer some guidance to the standing committees as they embark upon another academic year. This assistance is intended to support the ongoing work of the members of each committee as they identify and prioritize agenda items for the upcoming academic year.

We thank you for your work over the 2016-2017 academic year, and look forward to your continued progress.

Attached for your reference is the section from the Faculty Handbook, which outlines the regular responsibilities of your standing committee. In attending to these regular duties, ECS would like you, as time permits, to address the following matters in no particular order:

1. Graduate programming
   Please continue to propose policy and procedural revisions to the language in the Faculty Handbook to promote high quality, uniformity, and consistency among graduate programs within the university. In particular,
   a. Make recommendations for a mechanism for review of graduate program policies to ensure consistency with university policies.
   b. Work with UCC to make recommendations to ensure that 580/680 courses are taught at a graduate level.
   c. Define the role and responsibility of Graduate Program Directors (referenced in 2.04.H.1.b but never defined).
   d. Explore and identify recommendations for university resources needed to help graduate students with communication (written and oral) with one goal of ensuring the quality of theses and dissertations.

2. Graduate admissions
   a. Make recommendations for a mechanism to ensure that graduate program admissions requirements are consistent with university standards.
   b. Make recommendations to ensure consistent policies for graduate admissions across the university (e.g., GRE, GPA, etc.).
   c. Examine the requirement of having all transcripts from previously attended colleges included as a requirement for a complete application to a graduate program (e.g.,

application to CHP programs).

3. <u>Graduate enrollment</u> - Examine graduate programs to determine what makes them distinctive in comparison to competing local or regional programs. In particular, consider frameworks that programs might use to increase enrollment.

4. <u>Graduate credits (please work with UCC on these issues)</u>
   a. Make recommendations to align clinical and internship hours with practice. It may be necessary to distinguish between undergraduate and graduate clinical/internship experiences.
   b. Make recommendations to align graduate research credits with practice. It may be necessary to distinguish between undergraduate and graduate research credits.

5. <u>Graduate student advocacy</u>
   a. Continue to explore ways to foster a graduate student community and graduate student representation on campus.
   b. With assistance from FSBC, examine the pros and cons of awarding stipends to selected Graduate Assistants. Please share your findings with the ECS along with any committee recommendations.
   c. Explore and consider recommendations for a policy to include the role of Graduate Assistants as Teaching Assistants to improve graduate student opportunities in ways that are aligned with program accreditation guidelines where applicable.

6. <u>Review of graduate programs</u>
   a. In collaboration with administration and relevant schools and colleges, continue to review the university data collection process regarding graduate education and propose policy development and revisions, if deemed appropriate. In particular,
      - Make recommendations for a workload policy regarding graduate education.
      - Work with the various colleges to explore collaborative approaches for thesis committee membership.
   b. In collaboration with the Provost's office and FSBC, continue to review data collection and processes for estimating costs of graduate programs across the university and propose policy development and revisions, if deemed appropriate.

7. <u>Assessment</u>
   a. Continue to pursue assessment of faculty and student professional development activities.
   b. Provide a report on the assessment of the institution-level graduate outcomes to UAC for review according to the assessment process described on the UAC website (gvsu.edu/uac).
   c. Recommend revising the committee description in the faculty handbook to reflect adding assessment materials of the institution-level graduate outcomes to UAC for review every two years like is done with academic programs as an ongoing responsibility.

8. <u>Internationalization of Graduate Courses</u>
Report on Internationalization Task Force recommendations for graduate courses.

9. <u>Faculty Workload</u>
Review the history of faculty workload related to graduate and undergraduate course load and collaborate with FFPC to make recommendations.

10. <u>Progress Report</u>
In an effort to engage more faculty in our shared governance system, prepare a 1-2 page mid-year progress report at the end of the Fall semester to be posted on the GC website and disseminated to ECS/UAS and College Deans (a full report is expected as usual at the end of the year).

Thank you again for all the work you do on this important committee.

From the Faculty Handbook:

Graduate Council (GC) *(Revised at UAS 03/31/17)*

   i. Faculty Membership: The Graduate Council (GC) is composed of no more than eighteen faculty members elected by the faculty: base membership includes two representatives from each college (Business, Community and Public Service, Education, Liberal Arts and Sciences, Engineering and Computing, Health Professions, Nursing, Interdisciplinary Studies), plus two representatives from the university libraries. Each committee member will serve on one of two subcommittees (Policy and Standards or Curriculum and Program Review).

Subcommittees will include one member from each college and the library. Faculty from the same college will serve for staggered three-year terms. Representatives on the GC shall hold graduate faculty status.

   ii. Student Membership: Two graduate student representatives from different graduate programs, selected by the Graduate Student Association. Each subcommittee will have a graduate student representative.

   iii. Administration Membership: The Dean and Associate Dean of the Graduate School serve as an ex-officio member, as a representative of the Provost. Other ex-officio members include administrative staff that have a central role in graduate education including the Office of the Registrar, Office of Admissions, and the Center for Adult and Continuing Studies designees.

   iv. Responsibilities: The GC is responsible for matters related to graduate education at Grand Valley, to include (but not limited to):

   a) To review and recommend actions upon new proposed graduate programs and/or revisions to current graduate programs.

   1) New graduate program proposals, certificates and proposals for change to programs or certificates will be reviewed. As program matters are reviewed by the GC, the proposers may be invited to participate in the discussion and review process. Recommendations from the GC related to program matters will be transmitted via the online curriculum system.

   b) To review and recommend actions upon and, as needed, initiate policies and standards related to graduate education that ensure quality, consistency, equity, and fairness, while not impinging upon the disciplinary expertise and responsibility of the program faculty. This shall include matters related to admission, program progress, and completion for post-baccalaureate students in non-degree, certificate, and degree program statuses.

   1) Recommendations regarding policy changes or new policies or standards for graduate education will be referred to the ECS for final action.

   2) To identify and monitor quality indicators of graduate education.

   c) To review and recommend actions upon requests for exceptions to university minimum standards or policies.

   d) To review and recommend actions related to existing graduate programs at the time of assessment and/or program review and/or accreditation.

   1) Existing graduate programs shall be reviewed by GC on a revolving and regular schedule, aligned with the UAC program review and external accreditation review (if applicable). The review will employ quality indicators developed by GC that are outside of the normal UAC purview, but incorporate appropriate program materials submitted to UAC and FSBC.

   e) To advise on allocation of university financial support for graduate students.

   f) To call meetings of all faculty to discuss emerging issues in and strategic planning for graduate education at Grand Valley.

   v. Procedures -- Curricula and Program

   a) Course proposals and requests for program exceptions from graduate policies will be sent from the College Curriculum Committees to the UCC, which will transmit such proposals and requests to the GC.

   b) Curriculum proposals submitted to the GC should be as detailed and complete as possible. Requests for program exceptions should contain a complete and convincing rationale for the exception and show what other aspects of the program address the policy to which an exception is being requested. Curriculum proposals and exceptions will be reviewed and evaluated on the basis of graduate policies in place at the time of the review.

   c) Curricular proposals to be considered by the GC will be referred to its Curriculum Subcommittee (GC-CC). While the GC-CC is reviewing proposals, the documents will be available for review of the entirety of the GC on the Council's web site, or general web sites of Grand Valley Faculty Governance. Proposals requiring vote of the GC to formalize the actions of the GC-CC include the following: a) all final plan documents, b) program changes with associated course proposals, c) prospectuses of all types, d) proposals denied approval by the GC-CC. Proposals approved by the GC-CC that do not fall within the categories above will be forwarded to UCC for action by the GC chair no sooner than five (5) calendar days after the GC-CC's approval.

   d) At any time subsequent to the GC-CC approval and prior to the forwarding of proposals to UCC, action of the GC as a whole may be requested for documents that would not usually be reviewed by this governance body in its entirety. Any GC member, deans, department heads or faculty of the proposing college/department, chairpersons of any other faculty governance body including the ECS/UAS, or the Provost may make these requests. Such

requests shall be directed to the GC chair. Consideration of the proposal(s) referred to the GC general membership will then be scheduled for the next regular meeting of the GC.

e) Positive recommendations from the GC related to curriculum and program matters will be referred to the UCC for final action.

f) As curriculum and program matters are reviewed by the GC, the proponents of the matter will be invited to participate in the discussion and review process. If, upon review, there are concerns or problems with the request it will be referred back to the appropriate College Curriculum Committee and the initiating unit, with clarification of concerns and suggestions for revision.

g) If the item is resubmitted, and if the GC again rejects it, an appeal of the GC decision may be taken to the UCC.

h) The UCC may convene representatives of both parties to review the matter. The decision of the UCC will be final.

vi. Policies and Standards: Positive recommendations regarding policy changes or new policies and standards for graduate education will be referred to the ECS for final action.

GRAND VALLEY STATE UNIVERSITY

University Academic Senate Executive
Committee of the Senate
Felix Ngassa, Chair, 2017-18
Shawn Bultsma, Vice Chair, 2017-18

<mark>DRAFT</mark> Memorandum

TO: Gabriele Gottlieb, Chair**,** General Education Committee

FROM: Felix Ngassa, Chair, ECS/UAS

SUBJECT: Charges for 2017-18

DATE: September 1, 2017

CC: Maria Cimitile, Provost
               ECS   Members
               UCC   Members
               GEC   Members

At its summer retreats, the Executive Committee of UAS agreed that we should continue to offer some guidance to the standing committees as they embark upon another academic year.

We thank you for your work over the 2016-2017 academic year, and look forward to your continued progress.

Attached for your reference is the section from the Faculty Handbook, which outlines the regular responsibilities of your standing committee. In attending to these regular duties, ECS would like you, as time permits, to address the following matters (in no particular order):

1. Review GE Foundations categories, and make recommendations for changes if/as warranted. Include thorough justifications for any proposed changes (Fall 2017 priority).

2. Suggest Professional Development workshops for teaching online courses that FTLC or others might host for teaching General Education Skills.

3. Continue to monitor and improve the General Education assessment process by in part, including an analysis of the GEP Report in the GEC's EOY report.

4. Continue to support the development of additional *Issues* courses by:
    a. Encouraging the creation of new courses;
    b. Exploring ways to connect to the Design Thinking Initiative.

5. Provide a report on the assessment of the general education outcomes (identified as institution-level undergraduate outcomes) to UAC for review on a two-year cycle according to the assessment process outlined on the UAC website (gvsu.edu/uac).

6. In an effort to engage more faculty in our shared governance system, prepare a mid-year progress report at the end of the Fall semester to be posted on the GEC website and disseminated to ECS/UAS and College Deans (a full report is expected as usual at the end of the year).

Thank you again for all the work you do on this important committee.

From the Faculty Handbook:

General Education Committee (GEC) *[as revised 1/28/11 UAS]*

    i. <u>Faculty Membership</u>: Faculty membership of the GEC consists of nine members from the College of Liberal Arts and Sciences (CLAS), one from each of the remaining colleges, and one from the university libraries. The term of membership is three years beginning at the end of the winter semester. Terms from those colleges with two or more members are staggered.

    ii. <u>Student Membership</u>: One student representative selected by and from the Student Senate for a term of one year.

    iii. <u>Administration Membership</u>: The Provost or designee *ex officio*, non-voting

    iv. <u>Responsibilities</u>:
- a) To review and act upon courses proposed for the General Education Program;
- b) to review and act upon program requests for exceptions;
- c) to carry out, on a rotating basis, assessment of General Education courses so that each course is assessed every three years;
- d) to call meetings of all faculty to discuss the aims, philosophy, and problems of the General Education Program;
- e) to propose revisions to the General Education Program as seems prudent and necessary.

    v. <u>Procedures</u>:
- a) Course proposals and requests for program exceptions from General Education requirements will be sent, following approval by the appropriate College Curriculum Committee, to GEC. Proposals and requests approved by the GEC will be forwarded to the UCC for approval.
- b) Course proposals submitted to the GEC should be as detailed and complete as possible in addressing General Education skills and content goals.
- c) Requests for program exceptions should contain a complete and convincing rationale for the exception and show what other work in the program will address the area for which the exception is being sought. Request for exceptions will be reviewed and evaluated on the basis of the category descriptions in the General Education Program.
- d) If the review of a course proposal is positive, the GEC will recommend approval. The course is then subject to the three year assessment cycle of the General Education Program.
- e) If the review is negative, the proposal will be returned to the author of the proposal along with a written rationale for the negative decision, and when appropriate, suggestions for revision.
- f) If it is resubmitted, the GEC will evaluate it and make their decision. If the decision is positive, the course will be recommended for approval under the terms of b, c, and d above.

GRAND VALLEY STATE UNIVERSITY

University Academic Senate Executive
Committee of the Senate
Felix Ngassa, Chair 2017-18
Shawn Bultsma, Vice Chair 2017-18

<mark>DRAFT</mark> Memorandum

TO: D. Robert Adams, Chair, Online Education Committee

FROM: Felix Ngassa, Chair, ECS/UAS

SUBJECT: Charges for 2017-18

DATE: September 1, 2017

CC: Maria Cimitile, Provost
            ECS Members
            OEC Members
            UCC Members
            GC Members
            GEC Members

At its summer retreats, the Executive Committee of UAS agreed that we should continue to offer some guidance to the standing committees as they embark upon another academic year. This assistance is intended to support the ongoing work of the members of each committee as they identify and prioritize agenda items for the upcoming academic year.

We thank you for your work over the 2016-2017 academic year, and look forward to your continued progress.

Attached for your reference is the section from the Faculty Handbook which outlines the regular responsibilities of your standing committee. In attending to these regular duties, ECS would like you, as time permits, to address the following matters:

1. Make recommendations for revisions to responsibilities of the OEC in the Faculty Handbook, including the following responsilbiities as
    a. Make recommendations for new policies and reviewing current practices,
    b. Provide faculty advisory, oversight standards, and faculty professional development standards in distance delivered education around curriculum and quality processes as part of ongoing operations,
    c. Make recommendations for evaluating existing pedagogical standards for distance education.

2. Begin gathering feedback on the peer-review evaluation instrument for potential university-wide adoption for the 2018-2019 academic year.

3. Continue evaluating the re-combining of OEC with UCC in a couple of years, as GVSU continues to mature with its online offerings.

4. Collaborate with UAC to insure that HLC expectations for the evaluation of online courses are met (similar charge for UAC).

5. In an effort to engage more faculty in our shared governance system, prepare a 1-2 page mid-year progress report at the end of the Fall semester to be posted on the OEC website and disseminated

to ECS/UAS and College Deans (a full report would still be expected as usual at the end of the year).

Thank you again for all the work you have done on this important committee.

From the Faculty Handbook:

Online Education Council (OEC)

i. Faculty Membership: Faculty membership of the Online Education Council consists of the Chair of the UCC, serving as Chair of the OEC, and additional member of UCC (appointed by the Chair of UCC), Chair Graduate Council Curriculum Committee, and a faculty member with expertise in online pedagogy (appointed by Provost, in consultation with Faculty Governance). The term of membership is three years.

ii. Student Membership: One graduate student representative selected by the Student Senate for a term of one year.

iii. Administration Membership: The Provost or designee ex officio, non-voting, and Director of FTLC, non-voting. The following administrators may be called upon for consultation as needed, all non- voting: Director of IT, Director of Continuing Education, Chair of General Education Committee, Disciplinary representative, Director of Disability Services, and University Libraries representative.

iv. Responsibilities: The Council's responsibilities will include, but is not limited to the following:

a) participate in a FTLC faculty development workshop for online/hybrid pedagogy in order to best facilitate OEC recommendations to the faculty;

b) develop university pedagogy and oversight standards for online and hybrid programming consistent with traditional course offerings;

c) evaluate online and hybrid offerings (the recommendation of OEC will be appended to the online curricular system, analogous to current recommendations by IT and University Libraries);

d) create recommendations for faculty development of faculty who teach online and hybrid offerings;

e) review and make changes to curricular forms that address online and hybrid pedagogy issues when appropriate;

f) request changes to Syllabus of Record in cases of substantial change to existing course due to online/hybrid delivery mode;

g) in consultation with FTLC, develop student evaluation instrument to be used in all online and hybrid courses that include questions particular to online/hybrid pedagogy as determined by best practices;

h) create communication plan of online and hybrid course offerings in these programs to internal offices (e.g. Admissions, University Libraries);

i) develop recommendations of consistent workload guidelines with regard to online and hybrid curriculum, in consultation with other faculty governance committees;

j) develop assessment tools for online and hybrid courses, in consultation with FTLC and UAC.

GRAND VALLEY STATE UNIVERSITY

DRAFT Memorandum

TO: Jon Hasenbank, Chair, University Assessment Committee (UAC)

FROM: Felix Ngassa, Chair, ECS/UAS

SUBJECT: Charges for 2017-18

DATE: September 1, 2017

CC: Maria Cimitile, Provost
                  ECS Members
                  UAC Members

At its summer retreats, the Executive Committee of UAS agreed that we should continue to offer some guidance to the standing committees as they embark upon another academic year.

We thank you for your work over the 2016-2017 academic year, and look forward to your continued progress.

Attached for your reference is the section from the Faculty Handbook, which outlines the regular responsibilities of your standing committee. In attending to these regular duties, ECS would like you, as time permits, to address the following matters:

1. New reporting system:
    a. Work with C. Plouff (and his office) and IT to add assessment of student learning to the Strategic Plan website
    b. Explore ways to facilitate the transition to the new reporting system, including:
        i.   Training for submitters (unit heads) and reviewers (UAC members)
        ii. Archiving old data
        iii. Collaboration with FSBC related to revenue reporting

2. Prepare for HLC accreditation visit:
    a. Improve the assessment of the Advising Centers *and other co-curricular units*
    b. Develop a plan to ensure that all aspects of assessment are adequately addressed, and share the plan with ECS
    c. Review implications of curriculum mapping as they relate to the assessment of student outcomes
    d. Support the following charges given to GEC, GC, and FSBC:
        i.   Charge to GEC: Provide a report on the assessment of the general education outcomes (identified as institution-level undergraduate outcomes) to UAC for review on a two-year cycle according to the assessment process outlined on the UAC website (gvsu.edu/uac).
        ii. Charge to GC: Provide a report on the assessment of the institution-level graduate outcomes to UAC for review according to the assessment process described on the UAC website (gvsu.edu/uac).
        iii. Charge for FSBC: Request that academic units perform a mid-point resource analysis this next year, with an FSBC review. FSBC has a resource analysis

component for units to deliver with their self-study, in conjunction with UAC's delivery schedule.

3. Review the UAC website and update as needed, including updating website information to reflect the current year

4. Collaborate with OEC to insure that HLC expectations for the evaluation of online courses are met (similar charge for OEC).

5. Progress Report: In an effort to engage more faculty in our shared governance system, prepare a 1-2 page mid-year progress report at the end of the Fall semester that includes documentation of the number of assessment plans, assessment reports, and strategic plan updates reviewed to be posted on the UAC website and disseminated to ECS/UAS and College Deans (a full report is expected as usual at the end of the year).

Thank you again for all the work you do on this important committee.

From The Faculty Handbook:

University Assessment Committee (UAC)

i. Faculty Membership: Faculty membership of the UAC consists of seven faculty members from CLAS, two from Seidman College of Business, one from each of the remaining colleges, one from the University Libraries. Academic and service unit representatives serve three-year staggered terms beginning at the end of the winter semester.

ii. Service unit Membership: Service unit membership of the UAC consists of five representatives with at least one representative from each of two areas: Advising and Student Services. Representatives will be appointed by the Provost. Service unit representatives serve three-year staggered terms beginning fall semester.

iii. Student Membership: One undergraduate and one graduate student representative selected by the Student Senate for a term of one year.

iv. Administrative Membership: The Provost or designee *ex officio*, non-voting

v. Responsibilities: The UAC is responsible for:
   a. Providing leadership and support to university constituents as they design and implement the five to six year self-study report and every two year student learning outcome assessment plan/report with strategic plan updates based on best practices.
   b. Reviewing and providing feedback on assessment plans, reports, and self-studies submitted by all academic programs and most service units *
   c. Providing instructions for reporting formats and schedules.
   d. Providing feedback to Administration in support of ongoing accreditation standards as set forth by the Higher Learning Commission.
   e. Conducting user training on the on-line system for reporting Assessment reviews/plans and Self-Study updates/reports.
   f. Maintaining and updating the UAC website, Blackboard site, submission links as needed, and Assessment Report and Self-study (ARSS) automated timeline and notification system (4 month and 2 month notifications).

   * Service unit representatives are appointed to serve as the primary reviewer of reports submitted by service units.

GRAND VALLEY STATE UNIVERSITY

University Academic Senate Executive Committee of the Senate
Felix Ngassa, Chair, 2017-18
Shawn Bultsma, Vice Chair, 2017-18

<mark>DRAFT</mark> Memorandum

TO: D. Robert Adams, Chair, University Curriculum Committee

FROM: Felix Ngassa, Chair, ECS/UAS

SUBJECT: Charges for 2017-18

DATE: September 1, 2017

CC: Maria Cimitile, Provost
              ECS Members
              UCC Members
              OEC Members
              GC Members
              GEC Members

At its summer retreats, the Executive Committee of UAS agreed that we should continue to offer some guidance to the standing committees as they embark upon another academic year. This assistance is intended to support the ongoing work of the members of each committee as they identify and prioritize agenda items for the upcoming academic year.

We thank you for your work over the 2016-2017 academic year, and look forward to your continued progress.

Attached for your reference is the section from the Faculty Handbook which outlines the regular responsibilities of your standing committee. In attending to these regular duties, ECS would like you, as time permits, to address the following matters (in no particular order):

1. Review the possibility of adopting digital badges or micro-credentials.

2. Meet with the chairs of College Curriculum Committees annually in order to communicate best practices and university policies regarding curricular issues. Also, consider making this charge a recurring responsibility for UCC as outlined in the Faculty Handbook rather than as an annual charge to the committee.

3. Work with GC at their request to make recommendations to ensure that 580/680 courses are taught at a graduate level.

4. In an effort to engage more faculty in our shared governance system, prepare a 1-2 page mid-year progress report at the end of the Fall semester to be posted on the UCC website and disseminated to ECS/UAS and College Deans (a full report is expected as usual at the end of the year).

   Thank you again for all the work you do on this important committee.

From the Faculty Handbook:

University Curriculum Committee (UCC) (*As revised by UAS 10/31/15))*

    i.   <u>Faculty Membership</u>: Faculty membership of the UCC consists of seven members from the College of Liberal Arts and Sciences (CLAS), one from each of the remaining colleges, and one from the university libraries. The term of membership is two years. Terms of those from colleges with two or more members are staggered.

    ii.   <u>Student Membership</u>: One student representative selected by the Student Senate for a term of one year.

    iii.   <u>Administration Membership</u>: One representative from the Graduate Council (GC) *ex officio*, non-voting and the Provost or designee *ex officio*, non-voting.

    iv.   <u>Responsibilities</u>: The UCC is responsible for a wide range of curriculum matters at Grand Valley; its responsibilities include, but are not limited to, the following:

        a)   to review and make recommendations on all degree requirements and on all new program proposals;

        b)   to review and make recommendations on all proposals involving academic credit, including continuing education;

        c)   to review the courses recommended by the colleges to fulfill the General Education requirements;

        d)   to review the Honors courses and seminars which will take the place of General Education requirements in the Honors Program;

        e)   to review the proposals of the colleges for programs to be offered off-campus and to recommend to ECS/UAS on matters of purpose and function of off-campus and summer programs;

        f)   to oversee the online curriculum development process.

    v.   In addition to reporting to the ECS, the UCC may make recommendations directly to individual academic units.