

Grand Valley State University

Executive Committee of the Senate

January 21, 2005

PRESENT: Charles Baker-Clark (for Mullendore), John Bender, Jay Cooper, Gayle Davis (ex officio), Rob Franciosi, Bill Hosterman, Paul Leidig, George Lundskow, Jean Nagelkerk (chair), Karen Novotny, John Peck, Lisa Rigsby, Bill Rogers, Ellen Schendel, Kathleen Underwood

GUESTS: Ed Baum, Rhonda Lubberts, Eric VanFleet, Wendy Wenner,

Agenda Items	Discussion	Action / Decisions
1. Approval of Agenda	The agenda of January 21, 2005 was reviewed.	The agenda of January 21, 2005 was approved.
2. Minutes approval	No Minutes for Review	No Minutes for Review
3. Report of Chair	<ul style="list-style-type: none"> a) The chair highlighted the discussions of the Intergroup Dialogue Forums. b) A committee representation scheme from CLAS is expected in mid-February for ECS/UAS review. 	
4. Report of Provost	<ul style="list-style-type: none"> a) Provost Davis reported that a representative from the Higher Education Commission of the NCA visited GVSU to discuss AQIP. Comments and concerns are welcome from faculty governance as well as from the faculty-at-large. Jean Nagelkerk was asked to be the faculty governance assessment liaison. b) The selection of new Assistant/Associate Vice President's in the Provost's Office will be completed soon. c) Assessment Officer/Director needs to be in place soon. d) Provost Davis will be hiring a part-time director of the Center for Excellence in Scholarship and Creative Activities and will begin actively seeking candidates for this position. 	
5. Report of Student Senate President	No Report	
6. Old Business	<ul style="list-style-type: none"> a) <u>Strategic Planning</u> -- Global Issues from Retreat b) <u>Prospectus for a Master of Education</u> (Chemistry Concentration) c) <u>Prospectus for Major in Chinese Studies</u> 	<p>No Discussion</p> <p>No Discussion</p> <p>No Discussion</p>

d) Prospectus and Final Plan Task Force

No Discussion

7. New Business

- a) Center for Excellence in Science Education
Ed Baum distributed letters of support for the Center and a summary of the rationale behind the development of the Center was presented.

A motion was made to approve the creation of the Center and forward the proposal to UAS for their consideration when a letter of support is received from the department of Chemistry and the department of Mathematics, and when the center name includes "mathematics." Discussion.
- b) Center for Excellence in Scholarship and Creative Activities
- c) Prospectus for MS in Safety Management
Eric VanFleet presented an overview of the prospectus.

A motion was made to forward the Prospectus for MS in Safety Management to UCC and FSBC for their review. Discussion.
- d) Email Newsletters
Rhonda Lubberts presented a brief overview of the process for sending email newsletters and the standards that have been developed by the university.
- f) International Education
- g) Development of Charge for FPPC on Faculty Workload Equity
There was discussion on what the standard for faculty workload should be since there is considerable variation. Questions for FPPC to address include, but are not limited to:
 - What is faculty workload?
 - What is the equivalency of a 4th class?
 - What is scholarship?
 - What is service? (Is community and university service one category, if so, can faculty elect either as their service requirement?)
 - Are there minimum requirements in each of the categories (i.e. teaching and advising, service, scholarship)?
 - Is there a format that could be developed to track workload by

Add to UAS Agenda for 1/28, 2/4, or 2/18 or when the letters of support are received.

MOTION: ECS approves the creation of a Center for Excellence in Science Education and forwards the proposal to UAS for their consideration when a letter of support is received from the department of Chemistry and the department of Mathematics, and when the center name includes "mathematics."
APPROVED: Unanimously

No Discussion

MOTION: ECS forwards the Prospectus for MS in Safety Management to UCC and FSBC for their review.
APPROVED: Unanimously

No Discussion

	<p>individual?</p> <ul style="list-style-type: none"> What is the impact of diversity appointments on minority faculty workload? what the equivalency for 3-hour class is when there is release time for scholarship; <p>A motion was made to charge FPPC to look at the overall workload equivalencies of faculty and to develop a mechanism for faculty to report on and account for their teaching, scholarship and service components, including student advising. Discussion.</p>	<p>MOTION: ECS charges FPPC to look at the overall workload equivalencies of faculty and to develop a mechanism for faculty to report on and account for their teaching, scholarship and service components, including student advising. APPROVED: Unanimously</p>
<p>8. Ideas for Future Fora</p>	<p>Workload equity and enlarging regular faculty The "Next Level." What is it? Graduate versus Undergraduate Programs</p>	
<p>9. Adjournment</p>	<p>The meeting adjourned at 5:02pm</p>	<p>Future Meetings: 1/28/05 UAS [136E DeVos Center]</p>

Executive Committee of the Senate

January 21, 2005

DeVos Center, 107D

Agenda

1. Approval of Agenda
2. Approval of Minutes -
3. Report from Chair
4. Report from the Provost
5. Report from the Student Senate President
6. Old Business
 - a) *Strategic Planning – Global Issues from Retreat
 - o Visioning the “next level”
 - o Strengthening faculty governance
 - o Steps required to enhance the quality of education
 - Improving Faculty/Student Ratio
 - o Support of scholarship
 - o Evaluation Criteria
 - o Faculty Office space and resources when teaching off “home” campus
 - o Traffic flow & traffic patterns
 - b) Prospectus for a Masters of Education (Chemistry Concentration)
 - o At UCC Stage
 - o At FSBC Stage
 - c) Prospectus for Major in Chinese Studies
 - o At FSBC Stage
 - d) Prospectus & Final Plan Task Force
 - o One member from each of the standing committees and one ECS rep
 - o John Peck, ECS representative. Standing committee chairs to send names to Chair Nagelkerk and Lisa Haight by 1/28/05.
7. New Business
 - a) Center for Excellence in Science Education
 - Presentation by Wendy Wenner & Ed Baum at 3:30pm
 - b) Center for Excellence in Scholarship and Creative Activities
 - At Provost's Office
 - c) Prospectus for MS in Safety Management (attachment)
 - d) Brief Presentation by Rhonda Lubberts at 3:15 pm
 - e) International Education
8. Ideas for Future Fora
 - Workload equity and enlarging regular faculty
 - The “Next Level”: What is it?
 - Graduate versus Undergraduate programs

Adjournment

dist 4/2/04
ECS

**Proposal to Establish
The Center for Excellence in Science Education
Of Grand Valley State University
Dedicated to Excellence in Undergraduate Science and Mathematics
Education**

Prepared for the Provost

by

The Advisory Board of the Center for Excellence in Science Education

Brad Ambrose, Physics
Edward Baum, Chemistry
Catherine Frerichs, Pew Faculty Teaching Learning Center
Robert Henderson, Psychology
Stephen Burton, Biology and Interdisciplinary Program
Rod Morgan, Biology
Karen Novotny, Mathematics
Janet Vail, Annis Water Resources Institute
Frank Ward, School of Health Professions

We propose that the Center for Excellence in Science Education, CESE, of the Honors College be established as an independent entity, reporting directly to the Dean of University-wide and Interdisciplinary Initiatives of Grand Valley State University, GVSU. The rationale for our proposal is presented here.

1. Need

CESE will focus its efforts on college-level science and mathematics instruction, an effort that offers unique benefits and has unique requirements. High-quality science teaching is a critical national need. Technology is a fundamental basis of the nation's prosperity, and many of us require good preparation in the sciences as a condition for employment in technological careers. Most of us, regardless of employment, exert at least some measure of control over the nation's scientific programs in our professional capacities as legislators, public administrators, jurists, business executives, and so on. All of us register our opinions on scientific and technological issues as voters. Clearly, a sound science education is important for everyone.

Forty years of intensive pedagogical research has shown that students develop sound conceptual understanding and critical thinking skills more effectively when they are actively engaged in constructing their own knowledge base (Bruner, 1966; Philips and Soltis, 1985; McDermott and Redish, 1999). No matter how skilled the instructor, instruction is rarely effective unless the student is an active participant in the process (Bodner, 1986; Wheatly, 1991; Herron, 1996). Further, compelling evidence suggests that traditional methods of science instruction are generally less effective (Driver *et al.*, 1994; Arons, 1997; McDermott and Redish, 1999).

Indiana, Ohio and South Dakota as well as from Michigan participated in the one-day workshops. In addition, GVSU faculty offered CESE workshops on active learning at George Washington University in Washington, D.C. and at the Lilly North conference for college teachers in Traverse City, Michigan in 2004.

CESE offers support services, on request, to college and university science and mathematics teachers who are adopting active learning methods. Services provided include advice on, assessment of, and documentation of teaching portfolios, syllabi, and teaching initiatives. CESE develops faculty mentors to help offer its support services.

CESE, both independently and in collaboration with NSF-supported programs mentioned in Section 1, provides assistance with and resources for projects designed to assess active-learning pedagogy and explore the practical implementation of active-learning methods.

GVSU, with its strong academic commitment, is well qualified to be the site of the proposed activity. The faculty is focused on excellence in teaching. Many, particularly in the Mathematics and Physics Departments, are already involved in the development, implementation, and assessment of active learning at the college level. Furthermore, GVSU is attractive as a site for regional programs due to its central location, pleasant environment, and access to recreation.

4. Organization and Staff

CESE has an Advisory Board, appointed by the Provost, consisting of 7 tenure-track faculty and senior staff of GVSU's College of Liberal Arts and Sciences and College of University-wide and Interdisciplinary Initiatives. The members serve staggered three-year terms. The board advises the Provost on the selection of a Director and advises CESE's director on the policy, direction, and performance of the center. As appropriate, the Provost may name faculty of GVSU colleges to the Advisory Board.

CESE's Director leads the implementation of the Center's mission and aims. The Director manages the Center's proposal efforts, its administration, and its program of development and support services. The Director serves as an Ex Officio member of the Center's Advisory Board.

CESE's staff helps manage the Center's educational program, mentoring activities, and research activities. When fully implemented, the program will require the services of an administrative assistant, student assistants, research librarians, assessment specialists, teaching postdoctoral students, and undergraduate research students. The current staff is identified in Exhibit 1. The Director's CV is included, also.

5. Reporting Responsibilities

CESE is a subsidiary of the Honors College. The Director of the Center reports at regular intervals to the Director of the Honors College and, as necessary, to the Dean of University-wide and Interdisciplinary Initiatives. We propose that the Center be made



GRAND VALLEY
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April 26, 2004

To ECS/UAS and Provost Davis:

It is easy for me to write in strong support of the establishment of the Center for Excellence in Science Education (CESE).

Active learning in the sciences and mathematics, particularly inquiry learning, has become quite specialized. It is also much needed, as Professor Baum's summary of the research demonstrates. The Pew FTLC has done a little programming in this area, but, given all our other responsibilities and the training necessary to prepare faculty to use inquiry learning, we can not meet the need and interest that is present both at Grand Valley and elsewhere.

The interest among Grand Valley faculty, including in the non-sciences, is considerable. All of the workshops co-sponsored with the Pew FTLC have had 30 -- 50 participants, helped in part by the high quality of each workshop. As Professor Baum points out, with all of the grant funding available for active learning initiatives in the sciences and mathematics, the actual cost to Grand Valley is quite low.

The mission of CESE and of the Pew FTLC compliment each other well. Our focus is the entire campus of faculty and students, with outreach occurring primarily through my activity in POD, the national organization of faculty developers. CESE's mission is much more focused on campus with the added intent of being a change agent regionally and, eventually, nationally.

It is most gratifying to see CESE activities already occurring and flourishing. I hope that the ECS/UAS and the Provost will readily give their formal approval.

Sincerely,

Catherine E. Frerichs
Director, Pew Faculty Teaching and Learning Center



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April 13, 2004

Gayle R. Davis, Provost
24 Zumberge Hall
Grand Valley State University
Allendale, MI 49401

Dear Provost Davis:

Professor Edward Baum asked me to review the proposal being submitted to you that would establish The Center for Excellence in Science Education (CESE) of Grand Valley State University for the purpose of determining if its activities would be in conflict with those of the Regional Math and Science Center (RMSC) at Grand Valley. The vision and mission statements in the proposal indicate that the CESE will promote active learning in mathematics and science in college level teaching with the intention to carry the message nation-wide. I do not see a problem at this time, because the Regional Math and Science Center targets the K-12 level learner and teacher and generally limits its activities to our region and state.

The Regional Math and Science Center is committed to improving science and mathematics education by working closely with educators, community groups, industries, and students in the Kent, Ottawa, and Montcalm counties. Our mission is to provide, promote, and coordinate leadership, programs, and services to achieve excellence for all in the teaching, learning, and application of mathematics and science. We also advocate the inquiry approach to learning and stress the importance of student involvement in the learning process. The Center serves 36 public districts with a student population of approximately 179,996. The RMSC provides programs and services in the areas of leadership, community involvement, professional development, student services, resource clearinghouse, and curriculum support.

Although I generally support the concept of the CESE, I do have a concern that I think is important to mention. Since the names of the two organizations are similar, will they be confusing to the Grand Valley community and to those who use our services? I would suggest that the college level target of CESE be reflected in its name. I am not sure if you are aware that from 1987 to 1994 Grand Valley supported a science education organization that was a precursor to the Regional Math and Science Center. Its name was *The Coalition for Excellence in Science Education*. That history may add to the confusion in the minds of the public.

I am pleased to have the opportunity to provide input into this proposal. Please contact me if I can be of further assistance.

Sincerely,

Mary Ann Sheline, Director