

Padnos College of Engineering & Computing Winter 2018 Committee Reports

Presented at Fall 2018 Start-up Meeting

COLLEGE COMMITTEE REPORTS

PCEC Assessment Committee – This committee did not meet, nothing to report.

PCEC Curriculum Committee – Submitted by Andrew Kalafut

During the 2017-2018 academic year semester, the PCEC curriculum committee reviewed approximately 40 curriculum proposals (some were reviewed multiple times due to amendments). Additionally, during the Fall 2017 semester, we reviewed revised syllabi of record for 115 courses as part of GVSU's efforts to update all SOR to include measurable objectives.

PCEC Facilities & Computing Committee – Submitted by Nick Baine

This committee did not meet winter 2018

PCEC Personnel Committee – Submitted by Roger Ferguson

Committee met and appropriate actions were taken. Actions and outcomes were released where appropriate.

PCEC Professional Development Committee – Submitted by Heidi Jiao

The PCEC Professional Development Committee organized two meetings for the new tenure-track and affiliate faculty in winter 2018. In these two meetings, teaching, FAR, FAP, personnel action, scholarship, and service were discussed.

PCEC Student Affairs Advising Committee – by Nabeeh Kandalafi

UNIVERSITY COMMITTEE REPORTS

AFFILIATE POLICIES & STANDARDS COMMITTEE - Submitted by Jamal Alsabbagh

The main issues that APSC handled during winter 2018 were:

1. Looked through the new course policies website (<https://www.gvsu.edu/coursepolicies/>) and worked with AVP Suzanne Benet to determine which of the policies, if any, are problematic for the provost's office.
2. Explored the feasibility of implementing an academic forgiveness or "fresh start" policy that creates new pathways for students in jeopardy of dismissal and/or for students who have been dismissed from the University.

ACADEMIC TECHNOLOGY ADVISORY COMMITTEE (*previously ACADEMIC COMPUTING ADVISORY COMMITTEE*) – Appointment, David Lange

Please see Attachment 4 for ATAC winter 2018 activities. This committee met twice during AY17-18 with much additional discussion online.

AFFILIATE FACULTY ADVISORY COMMITTEE - Submitted by Rodd Lowell (Reffeor)

ACADEMIC SENATE (& Executive Committee of the Senate) – Submitted by Jonathan Leidig

The University Academic Senate met monthly over 2018-2019 to discuss and vote on items forwarded by the Executive Committee of the Senate. Issues this year included a potential Fall Break, changes to the faculty handbook, etc. The full UAS/ECS minutes and approved changes available on the GVSU UAS/ECS website. UAS also received reports and updates from the Provost's office, multiple GVSU divisions, and committees.

CAMPUS LIFE COMMITTEE – Submitted by Arjumand Ali

CAMPUS SUSTAINABILITY COMMITTEE – Submitted by Lindsay Corneal (Krauss?)

FACULTY FACILITIES & PLANNING COMMITTEE - PCEC REP – Submitted by Jonathan Engelsma

The academic year minutes are archived and can be reviewed here: <https://www.gvsu.edu/facultygov/faculty-facilities-planning-advisory-committee-ffpac-199.htm>

FACULTY GRIEVANCE COMMITTEE - Submitted by Joe Hornik

Did not meet, nothing to report.

FACULTY PERSONNEL POLICY COMMITTEE ACTIVITY REPORT - Submitted by Vijay Bhuse

Committee meeting time conflict, was unable to attend meetings. Nothing to report.

FACULTY RESEARCH & DEVELOPMENT COMMITTEE — Submitted by Vijay Bhuse (substitute for Greg Wolffe)

We had 3 meetings each lasting 2 to 4 hours. We reviewed grant proposals and approved some of the proposals received. I reviewed some proposals in detail and took the lead in committee discussion.

FACULTY SALARY & BUDGET COMMITTEE - Submitted by Andrew Kalafut (substituting for Zack Kurmas)

FSBC activities this year focused on advocating for a return of faculty salaries to the mean of Michigan public universities, and revisions to the Resource Analysis process (now called Unit Stability Metrics). Details may be found in the FSBC newsletter:

https://www.gvsu.edu/cms4/asset/D2B7D0BC-B427-FDC6-CD72F3DBCF4B904C/2017-2018_fsbc_newsletter.pdf

GENERAL EDUCATION SUBCOMMITTEE OF THE UNIVERSITY CURRICULUM COMMITTEE - PCEC

Representation - Submitted by Huihui Qi

The GEC met 24 times in the winter semester, receiving 52 course proposals for review and approving 33 courses with others still needing review or revisions. For full end of year report details and 2017 UAS charges, please visit: [https://www.gvsu.edu/cms4/asset/E318FAA6-9691-29E8-AF089DA7E65B9CC3/eoy_report\(2\).pdf](https://www.gvsu.edu/cms4/asset/E318FAA6-9691-29E8-AF089DA7E65B9CC3/eoy_report(2).pdf).

GRADUATE COUNCIL — Submitted by Shabbir Choudhuri

Please see attachment #1 for graduate council synopsis for winter 2018 or use this link to review actions:

https://www.gvsu.edu/cms4/asset/C16779EA-9D38-F555-CABFD19776FFF6DB/item_6j_gc_year-end_report_2017-2018.pdf

INTERNATIONAL EDUCATION COMMITTEE — Submitted by Hans Dulimarta

The International Education Committee and we had four meetings in winter 2018 (of which I was able to attend only two of them). Here is the summary of each meeting by date.

Jan 22: Discuss study abroad prospectus ITC 100/Spain Program; State Department Travel Advisories (new standards); Introduction to Global Laker Scholarship

Feb 12: Discuss study abroad prospectus SLP 683: Clinical Practicum in Speech-Language Pathology (at Universidad Autonomy de Guadalajara, Mexico)

Mar 12: Discuss study abroad prospectus: "South Africa: Writing in Action" c/o Christopher Toth and Hazel McClure

Apr 16: Discuss study abroad prospectus: LIB-ITC/TRIO SA Draft, UBB, Chile, c/o Justin Pettibone, MarcQus Wright and Nykia Gaines; Discuss study abroad prospectus: Sevilla, Cultural History of Spain, c/o David Eick and Maria Fidalgo-Eick; Discuss study abroad prospectus: EDR 649 TESOL Experiential Learning, China, c/o Rui Niu-Cooper

LIBRARY PERSONNEL COMMITTEE - Submitted by Guenter Tusch

January 30, 2018: The Library Personnel Committee convened at the request of Ed Aboufadel, A.V.P for Academic Affairs and Tom Butcher, University Council. Ed and Tom met with each of the college-level personnel committees during the early part of winter semester, to engage in conversation about the roles of those committees in the larger faculty personnel process.

March 20, 2018: The Library Personnel Committee met to review four candidates as recognized by the Dean.

NEWSPAPER ADVISORY BOARD —Submitted by Vijay Bhuse

Committee did not meet, nothing to report

ONLINE EDUCATION COUNCIL —Submitted by Robert Adams

During the 2017-18 academic year the Online Education Council (OEC) fulfilled its regular responsibilities as outlined in the faculty handbook. OEC reviewed 162 proposals. OEC finished its pilot study on a faculty peer-review instrument (now available for university-wide adoption). OEC also worked with the University Assessment Committee to prepare for the HLC visit this fall.

OUTSTANDING SERVICE AWARD COMMITTEE — Submitted by Jagadeesh Nandigam

The Outstanding Service Award Committee conducted its meetings (over emails) in December 2017 to consider the nominees for the Outstanding University Service Award and the Outstanding Community Service Award. The committee had reviewed the portfolios of seven applicants — four applicants for the University Service Award and three applicants for the Community Service Award. The committee recommended David Bair from the College of Education for the Outstanding University Service Award and Elizabeth Storey from the College of Education for the Outstanding Community Service Award.

PEW FACULTY TEACHING AND LEARNING CENTER COMMITTEE REPORT — Submitted by Chris Pung

See attachment #3 for winter 2018 report of activities.

RCR (Responsible Conduct of Research) Advisory Board — Submitted by Blake Ashby

UNIVERSITY ASSESSMENT COMMITTEE — Submitted by Greg Schymik

Report can be found as Attachment #2 or be view report via this link: https://www.gvsu.edu/cms4/asset/EF4BB85F-CE60-13B2-48C316794B210EBA/uac_year-end_report_2017-18final.pdf

UNIVERSITY CURRICULUM COMMITTEE – Submitted by Robert Adams

During the 2017-18 academic year the University Curriculum Committee (UCC) fulfilled its regular responsibilities as outlined in the faculty handbook. UCC reviewed over 300 curricular proposals. In addition, UCC made recommendations to the senate regarding culminating experiences (aka final exams), and credit-bearing badges.

UNIVERSITY CONDUCT COMMITTEE (*previously called University Judiciary Committee*) – Submitted by Hans Dulimarta**UNIVERSITY LIBRARY ADVISORY COMMITTEE - PCEC REP.** – Submitted by Jonathan Leidig

The University Library Advising Committee met two times per semester over 2018-2019. ULAC was utilized by the incoming Dean Belanger to gather information on the information needs of each college as well to direct content to pertinent units as the need arose. There was an emphasis this year on planning for Open Educational Resources (or 'open access textbooks'), affordable textbooks, surveys the colleges, and determining how to utilize ULAC in the future.

UNIVERSITY UNDERGRADUATE RESEARCH COUNCIL – Submitted by Jared Moore

This committee met monthly during the Winter 2018 semester with two additional special meetings to cover MS3/S3 proposal review. The mission of URC is to support and advise the Office of Undergraduate Research and Scholarship (OURS). OURS oversees the Undergraduate Research Fair, Student Scholarship Day, and the MS3/S3 programs among others. This year, we reviewed 31 total applications (8 MS3, 23 S3). 19 proposals were funded (4 MS3, 15 S3). The committee primarily discussed proposals related to clarifying and improving the MS3/S3 process: Should we modify the rubric in areas such as resume and schedule of project to provide more concrete guidelines? Committee decided to table this for now as the current guidelines were considered sufficient given the proposals we reviewed this year.

WRITING SKILLS COMMITTEE – Submitted by Ryan Krauss



MEMORANDUM

TO: Felix Ngassa, Chair, ECS/UAS

FROM: Andrea Bostrom, Chair, Graduate Council

SUBJECT: Graduate Council End of Year Report

DATE: April 11, 2018

CC: Maria Cimitile, Provost
Jeff Potteiger, Graduate School
Frederick Antczak, CLAS
Annie Belanger, University Libraries
George Grant, CCPS
Anne Hiskes, BCOIS
Barry Kanpol, COE
Diana Lawson, SCB
Cynthia McCurren, KCON
Roy Olsson, CHP
Paul Plotkowski, PCEC
Stephen Glass, Dean of Students

Graduate Council Faculty, Student, Administrative Members, and Ex-officio members: M. Bair (COE/Educational Foundations), D. Balfour (CCPS/SPNHA, Vice-Chair of Graduate Council), A. Bostrom (KCON, Chair of Graduate Council), W. Burns-Ardolino (BCOIS/Liberal Studies), A. Campbell (CLAS/Psychology), S. Choudhuri (PCE/Engineering, Chair of Graduate Council Policy Subcommittee), J. Englesma (PCEC/CIS, fall semester), I. Fountain (administrative), A. Gay (ex-officio), B. Harvey (UL), L. Huang (CCPS/Social Work), T. James-Heer (ex-officio), S. Lipnicki (ex-officio), M. Luttenton (ex-officio), E. Martin (UL), K. Ozga (CHP/Physical Therapy), J. Palm (administrative), J. Potteiger (ex-officio), P. Ratliff-Miller (SCB/Accounting), E. Schendel (ex-officio), G. Schymik (PCEC/CIS, substituting for J. Englesma during winter semester) S. Soman (ex-officio), M. Staves (CLAS/Cell and Molecular Biology, Chair of Graduate Council Curriculum and Program Review Subcommittee), K. Stevenson (ex-officio), W. Sun (SCB/Economics), J. Toot (BCOIS, Meijer Honors College), M. VanderKooi (KCON), J. Vogelzang (CHP/Clinical Dietetics), R. Wilson (COE/Educational Foundations).

Graduate Council Student Members: R. Bhurtel replaced mid-winter semester by N. Ross, C. Jonkman

Ex-Officio Students Attending: T. Kanczuzewski (President, GSA), D. Myers (Vice President), T. Currie (Finance Officer), E. Agnello (Administrative Officer, GSA), K. Stevenson (Communications Officer as well as administrative role)

The Graduate Council (GC) convened on September 1, 2017 and met a total of 8 times through the end of April 2018. Because the GC addresses policy issues and reviews graduate curriculum proposals, members of the GC also serve on either the Graduate Council Curriculum and Program Review Subcommittee (GC-CPR, Mark Staves, Chairperson) or the Graduate Council Policy Subcommittee (GC-PC, Shabbir Choudhuri, Chairperson). With each college sending two faculty members to GC, each college is represented on both subcommittees. The GC-CPR and GC-PC generally meet twice each month in addition to regular GC meetings. As of this academic year, the GC-CPR is no longer reviewing new courses. Rather, the subcommittee is only reviewing new programs (n=1), certifications (n=5) and program changes (n=13). The GC-CPR initiated its first set of program reviews using the newly created procedures. The programs selected for review were the Cell and Molecular Biology and the Kirkhof College of Nursing graduate programs. The Cell and Molecular Biology review is completed and the report submitted to the Provost and Deans of CLAS and the Graduate School. The GC-PC has reviewed issues and policies related to graduate programs, courses, admission procedures, methods to improve quality of student writing in final projects, faculty workload, use of graduate students as TAs, and roles of graduate program directors.

The GC received a memo from the ECS that set a general agenda for the 2017-2018 academic year. More specifically, the GC was charged with several tasks in that memo. The efforts of GC related to these charges are summarized below.

1. Graduate policy and program review/curriculum

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. Continue ongoing review of graduate program policies to ensure consistency with university policies.** Handbooks from Physician Assistant Studies, Communications, Criminal Justice, English, and Medical Dosimetry were reviewed for consistency with graduate program policies. The Dean of the Graduate School, Associate Dean of the Graduate School, GC chair, GC vice chair, and GC-PC chair reviewed these documents. In addition to reviewing for consistency, this review has the potential for identifying policy issues that may need to be addressed in Graduate Council.
- b. Work with UCC to make recommendations to ensure that 580/680 courses are taught at a graduate level.** The whole Graduate Council and the policy subcommittee have discussed this charge. Two suggestions were discussed initially: a policy that states the need for graduate level objectives for all courses that cross level of student and program, and/or adding this as a responsibility for GPDs to assure course quality and correct level objectives. The policy subcommittee surveyed programs and are close to developing a policy to review these courses that currently do not go through a UCC review unless they are adopted as new courses. This charge

should be completed by the end of this academic year or early next academic year following review by GC-CPR and UCC.

- c. **Define the role and responsibility of Graduate Program Directors (referenced in 2.04.H.1.b but never defined).** Roles of GPDs across graduate programs have been collected and reviewed. Issues about compensation and time release for the work of the program need continued exploration. The policy subcommittee is continuing to work on this charge and are close to a recommendation by the end of this academic year or soon in the next academic year.
- 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.** After considerable discussion, Graduate Council submitted a change to the Policy for the Preparation of Theses or Dissertations. This change requires that students, upon registering for the initial credit of 695 or 795, must complete a Graduate School-sponsored thesis or dissertation workshop during the concurrent semester. An example of the agenda for the workshop helped to pass the policy in ECS/UAS. The policy subcommittee distributed a survey to graduate faculty to identify the writing needs of graduate students in the various programs.

2. Graduate admissions

- a. **Make recommendations for a mechanism to ensure that graduate program admissions requirements are consistent with university standards.** This process is established through the handbook review procedures described in 1a. Two policies related to graduate admissions and progression were submitted to ECS/UAS. These were to afford students an opportunity for program renewal and to clarify incomplete grade procedures for students in programs that have a prescribed progression.
- b. **Make recommendations to ensure consistent policies for graduate admissions across the university (e.g., GRE, GPA, etc.).** This process is established through the handbook review procedures described in 1a. The policy subcommittee has also discussed this issue as it relates to the attractiveness of GVSU graduate programs.
- 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).** The policy subcommittee has reviewed this. Changing this requirement is difficult from the Records Department standpoint and only occasionally causes real problems for students and/or programs. The recommendation is to leave this process as it currently is.

3. Graduate student advocacy

- a. **Continue to explore ways to foster a graduate student community and graduate student representation on campus.** GC continues to support the efforts of the graduate student organization to participate in university and student governance, as well as to receive funding commensurate with student enrollment. Students are active participants in GC and the subcommittees. They are active in supporting the student organizations from the different programs. They have been good stewards of the financing they receive.

- 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.** The GC and FSBC chair met the end of the fall semester to identify issues related to use and payment of GAs and TAs. This discussion generated a list of questions and data that may need to be collected across the university and may require a task group for further exploration. At a time when GA positions appear to be tight, the effective use of these positions as a means to recruit new students and facilitate faculty scholarship that can be shared with students may require a broader discussion between faculty governance and administration.
- 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.** The GC and FSBC chair met the end of the fall semester to identify issues related to use and payment of GAs and TAs. This discussion generated a list of questions and data that may need to be collected across the university and may require a task group for further exploration. The policy subcommittee has drafted a document on ways to implement the use of TAs, with the possible pros and cons. This charge needs to be continued into next year.

4. Review of graduate programs

Program reviews have begun. The Cell and Molecular Biology Program (CMB) review is complete and the report has been sent forward. The Kirkhof College of Nursing is still piloting the process for a program with an external accrediting body. Revisions in the documentation and the process are under consideration and will be made as necessary. Overall, the process for the CMB program went well and generated some interesting ideas for the program and recruitment of students. At this time, four programs have been selected for review for the upcoming academic year. These are the graduate programs in Communications, Public Administration, School Psychology, and Biomedical Sciences.

- 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,**
 - i. Review the history of faculty workload related to graduate and undergraduate course load and collaborate with FPPC to make recommendations. Some of the issues related to this charge have been discussed in the full GC meetings. Historically, suggestions related to workload for thesis supervision have been made to programs. Many programs now do culminating projects and this may require further discussion about workload. The financial issues related to graduate faculty workload suggest that this would be better suited to a discussion with FSBC. There are many issues beyond the financial, however, such as differentiating between graduate and undergraduate workloads.
 - ii. Work with the various colleges to explore collaborative approaches for thesis committee membership. A recommendation to include faculty external to the program and/or the university was discussed in the policy subcommittee, in part

to improve the quality of the final thesis product. At this time, this recommendation does not seem viable for all programs in the university. Leaving this up to units and individual faculty appears to be the best approach.

- 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.** The chair of GC and FSBC met to begin to discuss this issue; the review of Cell and Molecular Biology has found interesting information about income and costs, as well. Some questions re: costs of graduate programs related to TAs/GAs were generated relative to faculty productivity when graduate students are able to participate in the teaching and research work of faculty and the unit. This is an ongoing discussion as more data are gathered through program review.

5. Assessment

At this point, assessment recommendations have not been made for the following. It is not entirely clear what role Graduate Council should take beyond the role of individual programs to measure student outcomes.

- 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.

6. Internationalization of Graduate Courses—this may be resolved.

Report on Internationalization Task Force recommendations for graduate courses. One issue that has been identified as new curricula have been reviewed for the business school is the fact that the new MBA is being created as a part time program. For international students, a pathway to have a full time course load is required for student visas. The curriculum and program review committee identified this issue and made this recommendation for future program development.

7. Additional Policies

Two additional policies were sent to ECS/UAS this year. The first defined “tested” experience for adjunct faculty with bachelor's degrees teaching at the graduate level. The second required a policy to be established in each graduate program about the dissemination of the scholarly work of graduate students that is consistent with the university's policy about intellectual property.

8. Progress Report

A mid-year report was submitted on January 8, 2018 and posted to the Graduate School web page. It was disseminated to ECS/UAS and College Deans.

University Assessment Committee

Memorandum



TO: Felix Ngassa, Chair, ECS/UAS

FROM: Jon Hasenbank, Chair, UAC

SUBJECT: Mid-year Report for 2017-18

DATE: April 13, 2018

CC: Lisa Surman-Haight

This progress report summarizes University Assessment Committee's activities for the 2017-18 academic year. Relevant excerpts from UAC's standing responsibilities and special charges for 2017-18 are included for reference in each section.

Section I: Development and launch of GVAssess

Relevant Standing Responsibilities:

- 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.
- c. Providing instructions for reporting formats and schedules.
- 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).

Relevant UAS 2017-18 Charges:

1. New reporting system
 - a. Work with C. Plouff (and his office) and IT to add assessment of student outcomes 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
4. Review the UAC website and update as needed, including updating information to reflect the current year.

Report: The GVAssess website for student outcomes assessment went live in October as the companion site to the strategic planning site, GVPlan. Prior to launch, the UAC Chair worked with Chris Plouff and his staff in the Office of the Provost to provide beta-testing and design feedback to the developer, to provide training and develop resources for users, and update the university assessment processes to integrate the new system. After the launch, UAC members provided feedback on the site that was incorporated into a mid-year update.

Collectively, this work included:

- Pre-loading GVAssess with the names (sub-entities) of all academic and co-curricular programs and setting up user permissions for each program.
- Uploading the historical assessment documents extracted from the old WEAVEOnline system.
- Providing training for Deans and Unit Heads prior to the launch.

- Hosting a session at the Fall Teaching and Learning Conference to preview GVAssess and describe the new assessment processes at GVSU.
- Updating and re-organizing the UAC website to reflect the new assessment process, (www.gvsu.edu/uac/process), add new resources (www.gvsu.edu/uac/resources), and make existing assessment resources easier to find.
 - As of 4/13/18, CMS tracking shows the /process and /resources URLs have been used 1,862 times and 2,223 times, respectively, since Sept. 1.
- Updating the ARSS notification messages to reflect the new assessment processes.
- Revising the notification process so that Associate Deans are sent a condensed listing of all programs they oversee that are up for review instead of dozens of individual notification messages.
- Preparing user guides:
 - For faculty and staff, explaining how to enter assessment plans and reporting in GVAssess and GVPlan.
 - For Deans and Associate Deans, explaining how to use the platforms to provide oversight and support for programs in their college.
 - For UAC members, explaining how to use GVAssess and GVPlan to carry out assessment reviews.
- Compiling tip sheets and planning templates for assessment activities in GVAssess and posting them to the UAC website (www.gvsu.edu/uac/templates).
 - As of 4/13/18, CMS tracking shows the /templates URL has been used 2,176 times since Nov. 30.
- Meeting with and corresponding with program coordinators with unique circumstances or who requested support as they worked to transition their existing assessment plans to GVAssess.

Section II: Assessment reviews and support

Relevant standing responsibilities:

- 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.

Report: UAC convened 11 times for full committee meetings in 2017-18 to discuss issues and policies related to university assessment and accreditation (meeting agenda and minutes are available on the UAC website). This work included clarifying the university assessment expectations for units with external accreditation

The most intensive part of UAC's workload every year is the time and effort members invest in reviewing and providing feedback to units on their assessment reports and strategic planning updates.

This year, the committee's 21 members worked in small groups to complete 130 assessment reviews, including: 40 student outcomes reports and 20 strategic plan updates in Fall 2017, and 45 student outcomes reports and 25 strategic plan updates in Winter 2018. The reviews from Fall 2017 have been entered into GVAssess/GVPlan and finalized by the UAC Chair. The reviews from Winter 2018 will be entered by April 23 and finalized by the UAC chair by May 20.

UAC members also provided leadership and support to faculty in their home units, and UAC members provided design input for the FTLC-sponsored 2018 Program Assessment for Learning Conference and hosted or co-hosted five breakout sessions following the well-attended keynote address by Dr. Regan Gurung.

Section III: Preparations for HLC visit

Relevant Standing Responsibilities:

d. Providing feedback to Administration in support of ongoing accreditation standards as set forth by the Higher Learning Commission.

Relevant UAS 2017-18 Charges:

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 with ECS
- c. Review implications of curriculum mapping as they relate to the assessment of student outcomes

Report: The UAC Chair and Chris Plouff met every other week to discuss matters related to assessment and accreditation, and the UAC Chair provided written feedback in Fall 2017 on the Assurance Argument drafted by Chris Plouff in preparation for the HLC visit.

The UAC Chair and Vice-Chair worked with Chris Plouff to articulate a plan for ensuring all aspects of assessment will be addressed prior to the HLC visit in Fall 2018, and the plan was presented to UAS and endorsed at the 4/6/18 UAS meeting. While we are well-positioned for the HLC visit, our report notes that we need support from the university community in one area: faculty and staff responsible for student outcomes assessment in their home units need to ensure their assessment plan information is input into the GVAssess system by May 20. Guidance is available at www.gvsu.edu/uac/gvatransition.

Section IV: Collaboration with other standing committees

Relevant UAS 2017-18 Charges:

2d. 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.

Report: The UAC chair met with GEC and OEC leadership in Fall 2017 to develop plans for assessment of Gen Ed outcomes and online/hybrid courses, and Robert Hollister attended the March 19, 2018 UAC meeting to present FSBC's plan for integrating resource analysis into the self-study process.

- The collaboration with GEC resulted in a workable reporting process for the Gen Ed outcomes, which is summarized in the new faculty handbook language for GEC that were approved by UAS on 4/6/18.
- The collaboration with OEC resulted in a plan for satisfying HLC expectations for ensuring consistency in quality and rigor between face-to-face and online/hybrid delivery modes. Requirements are already in place in the course proposal process that online and hybrid courses use the same Syllabus of Record and Methods of Evaluation as face-to-face sections. OEC will review data related to grade distributions and summarize faculty trainings and reviews. UAC will track assessment of learning outcomes across delivery modes after relevant updates are made to GVAssess.
- The collaboration with FSBC is ongoing following an extended discussion at the UAC meeting on 3/19/18. FSBC shared a plan that parallels the self-study review process used by UAC. The topic will be revisited at the 4/16/18 meeting to resolve some UAC members' concerns about the consequences of integrating assessment and resource analysis.

Section V: Conclusion and forward-looking comments 2018-19

The University Assessment Committee's activities for the 2017-18 academic year have included a wide range of activities, including launching a new assessment platform, providing feedback on strategic planning and student outcomes assessment reporting for approximately half of the academic and co-curricular programs at GVSU (we'll do the other half next year), supporting university constituents and developing resources for the new assessment process, contributing to the 2018 assessment conference, collaborating on joint-charges with three other standing committees, and coordinating with Chris Plouff in the Office of the Provost to prepare for the 2018 HLC visit. Many of these activities will continue into next year.

Serving on the UAC is time-intensive. Members meet in full session for 22 to 26 hours per year, and they spend at least that many hours between meetings reading, reviewing, and meeting in small groups to provide feedback on assessment reports and strategic plan updates. The members of the UAC express sincere appreciation for the support shown by the ECS, UAS, and the Provost in approving the increase in UAC membership from 21 members to 30 members, effective Fall 2018. The increased membership will allow for a more reasonable workload for reviewers and make it possible for UAC to take on other important projects, such as evaluating the impact of UAC feedback on university assessment practices, which have had to take a back seat to more pressing matters in recent years.

Respectfully submitted,

A handwritten signature in dark ink, appearing to read 'Jon F. Hasenbank', with a stylized, flowing script.

Jon F. Hasenbank
UAC Chair



Faculty Teaching and Learning
Center Advisory Committee
Matthew Hart, Chair 2017-18

Memorandum

TO: Felix Ngassa, Chair, ECS/UAS
Shawn Bultsma, Vice Chair, ECS/UAS

FROM: Matthew Hart, Chair, FTLCAC

SUBJECT: FTLCAC Final Report for 2018

DATE: April 16, 2018

CC: Maria Cimitile, Provost
ECS Members
FTLCAC Members

The following is a summary of the activities of the FTLCAC for the 2017-2018 academic year. This report is submitted on behalf of the members of the FTLCAC committee including: Karyn Butler (*Nursing*), Vijay Gondhalekar (*Finance*), Matthew Hart (*Chair, Chemistry*), Bret Linford (*Modern Languages*), Cathy Meyer-Looze (*Education*), Rachel Peterson (*Liberal Studies*), Chris Pung (*Engineering*), Russell Rhoads (*Anthropology*), Dennis Stovall (*Accounting (alternate)*), Julia VanderMolen (*Public Health*), Melissa Villarreal (*Social Work*), Betsy Williams (*University Libraries*), and David Zwart (*History*). Attending these meetings ex Officio were Glenna Decker (*Information technology*) and Christine Renner (*FTLC*).

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, provide a forum for faculty to publish their GVSU-specific SoTL work.

We discussed ways of promoting SoTL at GVSU. Previously, the committee conducted research on existing outlets for publishing SoTL work and added links to SoTL journals at the FTLC website. There are now resources available for many different disciplines. The idea of using ScholarWorks as a platform for publishing SoTL from GVSU was discussed at length. There are examples of different groups using ScholarWorks as a platform for peer-reviewed publishing of articles. Additionally, there are also teaching resources published on ScholarWorks (https://scholarworks.gvsu.edu/oer_teaching/). The committee felt that in order for this to work we would need a permanent staff position to help manage the workload. Additionally, we recommend establishing an evaluation board to determine guidelines for evaluating the submitted articles. One of the hurdles would be identifying faculty to do the peer-evaluation. Recently, we discussed this charge in regards to the new scholarship language for the faculty handbook.

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

This charge had been completed in the 2016-2017 academic year. We discussed this briefly, but the committee felt it was already addressed.

3. Support the implementation of UPLIFT 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.

We did not receive any recommendations from the UPLIFT committee as of yet. I was unable to attend the regular UPLIFT meetings this year due to my course schedules. Our committee talked at length about peer review of teaching. Much of this focused on peer observations within the unit. In conjunction with charge 8, a subcommittee put together a “Best Practices” document on peer evaluation (attached document). This could be distributed to UPRC. We suggest finalizing this document as part of charge 8 next academic year.

4. Continue collecting 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.

This topic was discussed and recommendations were made to FTLC. Workshops that focus on managing large lecture sections and on balancing teaching and scholarship would be useful. Affiliate faculty teach many of these larger lecture sections and they have reached out to the FTLC for additional training/mentoring. We discussed using 20 minute mentor videos as a way to address their needs (<https://www.gvsu.edu/ftlc/20-minute-mentor-commons-39.htm>).

5. 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. What classroom behaviors support teaching/learning the best?

This charge was discussed at length. Many factors were discussed that can influence student retention including campus resources, classroom experiences, and contact with faculty and staff. The distribution of the “Noteworthy” documents prompted some confusion in the committee about who these were targeted towards as not everyone was receiving them. All the same, these are excellent resources for faculty and staff to know about. The committee also discussed the instructor’s role in student retention and what practices in the classroom translate into student retention. The importance of developing a “rapport” and face-to-face contact with students were discussed at length. The FTLC has resources in the “Excellence Series” that help faculty engage students and increase awareness of resources. Suggestions were made to develop additional training and to include information on the FTLC website. We also looked at including the student resource information in Blackboard by adding it to the Blackboard template.

6. Advise FTLC on ways to support the unique professional development needs of unit heads and emerging leaders. Survey unit heads and share their unique professional development needs with FTLC.

Christine had taken the time to meet with every unit head during the past year. She was able to collect data first-hand about the different needs of the units and how FTLC may be able to assist. As a committee we discussed the charge; however no additional action was taken since Christine had already completed a survey of the unit heads.

7. 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.

This charge was discussed at length. After the FPPC took the lead on this and crafted their proposal, the FTLCAC looked it over and made some recommendations. We met with the chair of FPPC and discussed our concerns. The language in the proposal was clarified to include SoTL. This was important since we had worked hard in 2016-2017 to get this included in the faculty handbook. Ultimately, we approved of the proposal that FPPC had provided to us.

8. 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 judgment by peers.

Our committee took a lead on this charge while FPPC worked on charge 7. We discussed the challenges of defining effective teaching versus excellence in teaching. This is not a problem unique to GVSU and we found many resources online describing how other institutions have handled this in the past. We looked at several of our own units to compare language on this distinction. Several subcommittees focused on the different evaluation criteria including self-evaluation and peer-evaluation, researching best-practices from multiple sources. These can serve as resources for making craft new handbook language. Ultimately, the consensus of this committee was that the FPPC is in the best position to develop a new handbook statement, should that be desired. To this end, the resources that we compiled and created were handed off to FPPC to give them a starting point for their deliberation. (attached document)

9. 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.)

This report was not completed on time. The committee chair takes the responsibility for not completing this charge.

Next Year:

The committee discussed agenda items to be considered for the FTLCAC committee for the 2018-2019 academic year:

- Assessment of FTLC. The FTLC would like to do an assessment of their program in the next year. This committee could help with that assessment.
- Review of Communication Plan: The FTLC has a new staff member that has put together a Communication Plan. They would like us to evaluate this plan and provide feedback.
- Peer-Review of Teaching. As part of Charge 3 and 8 above we would like to continue working on the Peer-Review of Teaching document, especially as it pertains to the continuation of charge 8.

Academic Technology Advisory Committee Minutes

March 21, 2018

1. Face-2-face Course drop notifications – Banner feeds Blackboard 8 times a day so the student class list in Blackboard is current. Some faculty don't check Banner every week and feel it would be helpful to know if a student is sick or has withdrawn. The concern about sending these emails out to all faculty is they include personal information and we do not like to email that more than is necessary due to FERPA. There are about 250 students per week who drop and add courses and the more emails containing student data that go out, the more GVSU is exposed to risk.

Sherril feels that there are options in Banner that will help faculty without risking student data. There have been a lot of updates to Banner and shortcuts available that faculty may not be aware of and she is willing to do Banner training in the fall. We will have this item on the agenda for the initial meeting next year.

2. Panopto and Blackboard Ally – The University is moving to these apps (thanks to funding provided by Academic & Student Affairs and Enrollment Development).

Panopto - Due to increased demand to create video we were bumping the limits with Ensemble Video, the current platform. Panopto is the best solution at this time. Seidman is currently using Echo360, but has tested Panopto and agreed to transition to the software. Panopto has the ability to caption the spoken word and make videos accessible (ADA compliant). It has an embedded quizzing feature which will ask questions throughout the video, to make sure the user is actually viewing the video. Content will begin to be migrated from Ensemble to Panopto and by July 1 everything should be moved. Other key features of Panopto are:

- a. Video can be embedded in Blackboard or stand alone
- b. Has a mobile app available
- c. Allows video to be made public
- d. More information can be found at www.gvsu.edu/elearn/help/panopto

Bb Ally – while blackboard is accessible, all of the content may not be. Ally looks at all courses and lets you know what needs to be fixed. It will tell you if the files you've uploaded are accessible or not and how to fix them. It allows students to access different versions of the file (audio, braille, all text and more) and should be available by July 1. More information can be found at www.gvsu.edu/elearn/help/

3. Accessible mass emails or newsletters – We must be compliant with mass emails or newsletters. Before they are sent out, they must be reviewed by Mary Albrecht, if the audience is within Academic & Student Affairs, or Linda VandenBrink if the audience is University wide.
4. Adobe Acrobat DC – Costs are increasing on the Adobe Creative Suite. Historically, units have received a chargeback from IT when new machines were ordered for either the reader (\$80) or DC (\$200). As we renegotiate fees with Adobe, we know prices will be increasing and the expense will

ATTACHMENT #4

be passed on to the unit as new computers are ordered. When Sue Korzinek adjusted which computer labs would support the Adobe Creative Suite, the vendor responded that due to our overall reduction in users, pricing would be adjusted and renegotiated. Final pricing will not be known until final negotiation is completed, but IT wanted the committee to know the cost continues to escalate and fees will be passed along to the department. Further details will be released once a price is negotiated.

Fall 2018 meetings will be scheduled Summer 2018.