

# Padnos College of Engineering & Computing Winter 2016 Committee Reports

*Presented at Fall 2016 Start-up Meeting*

## COLLEGE COMMITTEE REPORTS

**PCEC Assessment Committee** – Waiting for Bossemeyer, Engelsma or Reynolds

**PCEC Curriculum Committee** – Submitted by Andrew Kalafut

During the Winter 2016 semester, the College Curriculum Committee met 4 times. The committee reviewed approximately 14 proposals (some of them multiple times). A majority of these proposals have been approved. A few are currently awaiting amendments from their authors.

**PCEC Facilities & Computing Committee** – Waiting for Nick Baine or Jonathan Engelsma

**PCEC Personnel Committee** – Submitted by Paul Jorgensen

All committee work was completed and reported as appropriate

**PCEC Professional Development Committee** – Submitted by Zachary Kurmas

The professional development committee met with new faculty several times during the year and (1) answered questions, and (2) discussed the promotion and tenure process. This year tenure-track and adjunct faculty met separately, given the different expectations and requirements.

**PCEC Student Affairs Advising Committee** – Submitted by Jonathan Leidig

Committee did not meet during Winter 2016.

## UNIVERSITY COMMITTEE REPORTS

**ACADEMIC TECHNOLOGY ADVISORY COMMITTEE** (*previously ACADEMIC COMPUTING ADVISORY COMMITTEE*)–

Appointment of David Lange

1. Upgrading Student Labs to Office 2016 – Sue spoke with the CIS faculty and they are still reviewing the matter. There does not seem to be a compatibility issue. It will not be rolled out to office and faculty machines. Sue will update later.
2. Cybersecurity Workshop – This will be discussed at a future meeting. The issue of compliance with export controlled materials and technology laws and regulations was discussed. Kathy will send the handout to everyone.
3. e-resources – There is a page listing e-resources on IT's website. It can be accessed at [www.gvsu.edu/it](http://www.gvsu.edu/it) under "more services" at the bottom of the page, "Windows Lab Software – Licensed and Freeware." The question was raised about how to notify all faculty and staff that this is available. Many were unaware of, or don't use, the notices on Outlook. IT is looking at using Yammer instead of the notice boards, but they are still trying to figure out how to make it work for GVSU.
  - IT also has a Knowledge Base that helps answer many of the questions from faculty, staff and students. It is also on the IT page under "Resources". Sue will explore on changing this to "Help" or "Self-Service Help."
  - Matthew noted that the Library was having problems with the direct access laptops because some redirects were needed. The problem was resolved quickly by Bill Fisher in IT.
4. Classroom Projector Concerns – There were issues caused by the whiteboard and screen being on the same wall prohibiting both being used at the same time. There are also some questions about what cables are needed to connect projectors. Newer projectors use HDMI while the older ones are VGA. John Klein is working on a summer 2016 AV project to update a large number of classrooms and problems should be reported so they can possibly be addressed this summer if possible.
5. Instructor Station Updates – The concern about laptops and Elmos being too tightly tethered will be addressed in new installations and Sue will explore a process to deal with existing stations. Many will be addressed during the summer project.
6. DreamSpark – This software allows students to download many Microsoft products for free (except Office). It is currently being used in by CIS and SCB to give student access while they are enrolled in specific courses. It requires too much time-consuming departmental administration and student support to open it to all students and student access must be tightly controlled. Office 365 will work for most students. However, Sue K will work with CIS and SCB to try to centralize some of the administrative work by uploading the student and course data to DreamSpark from Blackboard.
7. Software Requests – Committee members asked their faculty if they had specific software requests. Purchasing qualitative analysis software was discussed and CHP and CCPS both use Nvivo and COE is interested in it as well. There are three versions available and Heather and Julia will find out which one is being used in their college. If this is something that enough colleges would like to use, it may be worth it to purchase a university site license.
8. Simplify VPN Sign-in – Parag would like to get make it less complicated to access the VPN log in pages. Sue will explore the possibility of adding instructions on the link, an access confirmation notice, and simplifying the double log-in system in separate windows.
9. Printers in Downtown Labs – The printers in the Seidman building have been down quite a bit, more often in the last few weeks. When there is a problem, it is difficult to find someone to help. Sue was not aware of the problem and encouraged everyone to use the 'Fix It' button that is on every lab and classroom computer. This lets IT know there are issues and allows them to track problems. IT will remind the student workers in the labs about the button and will think about posting a notice in computer labs.
10. Discussion items to be added to the next agenda were Skype for Business, Big Data, and Yammer.

## **ACADEMIC POLICIES & STANDARDS** — Submitted by Jamal Alsabbagh

The main ECS charges that APSC handled during winter 2016 were:

1. Suggest improvements to the Faculty Handbook language regarding course syllabi.
2. Make suggestions to clarify GVSU's class attendance policy (as published in the Academic Policies and Regulations section of the GVSU Catalog).

Additionally, APSC was asked by the Provost's Office to consider changes to the current "58 Credit Rule," which states that a student must have at least 58 credits from a 4-year institution in order to receive a Bachelor's Degree from GVSU.

## **ACADEMIC SENATE (& Executive Committee of the Senate)** — Submitted by Samhita Rhodes

See attachment "A"

## **CAMPUS LIFE COMMITTEE** — Submitted by Lindsay Corneal

Committee met approximately twice a semester to discuss issues such as inclusion, race issues, and resources available to students. The committee had input from faculty, staff, and students.

## **CAMPUS SUSTAINABILITY COMMITTEE** — Submitted by Lindsay Corneal

Campus Sustainability Committee assigned Lindsay Corneal to serve on the Subcommittee for sustainability education. There are members from a number of colleges that are looking to identify courses that include topics of sustainability as well as looking at modules that could be developed to incorporate into various programs or courses.

## **FACULTY FACILITIES & PLANNING COMMITTEE - PCEC REP** — **Waiting for report from Jonathan Engelsma**

## **FACULTY GRIEVANCE COMMITTEE** — Submitted by Joe Hornik

Nothing to report, no activity.

## **FACULTY PERSONNEL POLICY COMMITTEE ACTIVITY REPORT** - Submitted by Zachary Kurmas

FPPC's primary focus this semester has been to make recommendations to ECS on how GVSU can better hold faculty accountable for their use of release time and significant focus. We are also working to see that expectations for service are similar across units and colleges.

## **FACULTY SALARY & BUDGET COMMITTEE** - Submitted by Zachary Kurmas

It has been a typical semester for FSBC. We have reviewed (and approved) several new program proposals. The rapidly growing College of Health Professions continues to put forth the most proposals. We are beginning to take a closer look at the growth in GVSU's Financial Aid budget. We believe that financial aid is critical to the mission of the university; however, we are concerned that the budget is growing at an unsustainable rate. We would like Financial Aid to develop metrics for quantifying the return on our Financial Aid dollars (in terms of more students, better students, increased diversity, etc.) Finally, we continue to work on metrics that can quantify the "health" of a unit. The goal of these metrics is to help identify those units that may not be adapting well to changing enrollment patterns.

An additional document is attached which further gives the work of this committee, see attachment "C"

## **GENERAL EDUCATION SUBCOMMITTEE OF THE UNIVERSITY CURRICULUM COMMITTEE** - PCEC

Representation - Submitted by Huihui Qi

The meeting minutes and information about activities for this committee can be found at: <http://www.gvsu.edu/gened/general-education-committee-184.htm>

## **GRADUATE COUNCIL** — Submitted by Greg Schymik & Shabbir Choudhuri

See attachment "D" please.

## **INTERNATIONAL EDUCATION COMMITTEE** — **Waiting for report from Hans Dulimarta**

## **NEWSPAPER ADVISORY BOARD** — Replaced with **Student Media Advisory Board** Nothing to report

## ONLINE EDUCATION COUNCIL – Submitted by Robert Adams

During the 2015-16 academic year OEC fulfilled its regular responsibilities as outlined in the faculty handbook. As of April 6 OEC reviewed...

Course changes	50
New courses	39
New/Changes to certificates	1
New program proposals	2
Total proposals	921

OEC also responded to all of the charges from ECS/UAS.

*Charge 1: Based on previous work done by OEC in 2014-15, (a) make recommendations for new definition of hybrid courses; (b) make policy recommendations for distinguishing between online and hybrid courses; (c) make recommendations for peer review of hybrid and online courses.*

- (a) OEC updated the definition of hybrid in August 2015 for a Summer 2016 rollout. Details can be found at OEC's website.
- (b) OEC thinks that the current definitions sufficiently distinguish hybrid from fully-online courses and refers readers to the link above for specifics.
- (c) As of March 24 OEC has developed an instrument for faculty peer-review of online and hybrid courses, and is currently pilot testing the instrument with several faculty volunteers. OEC expects to present the instrument to ECS/UAS at the beginning of the Fall.

*Charge 2: 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 FPPC website and disseminated to ECS/UAS and College Deans. (A full report is expected as usual at the end of the year.) OEC submitted this report to ECS/UAS on November 27, 2015.*

Finally, OEC engaged in several other items.

- 1. OEC helped to revise the LIFT form specific to distance education courses to make it more relevant and specific to GVSU.
- 2. OEC made small revisions to some Sail forms in order to clarify information that OEC needs for review.
- 3. OEC created an exemplar document to illustrate best-practices when filling out Sail forms. We hope that this document will make it easier for authors to complete the forms when proposing to move a course online.

## OUTSTANDING SERVICE AWARD COMMITTEE – Submitted by Jagadeesh Nandigam

The Outstanding Service Award Committee conducted its meetings (over emails) in December 2015 to consider the nominees for the Outstanding University Service Award and the Outstanding Community Service Award. The committee reviewed four applications - two for the University Service Award and two for the Community Service Award. The committee recommended Professor Amy Schelling from the Special Education, Foundations & Technology, College of Education for the Outstanding University Service Award and Professor Deborah Lown from the Department of Biomedical Sciences for the Outstanding Community Service Award. Dr. Sheldon Kopperl of the Department of Liberal Education served as the committee chair.

## PEW FACULTY TEACHING AND LEARNING CENTER COMMITTEE REPORT – Submitted by Mostafa El-Said

See attachment "B" for this report.

## FACULTY RESEARCH & DEVELOPMENT COMMITTEE – Submitted by Greg Wolffe

This committee met monthly++ during the Winter 2016 semester. Our mission is to support and advise the Center for Scholarly and Creative Excellence. Winter semester responsibilities revolved around administering the various flavors of R&D grants.

As part of the Spring funding cycle, we reviewed, ranked and discussed 20 proposals for Faculty Catalyst grants and 10 proposals seeking Collaborative grants. A total of 13 grants were approved, with a total of \$64000 in funding.

In an advisory capacity to CSCE, the committee also considered the following:

Item: previously, the Early-Career stipend was available to tenure-track faculty in their first 2 years. This was not considered enough time to have established a research agenda.

Action: the R&D committee voted to combine the Early-Career with the Catalyst grant to create a new \$6000 funding opportunity. This is available to pre-tenure faculty in their first 4 years at GVSU. The Catalyst grant for non-Early Career faculty will remain unchanged.

Item: the success rate for Collaborative grants is not as high as we would like to see.

Action: the R&D committee will re-write the specifications for the Collaborative grant, create an FAQ on the CSCE website, and hold 1-2 meetings/year to communicate expectations.

## UNIVERSITY UNDERGRADUATE RESEARCH COUNCIL – Submitted by Jie Du

The Undergraduate Research Council (URC) committee discussed the revisions to the application and rubric of Student Summer Scholars Program (S3) and Modified Student Summer Scholars (MS3), such as designing the process for the experience the mentors want the students to have and having a more personalized or tailored mentoring plan. New changes were made to the S3/MS3 application and rubric, such as the changed point scale in the mentorship area in order to give that area more weight. A rubric normalization meeting was conducted when three full S3s and one MS3 from last year were reviewed by all the committee members using the updated rubric. The committee received 43 total applications for the year of 2016, five of which are MS3. The URC awarded 26 proposals, four of which were MS3. One full S3 has declined the award, because they also received McNair and will do that instead."

## **UNIVERSITY ASSESSMENT COMMITTEE** – Submitted by Scott Grissom

The UAC reviewed a dozen assessment reports for academic units including Engineering and Computer. Another working group reviewed our reports so I don't know the results :-). We also began a conversation about replacing WEAVE online as the assessment repository tool. This is only preliminary at this time.

## **UNIVERSITY CURRICULUM COMMITTEE** – Submitted by Robert Adams

During the 2015-16 academic year UCC fulfilled its regular responsibilities as outlined in the faculty handbook. As of April 6, 2016 UCC has reviewed...

Course changes	142
New certificates	7
New courses	104
New program proposals	1
Program changes	46
Total proposals	3001

In addition, UCC responded to all of the charges from ECS/UAS.

Charge 1. Finish the process of defining a student credit hour and develop a process for units to request legitimate exceptions for internships, practicums and co-ops, especially when such courses are needed for accreditation. The credit hour definition is complete and is posted on UCC's website. We are in process of linking the definition from Sail, and will be communicating the definition to all units and deans.

Charge 2. Report on Internationalization Task Force recommendations for undergraduate courses. UCC submitted this report to ECS/UAS on October 8, 2015.

Charge 3. 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 FPPC website and disseminated to ECS/UAS and College Deans. (A full report is expected as usual at the end of the year.)

UCC submitted this report to ECS/UAS on November 27, 2015.

In addition to specific charges, UCC also engaged in several discussion items:

1. UCC voted to allow new minors that require no new courses to be proposed using a Program Change Request form, rather than the more lengthy New Program Prospectus and New Program Proposal forms. Sail was updated to accommodate this new type of action.
2. UCC worked with Records to automatically add tacit approval for independent study, special topics, and internships for all new programs.
3. UCC reaffirmed that admissions requirements are a curricular issue, and that changing admissions requirements does require curricular review.
4. UCC started discussions to create a "Community-Based Learning (CBL)" designation, similar to the SWS designation for courses that require students to engage with the community outside of the classroom.
5. UCC also started discussions to possibly create a definition for a "capstone" course.

## **UNIVERSITY CONDUCT COMMITTEE** *(previously called University Judiciary Committee)* – **Waiting for report from Hans Dulimarta**

## **UNIVERSITY LIBRARY ADVISORY COMMITTEE - PCEC REPRESENTATION** – Submitted by Jonathan Leidig

ULAC received half a dozen updates from faculty and staff within University Libraries. The committee received training on a variety of issues relevant to PCEC faculty (e.g., fair use of resources, copyright agreements for publications, library showrooms, etc.). The committee also gave input on University Library resources and future efforts (e.g., infrastructure for self-publishing of textbooks by GVSU faculty).

## **WRITING SKILLS COMMITTEE** – Submitted by Lindsay Corneal

The University Writing Skills Committee reviewed a number of syllabi for SWS designated courses. The committee provided feedback, ensured that all SWS requirements were being met, and that the standard paragraphs about SWS and the Fred Meijer Center for Writing were included. The committee also began to prepare for the December 2016 deadline for the SWS assessment in Weave Online to UAC and the SWS self-study that is due in 2019.

## **LIBRARY PERSONNEL COMMITTEE** – Submitted by Guenter Tusch

Committee did not meet, nothing to report

## ATTACHMENT “A”

### UAS/ECS Beginning of Academic Year Message to Faculty/Staff – Samhita Rhodes

#### Highlights from 2015-16

- Faculty support
  - Recommended salary adjustment
  - Aligned T & P process with new university-level review
  - Clarified policy re. prior service, sabbaticals, 12 month faculty, PT/TT faculty
  - Commissioned taskforce to explore ways to support VIS/PT faculty
  - Held Faculty Forum on Student Retention (3 university-wide meetings)
  - Monitored LIFT implementation
- Extensive review of university committees
  - All committee descriptions updated (defunct committees eliminated)
  - Expanded Newspaper Advisory Board to Student Media Advisory Board
  - Created Affiliate Faculty Advisory Committee (elections in Winter 2016)
  - Created Equity & Inclusion Committee (elections in Winter 2017)
- Campus Climate
  - Interfaith Space Open House
  - Teach-in 2016 (voted to hold yearly in conjunction with MLK Week)
- Information Flow from ECS/UAS to Faculty
  - All UAS materials (not just minutes) available to all faculty
  - UAS chair monthly summary to Dean and UHs
  - Midyear progress reports from Standing Committees
  - Introduce ECS/UAS members

#### Expected business in 2016-17

- University business
  - Provost Search in 2016-17
  - HLC accreditation visit in 2017-18
  - Continue to monitor LIFT implementation
- Campus climate & community relations
  - Include non-binary gender identity option on all university forms
  - Ensure that campus spaces are accessible
  - Consider creation of “town-gown” committee
  - Ensure that T & P standards reflect strategic plan priorities (CE, diversity)
- Faculty advocacy
  - Improve support for professional development and mentoring
  - Examine impact of rising health care costs on faculty compensation
  - Examine pay rates for PT and VIS faculty
  - Continue streamlining curricular review process
  - Consider effects of HLC requirement for “highly qualified” faculty
- Student advocacy
  - Clarify policies regarding syllabus information, class attendance policy
  - Recommend grading guidelines
  - Clarify exceptions to the 58 credit rule
  - Review Gen Ed *Foundations* categories

**Grand Valley State University  
Faculty Teaching and Learning Center Advisory Committee (FTLCAC)  
2015—2016 End of Year Report**

**To:** Karen Gipson, Chair of ECS/UAS  
Felix Ngassa, Vice-Chair of ECS/UAS

**From:** Robert Talbert, FTLCAC Chair

**Date:** April 1, 2016

**FTLCAC Membership, 2015—2016**

- CLAS: Janet Vigna (BIO), David Zwart (HIS), Robert Talbert (MTH, chair), Andrew Korich (CHE)
- Seidman College of Business: Vijay Gondhalekar/Bruce Bettinghaus
- College of Community and Public Service: Jamie Langlois (through March; see endnotes)
- College of Education: Cathy Meyer-Looze
- Pandas College of Engineering and Computing: Mostafa El-Said
- College of Health Professions: Julia VanderMolen
- Kirkhof College of Nursing: Barb Hooper
- Brooks College of Interdisciplinary Studies: Gordon Alderink/Danielle Lake
- University Libraries: Matthew Reidsma
- Pew FTLC: Christine Renner
- Student representative: Maria Beelen
- Ex officio: Matt Roberts, IDeL

**Academic Year 2015—2016 Charges**

1. **Continue to assist the FTLC staff to execute goals for the 2015-16 academic year, with special emphasis on**
  - A. **Promoting the scholarship of teaching, in particular investigating possible disconnects between the Faculty Handbook and unit expectations;**
    - At an early meeting, the committee held a broad discussion about perceived barriers to engagement in the scholarship of teaching and learning. One such barrier raised was the lack of a simple means of getting started in SoTL research. One idea that emerged from this discussion was to create an open-access “journal” consisting of classroom artifacts such as group activities, syllabi, etc., contributed by GVSU faculty, that would be peer-evaluated and published in a database form online. At the November meeting the committee met with Matt Ruen and Jacklyn Rander (GVSU Libraries) to discuss how ScholarWorks could be used as a platform for this journal. An *ad hoc* committee was formed to pursue the creation of the journal and has met once to flesh out plans for further work on this idea in the next academic year. We intend for this to be a major focus of work in the next academic year.
    - Another barrier to doing SoTL research that was identified was the perception that academic units may not “count” research in teaching and learning toward promotion and tenure considerations, at least to the same degree that disciplinary-specific research counts. During the Winter semester meetings, committee members researched their own

units' language on the scholarship of teaching and learning as it relates to promotion and tenure and we found broad variation between colleges and units. The committee then did research to assemble a body of materials that can be used to promote SoTL research to unit heads and to new faculty. The committee is creating a set of standardized language that any unit can add into its promotion and tenure criteria regarding SoTL research.

**B. Investigating ways to promote best practices for academic integrity, especially for online courses.**

- At the October 12, 2015 meeting we hosted Aaron Haight (Vice Provost, Dean of Students Office) who has been the point person for academic integrity issues at GVSU. Aaron discussed current issues about academic integrity on campus to set the stage for addressing this charge.
- Christine Rener (FTLC Director) is using the outcomes of the meeting with Aaron Haight to develop FTLC case study materials on best practices for academic integrity, including online courses, with the intent of placing these case studies online for faculty to access.

**2. Support the implementation of USETI recommendations.**

- The committee monitored the ongoing discussions in UAS and other venues throughout the year regarding the USETI recommendations. As the USETI recommendations will only be implemented for the first time at the end of this semester, we have not had the opportunity to offer support, but we remain ready to do so in the upcoming academic year.

**3. Continue to assist the FTLC staff with considering ways to improve the process for FTLC grants.**

- The Grant Subcommittee successfully went through two rounds of grant determinations and awards this year using a newly revamped system. After each round, the committee as a whole has discussed any issues that have arisen from the new system. Aside from some cases where the new system needed to be explained more fully to a few applicants, no issues were reported.

**4. Confer with the appropriate committees in KCON and CHP to recommend to FTLC best practices for teaching with simulations, and make recommendations regarding transferable practices to other colleges and units.**

- The Chair met with Jean Nagelkirk (Vice Provost for Health) and Doris French (KCON Director of Simulation) on November 10, 2015 to discuss KCON and CHP's use of simulations in teaching and to tour their facilities.
- Doris French met with the full FTLCAC on January 11, 2016 to help isolate best practices that could be transferable to other colleges and units.
- A statement regarding transferable practices to other colleges and units was drafted and approved at the committee's meeting on February 8, 2016.

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

- 
- 6. **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.)**
- The mid-year progress report was submitted in December 2015. (<http://bit.ly/22VpFNb>)



# FACULTY SALARY & BUDGET COMMITTEE

## ANNUAL REPORT

ATTACHMENT "C"

2015-2016 EDITION

### MEMBERS

Marty Abramson  
Neal Buckwalter  
Larry Burns  
Gregg Dimkoff  
Steve Glass  
Kathy Gulembo (ex officio)  
Bob Hollister (chair)  
Lori Houghton-Rahrig  
Zack Kurmas  
Nancy Mack  
Julia Mason  
Paul Murphy  
Jon Rose  
Ashley Rosener  
Stephanie Savic (student)  
Paul Stephenson  
Joel Stillerman  
Julia Sturvist (student winter)  
Nikhil Watsa (student fall)  
Mike Yuhas

### MAJOR RESPONSIBILITIES

- ✓ Analyze faculty salaries
- ✓ Review health benefits
- ✓ Evaluate budgetary impacts of the proposed programs:
  - Doctor of Audiology
  - Human Rights Minor
  - Photography Minor
  - Global Studies and Social Impact Major
  - Cardiovascular Sonography Major
  - Post Professional Doctorate in Occupational Therapy

### MEETING TIMES

Fridays, Noon to 1:30pm

### ACKNOWLEDGMENTS

Many thanks to the administration for meeting with us throughout the year and Lisa Surman Haight for assistance.

### MAIN POINTS

- FSBC is an advocate for faculty on issues related to budgets.
- The new FSBC website provides details on salaries and benefits.
- FSBC will begin monitoring the sustainability of budgetary trends of all units beginning next year.
- Faculty salaries at GVSU remain below the mean of public universities in the State of Michigan.
- In order to continue to raise faculty salaries relative to peer institutions, FSBC is committed to working with the administration to contain healthcare costs.

### RESPONSIBILITIES OF THE COMMITTEE

The Faculty Salary and Budget Committee (FSBC), as charged by the University Academic Senate (UAS), works to provide an informed understanding of the financial health of the university. The FSBC advocates for the faculty on all matters with significant budgetary implications with focused attention on new programs, salaries and healthcare benefits.

Below are the paraphrased charges from August 2015:

1. Compare faculty salaries and benefits with other MI public institutions.
2. Evaluate instructional costs across units to identify the causes for differences across colleges, work with graduate council to estimate the costs of graduate programs, and provide an update on achievements from the smart growth initiative.
3. Evaluate institutional budget trends. Examine the costs and accountability for re-assigned time and significant focus activities.
4. Examine the adequacy of funding for scholarly work.
5. Provide a mid-year progress report.
6. Provide proactive suggestions on relevant items.

We have addressed or begun to address the above items except for point 4 which will be addressed next year. As always, the minutes of each meeting are posted on the faculty governance webpage.

### APPENDIX

This year the newsletter includes an **Appendix** that provides an overview of recent changes in employee total compensation with a focus on the drivers of healthcare costs.

## NEW FSBC WEBPAGE

The FSBC has developed a webpage to facilitate dissemination of budget related information. We encourage faculty to look it over [ <https://www.gvsu.edu/fsbc/> ] and provide feedback. Items of particular interest may be the annual distribution of faculty salary increases under the “Compensation” tab and the average faculty salary relative to peers by unit and rank as supplemental materials to this Newsletter (under the “Newsletter” tab). The details on healthcare spending described in the **Appendix** are also available under the “Compensation” tab and will be updated annually.

## FOCUSING ON UNIT LEVEL DECISION MAKING

In the Newsletter last year FSBC identified major differences in instructional costs across colleges. Over the past several years, FSBC has worked with the administration to develop a suite of metrics to help understand the differences in costs between units; an evaluation of these metrics is part of the *resource analysis* required for Units that submit a *self study*. Beginning next year, the FSBC will be examining these metrics for all units annually and will provide feedback to units that submit a *resource analysis*. The new webpage provides supporting materials under the “Resource Analysis” tab.

In general, instructional costs of a unit can be attributed to three main drivers: the number of courses offered, the average class size, and the number of faculty. We, as faculty, recognize the importance of having tenure-track faculty lead small class discussions to facilitate rich learning environments. Thus, it would be very destructive to simply raise course sizes and limit the number of tenure-track faculty. The University must find innovative ways to provide an excellent education without raising costs. For example, it is generally unsustainable to allow sections of fewer than 15 students to continue in courses when pedagogy allows for larger sections. We ask that units minimize low-enrollment sections through thoughtful and strategic scheduling of course offerings and, in some cases, curricular reform. Furthermore, we support the administration’s efforts to limit re-assigned time so that faculty can return to teaching; a listing of all faculty that receive re-assigned time is available on the website of the Provost’s Office. We encourage units to critically evaluate the need for re-assigned time and the specific accomplishments of faculty who receive it during the annual review process. We also believe that the annual review process should be structured so that faculty who choose teaching as a significant focus have a reasonable opportunity to earn an “exemplary” rating. All faculty must meet baseline expectations as set by the Unit, College and University. These expectations allow faculty to teach more as their significant focus while maintaining an appropriate level of scholarly activity.

It is critical that all members of the University community be mindful of the budgetary consequences of their actions. The only way to allocate money to new and growing programs without new revenues is to find savings elsewhere. The FSBC will work with the administration to identify ways to encourage and facilitate decision making at the unit level that consider both instructional quality and financial sustainability of the university as a whole. Faculty have great ideas to tackle the challenges that face the University, the FSBC will advocate to empower faculty in shared decision making that is focused on sustainable use of shared resources.

## FACULTY SALARIES

Increases in faculty salaries are presented in **Table 1**. The table includes both the *salary increment fund* (the value included in the notification of the annual salary adjustment sent to faculty over the summer; it is what merit increments are based on) and the *GVSU faculty raise* (the average increase in base salary for continuing faculty; this is the value that is generally reported in national analysis). FSBC will continue to advocate that faculty raises be *at minimum* 1.5% + CPI (plus any necessary adjustments for changes in benefits) because this rate, plus promotional increments, approximately maintains the status quo (given that older faculty retire and are replaced by younger faculty at a lower pay rate). A comparison of the base salaries of faculty at GVSU with those of other public institutions in Michigan shows that GVSU salaries have remained below the mean for the past decade (**Figure 1, Table 2**). A major goal of FSBC is to return faculty salaries to, or above, the mean of Michigan Public Universities because we recognize the importance of competitive wages to attract and retain the best faculty. We believe now is an excellent time to make further progress on raising faculty salaries given the sound financial footing of the University and the commitments faculty have made to keeping healthcare costs below projected increases for the past three years (**Appendix**).

**Table 1. Average annual increases in faculty salaries at GVSU relative to the Nation.**

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	5-year Average	10-year Average
Salary increment fund	3.0	3.0	4.0	4.0	2.8	-	1.9	2.9	2.0	2.9	2.9	2.43	2.67
GVSU faculty raises <sup>^</sup>	3.6	5.0	5.2	5.4	3.6	3.9 <sup>1</sup>	2.5	6.8 <sup>2</sup>	3.0	5.4	3.7	4.29	4.37
Proposed minimum (CPI+1.5%)	4.7	4.2	5.2	1.2	4.5	6.3 <sup>1</sup>	4.3	5.8 <sup>2</sup>	2.5	2.2	1.5	3.54	3.85
Midwest CPI (Dec to Dec) <sup>+</sup>	3.2	2.7	3.7	(0.3)	3.0	1.8	2.8	1.8	1.0	0.7	0.0	1.35	1.85
National raises <sup>#</sup>	4.4	5.0	5.1	4.9	1.8	2.5	2.9	3.2	3.4	3.7	3.4	3.23	3.66
National CPI (Dec to Dec) <sup>#</sup>	3.4	2.5	4.1	0.1	2.7	1.5	3.0	1.7	1.5	0.8	0.7	1.50	2.00
GVSU vs Proposed minimum	(1.1)	0.8	0.0	4.2	(0.9)	(2.4)	(1.8)	1.0	0.5	3.2	2.2	0.75	0.52
GVSU vs National (unadjusted)	(0.8)	0.0	0.1	0.5	1.8	1.4	(0.4)	3.6	(0.4)	1.7	0.3	1.06	0.71
GVSU vs National (CPI adjusted)	(0.6)	(0.2)	0.5	0.9	1.5	1.1	(0.2)	3.5	0.1	1.8	1.0	1.21	0.86

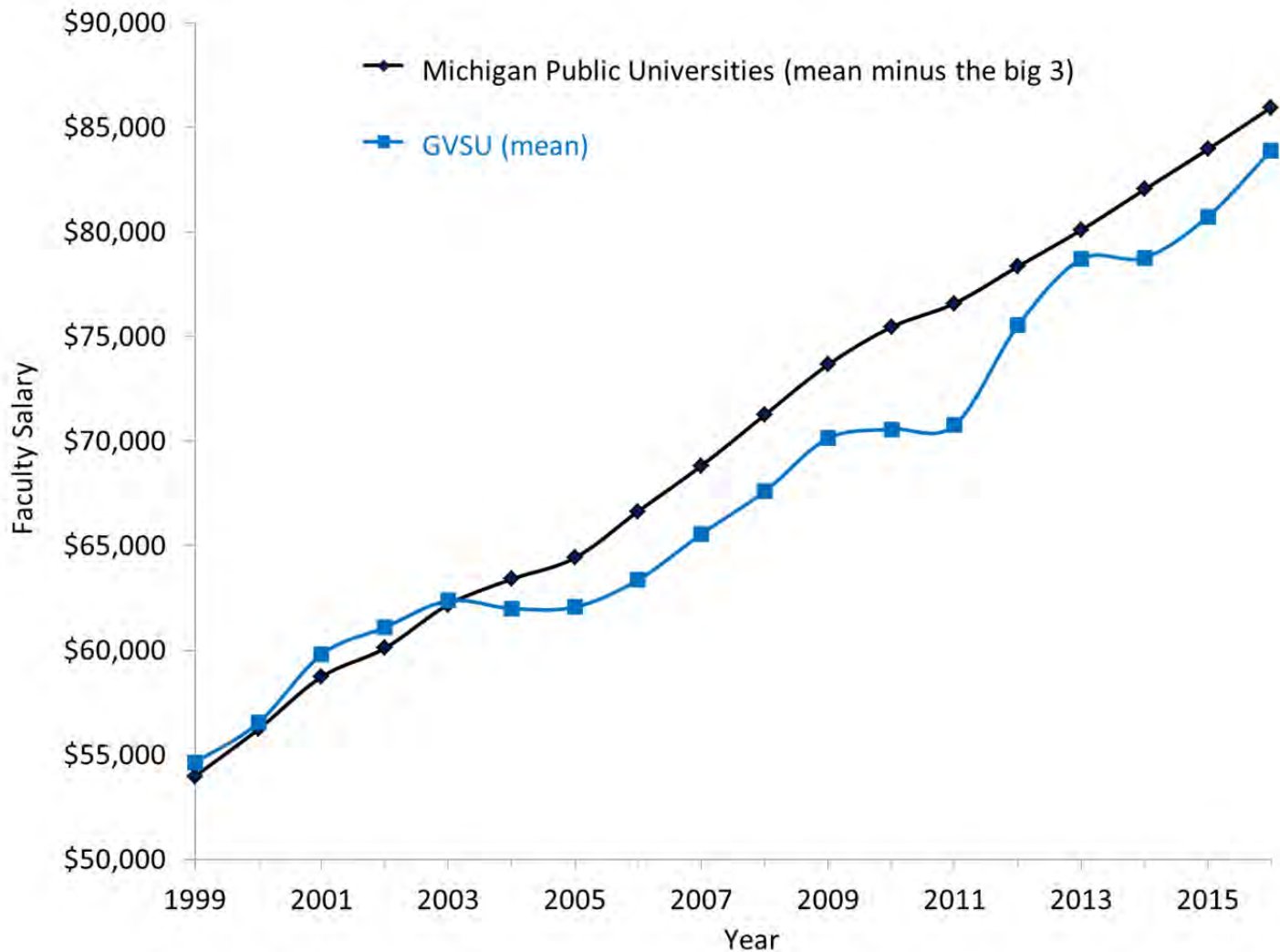
() Indicate negative numbers

<sup>^</sup> Includes promotional increments, merit raises, compression, and all other special salary adjustments for all continuing tenure-track faculty (including library faculty)

<sup>+</sup> Values from the Bureau of Labor Statistics

<sup>#</sup> Values from the AAUP (American Association of University Professors) Annual Report on the Economic Status of the Profession

<sup>1</sup> 3% to offset a reduction in health benefits (this adjustment was made mid-year and shows up in 2012 on the figure below); <sup>2</sup> 2.5% to offset a cut in summer salary



**Figure 1. Mean faculty salary at Michigan Public Universities & GVSU over the past 17 years.**

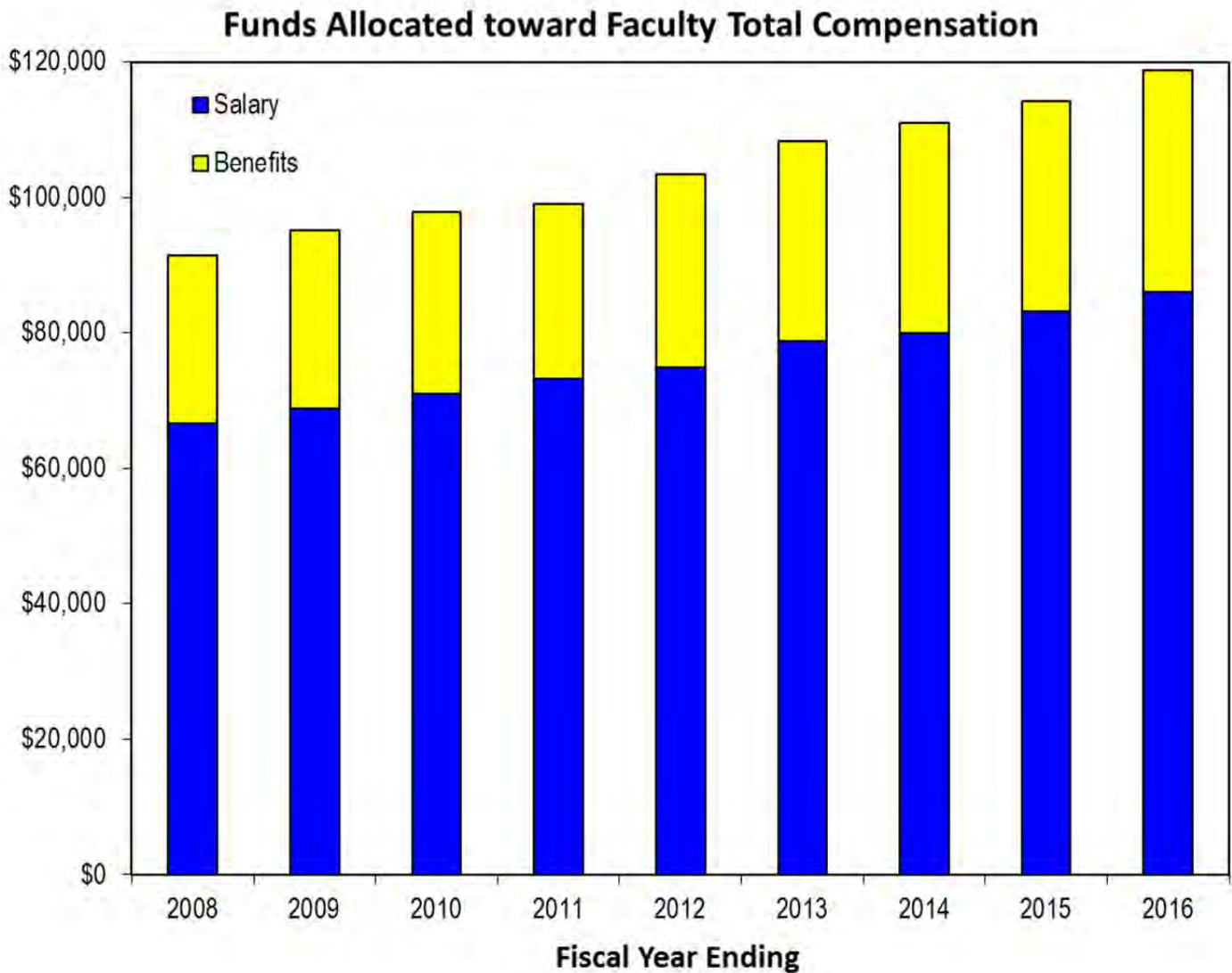
The mean salary was calculated as the average of the three salaries posted by rank (Full, Associate, and Assistant) by AAUP (the big 3 include University of Michigan –Ann Arbor, Wayne State University, and Michigan State University). The graph is intended to show the trend and is not actually the salary of the average faculty member.

**Table 2. Average faculty salaries by rank of Michigan Public Universities in select years.**

2005-2006		2014-2015		2015-2016	
Professor					
UNIVERSITY OF MICHIGAN-ANN ARBOR	\$125,600	UNIVERSITY OF MICHIGAN-ANN ARBOR	\$160,900	UNIVERSITY OF MICHIGAN-ANN ARBOR	\$167,500
MICHIGAN STATE UNIVERSITY	\$105,900	MICHIGAN STATE UNIVERSITY	\$139,500	MICHIGAN STATE UNIVERSITY	\$145,400
WAYNE STATE UNIVERSITY	\$100,500	WAYNE STATE UNIVERSITY	\$124,400	WAYNE STATE UNIVERSITY	\$126,400
WESTERN MICHIGAN UNIVERSITY	\$89,800	MICHIGAN TECH. UNIVERSITY	\$112,900	UNIVERSITY OF MICHIGAN-FLINT	\$115,900
UNIVERSITY OF MICHIGAN-DEARBORN	\$87,100	UNIVERSITY OF MICHIGAN-DEARBORN	\$110,400	MICHIGAN TECH. UNIVERSITY	\$114,900
OAKLAND UNIVERSITY	\$86,300	OAKLAND UNIVERSITY	\$106,600	UNIVERSITY OF MICHIGAN-DEARBORN	\$110,200
MICHIGAN TECH. UNIVERSITY	\$84,400	UNIVERSITY OF MICHIGAN-FLINT	\$106,000	OAKLAND UNIVERSITY	\$108,300
CENTRAL MICHIGAN UNIVERSITY	\$84,100	WESTERN MICHIGAN UNIVERSITY	\$104,000	WESTERN MICHIGAN UNIVERSITY	\$106,200
GRAND VALLEY STATE UNIVERSITY	\$80,200	CENTRAL MICHIGAN UNIVERSITY	\$103,400	CENTRAL MICHIGAN UNIVERSITY	\$104,300
EASTERN MICHIGAN UNIVERSITY	\$79,900	GRAND VALLEY STATE UNIVERSITY	\$100,000	GRAND VALLEY STATE UNIVERSITY	\$101,600
FERRIS STATE UNIVERSITY	\$76,000	FERRIS STATE UNIVERSITY	\$98,500	EASTERN MICHIGAN UNIVERSITY	\$94,300
UNIVERSITY OF MICHIGAN-FLINT	\$75,000	EASTERN MICHIGAN UNIVERSITY	\$97,600	NORTHERN MICHIGAN UNIVERSITY	\$89,600
NORTHERN MICHIGAN UNIVERSITY	\$72,800	NORTHERN MICHIGAN UNIVERSITY	\$87,500	FERRIS STATE UNIVERSITY	N.R.
LAKE SUPERIOR STATE UNIVERSITY	N.R.	LAKE SUPERIOR STATE UNIVERSITY	N.R.	LAKE SUPERIOR STATE UNIVERSITY	N.R.
SAGINAW VALLEY STATE UNIVERSITY	N.R.	SAGINAW VALLEY STATE UNIVERSITY	N.R.	SAGINAW VALLEY STATE UNIVERSITY	N.R.
Associate Professor					
UNIVERSITY OF MICHIGAN-ANN ARBOR	\$83,700	UNIVERSITY OF MICHIGAN-ANN ARBOR	\$106,800	UNIVERSITY OF MICHIGAN-ANN ARBOR	\$111,600
MICHIGAN STATE UNIVERSITY	\$76,400	MICHIGAN STATE UNIVERSITY	\$93,700	MICHIGAN STATE UNIVERSITY	\$97,200
WAYNE STATE UNIVERSITY	\$76,300	WAYNE STATE UNIVERSITY	\$92,000	MICHIGAN TECH. UNIVERSITY	\$94,600
WESTERN MICHIGAN UNIVERSITY	\$68,100	MICHIGAN TECH. UNIVERSITY	\$91,300	WAYNE STATE UNIVERSITY	\$94,000
UNIVERSITY OF MICHIGAN-DEARBORN	\$67,900	UNIVERSITY OF MICHIGAN-DEARBORN	\$88,800	UNIVERSITY OF MICHIGAN-DEARBORN	\$90,100
OAKLAND UNIVERSITY	\$66,300	UNIVERSITY OF MICHIGAN-FLINT	\$80,200	UNIVERSITY OF MICHIGAN-FLINT	\$81,700
MICHIGAN TECH. UNIVERSITY	\$66,000	CENTRAL MICHIGAN UNIVERSITY	\$80,000	GRAND VALLEY STATE UNIVERSITY	\$81,000
CENTRAL MICHIGAN UNIVERSITY	\$64,900	FERRIS STATE UNIVERSITY	\$79,800	CENTRAL MICHIGAN UNIVERSITY	\$80,700
EASTERN MICHIGAN UNIVERSITY	\$64,300	GRAND VALLEY STATE UNIVERSITY	\$79,800	OAKLAND UNIVERSITY	\$79,200
UNIVERSITY OF MICHIGAN-FLINT	\$61,900	OAKLAND UNIVERSITY	\$78,800	WESTERN MICHIGAN UNIVERSITY	\$78,500
GRAND VALLEY STATE UNIVERSITY	\$61,600	EASTERN MICHIGAN UNIVERSITY	\$77,400	EASTERN MICHIGAN UNIVERSITY	\$77,300
FERRIS STATE UNIVERSITY	\$61,300	WESTERN MICHIGAN UNIVERSITY	\$77,400	NORTHERN MICHIGAN UNIVERSITY	\$73,600
NORTHERN MICHIGAN UNIVERSITY	\$56,200	NORTHERN MICHIGAN UNIVERSITY	\$71,200	FERRIS STATE UNIVERSITY	N.R.
LAKE SUPERIOR STATE UNIVERSITY	N.R.	LAKE SUPERIOR STATE UNIVERSITY	N.R.	LAKE SUPERIOR STATE UNIVERSITY	N.R.
SAGINAW VALLEY STATE UNIVERSITY	N.R.	SAGINAW VALLEY STATE UNIVERSITY	N.R.	SAGINAW VALLEY STATE UNIVERSITY	N.R.
Assistant Professor					
UNIVERSITY OF MICHIGAN-ANN ARBOR	\$72,800	UNIVERSITY OF MICHIGAN-ANN ARBOR	\$91,400	UNIVERSITY OF MICHIGAN-ANN ARBOR	\$95,300
UNIVERSITY OF MICHIGAN-DEARBORN	\$63,100	MICHIGAN TECH. UNIVERSITY	\$78,400	WAYNE STATE UNIVERSITY	\$79,800
MICHIGAN TECH. UNIVERSITY	\$61,800	WAYNE STATE UNIVERSITY	\$78,300	MICHIGAN TECH. UNIVERSITY	\$78,200
WAYNE STATE UNIVERSITY	\$61,700	UNIVERSITY OF MICHIGAN-DEARBORN	\$74,500	UNIVERSITY OF MICHIGAN-DEARBORN	\$77,700
MICHIGAN STATE UNIVERSITY	\$60,200	MICHIGAN STATE UNIVERSITY	\$74,200	MICHIGAN STATE UNIVERSITY	\$76,600
OAKLAND UNIVERSITY	\$57,700	UNIVERSITY OF MICHIGAN-FLINT	\$70,500	UNIVERSITY OF MICHIGAN-FLINT	\$75,400
EASTERN MICHIGAN UNIVERSITY	\$55,900	CENTRAL MICHIGAN UNIVERSITY	\$70,400	CENTRAL MICHIGAN UNIVERSITY	\$74,200
UNIVERSITY OF MICHIGAN-FLINT	\$55,300	EASTERN MICHIGAN UNIVERSITY	\$69,800	EASTERN MICHIGAN UNIVERSITY	\$70,400
WESTERN MICHIGAN UNIVERSITY	\$53,700	FERRIS STATE UNIVERSITY	\$68,400	GRAND VALLEY STATE UNIVERSITY	\$69,100
FERRIS STATE UNIVERSITY	\$53,000	GRAND VALLEY STATE UNIVERSITY	\$67,700	OAKLAND UNIVERSITY	\$67,200
CENTRAL MICHIGAN UNIVERSITY	\$52,300	OAKLAND UNIVERSITY	\$66,700	WESTERN MICHIGAN UNIVERSITY	\$66,800
GRAND VALLEY STATE UNIVERSITY	\$48,300	WESTERN MICHIGAN UNIVERSITY	\$64,800	NORTHERN MICHIGAN UNIVERSITY	\$61,800
NORTHERN MICHIGAN UNIVERSITY	\$47,100	NORTHERN MICHIGAN UNIVERSITY	\$59,900	FERRIS STATE UNIVERSITY	N.R.
LAKE SUPERIOR STATE UNIVERSITY	N.R.	LAKE SUPERIOR STATE UNIVERSITY	N.R.	LAKE SUPERIOR STATE UNIVERSITY	N.R.
SAGINAW VALLEY STATE UNIVERSITY	N.R.	SAGINAW VALLEY STATE UNIVERSITY	N.R.	SAGINAW VALLEY STATE UNIVERSITY	N.R.

N.R. Not Reported in the AAUP (American Association of University Professors) Annual Report on the Economic Status of the Profession

The FSBC is concerned that rising costs of healthcare have the potential to drive total compensation more than salaries (**FIG 1**) based on national trends in healthcare spending (**FIG 2**). However, the actual spending on healthcare by the GVSU administration has been significantly lower than anticipated; this is primarily because costs have been shifted to the employee (**FIG 3**). As healthcare costs continue to rise, the largest increases will likely be due to the costs of prescription drugs (**FIG 3**). As costs go up, the plan design has changed to meet cost sharing targets of 80% covered by the employer and 20% by the employee mandated by the State of Michigan (**Table 1**). Approximately half of all employees reach the deductible in a given year (**FIG 4**). Given that healthy people tend to spend less on healthcare (**FIG 5**), it is cost effective for the University to promote healthy choices. Many of the choices we make to save money have no impact on health such as choosing a generic prescription or getting an x-ray or blood draw from the most cost effective provider. Furthermore, the actions we take as faculty to be healthier such as exercise and diet not only make us feel better, but also have significant budget implications that impact the long-term sustainability of the University. The FSBC will continue to work with the administration to identify ways to contain healthcare costs so that a higher proportion of dollars spent on compensation can be allocated to raise faculty salaries.



**FIG 1.** Total compensation has been projected to rise faster than salaries due to national trends in healthcare spending. However, as seen in **FIG 2**, healthcare costs at GVSU have been consistently lower than projected. Benefits also include retirement contributions but these are directly proportional to salary.



## Employer healthcare costs at GVSU relative to the Nation



**FIG 2.** Nationally, spending on healthcare is on average double inflation. Since moving to the High Deductible Healthcare Plan, GVSU has paid less for healthcare than national averages. These savings have allowed the university to raise salaries relative to peer institutions. The primary reason for the cost decline at GVSU was a shift in cost to the employee.

## GVSU Annual Health Plan Cost

### A) Medical Only



### B) Pharmacy Only



**FIG 3.** As medical costs go up both the employer (GVSU paid) and employee (faculty/staff out of pocket) costs have risen. The costs of medical (A) have risen more slowly than prescription drugs (B). For the last three years, the total medical spend has been significantly lower than anticipated. There may be many reasons for this trend, but it is reasonable to assume that GVSU spending on healthcare will rise more slowly than national averages.

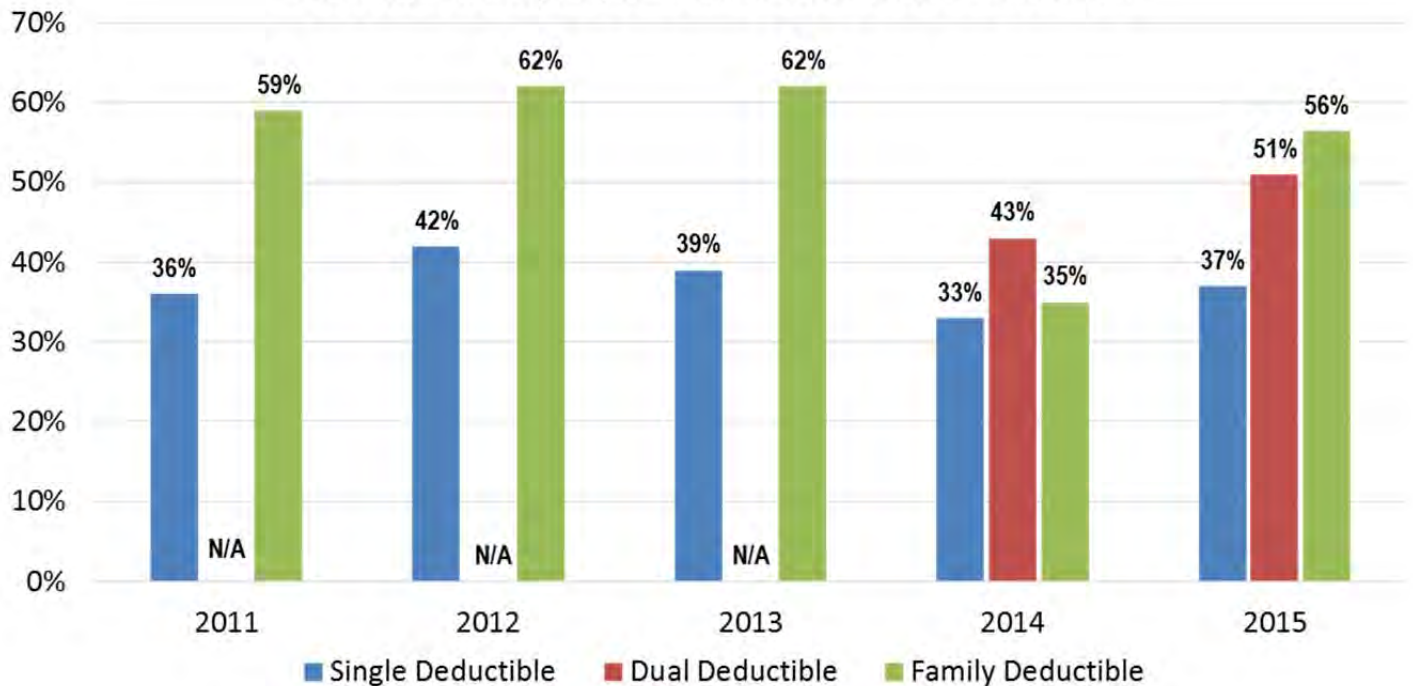
**TABLE 1.** As medical costs go up, the plan design has changed. Here, we summarize the main plan design features at GVSU for employees who choose the single option or family option. The national averages for a family plan are provided for comparison. The GVSU plan costs the employee much less than national averages. Changes in the plan have been announced nearly two years in advance and these plan changes have been gradual; this creates a lag between increased costs to the employer and employee. Therefore, faculty should anticipate modest plan changes annually which track the aggregated costs more than changes in any specific year. Given that prescription drug costs have risen the most in recent years, the plan design change proposed for 2018 includes a modest co-pay for prescription drugs that would be paid only after the deductible is reached (it is capped at a maximum of \$500 for a family or \$250 for single).

GVSU Single								
	2011	2012	2013	2014	2015	2016	2017	2018
Deductible	1500	1500	1500	1500	1500	1750	2000	2000
Premium	0	0	0	0	0	0	0	0
GVSU HSA contribution	650	650	650	130	0	0	0	0
Co-pays	0	0	0	0	0	0	0	250
Employee potential costs	850	850	850	1370	1500	1750	2000	2250
GVSU Family								
	2011	2012	2013	2014	2015	2016	2017	2018
Deductible	3000	3000	3000	3000	3000	3500	4000	4000
Premium	0	0	0	0	0	0	0	0
GVSU HSA contribution	1300	1300	1300	260	0	0	0	0
Co-pays	0	0	0	0	0	0	0	500
Employee potential costs	1700	1700	1700	2740	3000	3500	4000	4500
National Averages for Family (from Kaiser/HRET survey of Employers)								
	2011	2012	2013	2014	2015			
Deductible	3865	4068	4037	4391	4347			
Premium	3076	3437	3241	4126	3660			
Employer HSA contribution	1069	1070	1150	1347	991			
Co-pays	2618	3366	3040	3400	3444			
Employee potential costs	8490	9801	9168	10570	10460			

The employee potential costs were calculated as the sum of the premium, deductible and co-pays minus the employer contribution to the Health Savings Account (HSA).

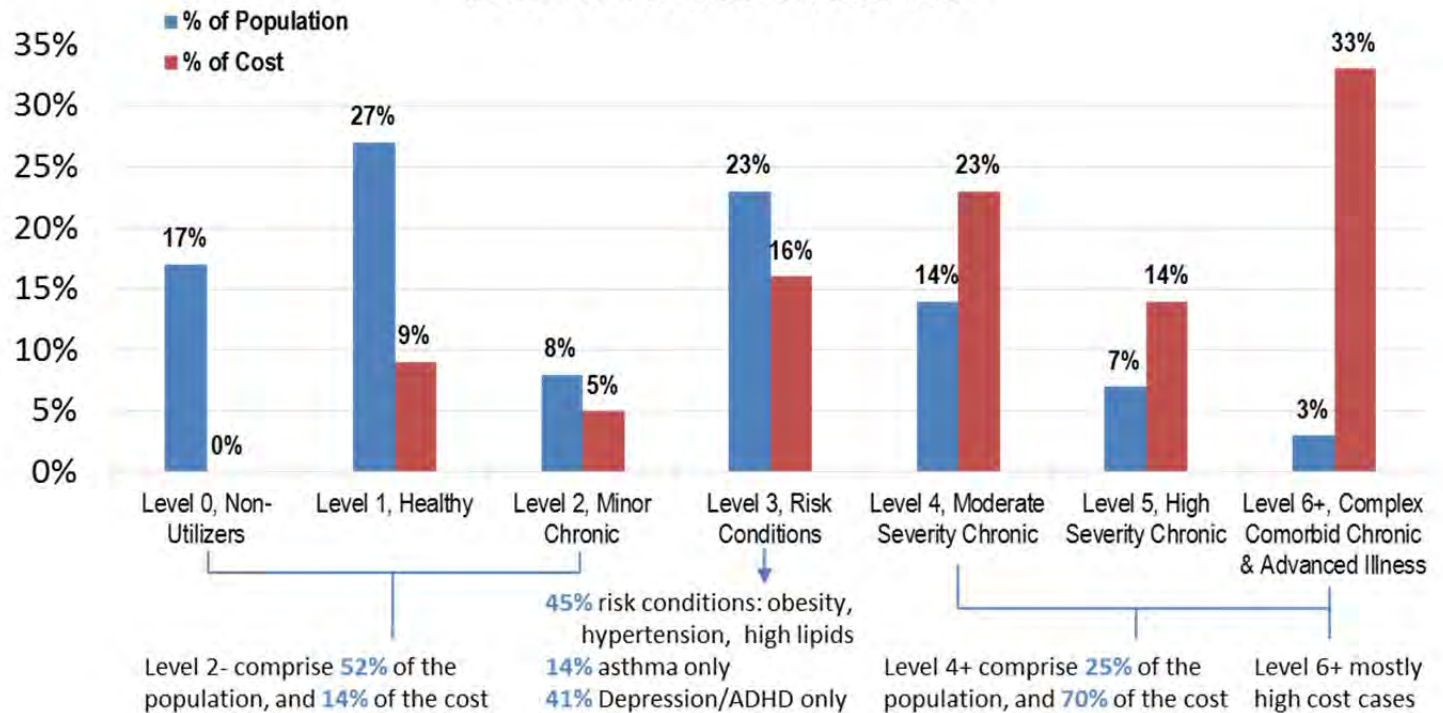
Firms were not asked about family coverage Co-pay maximums in 2015 so the value was estimated.

### Percent of Employees that Met their Deductible



**FIG 4.** The number of employees that reach the deductible varies greatly by year. Note these are due to unexplained differences between years; the deductible was the same in each of the years presented.

### GVSU Health Risk versus Cost



**FIG 5.** Spending on healthcare generally follows known health risks. The rule of thumb is that 20% of the population accounts for 80% of the cost. The more we can move employees and their families from the higher risk factors to the lower risk factors, the healthier and happier the workforce and the more money that can be allocated toward faculty salaries. These data are tabulated from the spending patterns in 2014.





**MEMORANDUM**

---

**TO:** Karen Gipson, Chair, ECS/UAS

**FROM:** Claudia Leiras, Chair, Graduate Council

**SUBJECT:** Graduate Council 2015-2016 End-of-Year Report

**DATE:** April 22, 2016

A handwritten signature in blue ink that reads 'Claudia Leiras'.

**Graduate Council Faculty and Administrative Members:** J. Barry (KCON), D. Balfour (CCPS), A. Booth (CHP, Chair of Graduate Council Policy Subcommittee), A. Bostrom (KCON), S. Choudhuri (PCE), B. Cole (ex-officio), D. Eick (BCOIS), J. Engelsma (F15) (PCE), I. Fountain (administrative), M. Harris (Vice-Chair of Graduate Council for W16) (COE), L. Huang (CCPS), T. James-Heer (ex-officio), F. Kraft (SCB), C. Leiras (Chair of Graduate Council for W16) (Vice-Chair of Graduate Council for F15) (CHP), S. Lipnicki (ex-officio), V. Long (UL), M. Luttenton (Chair of Graduate Council for F15) (CLAS) (ex-officio for W16), E. Martin (UL), D. Mitchell (COE), J. Palm (administrative), J. Potteiger (ex-officio), P. Ratliff-Miller (SCB), G. Schymik (W16) (PCE), M. Shell-Weiss (BCOIS), S. Soman (ex-officio), M. Staves (CLS, Chair of Graduate Council Curriculum Subcommittee), S. Wu (W16) (CLAS).

**Graduate Council Student Members:** A. DePree, J. Fuller

**Ex-Officio Students Attending:** F. Lawrence (GSA), J. Lawton, L. Presutti (GSA), B. Showerman

The Graduate Council (GC) convened on September 4, 2015 and met monthly (except December) during the fall and winter semesters. Because the GC addresses policy issues and reviews graduate curriculum proposals, members of the GC also serve on either the Graduate Council Curriculum Subcommittee (GC-CC, Mark Staves, Chairperson) or the Graduate Council Policy Subcommittee (GC-PSC, Andy Booth, Chairperson). The GC-CC and GC-PSC generally met twice each month in addition to regular GC meetings. The GC-CC reviewed 77 curriculum proposals including new course proposals and 2 new program proposals. The GC-PSC proposed/revised several policies and spent considerable time researching standards and soliciting comments in the process.

The GC received a memo from the ECS that set a general agenda for the 2015-2016 academic year. More specifically the GC was charged with a diverse array of tasks in that memo. I have outlined the efforts of the GC as they related to each of the charges.

## ATTACHMENT "D"

**Charge 1:** 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 defining the culminating experience of a Grand Valley graduate degree (thesis, project, or dissertation). GC Action: GC developed policy defining the minimum and maximum number of credits required for graduate project, thesis, and dissertation. GC ACTION: GC also developed policy defining the number of clock hours per week per credit hour for each culminating experience. The GC has reviewed the guidelines that were recently posted on the GV web site and believe that the category created for "research" may not provide clear guidance for graduate level work. GC would like to revisit this issue in the fall 2016 semester.
- b. Make recommendations for a mechanism for review of graduate policies to ensure consistency with university policies. GC ACTION: GC in collaboration with the Graduate School reviewed the graduate student policy manuals for Nursing (MSN, DNP), Physical Therapy, Public Health, and Social Work.
- c. Make recommendations to ensure that 580/680 courses are taught at a graduate level. GC ACTION: GC begun discussions of this charge during Winter 2016 and will continue during the 2016-2017 academic year.
- d. Make recommendations for a mechanism to ensure that graduate program admission requirements are consistent with university standards. GC ACTION: GC begun discussion of this charge during Winter 2016 and will continue during the 2016-2017 academic year. This will be linked to program policy review.

The GC in total and GC-PSC specially has continued to discuss issues that lack a clear academic policy, and reviewed existing policies that influence uniformity and consistency across graduate programs. In some cases, discussion and work on policies (either revisions or new policies) has been ongoing since Spring 2015. Although additional issues continue to emerge, the GC has begun spending more time reviewing/evaluating policies that have been instituted during the past 10 years. In addition, GC in collaboration with the Dean of the Graduate School will continue to review program policy handbooks which contain policies and procedures specific to individual programs.

Policies and issues that have been discussed and/or developed by GC during the 2015-2016 academic year include:

1. Revised Graduate Academic Policy on Continuous Enrollment for Graduate Projects
2. Discussion of Workload Policies for Faculty Engaged in Graduate Education
3. Workload policy for Project, Thesis, and Dissertation

## ATTACHMENT "D"

4. Discussion of Appropriate Culminating Experiences for Graduate Programs
5. Review of Academic Policies for Individual Programs
6. Graduate Academic Policy on Grades That May Be Assigned to A Graduate Project, Thesis, or Dissertation Course
7. Dual Level Enrollment Policy
8. Responsible Conduct of Research Training for Graduate Students Policy
9. Award of Two or More Graduate Degrees at the Same Level Policy
10. Graduate Academic Policy on Bachelor's/Graduate Combined degree Programs
11. Graduate Academic Policy on Graduate/Graduate Combined Degree Programs

**Charge 2:** Continue to examine policies and propose revisions or develop policies where necessary in order to foster a graduate student community and graduate student representation on campus.

The GC continued to encourage graduate student representation and supported actions and proposals initiated by the Graduate Student Association. Graduate students were included in and are central to the GC's discussions of graduate policies.

**Charge 3:** Complete graduation auditing processes for Graduate programs and share the results with the Executive Committee of the Senate.

A Graduate Degree Audit Process (MyPath) has been developed by the Registrar's office, is currently being tested, and will be implemented during the Fall 2016 semester.

**Charge 4:** In collaboration with administration and relevant schools and colleges, review the university data collection process regarding graduate education and proposed policy development and revisions, if deemed appropriate. In particular, make recommendations to ensure that all units have a workload policy regarding graduate education.

Previously GC recommended on further action on data collection through the Office of Institutional Analysis. Recent comments from graduate program directors has resulted in the collection of specific program data. This data is currently being analyzed.

GC continues to collect graduate workload policies from peer institutions and discussion of workload policy as it relates to GV faculty continued during Winter 2016. We anticipate the need for this overall discussion to continue into the next academic year.

**Charge 5:** In collaboration with the Provost's office and FSBC, review data collection and processes for estimating costs of graduate programs across the university and propose policy development and revision, as deemed appropriate.

## ATTACHMENT "D"

The Chair of GC and the Chair of FSBC have started initial conversations, but this work will need to continue during the next academic year.

**Charge 6:** In collaboration with 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 Chair of GC and the Chair of FSBC have started initial conversations, but this work will need to continue during the next academic year.

**Charge 7:** Continue to pursue assessment of faculty and student professional development activities.

GC did not have enough time to begin discussing this charge during the 2015-2016 academic year.

**Charge 8:** Report on Internationalization Task Force recommendations for graduate courses.

Initial discussions have begun at GC meetings, but this work will need to continue during the next academic year.

**Charge 9:** Work with the various colleges to encourage collaborative approaches for thesis committee membership.

Previously, GC had discussions of this Charge as it related to Review of Graduate Faculty not in an Academic Unit. GC will continue discussion of this Charge based on review of Graduate Program Policy Handbooks.

**Charge 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 GC website and disseminated to ECS/UAS and College Deans. (A full report is expected as usual at the end of the year.)

The Chair of GC submitted the mid-year progress report as requested.