



Date: Friday, April 18, 2014

To: Karen Gipson, Chair, ECS/UAS
Tonya Parker, Vice-Chair, ECS/UAS

From: Helen Klein, chair Faculty Facilities Planning Advisory Committee (FFPAC)

Re: FFPAC Faculty Governance Year-End Report

Below is a summary of the charges identified by UAS/ECS for the FFPAC during the 2013-2014 academic year. Following each is a description of what was accomplished regarding each.

I. Shorter term issues:

A. To identify and report on problems with current teaching spaces (i.e. classrooms).

- FFPAC Webpage:
 - FFPAC instituted and disseminated information across campus on a new FFPAC webpage that is linked to from the Faculty Governance page and that allows faculty to report all manner of classroom issues year round. This includes links to report problems to IT and Facilities Maintenance as well as fill out a survey identifying non-fix types of requests (i.e. requests for new equipment, etc.) for FFPAC to consider. This survey was formerly open for faculty to use only once per year; it has now been made available year round.
 - A link to this page was recently added to Blackboard under Help Links, Faculty Information.
- Information from the FFPAC 2012-2013 survey was merged with FFPAC's running list of reported problems; this list of reported problems was further modified to reflect current classroom status by information obtained from participating in the summer walkabout held by the offices of registrar and facilities maintenance. Due to some miscommunication, only the PEW campus was toured. Measures have been taken to ensure that FFPAC will participate in the Allendale tour this coming summer as well. This information was made available to all faculty on Blackboard.
- Because FFPAC problems sometimes relate to IT and classroom scheduling, formal requests to include ex officio members from IT and the Registrar's Office were made and accepted by those respective bodies. A preliminary draft to change the Faculty Handbook to include these new members has been created and will be presented to ECS/UAS next year (see attached).

B. To examine the process of reporting problems and issues with classroom issues toward the end of making it more user friendly and effective.

- A new map of FFPAC's process regarding existing classroom facilities was devised (see attached). This flow represents a modification and refinement of work done last year. The following things have been added to the flow.

- A means by which faculty can work directly with FFPAC on classroom issues. This does not replace the current FFPAC classroom issues survey, but provides a more direct route to the handling of such issues. More work to formalize and announce this to all faculty still needs to be done.
- Timing was established for most of the FFPAC process to ensure that on-going tasks are accomplished when appropriate.
- Not covered by the process flow, but as a result of it, assignments of FFPAC members to handle tasks that must be accomplished in the summer time will be made.

C. Changes effected because of FFPAC's involvement: While this is not directly written in FFPAC's list of charges, I think it is important to note that FFPAC was instrumental in effecting the implementation/completion of following changes for classrooms during the 2013-2014 school year:

- For the most part, all light switches on the Allendale campus have been labelled. This was to have been accomplished during the summer of 2013, but did end up taking into the fall for 2013.
- Light switch configuration for the new Au Sable Hall addition were reviewed and modified to make their placement more user friendly. This was accomplished largely due to the efforts of Brad Newman and Jennifer Gross during the summer of 2013.
- HVAC air quality improvements and upgrades to accommodate people with disabilities are a part of the improvements that have been made to Au Sable Hall, as well, thanks again to the involvement of Jennifer Gross.

II. Longer term issues

A. Identify and formalize the means by which longer term needs for academic facilities can be determined.

- Nothing specific to report, but see point D below as it will likely lead to progress on this charge.

B. Periodically review GVSU design standards to ensure that best practices and new technologies are considered in the execution of new building designs.

- While we began to look at computer lab issues and light switch standards, nothing of any import was accomplished. These issues may be examined in the coming academic year.

C. Explore means to gather university-wide faculty input on classroom innovations.

- Nothing to report.

D. Investigate the process of monitoring the condition of legacy structures on campus.

- FFPAC began what will likely be a long term relationship with the Anthropology Department by participating in a new program whereby Anthropology student interns are hired as consulting Ethnographers to study chosen classroom spaces (see attached internship proposal). Three interns, Jacquelyn Heuer, David Leins, Alison Wilcoxson studied the following classrooms: LMH176 (a large lecture hall), PAD 261 (a 48 person classroom with a blackboard (the only one left on campus) and MAK A-1-105 (a computer classroom). While the preliminary report from the interns will not be available until the end of the semester and the final report by Memorial Day, ongoing reporting in FFPAC meetings by these students indicates that FFPAC will learn a lot about classroom

spaces and hopefully gain knowledge leading to future recommendation about changes to existing teaching spaces and the design of new ones.

- Preliminary plans for Ethnography interns have been made for the fall. Three larger lecture halls with varying reputations will be studied to try to make a determination on what characteristics make a good lecture hall.

III. Review Usage: Assess the usage of the various new spaces on campus and report findings.

- While some work was done to look at issues related to computer labs in the new Seidman Building, no substantial progress was made. Work on this issue will likely continue into the next academic year.

IV. Other Accomplishments/Issues

- I would like to thank the ex-officio members of FFPAC for the great support they have provided throughout the year. In particular, Jon Jellema, James Moyer and Brad Newman who have been with us all year and to Sue Korzinek and John Klein who have recently and willingly become a part of the committee. We look forward to working with Sherril Soman of the Registrar's office who will also be joining our ranks.
- To be consistent with the policies of other University Standing Committees and to ensure that elected members are able to regularly attend meetings, FFPAC established a set meeting time and schedule for 2014-2015; FFPAC will meet the first Friday of each month from 8:00 am to 10:00 am.
- A succession plan for chairpersonship of the committee was established as follows:
 - A chair and sub-chair will be elected, each for two-year terms.
 - These terms will overlap one another by one year so that there will always be an experienced chair or sub-chair in place.
 - For the coming academic year, a chair who will serve for one year and a sub-chair who will serve for two years will be elected.

Respectfully Submitted,

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Faculty Handbook on FFPAC:

2.01.A. 4 b. Faculty Facilities Planning Advisory Committee (FFPAC)

- i. Faculty Membership: Faculty membership of the FFPAC consists of seven members from the College of Liberal Arts and Sciences, two from the Seidman College of Business, one from each of the remaining colleges, and one from the university libraries. The term of office is three years beginning at the end of the winter semester. Terms of those from colleges with two or more members are staggered.
- ii. Student Membership: One student representative selected by the Student Senate for a one-year term.
- iii. Administration Membership: One Facilities Planning representative ex officio, non-voting and one Faculty Teaching & Learning Center representative ex officio, non-voting.
- iv. Responsibilities: The role of this Advisory Committee is to provide recommendations to Facilities Planning on planning, remodeling, and building academic facilities at Grand Valley, with the goal of providing an optimal teaching and learning environment. Specific responsibilities include:
 - a) Serve as a liaison between the Grand Valley academic community and Facilities Planning.
 - b) Inform and advise Facilities Planning on factors that affect teaching and learning; most importantly (but not limited to) classroom design.
 - c) Maintain a collaborative relationship with the building project committees in order to facilitate faculty input into decision-making.
 - d) Review current classroom space and make recommendations for future new and remodeled classrooms.

b.iii. should be changed to read:

Administration Membership: One Facilities Planning representative ex officio, non-voting, one Faculty Teaching & Learning Center representative ex officio, non-voting, one Information Technology representative ex officio, non-voting and one representative from the Registrar's Office ex officio, non-voting.

Attachment 2 FFPAC Process Flow

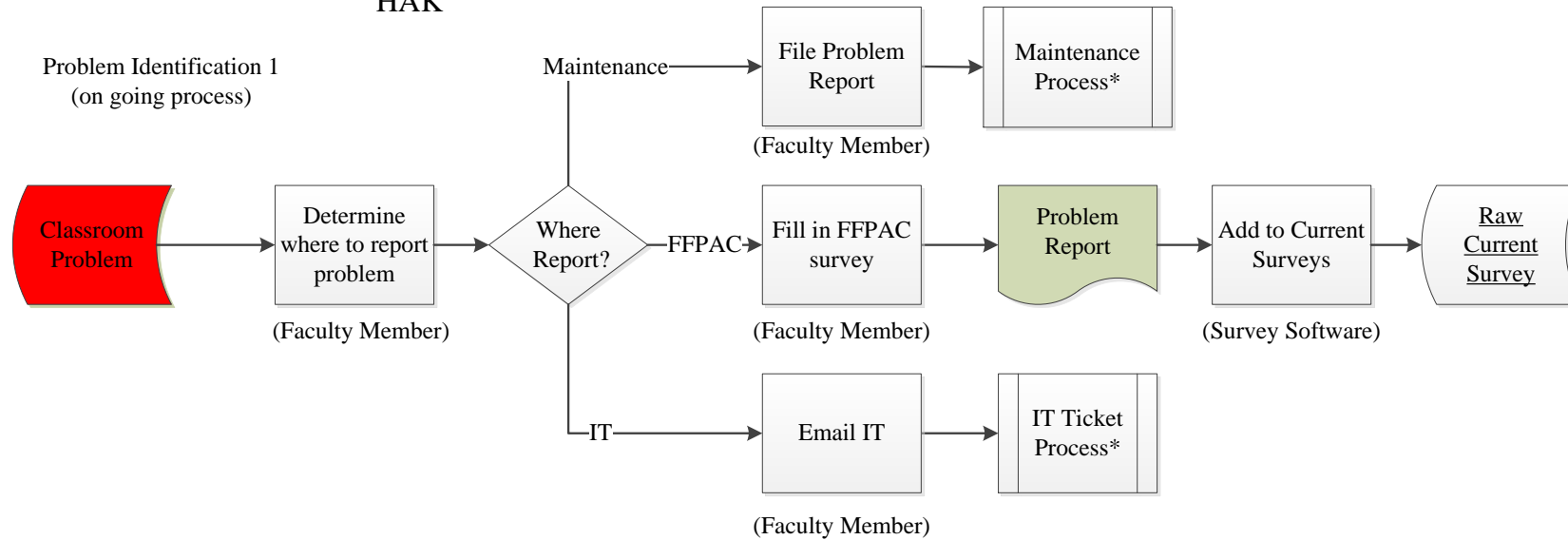
FFPAC Existing Facilities

Proposed Processes

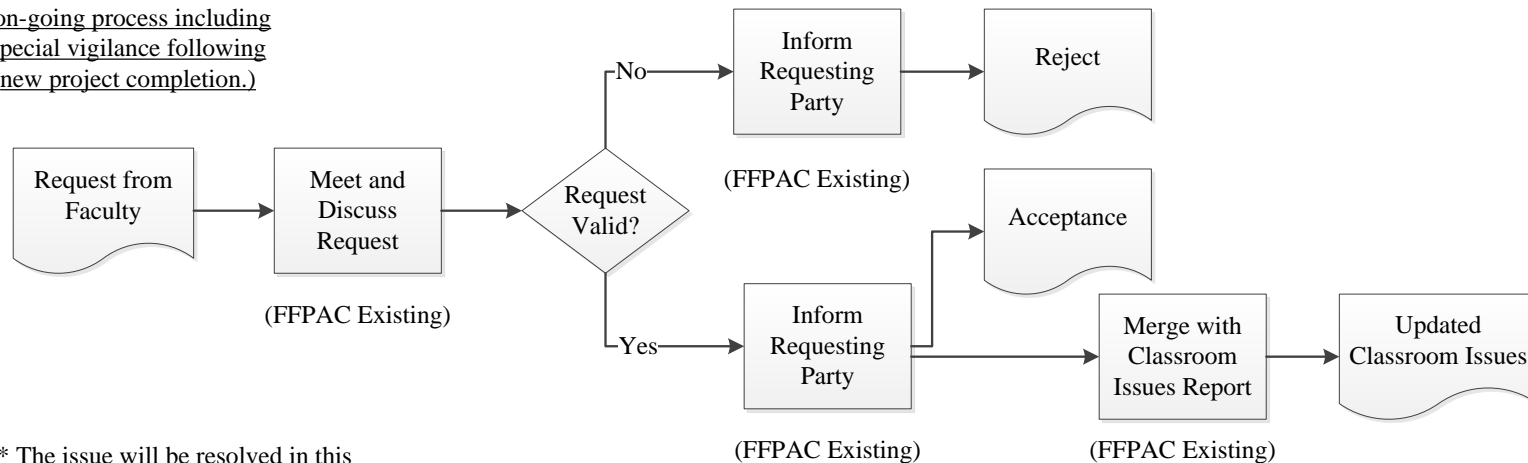
01/16/2014

Rev. 04/10/2014

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Problem Identification 2
(on-going process including special vigilance following new project completion.)



* The issue will be resolved in this process. The reporting party will receive appropriate feedback.

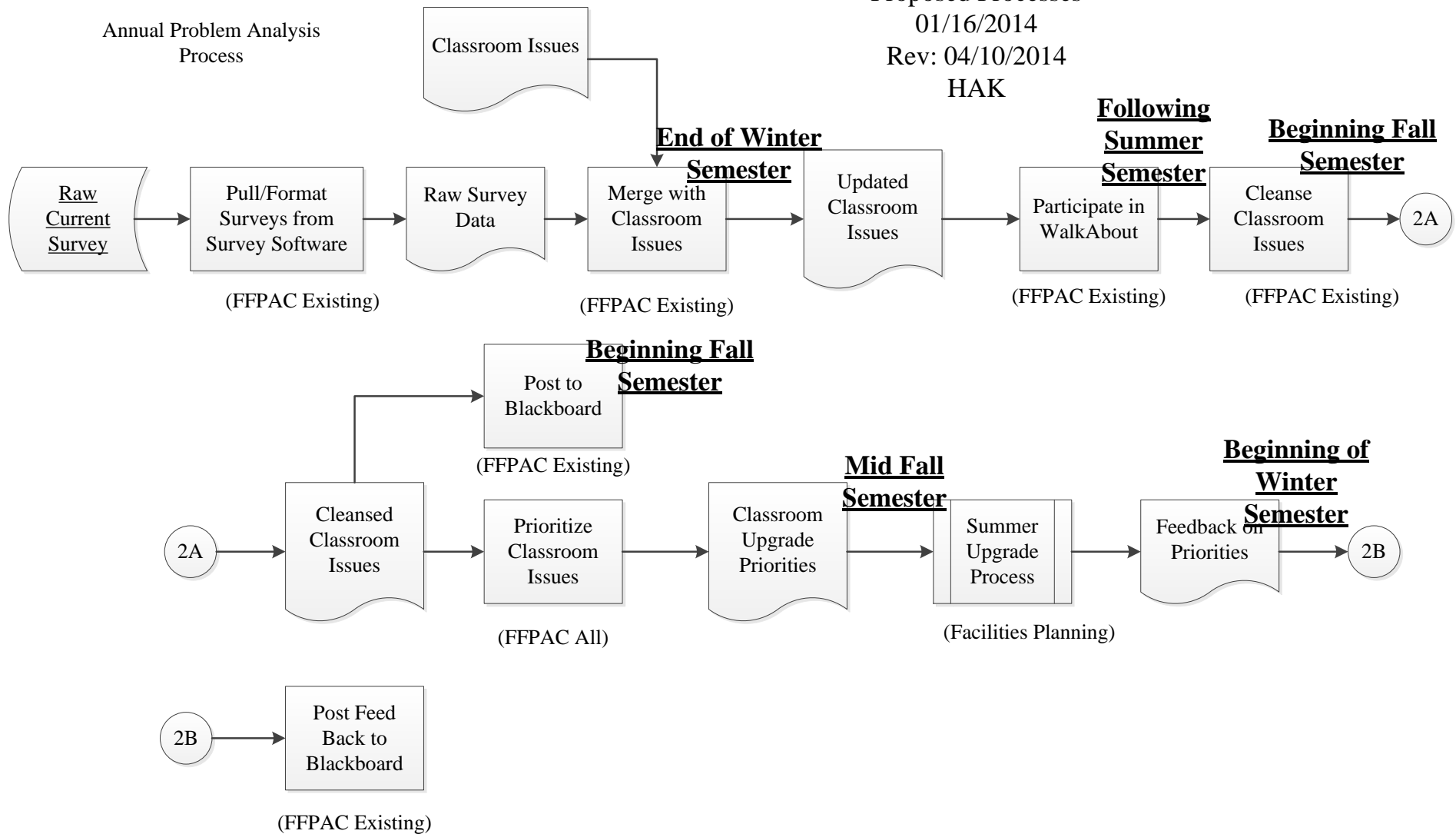
FFPAC Existing Facilities

Proposed Processes

01/16/2014

Rev: 04/10/2014

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Attachment 3 Anthropology Internship Proposal

Proposal for GVSU Anthropology Students to Intern with GVSU as Consulting Ethnographers Draft 10/29/13

The GVSU Anthropology Department is interested partnering with various GVSU committees, groups, offices, and departments to supervise undergraduate students as they carry out applied qualitative and quantitative research as part of Anthropology 490, Internship program. In essence, students will serve as “consulting ethnographers” engaged in hands on research to explore, evaluate, and enhance current GVSU facilities, programs, projects, and events. As the pilot phase of a long-term project to institutionalize consulting ethnography internships at GVSU, the project described here includes a partnership between the Faculty Facilities Planning Advisory Committee (FFPAC) and the Anthropology Department.

Background: This proposal emerges from interactions between the FFPAC Chair Helen Klein, the Anthropology Department’s Chair, Deana Weibel, and Elizabeth Arnold, who is both faculty in Anthropology and a member of the FFPAC. FFPAC is seeking innovative ways to bring more faculty voices into questions of facilities design and use, while the Anthropology Department is interested in expanding the variety of internship offerings available to its students. Discussions among Drs. Klein, Weibel, and Arnold have made clear that the needs of both groups could be met through a collaborative relationship allowing anthropology students to engage in applied research here at the university while receiving internship credits through ANT 490.

Why? ANT 490 is intended to acquaint students with the world of work “in order to enhance students’ knowledge of sources, research methodologies, institutional cultures, and work environments” so that they are ready to “enter professional employment.” This collaboration between FFPAC and the Anthropology Department will provide students with opportunities for in-depth, practical experience designing and carrying out research projects, thereby helping to prepare them for entry in the employment sector.

How? Selected students will enroll in ANT 490, Internship, for 3 credit hours, which require 135 hours of work over the semester. A member of the FFPAC will act as “site supervisor” while faculty from Anthropology will serve as internship mentors, guiding the research. Initial research questions will emerge from the FFPAC, as they identify the issues most pressing for them. For example, committee members have expressed concern over the challenges classroom environments pose: from light switches to whiteboard/project conflicts. One line of inquiry might be: how does the current structure of the classroom support or impede learning? And, how do faculty and students negotiate these challenges and opportunities?

Once FFPAC determines the specific questions it wants answered, the student—with supervision from the FFPAC site supervisor and guidance from the Anthropology faculty internship mentor—will design a research proposal to answer those questions. By way of example, if the project were to be centered around the questions just posed, a student might pick a classroom—or suite of classrooms—to serve as case studies for investigation. The methods might include participant-observation, with the student spending time within the classroom spaces, systematically recording how the classroom is being used, what students and faculty say about its structure and technologies, how people move about the space, and the like. The student also might conduct in-depth interviews and/or focus groups with the

faculty and students to investigate their views and understandings on classroom set-up, resources, its degree of comfort, and so on. The student might use a survey questionnaire to gather data on a range of classrooms, with participants comparing experiences in different spaces or buildings, or evaluating how available technologies influence the practical running of specific courses.

The student would be required to attend meetings of the FFPAC to provide regular updates on the project and to confer with the committee about possible new lines of inquiry. The student would also prepare a final report for the committee, highlighting research findings and offering suggestions, where appropriate, for solutions to the problems identified. The full requirements associated with ANT 490 are included in the ANT 490 syllabus, which is attached here.

Selection: This will be a competitive internship, with four placements available. Only Anthropology majors and minors are eligible to participate. Interns must have methods training, either by completing ANT 300 Research Methods, ANT 307 Ethnographic Field School, or ANT 380 Applied Anthropology. A call for applicants will be made through the Anthropology Department's email lists and via flyers shared around campus. Applicants will be ranked according to their academic credentials (overall GPA; GPA in Anthropology courses; performance in ANT 300, 307, and/or 380), letters of recommendation from faculty, and preparedness for independent research. Deana Weibel, Elizabeth Arnold, and Tara Hefferan will comprise the selection committee. For the pilot internship program to take place Winter 2014, The deadline for applications will be December 1, 2013 with the Selection Committee choosing up to four interns no later than December 15, 2014.

Paul Reitemeier from the Institutional Review Board (IRB) has expressed enthusiasm and support for this project. The Anthropology Department is currently working with Dr. Reitemeier to explore the project's human subjects obligations. For example, what kind of IRB approval would be necessary for the project? Is implied consent vs. informed consent appropriate for this kind of study? All necessary IRB approvals will be secured before the project is implemented.

Who benefits? The proposed collaboration provides students, the Anthropology Department, FFPAC, and the University with several potential benefits.

Students: By serving as consulting ethnographers, students will engage in professional practice, work with diverse constituents, communicate findings in reports and presentations, and get valuable research experience that can be included on resumes/CVs. In a competitive marketplace, students graduating with liberal arts degrees—anthropology included—need to distinguish themselves by virtue of their “real world” experiences. As applied anthropologist Riall Nolan (2003:12) suggests, “knowing ‘that’ is not a substitute for knowing ‘how.’” Through this collaboration, students will take “that” which they know from conventional classroom instruction and learn “how” to apply it in a meaningful way through practical engagement.

The Anthropology Department: This project will allow the Anthropology Department to meet several goals identified in its 2011 Strategic Plan. These include Student Learning Goal 2 (Engage majors in anthropological research methods/design and their applications), Student Goals 1 (To prepare majors for graduate school or careers in anthropology or related field), 2 (Provide them with academic and life skills to prepare them to be engaged citizens), and 3

(We value student engagement in academic/community life); and Program Goals 2 (Enhance practical opportunities for internships, study abroad, and field experiences), and 4 (Foster and support interdisciplinary and interdepartmental linkages across programs). Moreover, the project will raise the Anthropology Department's profile on campus while at the same time providing students with structured consulting ethnography experiences that will position them with competitive advantage in the marketplace.

FFPAC: The FFPAC has been seeking new ways to identify and communicate faculty concerns regarding facilities issues. The in-depth research proposed here is simply not feasible for individual members of the community to undertake, given existing constraints on faculty time and resources. Through the collaboration, however, the specific concerns of the committee will be addressed through empirical research, thereby allowing the committee to propose data-driven solutions to pressing facilities issues.

GVSU: The core mission of GVSU focuses on teaching, scholarship, and service. The proposed collaboration is central to each of these activities. Faculty mentors will guide students in their research, teaching and refining the specific research methods necessary for professional competence. The collaboration foundationally centers on scholarship, as students engage in meaningful research that is theoretically grounded within the discipline of anthropology while also practical in its outcomes. Finally, the collaboration is one of service, as faculty and students devote significant energies toward creating more efficient and meaningful classroom operations here at the university. Moreover, the collaboration speaks to Objective 3.5 of the Strategic Plan to offer students the chance to participate in "high impact" internships; Strategic Plan Goal 4 (regular and rigorous assessment results inform decision-making at Grand Valley) and Objective 4.1 (rigorous assessment of all institutional processes and outcomes); Goal 5 (Grand Valley has the human resources and the physical and pedagogical resources it needs to promote effective learning and teaching); Goal 6 (Grand Valley educates well-prepared and well-rounded graduates who positively contribute to West Michigan, the state, the nation, and the world). In a real way, the research collaboration between the FFPAC and the Anthropology Department offers unique possibilities for understanding the deep and meaningful links between teaching, learning, classroom space, and technology from both student and faculty perspectives.

Helen A. Klein
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