

Detailed ECS Notes from 10/14/2022

Report from the Chair

- *On Faculty Forums on the Evaluation of Teaching:* Faculty forums will be held on Wednesday 10/26 10-11 and Thursday 10/27 2:30-3:30. Pursuant to SG 3.01 and as described by BOT 4.2.9 effective teaching must be documented by 1) self evaluation, 2) peer evaluation, 3) student evaluations. ECS had a robust discussion on evaluation of teaching. Forums will reflect on where we have been, where we are going, and where we want to go as a university. FPPC is piloting a peer evaluation process. A short-term solution to improving the evaluation of teaching will involve FPPC providing refinements to all three areas of evaluation. FPPC sent a survey to faculty on the evaluation of teaching in April 2022.
- *On the Teach-In:* The 10th Annual Teach-in is titled *Power, Privilege, and Difficult Dialogues*. It will be held Wednesday 11/9 and Thursday 11/10 in a hybrid format. The purpose is mutual education among students, faculty, and staff. The Teach-In is intended to address topics related to inequality and systems of oppression, as well as social justice and liberation. Faculty are encouraged to submit proposals.
- *On the Next UAS Meeting of October 28:* The October 28 UAS meeting will be a face-to-face meeting. The agenda contains the following items: Introduction of Administrative Personnel; Discussion with and Updates from the Employee Ombuds; Discussion on Inclusive Approaches to Faculty Mentoring; Equity and Inclusion Committee (EIC) Memo on Documenting Relationships Between EIC, Inclusion and Equity (I&E), and the Pew Faculty Teaching and Learning Center (FTLC); Faculty Salary and Budget Committee (FSBC) Memo on Leadership, Succession Planning, and Membership.

Report from the Provost

- *On Search for Dean in KCON:* Three candidates visited for campus interviews.
- *On Detroit Parents Night:* Heartwarming to hear from parents how they appreciate the culture and care they are receiving from GVSU.

Report from the Student Senate President

- *On Winter Schedule:* Student Senate is finalizing schedule for winter.
- *On Student Wages:* Student Senate is developing legislation for student wages.
- *On Student Senate Policies and Procedures:* Student Senate is working with the Johnson Center to complete policies and procedures.
- *On Parking:* Student Senate is working with parking services to improve parking for students.

New Business

- *On Student Senate Memo on Student Compensation:* GVSU is at the bottom for Student Senate Stipends. These low amounts of money are putting a lot of inequities present in the Student Senate structure. Over the summer, Student Senate President worked with leaders in student government at other institutions. She found that most institutions offer larger stipends, hourly wages, or tuition. Currently our Student Senators are paid about \$2-3 per hour. Proposed tuition package for President and Vice President. Fellowship program for each cabinet member. Project-based incentives for other senators. Feedback from ECS: would like to see how much asking for beyond what's already being allocated. Could also be helpful to know what kind of compensation is given to other student roles that make substantial contributions to student life. Recommend developing job descriptions. Also make sure to discuss this with Financial Aid to ascertain impact on need-based aid. Question: what are you doing to recruit more diverse senators? Answer: Broad approach: meet with different affinity groups, attend Campus Life Night, go to different classes within different majors. Recommendation: may need to develop joint projects with some of the different diverse organizations in order to recruit diverse students. Suggestion: frame as eliminating barriers to participation. Tying employment with participation in senate might be problematic for maintaining independence of senators. There are questions about if there are hourly wages, who oversees the work. This feels different from

stipends. Question about offering student senate participation as an independent study, but independent studies are still a cost to students.

- *On Discussion on Assessment of Microcredentials and Badges:* How will success be measured? What are enrollment patterns and demographics? Badges, if credit-bearing, are comprised of already existing courses, so those courses are assessed. There aren't stand-alone badges. Perhaps UAC should look at the assessment of badges. Non-credit bearing badges come out of programs that should be doing ongoing assessment and quality assurance. When proposals are going through they have to identify what constitutes success, along the same lines of a minor. Some answers to questions from ECS: Credit-bearing badges are transcribed. Badges cannot be retroactively awarded. OEMC's website has exemplars of badge proposals and assessment. Credit-bearing badges don't seem to be increasing enrollment, but they do offer opportunities to current students. Question about what impact badges have on other programs. Market research and analytics team might be a good place to go when considering whether or not to offer a badge that would meet students' needs. Perhaps OEMC and UAC should have a conversation about assessment of badges.
- *On Discussion on Evaluation of Teaching:* FPPC will share the results of the survey conducted in April during the Faculty Forums on Wednesday and Thursday, October 26 and 27, respectively. BOT policy says evaluation of teaching involves student evaluation, peer evaluation, and self-evaluation. A challenge has been that we had a taskforce that looked at bias in student evaluations, but we have not looked at this in peer evaluations. Formative evaluations of new faculty has cooled relationships with these new faculty. Concerned about collegiality when evaluating peers. Can be incentives to give peers low evaluations so one's own raise will be higher; can also be incentives to give peers higher evaluations due to concerns about collegiality. What is being assessed? In some colleges, it's the syllabus only, but some faculty don't write their own syllabi, since there are common classes shared by multiple faculty. Other colleges have peers visit classes. Students and faculty in some programs are, by nature, more or less critical than those in other programs. Question to ask: what do we want to accomplish? Is it a linear ordering of individuals in a unit? That may not be appropriate. Is it yes/no: is this person teaching effectively? Are we proving excellence? There are ways in which that prevents us from developing excellence. Sometimes faculty are hesitant to provide constructive feedback to peers in case it is taken negatively by personnel committees. Workload that goes along with peer evaluation is a challenge. There is always bias in evaluations, and if that bias does harm to others, that is a problem. When all is said and done, handbook language will have to change. To what extent are people motivated by our policies? Is there some kind of cost/benefit analysis we could do about these processes? Developing increasingly more bureaucratic policies may not be beneficial.
- *On Discussion on Faculty Workload:* Not just credits but # of students taught, which involves grading, emails, etc. that varies with number of students. Graduate Council (GC) has collected some data. Inequities with service loads. There is a charge to the Equity and Inclusion Committee (EIC) about the service inequities. Discrepancies across colleges on how independent studies, supervision of internships and clinicals fit into workload.
- *On Discussion on Staff Departures:* Based on the recommendation from the working group, we can invite the people who can answer the questions to attend ECS. AP committee will share their report. I & E might have data on departures broken down by groups.