

Detailed ECS Notes from 04/01/2022

Report from the Chair

- *On the ECS/UAS Newsletter and Year-End Reports from Governance Committees:* The theme of the 2021-2022 UAS Newsletter is Adapting to Change and Reaching Higher Together. ECS/UAS Chair's Year-End Report will be included in the UAS Newsletter that will be published on April 22. Year-End Reports from the Standing Committees of the Senate plus the University Governance Committees (AFAC and LIFT-MC) are due on or before Monday, April 25.
- *On Senate Leadership Elections and the New Senate for 2022-2023:* Elections for Chair and Vice Chair of ECS/UAS will be held on Friday, April 22. The New Senate for the 2022-2023 AY will be welcomed on April 22 at ECS (3:00-4:00 pm) and UAS (4:00-5:00 pm).
- *On the Next UAS Meeting of April 8:* The agenda contains the following items: University Budget Presentation; Discussion on FTIAC Residency Requirement; Faculty Personnel Policy Committee (FPPC) Memo on LIFT Charge; FPPC Memo on Parental Leave for Faculty; Faculty Facilities Planning Advisory Committee (FFPAC) Memo on Formal Report Review; FFPAC Memo on Leadership and Succession Planning; General Education Committee (GEC) Memo on Teaching About Systemic Racism; University Curriculum Committee (UCC) Memo on Representation by College; UCC Memo on Leadership and Succession Planning; Student Senate Resolution to Create a Safety Barrier on the Little Mac Bridge; and Student Senate Resolution on Printing the Suicide Prevention Hotline Number on Student ID Cards

Report from the Provost

- *On CHP and KCON Dean Searches:* The searches are underway.
- *On the Provost's Cabinet:* Provost's Cabinet consists of Deans, Vice Provosts, and AVPs who are part of the Provost's Office. They meet Tuesday mornings from 9-11. They have been working on the following:
 - Strategic planning for the Division of Academic Affairs
 - A unified approach to retention efforts across the division
 - Hiring projections over the next 6-8 years
- *On Course Releases:* A question was asked regarding whether course releases have been examined. Over the last 1-1.5 years, much of the budget reduction effort related to the use of course releases and equity across units and colleges. The number of course releases has decreased over the past two years, and continuous efforts should be made to ensure consistency of course release allocation.

Report from the Student Senate President:

- *On Election:* Student Senate election results were announced Monday.
- *On Bipartisan Elections Event with ElectHer:* This was held last week.
- *On the Panel on Shared Governance:* This was held last week. The Student Senate President thanked Interim Provost Plouff and ECS/UAS Chair Ngassa for attending.
- *On the Campus Dining Summit:* The Student Senate President and the Student Senate VP for Diversity Affairs attended.
- *On the Student Senators' Presentation of the Student Senate Resolutions:* Members of ECS expressed that they were impressed with the student senators' presentations.

New Business

- *On Competency-Based Education (CBE):* Vice Provost for Graduate and Lifetime Learning Kara Van Dam presented on competency-based education. The two key principles are that competencies measures what you know and can do, and that learning can be constant if time is variable. There are thoughts on having a GVSU CBE Incubator, that would seek state funding to support training and resourcing of faculty to design GVSU's CBE model and methods and develop a portfolio of competency-based stackable microcredentials. Faculty governance would be involved in each step of this process if it were to move forward.
- *On General Education Committee (GEC) Memo on Teaching about Systemic Racism:* Motion to support with recommendation to UAS passed with 12 yes, 1 no, 1 abstain.
- *On Faculty Personnel Policy Committee (FPPC) Memo on Parental Leave:* This is interpretation of official policy that should be put into the faculty handbook. The new policy gives birth parents 12-14 weeks off, which likely will impact two semesters. The periods of those semesters before or after the leave will be filled

with modified duties, which could include service, research, or teaching courses that meet only when the instructor is not on leave (i.e., 8-week classes, lab supervision, internship supervision). The leave is a complete leave, not a leave from teaching only. The unit and college are responsible for finding replacements for the faculty member's duties. A Provost designee and a representative from HR would be part of the process for making the faculty member's plan. Motion to support with recommendation to UAS passed with 13 yes, 1 no, 0 abstain.

- *On Student Learning Issues and Implications for Faculty Evaluations:* Students are having difficulty transitioning from online learning to in-person learning. This difficult transition could be reflected in student evaluations of teaching if students are feeling generally frustrated or overwhelmed. Faculty members have received threatening letters from students. Academic integrity has been a problem, and many students reportedly cheated on online exams. Students are missing more assignments. Motion to table this discussion until the ECS retreat supported 100%.
- *On Discussion on Student Evaluations and Peer Evaluations:* The Equity in Personnel Processes (EPP) taskforce made recommendations, which were shared with the Equity and Inclusion Committee (EIC), the Faculty Teaching and Learning Center Advisory Committee (FTLCAC), and Laker Impression of Faculty Teaching Management Committee (LIFT-MC). Those three bodies made further recommendations agreeing with and adding to the EPP taskforce's recommendations. In 2018 the Faculty Personnel Policy Committee (FPPC) redefined excellent and effective teaching and described why evaluations cannot be tied to learning outcomes. In 2019 FPPC and FTLCAC were charged with looking at peer-evaluations. FTLCAC decided not to continue working on this. FPPC looked for bias in peer-evaluations and couldn't find many empirical studies on it. FPPC looked into organizational literature for information on peer-evaluations, but still found little. A lot of literature is available on bias in student evaluations. A peer-review process is currently being piloted. A faculty survey is being prepared. FPPC has asked LIFT-MC for data, but the needed data are not available. There has been miscommunication about where the process of revising the evaluation of teaching is versus where people think it is; that is, the process is still being developed whereas there is a perception that it has been finalized already. No one aims to silence student voices, it is recognized that student perceptions of teaching are important, but it is necessary to use the data from student evaluations appropriately. More importantly, it is incumbent upon us to follow our policies as stipulated in BOT 4.2.9.A, which clearly articulates that "effective teaching should be documented by: (a) self-evaluation, (b) peer evaluation, and (c) student evaluations.