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2021-2022 University Academic Senate Leadership Team:

Felix Ngassa, Chair

Courtney Karasinski, Vice Chair

Lisa Surman-Haight,
Executive Assistant

Governance Homepage:
<https://www.gvsu.edu/facultygov/>

Managing Change Within Our Higher Education Environment:



Interim Provost Chris Plouff: Chris is the Interim Provost and Executive Vice President for Academic Affairs. Chris is also a Professor of Engineering in the Seymour and Esther Padnos College of Engineering and Computing (PCEC). Chris shared his thoughts on the theme of the 2021-2022 UAS Newsletter by focusing on what he captioned, “Managing Change Within Our Higher Education Environment”. This is what Chris had to say.

Higher education has been in the midst of unprecedented change during the past decade. While we are currently facing some major challenges, change has been a constant in higher education throughout its history. In 2017, Steven Mintz shared in InsideHigherEd his eleven lessons learned from the history of higher education, which included perspectives that supported the following ideas: (1) *Debates over the mission and meaning of higher education are longstanding*; (2) *Transformation is as much a part of the history of higher education as community*; (3) *Forms of pedagogy and assessments have changed to meet the shifting needs of the time*; (4) *Claims that higher education is in crisis are nothing new*.

Grand Valley experienced a 30-year period of tremendous growth from 1985 through 2015. Much of this growth was realized because of the evolving, innovative approaches the university took to meet the needs of its students, while providing a high-quality, affordable educational experience. Changing environmental conditions, a massive increase in competition, and a worldwide pandemic have disrupted the trajectory of our institution. Over the past couple of years, there has also been a change in leadership at GVSU, whose mission and charge it is to guide the university through the disruption, and position it to be successful into the future. The Reach Higher 2025 strategy has been developed, collaboratively, for just that purpose – to provide a framework for managing this period of change. As Mintz suggests, change and evolution are in the DNA of higher education. Recognizing this, it is important that we effectively identify current and future needs, embrace the uncertainty associated with change, create and implement strategies in a timely manner, and communicate consistently in order to realize the desired outcomes of our efforts.

Elisabeth Kübler-Ross’ work is often used to describe the lifecycle of the change process, and I am sure that many of you will recognize the stages that are presented. Although the model has come under scrutiny in recent years, I believe many of us, reflecting on recent changes occurring at GVSU, are experiencing one or more of the responses indicted in the first four levels of Ross’ model. This is understandable and expected; however, in order to achieve our goals as an institution, we need to take steps in order to transition to the latter three stages. This will require a collective, focused effort by our community. I believe our strong shared governance approach can be, and should be,

UAS/ECS Members 2021-2022:

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Majd Al-Mallah
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Jason Crouthamel
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Lisa Perhamus

Karyn Rabourn*

PCEC:

Jared Moore*

Wendy Reffeor

Jeff Ward

Mingyu Wu

CHP:

Alisha Davis

leveraged to accomplish this important work.

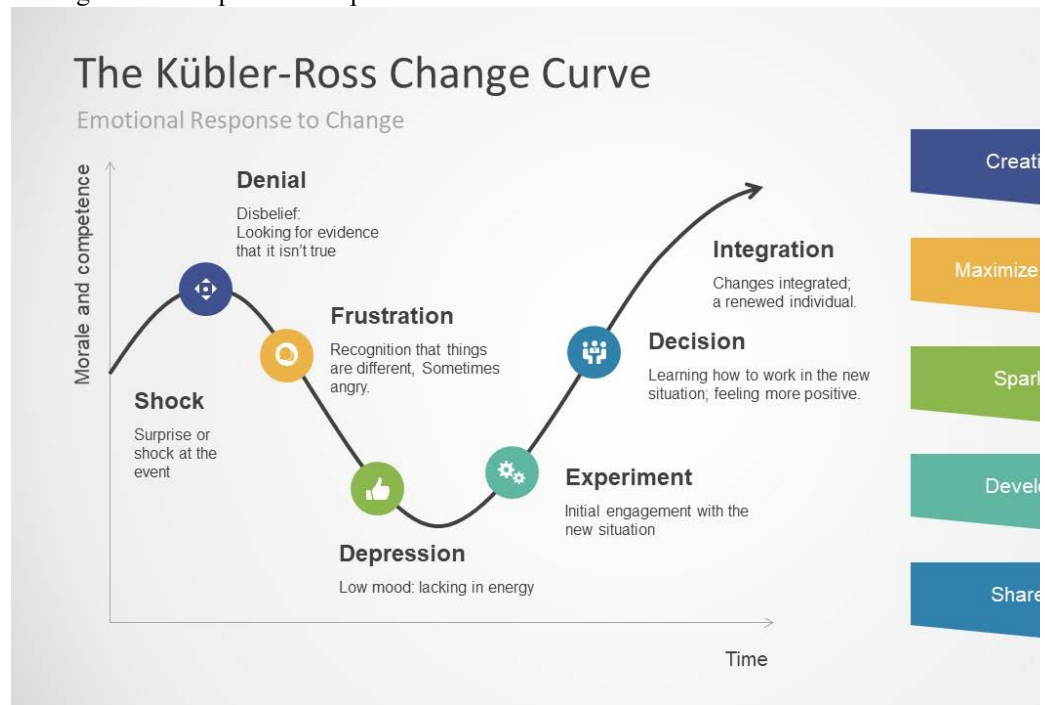


Image Source: <https://slidemodel.com/templates/kubler-ross-change-curve-powerpoint/>

John Kotter provides an 8-step process for leading change that can be helpful to us as we navigate our change efforts. The process includes the following components:

1. *Create a sense of urgency:* Help others see the need for change through a bold, aspirational opportunity statement that communicates the importance of acting immediately.
2. *Build a guiding coalition:* Identify a coalition of effective people – born of its own ranks – to guide it, coordinate it, and communicate its activities.
3. *Form a strategic vision and initiatives:* Clarify how the future will be different from the past and how you can make that future a reality through initiatives linked directly to the vision.
4. *Enlist a group of supporters:* Large-scale change can only occur when large numbers of people rally around a common opportunity. They must be bought-in and urgent to drive change – moving in the same direction.
5. *Enable action by removing barriers:* Removing barriers such as inefficient processes and hierarchies provides the freedom necessary to work across silos and generate real impact.
6. *Generate short-term wins:* Wins are the molecules of results. They must be recognized, collected and communicated – early and often – to track progress and energize volunteers to persist.
7. *Sustain acceleration:* Press harder after the first successes. Your increasing credibility can improve systems, structures and policies. Be relentless with initiating change after change until the vision is a reality.

Following an approach such as the one outlined by Kotter can help us accomplish our goals. There is no question that change is hard. It takes courage, communication, vision, planning, compromise, understanding and grace. History tells us that we have successfully managed through major disruptions before. I am confident that we will do so again, and emerge a stronger, better institution that is positioned to meet the needs and expectations of our students and community. Academic Affairs must be a leader in driving the appropriate

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Azizur Molla
Wil Rankinen

BCOIS:

Leifa Mayers
Amy McFarland*
Andrew Schlewitz*
(Sabbatical replacement for
Amy for Winter 2022)

KCON:

Barb Hooper
Anne McKay*
Dianne Slager* (Anne and
Dianne split the KCON
seat)

UL:

Scarlet Galvan*
Gayle Schaub

Students:

Autumn Mueller (Student
Senate President)*
Three Student Senators and
Graduate Student
Association President

Ex-Officio, Non-Voting:

Chris Plouff
Ed Aboufadel
Suzeanne Benet
Bonnie Bowen
Sonia Dalmia
Ellen Schendel
Annie Bélanger
Lola Coke
Jennifer Drake
Diana Lawson
Teresa Beck
Paul Plotkowski
Mark Schaub
Sherril Soman
Christine Renner
Bob Smart
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change initiatives; I know we have the right people in place throughout the division to be successful in these efforts.

Other Contributions from the Provost Office

Ed Aboufadel: Ed is Associate Vice President for Academic Affairs in the Office of the Provost and ex-officio member of ECS and UAS. Ed's faculty rank is Professor of Mathematics in the Department of Mathematics of the College of Liberal Arts and Sciences (CLAS). Ed shared his thoughts on the theme of the 2021-2022 UAS Newsletter by focusing on what he captioned, "The health and effectiveness of our shared governance practices". This is what Ed had to say.



In order to adapt to change and reach higher together, it is critical that our shared governance practices are healthy and effective. Before Tom Butcher (Vice President and University Counsel) retired from GVSU in 2021, the two of us discussed this topic and its importance in a time of urgency and transformation. Preparing for one of our conversations, I came across documents from faculty governance at Pepperdine University, which included the following excerpt:

A great institution of higher learning is the product of the shared wisdom of multiple constituencies, all dedicated to academic excellence and to the proper and effective functioning of the institution.

I love the phrase "shared wisdom of multiple constituencies", as it acknowledges that that we are all owners of our institution and that we must work collaboratively to pursue our path forward. It also suggests humility – that no one can do this alone. At Grand Valley, shared wisdom emerges formally and informally, at a meeting (faculty, staff, students), a short e-mail to keep someone in the loop, or a conversation in a hallway, in line at Starbucks, or at a reception.

To give meaning to our work, if I was limited to four words, I don't know if I could do better than "dedicated to academic excellence". That motto guides us when it comes to teaching effectively, creating new knowledge, developing curriculum, advancing equity, updating academic and personnel policies, mentoring and empowering learners, and all our other pursuits. The phrase reminds us that our students are our primary focus. Finally, we would not come close to our goals without "the proper and effective functioning of the institution". Transparent decision-making processes at all levels of shared governance, as well as steadfast staff members, sensible leadership and efficient administrative protocols, are needed to turn values into reality.

In my 27 years at Grand Valley State University, I have seen this institution live up to the vision found in the excerpt from Pepperdine. I know that we will embrace these ideals in



the next 27 years. Reaching higher, we will continue to dedicate ourselves to the philosophy found in the Northwest Ordinance of 1787, which led to the establishment of the state of Michigan: "Knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."

Lisa Surman: Lisa is the Faculty Governance Assistant in the Office of the Provost. Lisa shared her thoughts on the theme of the 2021-2022 UAS Newsletter by focusing on "What RH2025 means to her". This is what Lisa had to say.

Anytime there is change, there is often a blend of enthusiasm with hesitation. Some are eager for what

may come, while others immediate thoughts might be “How is this going to work and what are we going to lose?”. However, for the past 28+ years, I have been fortunate to observe positive changes at the university that began with a vision and determination – examples include the addition to Zumberge Hall, which for years was said could not be done due to space constraints; the implementation of a Fall Break, which was initially deemed impossible to implement; and the development of the Laker Line, which was a long-standing dream of how to connect the two campuses.

Now RH2025 brings a new wave of opportunities for our students, faculty and staff that builds on our strengths and keeps learning and growth as the goal. Together we can lean into the opportunities and watch as meaningful connections help pave the way into the future. Go Lakers!

Faculty Respond to the Call for Contribution in the 2021-2022 Senate Newsletter: Adapting to Change and Reaching Higher Together

Adapting to change is not easy because we are creatures of habit, and we have our individual preferences. With any change, and in the context of our role at GVSU, the natural tendency is to ask what it means to us, our job, and the impact on our students. For some faculty and staff, after being here for some time and doing things a particular way, it is hard to switch to another.

I am sure everyone acknowledges that we live in a dynamic world in which change is an expected outcome, albeit the pace of change may not be embraced by all nor appreciated with the same degree of enthusiasm. But, whatever our level of tolerance to change, in most cases, it is beyond our control, and we need to adapt as our strategies change to be more relevant and meet the needs of the students we serve and our community. In adapting to change, it is important to focus on the big picture and the common good of the institution and not necessarily our individual preferences or priorities of our units and colleges. We must hold ourselves and each other accountable as we explore opportunities to fix long-standing issues of equity as well as tweak antiquated systemic and structural inequities. Ultimately, a strategy for adapting to change is to shift the mindset from “the assumption that change is hard” to the reality that “change is inevitable and can’t be avoided”.

In embracing the strategies of RH2025, the anticipation is that it will spur Grand Valley to new heights. We must trust in ourselves and our leaders that we will all do our part to see this new strategic plan through with great success.

To help faculty in formulating their articles, the following prompts were shared: (1) In your experience at GVSU, what are some of the things we do very well as concerns our teaching, our interactions with our students and with each other? (2) Has the pandemic been a disruptor or an opportunity? (3) What are some of the lessons learned in the pandemic? (4) With the pandemic, the new strategic plan, RH2025, it is clear that change is imperative no matter how one looks at it. What do you think are some guiding principles on how to adapt to change? (5) What does RH2025 mean to you? (6) How can we reach higher together? The contributions of some of our faculty colleagues are now presented.

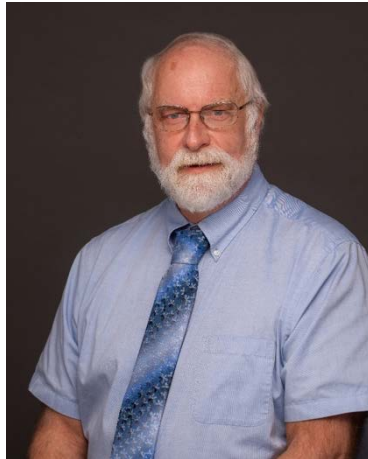


Robert Adams: Robert is a Professor of Computer Science and Chair of the General Education Committee (GEC). [Robert shared his thoughts on the theme of the 2021-2022 UAS Newsletter by focusing on what “Reaching higher together means to him”.](#) This is what Robert had to say.

Reaching Higher Together means that we have an opportunity and a responsibility to think about higher education in new innovative ways. The old ivory tower is crumbling, being replaced with a center of innovation; a center that is still strongly rooted in tradition, and values principles over fads, but one that

can nimbly address new markets and opportunities. I think the pandemic proved that GVSU is uniquely situated to be a leader in this new endeavor. The pandemic was a crucible that tested the mettle of everyone associated with GVSU, but we survived, and came out stronger because of it. It helped confirm what we are good at, but also highlighted areas we need to strengthen. Now we are ready to become a new model for other universities to follow.

Martin Burg: Martin is a Professor of Biomedical Sciences in the Department of Biomedical Sciences of the College of Liberal Arts and Sciences (CLAS). Martin is also the Chair of the University Curriculum Committee (UCC) for 2021-2022. [Martin shared his thoughts on the theme of the 2021-2022 UAS Newsletter by focusing on what he captioned, “To reach higher or not?”](#). This is what Martin had to say.



As I close my service as the Chair of the University Curriculum Committee (UCC), I can provide a couple of reflections that may enable others to ‘reach higher’ by becoming more active and vocal in university governance. It is clear to me that it is ever so much more important to provide a voice and a viewpoint that may not always be the one that those we work with may want to hear-but should be heard. I did not start my journey of service in curriculum development work with the goal of leading UCC-in fact, I wanted nothing to do with leading such a group. In 2001 I was simply hoping to become more active across the College of Science and Math. Later, after the formation of the College of Liberal Arts and Sciences, I served on that newly formed curriculum committee, and later joined the UCC and have been serving since then. Becoming UCC Chair was not initially in my immediate plans at all. When the opportunity to become a ‘sabbatical replacement’ for the UCC Chair at the time (D. Robert Adams) became available, I was elected for a 1 semester appointment. Due to some unforeseen circumstances, I have remained as UCC Chair since then-a change that I needed to embrace at the time so that the work of the committee would not be affected greatly. I lay that history out for a reason-there was no way that I was going to ‘step up’ into my current leadership role but was allowed to “grow and change” into it, which will be ending soon (with mixed emotions).

To me, reach higher means that I need to transcend what I thought would work to what I think could work, if given a chance. If you have yet to step into committee work, please consider it-and if you have, consider taking the next step in developing your abilities through providing leadership. While University, College, and Unit service work on committees can be rewarding, I also gain satisfaction encouraging students to ‘reach higher’ through mentoring students in my research lab and other high impact courses. I realize that these experiences alone do not guarantee student success, but rather provide an opportunity for students to flourish. In this regard, reaching higher may not only mean coming up with more of these experiences, but helping to educate students to the critical importance that these experiences can have on their personal development and future career engagement.

I know that in the coming year, we should all remain engaged in planning for the further challenges that we as a university will be facing. We can still adapt to those challenges if resources are provided to address some of the challenges that we will be facing. I have long held true to a tenant exemplified in evolutionary theory, that it is those species that are not able to adapt to change that will not have a future. This also holds true for organizations such as educational institutions-meaning that we must embrace change that does inevitably come our way, rather than trying to insulate ourselves from it.

My hope for our future remains bright-much like I remain hopeful that my golf game or my cycling times will improve, it does not happen automatically. Effort is needed to direct the change that will be beneficial to all of us here at GVSU, so I ask that if you have not stepped up to help Grand Valley adapt to the ‘new normal’, perhaps it is time to do so before time has passed too far. Let’s move onward together and use this shared challenge to reach

higher together to make what we have here at GVSU even better.

Happy trails.....

Amy Campbell: Amy is an Associate Professor of Psychology in the Department of Psychology of the College of Liberal Arts and Sciences (CLAS). Amy is also the Chair of the Graduate Council (GC) for 2021-2022. [Amy shared her thoughts on the theme of the 2021-2022 UAS Newsletter by focusing on what she captioned, “How can we reach higher together?”](#). This is what Amy had to say.



It is challenging to put my thoughts about “reaching higher together” onto paper as I am drowning in grading, emails, and meetings. While the end of semester crunch is certainly familiar, this semester somehow feels different. Perhaps it is that we had such high hopes for a “normal” year only to realize that the challenges of the pandemic remain constant? Perhaps it is that faculty, staff, and students have been under near constant stress for two years? Maybe we all just need a good nap?

I have a long history at GVSU. I started here as an undergraduate student in 1998. I left high school with mediocre academic record and healthy dose of Gen X rebellion. All data would have predicted that I would have rough transition to college, but I somehow found my passion and ended up defying the expectations of every high school teacher I ever had. I owe that to the faculty who took me under their wing and provided me with countless opportunities that continue to shape my professional life. It is these experiences that led me to apply for a job at GVSU and guided my approach as faculty member for the past fourteen years.

As chair of graduate council, I have the privilege of seeing our graduate faculty “reach higher” every single day. Faculty have created high quality, innovative graduate programs that serve our community with very limited university resources. They have worked with local industries to create funding opportunities for students to ensure that our programs can compete with larger universities. They serve as professional and personal mentors for students long after graduation. They are leaders within their professions and productive scholars. They continue to change and adapt their programs based on the needs of students and their professions.

I feel incredibly lucky to be surrounded by colleagues who manage to accomplish so much, and yet still seek out new and innovative ways to address the ever-changing landscape of higher education. So, when I consider what “reach higher” means to me, I can only conclude that our faculty reach higher every single day. Our unrelenting commitment to our students, our professions, and our institution is what has placed GVSU on the map. This is what will continue to keep GVSU on the map in the uncertain times that lay ahead.

Chris Haven: Chris is an Associate Professor of Writing in the Department of Writing of the College of Liberal Arts and Sciences (CLAS). Chris is also a member of ECS and UAS for 2021-2022. [Chris shared his thoughts on the theme of the 2021-2022 UAS Newsletter by focusing on what he captioned, “Reaching for the right tools”](#). This is what Chris had to say.



The other day the printer in my home office ran out of paper, so I went to the closet where I’d stashed the case of paper, I’d purchased over two years ago to last through the pandemic (it has; the pandemic has been interminable, but there’s a lot of paper in a case). It was stacked pretty tall, so I had to reach higher. I ended up

hurting myself because the body I have these days isn't built to reach higher. Slogans should be inspirational, and "Reach Higher" fits the bill. But I think it's worth it to examine it as a metaphor. If a person—or an institution—who is already stretched to its limits reaches higher, then that will cause a strain. Awhile back, I strained a muscle that resulted in years of physical therapy to correct. To this day, it's still not the same. I did learn my lesson and, the moment I felt the pull when I was reaching for the paper, I tracked down a stepstool, which allowed me to easily reach the paper without seriously injuring myself. I could have used other tools, too, maybe something to pluck it from the shelf, or something to pull it down to me so I could hopefully catch it.

In order to reach our institutional aspirations, I hope we'll all remember that we need the right resources and tools. We need to identify what those are and be persistent in calling out their need and advocating for them. I see this effort as advocating for students as well. They deserve to be guided by a faculty that is properly resourced and healthy.

The culture in academia largely discourages asking for help. We value our independence and self-sufficiency. Even in collaboration I constantly see faculty taking on more than we can comfortably handle because we love our disciplines.

Higher education in general and Grand Valley in particular is headed for some challenges. It's my hope that we'll advocate for ourselves and each other to make sure we are able to meet those challenges. When we need stepstools, I trust that every corner of the university will help make sure those are readily available.

Raymond Higbea: Raymond is a Professor in the School of Public, Nonprofit, Health, Hospitality, and Tourism Management of the College of Education and Community Innovation (CECI). Raymond is also a Chair of the Academic Policies and Standards Committee (APSC) for 2021-2022. [Raymond shared his thoughts on the theme of the 2021-2022 UAS Newsletter.](#) This is what Raymond had to say.



Over the past year, I have had the privilege of working with scores of faculty members across the university as we have worked together *Adapting to Change and Reaching Higher Together*. During the first meeting of the APSC in September, our committee decided to break into subgroups to address our seven charges (with the oldest dating back to 2014). Our subcommittees diligently researched the issues in the charges and developed recommendations then brought the recommendations back to the full committee for further discussion and refinement. Due to the APSC committee's diligence, we were able to submit recommendations for all seven charges to ECS by the first week of January for approval. The APSC

committee is now working on a couple of issues submitted by committee members that should be resolved by the end of the academic year. I have also had the privilege of working on the Mission, Vision, and Values task force for the newly merged College of Education and Community Innovation. Again, we had a very engaged group of faculty and staff from the former COE and CCPS working together to develop our new CECI mission, vision, and values and then see them voted on and approved by our faculty and staff colleagues. Finally, I have had the privilege of working with the faculty and staff of our newly merged School of Public, Nonprofit, Health, Hospitality, and Tourism Management on several task forces and reorganizing activities. These same faculty and staff have quickly adapted to the myriad number of challenges brought on by the Covid disruption by adjusting to new remote work environments, adapting course materials for online and hybrid course delivery, and quickly agreeing to changing course schedules. In all of these situations, it has been a great privilege to be in the presence of so many professionals who are dedicated to GVSU and our students.

Courtney Karasinski: Courtney is an Associate Professor of Communications Sciences &

Disorders of the College of Health Professions (CHP). Courtney is also the Vice Chair of ECS/UAS for 2021-2022. [Courtney shared her thoughts on the theme of the 2021-2022 UAS Newsletter](#). This is what Courtney had to say.



Never has the importance of adapting to change been more evident to me than it has been during this pandemic. Even though I tend to generally appreciate some change, these times have been difficult. Prior to the pandemic, I had received education in providing quality online education, and when the pandemic began, I was eager to put my knowledge to use. The then-President of Student Senate had advocated for providing asynchronous delivery of coursework in order to minimize equity gaps due to internet availability for students, and I readily complied. However, to my dismay, my students did not care for this mode of delivery, stating that they did not feel my presence in the course when it was delivered this way. They missed the interaction they were used to having with me. I realized I had to provide synchronous course delivery in order for the students to recognize what I was contributing; my written interactions with them did not suffice. My sharing of the research literature on the effectiveness of asynchronous course delivery was not appreciated by the students, who wanted an experience more like they had had in the past.

As the director of the speech-language pathology program, and thus the advisor for the students in the program, the students turned to me for reassurance during the pandemic. Unfortunately, their anxiety about the future triggered by own anxiety, which centered around feeling unable to give students the help and comfort they needed as I attempted to balance my own life as a faculty member, wife, mother, and friend. I felt myself withdrawing, uncertain what to do. I knew that they were facing challenges, but I also knew that, because the ultimate consumers of the speech-language pathology program are our graduates' future patients/clients/students, the expectations for meeting competencies could not be decreased. Although I know it is not helpful to minimize students' concerns, I found myself reminding them that the whole world was experiencing a difficult time, that the pandemic and the changes in the availability and safety of face-to-face interaction was not something they were facing alone. This resulted in many of them perceiving me as lacking empathy and not prioritizing their needs.

These difficulties interacting with my students led me to seek coping mechanisms for the pressure and feelings of being overwhelmed that I was experiencing. I began practicing mindfulness by incorporating small "mindful moments" into my day, and I found that I was able to slow down, experience gratitude, be patient, and interact from a place of peace better than I ever had. As I recognized the changes in myself, I thought it might benefit students to engage in mindful moments. This semester, I begin each class with a brief mindfulness activity. The students have responded well to these activities, and I have seen a reduction in the tension I had observed in students even prior to the pandemic and an increase in openness to learning and engaging in activities in which they apply the course content.

As a member of the Reach Higher 2025 Steering Committee, I had the opportunity to engage in discussions regarding the terms *learner* and *student*. Although there are differing perspectives on this, I have found that explicitly thinking about my students as *learners* has helped me to adapt my teaching by being more specific about my rationale for the methods I am using in the classroom. Explaining my thought process to the students about changes I have made to the course, activities I have developed, or readings I have assigned has modeled the life-long learning in which I engage and hope to encourage in their lives. It demonstrates that their learning is important to me, and that I have thought critically about how to facilitate it. It helps guide them in recognizing what I hope they will glean from each experience.

Looking forward, it is clear that higher education will need to change as we aim to reduce equity gaps that persist. This will mean finding new ways to predict success in our programs. We also need to consider how to support students who may not enter our programs with the same foundational background that previous students had. Some students

will have missed some learning opportunities due to illnesses or challenges with technology when they were high school students preparing for university coursework, lower-level undergraduates preparing for upper-division courses, or undergraduates preparing for graduate studies. Some students may come from educational backgrounds that have fewer resources than others and will need support to succeed at GVSU. As the number of high school students in Michigan decreases, we will need to consider populations, such as working adults, who may be interested in studying with us. This will require meeting the needs of individuals who may be balancing several responsibilities as full-time employees and caregivers to children or aging relatives.

Although I had a difficult time adapting to change when the pandemic began, I have found the tools I need to be able to meet others where they are and accept differing perspectives. I look forward to being part of higher education as we work to provide access to education for a diverse pool of learners.

Gayle Schaub: Gayle is a faculty member in the University Libraries. Gayle is also a member of UAS for 2021-2022. [Gayle shared her thoughts on the theme of the 2021-2022 UAS Newsletter.](#) This is what Gayle had to say.



As a person who spends a lot of quality time with someone directly associated with RH2025, I thought a newsletter contribution from me would seem contrived. Then I read my colleague's recent inspiring update on the work of my liaison librarian colleagues and started thinking about just how much we in the Libraries contribute, not just to the strategic plan, but to the overall work of the University, its mission and vision. I decided as a UAS rep for University Libraries, I'd like to tell others about all the great work happening where I am, a lot of which most aren't aware.

Our younger son is a big fan of acrostics. We used to have a whiteboard in our kitchen, and for years, he'd fill it up with a vertical list of adjectives, spelling out an ode to, or a takedown of someone or something on his mind. He lives in another state now, and we've tossed that whiteboard, but I thought I'd try out my own version of this easy – and, I know, cheesy – way to express just some of how the people of the Libraries' walk the walk, and live out the values expressed in RH2025, how we **REACH**:

Resourceful:

The maintenance of the Libraries' physical and digital collections is a huge job. Making sure that students and faculty have access to the most current information in multiple formats, accessible from wherever takes teams of people working together, planning, monitoring, negotiating, responding, and innovating. They're accelerating OER initiatives, offering grants and editorial assistance for publishing OER. They're mitigating the ever-rising costs of database subscriptions by negotiating transformative agreements with big, powerful publishers like Wiley, ScienceDirect, and Elsevier. By collaborating with departments, our team is able to sustain costly resources and pilot newer, more targeted ones, to support increasingly specialized needs and audiences.

Equitable:

A diversity and inclusion taskforce started in the Libraries in 2016 investigated educational opportunities for staff and faculty on issues of equity and diversity. That task force is now the Inclusion, Diversity, Equity, and Access (IDEA) committee, serving to make our spaces and practices more inclusive and connect our efforts to the University's goals, values, and frameworks. Our Instructional Design Librarian works with librarians to improve their teaching materials through Universal Design for Learning principles. We continually assess our in-class practices and the digital learning objects we create for accessibility, using the UDL Framework. Librarians build metadata into catalog records to reflect current-day

language that often outpaces database index terms, allowing students to search for information using *their* representative, inclusive language. Written into the Libraries' guiding values is the commitment to critically engage with our systems, spaces, and services to advance equity and cultivate a sense of belonging in all areas.

Anchored:

Our work is squarely grounded in the University's mission. The Libraries provide the information infrastructure that supports the work of the University. As the curriculum evolves and adapts to the needs of a student body that reflect the changes in the world around us, the Libraries' people, spaces, and resources evolve to support that change. The Libraries has prioritized support for data in research and instruction. Our data information literacy librarian serves as the point person for data reference and instruction, finding datasets, connecting people to resources and services to help clean, analyze, manage, and visualize data. Our digital skills consultants are prepared to help students with things like Excel, reading data, and learning new software that could be involved in data management or visualization. Liaison librarians have begun a [data subject guide](#); it's starting place/hub for data questions (finding, managing, using/visualizing) at GVSU. As instruction moved swiftly online to serve a pandemic-affected student body, the faculty and staff of the Libraries moved just as swiftly to accommodate faculty's online teaching and research needs, creating digital learning objects, and fast-tracking the acquisition of crucial online materials, like streaming video and online tools. And a very small team of dedicated people that includes our web librarian worked (and continue to work) tirelessly to improve the accessibility of online content created by librarians and third-party software vendors. No, not everything went 100% smoothly – does it ever? – but there's an amazing amount of tweaking, updating, migrating, testing, and, probably cursing, that keeps this massive amount of information available to those who use it, day and night.

Collaborative

Collaboration could be the Libraries' middle name, if the name wasn't already super long. Or innovative. The list of innovative collaborations and partnerships between Libraries faculty and staff and others, on campus and beyond, is definitely longer than what I've been able to compile here. One of our archivists is working with a University of Illinois' professor, and founder of the El Griot & Areito Project to bring curricular resources about the [Young Lords of Lincoln Park](#) to teachers in Chicago public schools. A liaison librarian is partnering with the collections team to host the Cartoneras project for undocumented/DACA student voices at GVSU, Thursday, April 14th at 5pm (location TBA). For all you leisure readers, our collections team has partnered with several community colleges and the Midwest Collaborative for Library Services to form [Overdrive for Michigan Academics](#), a shared collection of e-books and audiobooks available through the Overdrive platform. Another collaboration is underway with Books & Mortar; the local bookstore is working with our team on an auto-shipment program, similar to our agreement with Schuler books. These are just a few of the newer collaborations, added to past and ongoing collaborations involving writing and study abroad, graphic design, game design, GRPS students and education, and so much more. If you want to know more about these or other collaborations or have an idea of how to engage with the Libraries on something cool in your discipline, we'd love to talk.

High-Impact

Undergraduate [library research scholars](#), a library-writing department study abroad trip to South Africa, education pre-service teachers working as research mentors to GRPS middle-school students, ART 410 students designing [posters and other materials](#) to illustrate research terms and concepts, writing students researching and re-writing an open access textbook. High-impact librarianship highlights and enables reciprocity of learning. We're reaching out, working together, teaching each other, learning from each other. We're advancing scholarship and knowledge, enriching teaching, encouraging critical thinking, and doing what libraries do – support learning and drive toward excellence. This is how the Libraries reach. Ask any one of us, we'll tell you all about it.

Hannah Seidel: Hannah is an Associate Professor of Dance in the Department of Music, Theatre, and Dance of the College of Liberal Arts and Sciences (CLAS). Hannah is also Co-

Chair of the Faculty Facilities Planning Advisory Committee for 2021-2022 [Hannah](#) shared her thoughts on the theme of the 2021-2022 UAS Newsletter by focusing on what she captioned, “Has the pandemic been a disruptor or an opportunity”. This is what Hannah had to say.



I’m not going to argue against the pandemic being a disruptor. As a faculty member in the Dance Program, it disrupted a central element of studio practice courses: human beings interacting in and moving through space. As a representative to the FFPAC, I witnessed the pandemic disrupting classroom spaces and inserting distance where people had previously gathered around solving problems and developing knowledge. Shared space is a playground for investigation; shared space is where peers learn from and teach each other; shared space is the place we hold each other up when struggling with difficulty; and shared space can sometimes be gloriously messy as a result (as I think back to my own college dorm room). Shared space is foundational to the idea of community. And yet...

And yet...sharing space has evolved new meanings. Faculty like myself who had not previously offered online courses have stepped further into the digital world many students already consider as their shared space. Some tools from this experience I have gladly released back into the year from whence they came; some tools I gained help me better meet students where they are. My dance history class recently made a well-considered argument that solo TikTok dances are in fact participation in a social dance form even though no one else is in the physical space with you.

And yet...community has refused to diminish. Instead, it has been activated. On the macro level, our community’s energy and innovation have rallied to engage with a shared obstacle. Through FFPAC I saw the sheer volume of work Facilities and IT took on to make day-to-day interactions possible. On the micro level, I’ve seen Momentum student dance organization members volunteer to make sure quarantined dancers in their community didn’t run out of toothpaste.

And so...disruption can strip down our practices (yes, sometimes quite painfully) to create opportunity borne of shared values. Disruption can provide new perspective on spaces. In dance, we moved last spring’s culminating performance outside and worked with GVSU drone pilot Tony Packer to give a bird’s eye view of one piece. As part of FFPAC’s work this year, I’ve been thrilled to be part of steps forwarding active learning spaces, technologically-facilitated distance learning, and classroom innovations at the University. Space may truly be the final frontier.

In *Dance Pedagogy for a Diverse World*, Nyama McCarthy-Brown interrogates the role of discomfort in transformative education – it is something we learn from, but “how many obstacles must a student overcome to succeed in his or her learning environment?” We now know that space can be less of an obstacle, that it can be shaped by those who share it to attend to the values and needs of those who come together within it.





Before each academic year begins, FFPAC joins representatives from the Registrar, the Provost's office, Facilities, and IT to walk through every single classroom on the Allendale, Pew, and Health campuses. I will always recall the deep breath

I took at the beginning of this academic year, as I saw room after room with desks and tables than had been moved back together, waiting for students to seize the space.

Robert Talbert: Robert is a Professor of Mathematics in the Department of Mathematics of the College of Liberal Arts and Sciences (CLAS). Robert is also a Presidential Fellow for the Advancement of Learning and a member of ECS and UAS for 2021-2022. [Robert shared his thoughts on the theme of the 2021-2022 UAS Newsletter by focusing on what he captioned, "Four commitments we must make for the future of Grand Valley"](#) This is what Robert had to say.



The Covid-19 pandemic took several decades' worth of transformation in higher education and compressed it into the space of two years. For some of us, the pace of change since March 2020 has been exhilarating and energizing. But for others, these changes, and Grand Valley's responses to them are a radical reimagining of the university's mission, a threat to change Grand Valley into something other than what made the university great.

So, do we embrace change and forge ahead into new ways of conducting our work as a university? Or do we stick to the Grand Valley we know, and double

down on a time-tested model of higher education at which Grand Valley has excelled?

The answer is: **Yes.** We can embrace innovation and change in the way higher education is done, while still staying rooted in approaches that have stood the test of time. Moreover, not only can we take this both/and approach, if we don't, we'll end up with "neither/nor" --- becoming neither particularly innovative, nor academically compelling, but just another boring university that doesn't do anything especially well, in a crowded field of irrelevance.

The blueprint for the both/and approach is not clear. But it's being worked out, right now, by a handful of universities that are willing to try. Grand Valley can, and should, be one of them. But it will require committing to a few important ideas.

We must commit to **empowering students**. One aspect of traditional higher education that we would do well to drop, is the belief that students lack the capacity or knowledge to make real choices about their education. Evidence of this belief shows up in pedagogy, in curriculum design, and in some reactions to the concept of "empowered educational experiences" in Reach Higher 2025. To move forward as a university, there needs to be a shift in power from faculty and administration toward students. This doesn't mean students are now "customers" (and therefore always right). Instead, they are more like clients: People with whom we partner to co-create something of value for all those involved. They have and deserve the power to participate in this process.

We must commit to **radical curiosity**. We got into higher education because at some point, we got sucked in by a difficult problem that would not let go of our attention --- and we liked it. Do we have that curiosity now? When we hear about, for example, microcredentials or competency-based education, do we respond by wondering what those mean and how they might be helpful for students? Or do we reject them uncritically because they sound buzzwordy? Not all ideas are good, and we can't pursue every good idea. But to move forward, we have to embrace the curiosity about new and hard ideas that got us here.

We must commit to **creative risk-taking**. If an idea or initiative stands a chance of serving students --- or learners who are not yet our students --- we must be willing to give it some thought, even if there isn't a "market" for it yet and even if success is not certain. All disruptive innovations that have improved our lives, started as ideas for which there was no market, and which had a questionable probability of success. Higher education may move slowly, but its best moments correspond to risks taken in good-faith and for good reasons, even if they fail.

All of what I've mentioned here --- risk-taking, curiosity, ceding power to learners --- are good things and worth our efforts. But at the testing point, in the classroom or the lab or the faculty meeting, it takes courage to step up and do them. Many of us are depleted from two years of pandemic life, but to move forward together, we need to commit or re-commit to those sources of energy and meaning that have sustained us. C.S. Lewis said that "courage is not simply one of the virtues, but the form of every virtue at the testing point". We are being tested now, as we chart uncertain waters. Let's work together to find our courage and encourage each other.

I believe that Grand Valley's best days are in front of it, even while appreciating the richness and success of our relatively short history. That history tells me that Grand Valley has what it takes to make the most of the changes that are upon us. But this won't happen on its own. Do we have what it takes to make the right commitments and the courage to live them out?

Joel Wendland-Liu: Joel is an Associate Professor of Integrative, Religious, and Intercultural Studies (IRIS), of the Brooks College of Interdisciplinary Studies (BCOIS). Joel is also the Chair of the Equity and Inclusion Committee for 2021-2022. [Joel shared his thoughts on the theme of the 2021-2022 UAS Newsletter by focusing on what he captioned, "How can we reach higher without diversity?"](#). This is what Joel had to say.



How can we "reach higher together" if our faculty, staff, and student population demographics do not match those of the larger community or our state? In our recent report sent to the Executive Committee of the Senate, the Equity and Inclusion Faculty Committee (EIC) reported on the composition of racial, ethnic, gender, and related categories of social identities. The data reveals that our university has done a lot of work to talk about its commitment to the value of diversity to build a stronger, more vital learning community. Our Reach Higher 2025 Mission, Vision, and Values statements recently adopted across the university reflect this language of commitment.

The real numbers, however, are distressing. Perhaps those numbers reveal the truth about who we really are. Perhaps talking about diversity feels like a good substitute for actual change. I hope not. Of over 1,100 "benefits-eligible faculty," only 33 of us are Black. Only 43 identify as Hispanic or Latino/a. Of approximately 1,800 staff personnel, 129 of us are Black; 82 are Hispanic or Latino/a. Black students at Grand Valley aren't even close to fully representing the proportion of African Americans in Michigan. Our study of the details of this data over time could find little change in recent years. You will be able to find more precise details in the EIC report to the Faculty Senate.

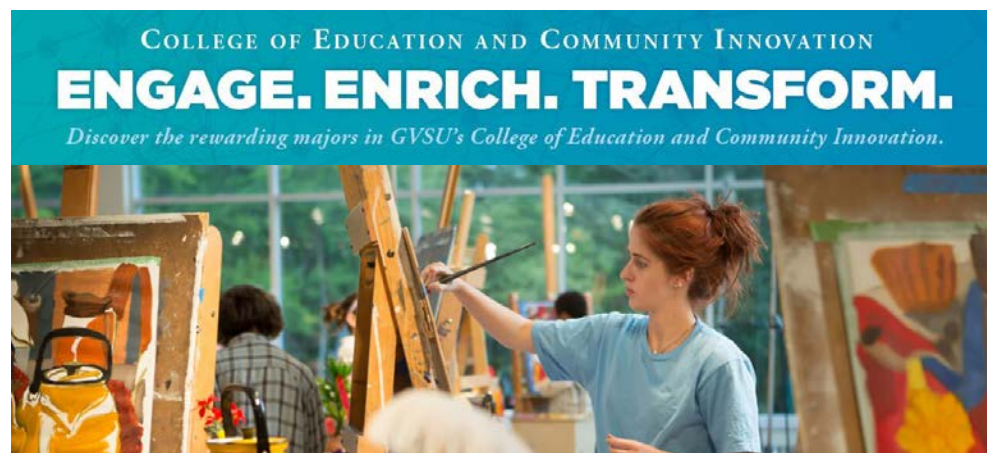
We are all responsible for these conditions, from top to bottom. We are all responsible for

changing these conditions. We are responsible for recruiting our colleagues, creating professional, equitable, and welcoming work environments, cultivating meaningful relationships, valuing difference, and strengthening professional habits that will help us move from a commitment to talk to action to substantive outcomes. Look for faculty-led professional development on inclusive excellence at the Pew Faculty Teaching and Learning website: <https://www.gvsu.edu/ftlc/inclusive-excellence-325.htm>.

Standing Committee Chairs 2021-2022

Most of the work that is done in ECS/UAS comes from the charges that ECS assigns to the Standing Committees (SCs). Each SC is assigned specific charges at the start of the academic year in addition to the regular responsibilities of the SCs as specified in the Shared Governance Policies (SG Policies). As each charge is completed, the SC sends a memo to the Chair of ECS/UAS that becomes a business item for discussion at ECS meetings. Recommendations from ECS are sent to UAS and then to the Provost for approval. The composition of each SC is described in the UAS Bylaws and membership always includes elected college and library representatives, as well as students. The SCs are an important part of our shared governance process. There are twelve SCs and a University Governance Committee (LIFT-MC) that report to ECS/UAS and each of these has a Chair.

COMMITTEE	CHAIR	AFFILIATION
AFAC	Jennifer Cymbola	CLAS
APSC	Raymond Higbea	CECI
EIC	Joel Wendland-Liu	BCOIS
FFPAC	Hannah Seidel & Laura Stroik	CLAS & CLAS
FPPC	Marie McKendall	SCB
FSBC	Bob Hollister	CLAS
FTLCAC	Leanne Kang & Andrea Riley-Mukavetz	CECI & BCOIS
GC	Amy Campbell	CLAS
GEC	Robert Adams	PCEC
LIFT-MC	Chris Kurby & Jeff Rothstein	CLAS & CLAS
OEMC	Erica Hamilton	CECI
UAC	Julie Henderleiter	CLAS
UCC	Martin Burg	CLAS





University Academic Senate Report 2021-2022

(Report by Felix N. Ngassa, Chair ECS/UAS, 2021-2022)



The University Academic Senate, UAS, is the highest faculty governance body, which has authority to deal with any academic issue or faculty concern. The *modus operandi* of our shared governance process is such that governance policies are developed collaboratively by the UAS and the Provost. Other policies such as the ones approved by the Board of Trustees (BOT Policies) or the Senior Leadership Team (SLT Policies) complement the shared governance policies. At the level of each College and the University Libraries, there are governing bodies that serve as advisory bodies to the respective Deans. The advisory bodies develop policies, consistent with the policies and guidelines established by the UAS, for their various academic units.

The UAS meets on average once a month during the fall and winter semesters; these meetings are always on Fridays from 3:00-5:00 p.m. The Executive Committee of the Senate, ECS, serves as the clearing house for matters to be presented to UAS. As a clearing house, ECS discusses matters first and then makes recommendations that become business items for UAS. ECS meets once a week during the fall and winter semesters, and these meetings are on Friday from 3:00-5:00 p.m. All recommendations from faculty governance to the Provost and/or President, come from the UAS or in some cases from the ECS acting on behalf of the UAS. In the 2021-2022 academic year, the ECS met twenty times, while the UAS met ten times. UAS made several recommendations that the Provost approved. Some of these recommendations are still pending approval. In this report, UAS work in the 2021-2022 academic year has been categorized under the following headings: *Policies/Guidelines, Endorsement/Support, Acceptance of Reports, Appointments, Task Forces, Curriculum/New Programs, and Presentations.*

I. Policies/Guidelines

All recommended policies, policy changes, and guidelines were initiated by the standing committees of the senate, or directly by ECS/UAS. Policy changes were mostly on the *Shared Governance Policies*. UAS acted on the following policies and made recommendations to the Provost.

Affiliate Faculty Advisory Committee (AFAC) Proposal on Evaluation Procedures: We reviewed a proposal from AFAC for Affiliate Faculty Evaluation Procedures, which will stand alone within policies pertaining to Affiliate faculty only (AFF 3.01). In the proposal, AFAC recommended revising some of the current language and recommendations posted on the Provost's website for Affiliate faculty evaluations during annual review, contract renewal, and promotion to Senior Affiliate faculty status. Of note, the proposal will continue to leave discretion to colleges and units to use their current procedures for annual review

and contract renewal, so long as these receive prior approval from the Provost's office. AFAC's proposal was reviewed by University Counsel and the Provost Office. The UAS supported AFAC's proposal and the Provost approved UAS recommendation. The new policy will be added to *Shared Governance* (SG) policies with an AFF designation; it will also curate with the *Affiliate Faculty Handbook* under the "Affiliate Faculty Responsibilities and Workload" section on the *University Policies* website. These changes will be effective in the Fall 2022 semester.

Affiliate Faculty Advisory Committee (AFAC) Proposal on Leadership and Succession Planning: We reviewed a proposal from AFAC requesting revisions and additions to the UAS bylaws to include additional language and clarity regarding leadership, describing the AFAC leadership positions and, specifically, articulating a succession process. The proposal from AFAC will result in a change to Shared Governance Policies that pertain to AFAC, SG 1.03.B.2, by adding language on Leadership and Succession Planning. The UAS supported AFAC's recommended revisions to SG 1.03.B.2. The Provost approved the recommendation from UAS.

Affiliate Faculty Representation on Senate (AFFARES) Task Force Proposal on Affiliate Faculty Representation in ECS and SG & BOT Policies Change: We reviewed a proposal from the AFFARES Task Force requesting amendments to the UAS Bylaws that would extend to the chair of the Affiliate Faculty Advisory Committee (AFAC) a standing invitation to ECS meetings. The proposal will result in appropriate language change in the following Shared Governance (SG) Policies: SG 1.01.7.2, SG 1.01.8.2.1, and SG 1.01.8.3. In addition, there is a request to temporarily amend BOT 3.1.4.1 to reserve two seats on ECS for the College of Education and Community Innovation (CECI). The Provost approved the recommendation from UAS.

Academic Policies and Standards Committee (APSC) Proposal on Prior Learning Assessment (PLA) Policy for Undergraduate: APSC was charged with evaluating pilot programs of prior learning credit toward developing a university-wide policy for undergraduates. Prior Learning Assessment (PLA) is used to describe the process of evaluating learning gained outside the college classroom. We reviewed a proposal from APSC requesting the adoption of a PLA policy as the overarching undergraduate university level policy. In addition, APSC proposed that the processes to implement the policy will be determined by the administration group that will be housing the policy at a later date. The proposed policy is meant to be in addition to the current Credit by Exam that covers AP, IB, CLEP, and DSST exams. The UAS supported APSC's recommendation for the PLA policy. The Provost approved the recommendation from UAS. These changes are effective immediately and are to be published in the *University Catalog*.

Academic Policies and Standards Committee (APSC) Proposal on Leadership and Succession Planning: We reviewed a proposal from APSC requesting revisions and additions to the UAS bylaws to include additional language and clarity regarding leadership, describing the APSC leadership positions and, specifically, articulating a succession process. The proposal from APSC will result in a change to Shared Governance Policies that pertain to APSC, SG 1.02.a, by adding language on Leadership and Succession Planning. The UAS supported APSC's recommended revisions to SG 1.02.a. The Provost approved the recommendation from UAS.

Academic Policies and Standards Committee (APSC) Proposal on Graduation Honors Policy: We reviewed a proposal from APSC requesting that GVSU set its standards for graduation honors to 3.500-3.749 for cum laude, 3.750-3.899 for magna cum laude, and 3.900-4.000 for summa cum laude. The proposed change was important in the interest of fairness and consistency. The UAS supported APSC's recommendation on *Graduation Honors Policy*. The Provost approved the recommendation from UAS.

Academic Policies and Standards Committee (APSC) Proposal on Temporary Course Withdrawal Policy for Winter 2022: We reviewed a proposal from APSC requesting moving the course withdrawal date to the end of the 11th week of the semester or March 25th to align with the flexibility and temporary measures provided students during the pandemic. The

UAS supported APSC's recommendation on *Temporary Withdrawal Policy for Winter 2022*. The Provost approved the recommendation from UAS.

Equity and Inclusion Committee (EIC) Proposal on Leadership and Succession Planning: We reviewed a proposal from EIC requesting revisions and additions to the UAS bylaws to include additional language and clarity regarding leadership, describing the EIC leadership positions and, specifically, articulating a succession process. The proposal from EIC will result in a change to Shared Governance Policies that pertain to EIC, SG 1.02.b, by adding language on Leadership and Succession Planning. The UAS supported EIC's recommended revisions to SG 1.02.b. The Provost approved the recommendation from UAS.

Equity and Inclusion Committee (EIC) Proposal on Responsibilities of EIC: We reviewed a proposal from EIC requesting revisions and additions to the UAS bylaws to include additional language on the standing responsibilities of EIC. Language was added to include the following, "Identify existing resources for faculty professional development on issues related to diversity (teaching, collegiality, scholarship, campus community, and environment, etc.). Promote these resources through the EIC website and via faculty-led programming and events." The proposal from EIC will result in a change to Shared Governance Policies that pertain to EIC, SG 1.02.b.v, by adding language that will be v(f) on the standing responsibilities of EIC. The UAS supported EIC's recommended revisions to SG 1.02.b.v. The Provost approved the recommendation from UAS.

Faculty Facilities Planning Advisory Committee (FFPAC) Proposal for Electricity and Power Access in Classrooms: We reviewed a proposal from FFPAC requesting increased outlet availability for several buildings; low-tech solutions such as power strips, extension cords, and hubs in some priority areas; and calling on the Academic Technology Advisory Committee (ATAC), Information Technology (IT), and Facilities to use their expertise to determine and implement solutions. The UAS supported FFPAC's recommendation on Electricity and Power Access in Classrooms. The Provost approved the recommendation from UAS and will ensure that Vice President Topic and Vice President Sanial are aware of the faculty's support for increased access to power outlets for students.

Faculty Facilities Planning Advisory Committee (FFPAC) Proposal for Sanitary Product Accessibility in Restrooms: We reviewed a proposal from FFPAC requesting Sanitary Product Accessibility in Restrooms, in support of the Student Senate effort to provide access to sanitary products in restrooms. The UAS supported FFPAC's recommendation on Sanitary Product Accessibility in Restrooms. The implementation of FFPAC's recommendation will be by Facilities Services, which is under the jurisdiction of the Vice President of Business and Finance. The Provost approved the recommendation from UAS and will ensure that Vice President Sanial is aware of the faculty's support for the availability of sanitary products in restrooms across multiple campuses.

Faculty Facilities Planning Advisory Committee (FFPAC) Proposal for Active Learning Spaces: We reviewed a proposal from FFPAC regarding Active Learning Spaces (ALSs). FFPAC's working definition of ALSs are learning spaces (physical and virtual) designed to facilitate active student engagement and collaborative learning, featuring flexible layouts and integrated technologies. Spaces include classrooms, offices, and other physical and virtual locations designed to facilitate active student learning environments. The UAS supported FFPAC's recommendation on Active Learning Spaces. The Provost approved the recommendation from UAS and encouraged FFPAC to continue working with FTLAC and other associated committees and task forces on the use of Active Learning Spaces.

Faculty Facilities Planning Advisory Committee (FFPAC) Proposal on Former Reports Review: We reviewed a proposal from FFPAC requesting follow-up work on former reports. Four areas were identified for follow-up work: Safety and Security; Faculty Input on Classroom Innovations; Way-finding Issues; and Systems of Reporting. The UAS supported FFPAC's recommendation on *Former Reports Review*. The Provost approved the recommendation from UAS.

Faculty Facilities Planning Advisory Committee (FFPAC) Proposal on Leadership and

Succession Planning: We reviewed a proposal from FFPAC requesting revisions and additions to the UAS bylaws to include additional language and clarity regarding leadership, describing the FFPAC leadership positions and, specifically, articulating a succession process. The proposal from FFPAC will result in a change to Shared Governance Policies that pertain to FFPAC, SG 1.02.c, by adding language on Leadership and Succession Planning. The UAS supported FFPAC's recommended revisions to SG 1.02.c. The Provost approved the recommendation from UAS.

Faculty Facilities Planning Advisory Committee (FFPAC) Proposal on Work Order Follow-Up Process: We reviewed a proposal from FFPAC regarding Work Order Follow-Up Process. This charge was deferred from a year ago due to the pandemic. IT has a follow-up process in which you can respond directly to emails and there are instructions on how to follow up to ensure the work order is completed satisfactorily. For facilities, it is not feasible to use the same system IT uses, which self-populates email addresses. Language has been added so that people can add an email address if they would like follow-up, and language was added about how to follow up if the work order is not completed to satisfaction. If the faculty member is not the one submitting the work order, but would like follow-up, units should request that anyone submitting the work orders follow up with whomever needs the information. The UAS supported FFPAC's recommendation on *Work Order Follow-Up Process*. The Provost approved the recommendation from UAS.

Faculty Personnel Policy Committee (FPPC) Proposal on Leadership and Succession Planning: We reviewed a proposal from FPPC requesting revisions and additions to the UAS bylaws to include additional language and clarity regarding leadership, describing the FPPC leadership positions and, specifically, articulating a succession process. The proposal from FPPC will result in a change to Shared Governance Policies that pertain to FPPC, SG 1.02.d, by adding language on Leadership and Succession Planning. The UAS supported FPPC's recommended revisions to SG 1.02.d. The Provost approved the recommendation from UAS.

Faculty Personnel Policy Committee (FPPC) Support of the Parental Leave Policy Proposal: We reviewed a proposal from the administration on Parental Leave Policy. The proposal was unanimously supported by FPPC. In supporting the proposed policy, FPPC expressed its gratitude for the benefits the new policy will provide to GVSU faculty. The new policy will result in amendment to the following policies: Shared Governance Policies, SG 5.02, and Senior Leadership Team Policies, SLT 4.1. The UAS supported FPPC's recommendation. The new policy has already been approved by the President and was effective on January 1, 2022.

Faculty Personnel Policy Committee (FPPC) Proposal on 12-Month Faculty: We reviewed a proposal from FPPC on 12-Month Faculty. In the proposal, a change was made in the requirement for permission from the unit head at the beginning of the academic year to use vacation time during instructional time. The proposed language requires permission as soon as possible, recognizing that planning a year in advance may not be feasible in some cases. Members discussed that many 12-month faculty never get 2 weeks of vacation time, even during scheduled breaks meetings are scheduled. Part-of-term courses were suggested to allow faculty to get their 2 weeks of vacation time, but members said that this is creating more work during the non-vacation time rather. There was a comment that language should be crafted into the policy to ensure that faculty do get vacation time. The UAS supported FPPC's recommendation on *12-Month Faculty*. The Provost approved the recommendation from UAS.

Faculty Personnel Policy Committee (FPPC) Proposal on Service During Sabbatical: We reviewed a proposal from FPPC on Service During Sabbatical. It is preferred that faculty do not engage in service during their sabbatical, but it is not prohibited. There is no compensation for engaging in service during sabbatical. The UAS supported FPPC's recommendation on *Service During Sabbatical*. The Provost approved the recommendation from UAS.

Faculty Personnel Policy Committee (FPPC) Proposal on Tenure and Promotion

Decisions: We reviewed a proposal from FPPC on Tenure and Promotion Decisions. 4-5% of people who are tenured are not promoted at the same time. KCON and CHP faculty have expressed that these need to be two separate decisions because requiring faculty to qualify for promotion at the time of the tenure decision would make hiring difficult. Some members of UAS noted that increases in salaries might eliminate this difficulty. Some units/colleges have tenure and promotion as the same decision. Some members of UAS noted that when there are separate decisions there is a tendency to judge them differently even if the standards are identical. It was noted that if the standards are the same, the outcome cannot be different. The proposal specified that tenure and promotion will remain two separate decisions, but the standards can be identical, and if they are, the decisions must be the same for both. All colleges except for CLAS should use the same procedure for all units. Each college must clearly specify the standards for tenure and promotion. The UAS supported FPPC's recommendation on *Tenure and Promotion Decisions*. The Provost approved the recommendation from UAS.

Faculty Personnel Policy Committee (FPPC) Proposal on LIFT Report: We reviewed a proposal from FPPC on LIFT Report. In the proposal, it was recommended that median and combined median scores will not be reported. Distributions and bar charts will be reported. Written comments should mostly be for formative purposes. Written comments can be used for summative only to identify inappropriate behavior that would violate a policy, and there must be substantive agreement about an issue or a trend over time. Faculty will be trained on how to use the bar charts and comments. The UAS supported FPPC's recommendation on *LIFT Report*. The Provost's decision on the recommendation from UAS is still pending.

Faculty Personnel Policy Committee (FPPC) Proposal on Parental Leave for Faculty: We reviewed a proposal from FPPC on Parental Leave for Faculty. After the university enacted a new Parental Leave Policy, it was necessary to rewrite existing information about procedures for faculty that appears on GVSU's website. These documents specify how parental leave will be implemented for faculty. FPPC's proposal involve the following: UAS Endorsement of a New Document on Parental Leave Procedures for Faculty; Modification on Policy Language on Parental Leave, SG 5.02; and Information on The Parental Leave Reference Guide Faculty Link in SG 5.02 to be Replaced with the new Parental Leave Procedures for Faculty document. The UAS supported FPPC's recommendation on *Parental Leave for Faculty*. The Provost approved the recommendation from UAS.

Faculty Salary and Budget Committee (FSBC) Proposal on University Policies Language on Pay Equity: We reviewed a proposal from FSBC requesting that language be added to Shared Governance Policies, SG 3.08, to formalize the standing practice of a member of Human Resources examining the distribution of salaries in a unit. Other minor changes were requested to make SG 3.08 more current with the merger of CCPS and COE, adding equity in the guidelines for increments section, and requiring that the annual salary letter be provided and not mailed. The Provost's initial response on the recommendation from UAS has been received.

Faculty Salary and Budget Committee (FSBC) Proposal on Phased Retirement: We reviewed a proposal from FSBC on Phased Retirement. In phased retirement, the faculty member teaches a reduced load and receives a reduced salary but maintains benefits. Phased retirement was discontinued when we had the VRIP, but now FSBC recommends the return of phased retirement. Phased retirement is beneficial because the unit knows when faculty will retire and can plan for replacements, there can be a cost savings, and it provides a bridge for faculty between full-time work and retirement. The UAS supported FSBC's recommendation on *Phased Retirement*. The Provost's decision on the UAS recommendation is still pending.

Graduate Council (GC) Proposal on Dual Level Enrollment Policy: We reviewed a proposal from the GC requesting modifications to the Dual Level Enrollment Policy. GC's request is based on questions received from Graduate Program Directors regarding the consistency with existing, similar policies. GC recommended the following modifications to the Dual Level Enrollment Policy: (1) Graduate credits can be counted toward a degree

and/or credential (e.g. badge or certificate); (2) Up to 12 graduate credits can be counted toward a future graduate degree. The proposal from the GC will result in a change to Handbook/Catalog Language in the Undergraduate and Graduate Catalog within the section titled Graduate Academic Policies and Regulations. The UAS supported GC's recommendation to revise the Undergraduate and Graduate Catalog within the section titled Graduate Academic Policies and Regulations, with the new Dual Level Enrollment Policy. In addition, a verbatim copy of the policy should be included in the most current Graduate Education Policies & Procedures Manual. The Provost approved UAS recommendation and the changes to the Handbook/Catalog Language are effective immediately. These changes are to be published in the Graduate Academic Policies and Regulations section of the *University Catalog* as well as the Graduate Education Policies and Procedures Manual.

Graduate Council (GC) Proposal for Changes to the Policy for Transfer of Credit to a Graduate Program: We reviewed a proposal from the GC requesting changes to the policy for transfer of credit to a graduate program. GC's request is based on the regulatory information from the Department of Education (DOE), which makes no distinction between regionally and nationally accredited institutions, but rather only makes a distinction between institutional accreditation and programmatic accreditation. Therefore, GC is recommending that the Transfer of Credit to a Graduate Program policy be changed to reflect the DOE regulatory change. The proposal from the GC will result in a change to Handbook/Catalog Language in the Undergraduate and Graduate Catalog within the section titled Graduate Academic Policies and Regulations. The UAS supported GC's recommendation to revise the Undergraduate and Graduate Catalog within the section titled Graduate Academic Policies and Regulations. The Provost approved the recommendation from UAS and the changes to the Handbook/Catalog Language are effective immediately.

Graduate Council (GC) Proposal on Policy Change to Graduate Admissions Requirement: We reviewed a proposal from the GC on Policy Change to Graduate Admissions Requirement. The Duolingo test has been added for international students to demonstrate English proficiency. All other Michigan public universities are allowing it, and there is more access to it for students from a variety of regions. Currently, students need to submit transcripts for all coursework taken, which can be a barrier for some students, many of whom have taken coursework at three or more institutions. Typically, the information from the degree-granting institution is sufficient for admissions decisions. The proposed change requires only transcripts from the bachelor's degree-granting institution. Programs needing an exception to this policy, such as those needing additional transcripts to confirm prerequisite coursework, can apply for an exemption. The UAS supported GC's recommendation on *Policy Change to Graduate Admissions Requirement*. The Provost approved the recommendation from UAS and the changes to the Handbook/Catalog Language are effective immediately. These changes are to be published in the Graduate Academic Policies and Regulations section of the *University Catalog* as well as the Graduate Education Policies and Procedures Manual.

Graduate Council (GC) Proposal for Changes to the Policy for Transfer of Credit to a Graduate Program: We reviewed a proposal from the GC requesting changes to the policy for transfer of credit to a graduate program. GC's request is based on the regulatory information from the Department of Education (DOE), which makes no distinction between regionally and nationally accredited institutions, but rather only makes a distinction between institutional accreditation and programmatic accreditation. Therefore, GC is recommending that the Transfer of Credit to a Graduate Program policy be changed to reflect the DOE regulatory change. The proposal from the GC will result in a change to Handbook/Catalog Language in the Undergraduate and Graduate Catalog within the section titled Graduate Academic Policies and Regulations. The UAS supported GC's recommendation to revise the Undergraduate and Graduate Catalog within the section titled Graduate Academic Policies and Regulations. The Provost approved the recommendation from UAS and the changes to the Handbook/Catalog Language are effective immediately.

General Education Committee (GEC) Proposal on Leadership and Succession Planning: We reviewed a proposal from GEC requesting revisions and additions to the UAS bylaws to include additional language and clarity regarding leadership, describing the GEC leadership

positions and, specifically, articulating a succession process. The proposal from GEC will result in a change to Shared Governance Policies that pertain to GEC, SG 1.02.f, by adding language on Leadership and Succession Planning. The UAS supported GEC's recommended revisions to SG 1.02.f. The Provost approved the recommendation from UAS.

General Education Committee (GEC) Proposal on Teaching About Systemic Racism: We reviewed a proposal from GEC on Teaching About Systemic Racism. In the proposal, GEC crafted new language for the U.S. Diversity and Global Perspective category descriptions and created a new Student Learning Objective for the U.S. Diversity Knowledge Student Learning Outcomes. The UAS supported GEC's recommendation on *Teaching About Systemic Racism*. The Provost's decision on the UAS recommendation is still pending.

Laker Impression of Faculty Teaching Management Committee (LIFT-MC) Proposal on Leadership and Succession Planning: We reviewed a proposal from LIFT-MC requesting revisions and additions to University Policies pertaining to University Governance Committees, SG 1.03. The proposal from LIFT-MC will result in a change to University Governance Policies that pertain to LIFT-MC, SG 1.03.B.6, by adding language on Leadership and Succession Planning. The UAS supported LIFT-MC's recommended revisions to SG 1.03.B.6. The Provost approved the recommendation from UAS.

Online Education and Microcredential Council (OEMC) Proposal to Increase Council Membership: We reviewed a proposal from OEMC requesting a change in the number of faculty who can serve on the OEMC, starting with the 2021-2022 academic year. In particular, the OEMC requested that the current number range, 3-5 faculty should change to 5-8 faculty members who can be appointed to serve in the council. The rationale for OEMC's request is based on increased workload and faculty representation. The proposal from OEMC will result in a change to Shared Governance Policies that pertain to OEMC, SG 1.02.k. The UAS supported OEMC's recommended revisions to SG 1.02.k. The Provost approved the recommendation from UAS and the changes to SG 1.02.k are effective immediately.

Online Education and Microcredential Council (OEMC) Proposal on Leadership and Succession Planning: We reviewed a proposal from OEMC requesting revisions and additions to the UAS bylaws to include additional language and clarity regarding leadership, describing the OEMC leadership positions and, specifically, articulating a succession process. The proposal from OEMC will result in a change to Shared Governance Policies that pertain to OEMC, SG 1.02.k, by adding language on Leadership and Succession Planning. The UAS supported OEMC's recommended revisions to SG 1.02.k. The Provost approved the recommendation from UAS and the changes to SG 1.02.k are effective immediately.

University Academic Senate (UAS) Proposal on Faculty Activity Plan and Faculty Activity Report Designations: At its regular meeting of December 3, 2021, the UAS passed a motion to change the designation of Faculty Activity Plan to Faculty Workload Plan with acronym FWP, and to change the designation of Faculty Activity Report to Faculty Workload Report with acronym FWR. The proposed changes will modify language in the following Shared Governance Policies: SG 3.02.A and SG 3.02.B. The Provost approved the recommendation from UAS and the changes are effective immediately.

University Curriculum Committee (UCC) Proposal on Leadership and Succession Planning: We reviewed a proposal from UCC requesting revisions and additions to the UAS bylaws to include additional language and clarity regarding leadership, describing the UCC leadership positions and, specifically, articulating a succession process. The proposal from UCC will result in a change to Shared Governance Policies that pertain to UCC, SG 1.02.j, by adding language on Leadership and Succession Planning. The UAS supported UCC's recommended revisions to SG 1.02.j. The Provost approved the recommendation from UAS.

University Curriculum Committee (UCC) Proposal on Representation by College: We reviewed a proposal from UCC on Representation by College. There will be two

representatives from CECI. The committee would entertain a charge to look at representation across all colleges in the future. There has been a lack of full representation by CLAS, and two positions have remained unfilled from CLAS this academic year. The UAS supported UCC's recommendation on *Representation by College*. The Provost approved the recommendation from UAS.

II. Endorsements/Support

Under the responsibilities of the UAS as specified in our *Shared Governance Policies (SG 1.01.2.4)*, UAS may vote to express its endorsement of policies, events, and initiatives that support and advance the university's mission and values. For the 2021-2022 academic year, UAS endorsed or supported the following initiatives.

Endorsement of the University's New Strategic Plan, RH2025: We reviewed the most recent updates on the RH2025 strategic plan that included significant copy edits around parallelism, syntax, and clarity. A land acknowledgement was also incorporated. The UAS expressed appreciation for the extended process of revision of the strategic plan and voted 87% in support of RH2025. The President thanked the UAS for its endorsement and presented the RH2025 strategic plan at the February BOT meeting.

Endorsement of Faculty Salary and Budget Committee (FSBC) Proposal on Annual Salary Adjustment Request for 2022-2023: We reviewed a proposal from FSBC requesting the historical CPI plus 1.5% as a minimum standard for salary adjustment increment for 2022-2023. The university has, on average, met this minimum standard over the past decade. The UAS supported FSBC's recommendation on Annual Salary Adjustment Request for 2022-2023. The Provost accepted and thanked FSBC and UAS for the recommendation.

Endorsement of Faculty Salary and Budget Committee (FSBC) Proposal on Allocation of Federal Funds: We reviewed a proposal from FSBC requesting that the Senior Leadership Team (SLT) seek input from a wide range of perspectives and create a transparent process to determine how best to utilize federal funds to address budget shortfalls while preserving our core functions and best positioning the university for the future. The UAS supported FSBC's recommendation on Allocation of Federal Funds. The Provost accepted and thanked FSBC and UAS for the recommendation.

Endorsement of the Rev. Dr. MLK Jr. Virtual Commemoration for Winter 2022: UAS reviewed and discussed the Winter 2022 virtual commemoration for the Rev. Dr. Martin Luther King Jr. UAS unanimously endorsed the Rev. Dr. MLK Jr. virtual commemoration for Winter 2022 and encouraged all faculty to participate in the scheduled events, as they are able. The Provost approved the recommendation from UAS.

Endorsement of the Provost's Appointed Faculty Representatives to the Online Education and Microcredential Council (OEMC): Pursuant to SG 1.02.k, UAS discussed and endorsed the Provost's appointed faculty representatives to the OEMC.

Endorsement of Student Senate Resolution on Test Optional Policy: We reviewed a resolution from Student Senate requesting support on Test Optional Policy. Student Senate has discussed this with the Director of Admissions and the VP for Enrollment Development. The current test-optional policy goes through this year. They note that standardized tests are not a good predictor of success at the university. Questions were raised about why GPA is considered a reliable predictor, and it was noted that GVSU data suggest that GPA is a reliable predictor of success in college. VP Truss shared with UAS that for some populations GPA is not a reliable predictor, and a holistic admissions policy is needed that identifies how individuals have risen to challenges they face. ECS/UAS may need a presentation on holistic admissions and how the datapoints coalesce before an informed decision can be made on how to proceed. There is support for test-optional policies, but this could change the student body and supports will be needed for students who may not have had access to quality education in the past. Questions were also raised about access to scholarships if standardized tests are not taken. ECS plans to form a taskforce with faculty and student representatives at the summer retreat. This plan was unanimously supported. The UAS supported the Student Senate Resolution on Test Optional Policy and will act on

this at the summer retreat.

Endorsement of Student Senate Resolution to Create a Safety Barrier on the Little Mac Bridge: We reviewed a resolution from Student Senate requesting support to Create a Safety Barrier on the Little Mac Bridge. The UAS supported the Student Senate resolution to *Create a Safety Barrier on the Little Mac Bridge*. The Provost approved the recommendation from UAS.

Endorsement of the Student Senate Resolution on Printing the Suicide Prevention Hotline Number on Student ID Cards: We reviewed a resolution from Student Senate requesting support to Print the Suicide Prevention Hotline Number on Student ID Cards. The suicide prevention hotline is extending its focus beyond suicide into other mental health concerns. The printing of the hotline number on student ID cards could begin in May so that new students registering for spring/summer could have it. Questions were raised about why only this number and not campus security. The Student Senators had considered this but noted that having to decide about which number to call could lead to harm, some individuals in mental health crises do not want police involvement, and 911 calls would get dispatched to campus security; there is broad awareness regarding calling 911 in emergencies, but the suicide prevention hotline number is not as widely known. The UAS supported the Student Senate resolution to *Print the Suicide Prevention Hotline Number on Student ID Cards*. The Provost approved the recommendation from UAS.

III. Acceptance of Reports

Under the responsibilities of the UAS as specified in our *Shared Governance Policies (SG 1.01.1.2.4)*, UAS receives proposals initiated by a variety of individuals and groups. The ECS has the authority to act for the UAS within the range of the Senate's responsibilities (*SG 1.01.3.1*).

Acceptance of the Academic Policies and Standards Committee (APSC) Report on Policy Proposal for National Election Day: ECS reviewed the APSC Report on Policy Proposal for National Election Day. APSC recommended change to the current election day policy. Members of ECS discussed the importance of students being able to vote in elections. This will be on the agenda for the 2022 ECS retreat.

Acceptance of the Academic Policies and Standards Committee (APSC) Report on Repository for Syllabi: ECS reviewed the APSC Report on Repository for Syllabi. APSC recommended the creation of a repository for syllabi, which has been requested by Student Senate. However, students wanted current syllabi available when registering for courses. The proposal does not provide this, as the repository will be of past syllabi for courses since current syllabi typically aren't finalized until the beginning of a course. Concerns were raised about how this would be operationalized. Additional concerns were raised about vulnerability for faculty teaching controversial subjects, especially faculty from historically marginalized backgrounds and disciplines. Some faculty worried about intellectual property being stolen if a repository were created, although others noted ways to handle this. A question was asked regarding updating SORs to provide more of what students are hoping to gain out of a repository. This proposal was tabled and will be on the agenda for the 2022 ECS retreat.

Acceptance of the Academic Policies and Standards Committee (APSC) Report on Rescheduling Exams During Finals Week: ECS reviewed the APSC Report on Rescheduling Exams During Finals Week. APSC proposed keeping the current policy. Problematic situations related to this policy have not been found; faculty have been accommodating to students with three or more exams on a given day. This report was accepted and supported unanimously.

Acceptance of the Academic Policies and Standards Committee (APSC) Report on Test-Optional Admissions: ECS reviewed the APSC Report on Test-Optional Admissions. It has been challenging for advisors to create schedules for incoming students for math due to lack of information on math proficiency. APSC proposed requiring students to provide one of the following prior to their first-year advising appointment: ACT or SAT scores, proof of

completion of AP calculus AB or BC, evidence of transfer credit for a college-level math course, or complete the GVSU math placement exam. Concerns were raised regarding the potential to lose students if this requirement was enforced. It was suggested that admissions should set the requirements. A motion to receive the report with no action was supported by a large majority.

Acceptance of Equity and Inclusion Committee (EIC) Report on Diversity of Faculty, Staff, and Students Across Colleges: ECS reviewed the EIC Report on Diversity of Faculty, Staff, and Students Across Colleges. Data suggest that we continue to present ourselves as a predominantly white institution. The report explored issues around student evaluations of teaching and how persons of color experience personnel actions. EIC hopes to make specific recommendations on improving the learning and teaching process at the university and equitable treatment.

Acceptance of the Equity in Personnel Processes (EPP) Task Force Report: ECS reviewed the EPP Task Force Report. The Equity in Personnel Processes Task Force provided a report as a result of a charge initiated in May 2021. The report offers several recommendations with regard to mitigating bias in LIFT evaluations. The report also notes that there is guidance forthcoming from the American Council on Education that may provide some important policy language with regard to increasing equity in personnel processes.

Acceptance of the Equity and Inclusion Committee (EIC) Report on Prioritizing the Equity in Personnel Processes (EPP) Task Force Recommendations for 2021-2022 Academic Year: ECS reviewed the EIC report. Considering changing use of LIFT scores to *formative*, rather than in personnel decisions and annual salary adjustments. Regardless of what happens with LIFT scores, the Faculty Personnel Policy Committee (FPPC) peer-review of teaching process is moving forward, as it was approved last academic year. Using the peer-review process outlined by FPPC will increase the rigor of the faculty review process over using LIFT data, which is both invalid and biased. If this change is made, communication with and input from all stakeholders will be important. Students will need to know that their voice still will be heard, and their input considered relative to faculty teaching. The report was forwarded to FPPC.

Acceptance of the Graduation Honors Policy Proposal Report: ECS reviewed the GVSU Graduation Honors Policy Proposal from the Registrar's Office. The requested effective date of change is August 1, 2022 (to be included in the 2022-2023 catalog), which would then be in effect for students graduating in Fall 2022, Winter 2023, and Spring/Summer 2023. The GPA for graduating with honors changes annually, based on the previous year's graduating class, which is confusing for students. GVSU's cutoffs are higher than those of other MI publics. ECS made a motion to charge the Academic Policies and Standards Committee (APSC) to craft a policy language for the GVSU Graduation Honors Policy.

Acceptance of the Active Learning Classroom Task Force Report: ECS reviewed the Active Learning Classroom Task Force Report. The Active Learning Classroom Task Force, which was convened by the VP of IT and included faculty representation, provided a report. ECS discussed the report, and noted that the faculty role in designing pedagogical spaces must be at the forefront of these discussions. There may be some conflation of terminology, with "active learning" being used in the report to describe spaces in which delivery can be simultaneously face-to-face and online, aka "dual-delivery". Multiple standing committees have a role in discussions of active-learning and dual-delivery. FFPAC plans to address active learning spaces, and OEMC plans to be part of discussions of high-flex delivery, including types of professional development needed, and whether this type of teaching/learning counts as online or hybrid. The report was forwarded to FFPAC.

Acceptance of the Peer Review Pilot Update Report from the Faculty Personnel Policy Committee (FPPC): FPPC's Peer Review Process of faculty teaching was approved by ECS in 2018, but FPPC has not been able to find individuals or units willing to participate in a pilot. Former Provost Cimitile was a strong advocate for a consistent peer-review process. HLC noted in our accreditation visit that we need consistency across campus. ECS shared some strategies for a way forward with FPPC.

Acceptance of the ECS Title IX Task Force Report: ECS supported the recommendations made by the taskforce and acted pursuant to SG 1.01.3.2. A memo was sent to the President and the Provost. The reply from the President was shared with faculty and is available on the Faculty Governance website.

Acceptance of the Faculty Teaching and Learning Center Advisory Committee (FTLCAC) LMS Selection Feedback Survey Findings Report: A slight preference for Canvas was revealed in the faculty survey, which is consistent with the results of the previous survey. Student Senate also prefers Canvas. Discussion revealed that inclusivity issues have been noted in Blackboard, these are present in Canvas as well. Both support textbook and online homework managers equivalently. The contract with Blackboard ends in June 2024, there will be a transition to the new LMS (Blackboard Ultra or Canvas) over the next three years. Typically, a decision would have been made by last spring; IT has a short timeline for implementation. There does not appear to be a discernable difference in the learning environment between the two LMSs. Some accredited programs use accreditation tools that are built into Blackboard, Canvas does not have a comparable tool. Other institutions that have accredited programs and use Canvas are more technologically advanced than GVSU. Many institutions, including high schools, are using Canvas, so using Canvas may be easier for students who are familiar with it; however, many community colleges use Blackboard. Canvas collects a lot of data about individuals in courses, which is great for educational research, but is it “unnecessary surveillance”?

Acceptance of the Student Senate Resolution on Re-examining the COVID-19 Alert System and Moving to Mask-Optional: ECS reviewed the Student Senate resolution on Re-examining the COVID-19 Alert System and Moving to Mask-Optional. Student Senators expressed a position that the standard set for moving to Alert Level 0 is too stringent, and that students wish to move to mask-optional policies in the classroom. VAT indicated satisfaction with their indicators. Faculty expressed appreciation for relying on data and science. It was noted that epidemiologists recommend a county count of 5-10 people, and we are at 35. Many of our students do not live on campus and are becoming exposed to COVID in the community. Classrooms are high-density areas, and data have supported wearing masks in high-density areas to slow the spread of COVID-19. Faculty and students signed up for face-to-face courses this semester with the expectation of wearing masks, and there is concern that individuals who are medically fragile or live with those who are may be concerned about health if masks are optional in the classroom. Classrooms are compulsory spaces, so this should be one of the last places mask requirements should be changed. ECS members noted that it was useful for Student Senate to have these discussions. A motion was made to receive the report, thank the Student Senate for their work, and remain in support of VAT in the decision-making related to COVID-19.

IV. Appointments

Under the responsibilities of the ECS as specified in our *Shared Governance Policies* (SG 1.01.3.4), ECS serves as a nominating committee for membership for all committees, task forces, and boards that are elected by the UAS. In addition, according to SG 1.01.3.1, ECS has the authority to act for the UAS within the range of the Senate’s responsibilities.

Appointment of Faculty to the Online Education and Microcredential Council (OEMC): UAS approved the Provost’s appointment of faculty to the OEMC. The following faculty were appointed to a two-year term: Krista Benson (BCOIS); and Rick Geisel (CECI). The following faculty were appointed to a one-year term: Denise Goerisch (BCOIS) and Alisha Karabinus (CLAS).

Appointment of Additional Faculty Representatives to the Steering Team of Reach Higher 2025: Following the non-endorsement of the RH2025 strategic plan during the October 1 UAS meeting, there was a recommendation to increase the number of faculty representatives in the Steering Committee of RH2025. After a call for nominations from the faculty at large, the following nominees were selected by ECS: Ana Gonzalez (SCB); Amy McFarland (BCOIS); Paul Murphy (CLAS); and Joel Wendland-Liu (BCOIS). The other faculty representatives in the Steering Committee of RH2025, who were appointed in the 2020-

2021 academic year, are the following: Majd Al-Mallah (CLAS); Courtney Karasinski (CHP); Jared Moore (PCEC); and Lisa Perhamus (COE).

Appointment of Faculty to the Intercollegiate Athletic Advisors (IAA) Group: The IAA Group was formed to serve as a source for the President and Athletic Director to get feedback and refine ideas regarding operation and programming within the Intercollegiate Athletics Department. Areas of input might include subjects such as student-athlete welfare and development, connection to campus community, gender equity, and the overall role of athletics in student life. This group is co-chaired by the Athletic Director (AD) and the Faculty Athletics Representative (FAR) to the NCAA and GLIAC. The following faculty were nominated to be considered for appointment by the President: Rob Deaner (CLAS); Steve Glass (CLAS); and Tonya Parker (CHP).

V. Task Forces

When confronted with issues that need focused attention, broad representation and results within a short time frame, ECS/UAS creates task forces to deal with these issues. For the 2021-2022 academic year, there were three task forces: (1) AFFILIATE FACULTY REPRESENTATION ON SENATE (AFFARES) Task Force; (2) EQUITY IN PERSONNEL PROCESSES (EPP) Task Force; and (3) ECS TITLE IX Task Force.

AFFARES Task Force: The task force was formed with the following roles/charges: (1) Consider the request of the Affiliate Faculty Advisory Committee (AFAC, SG 1.03.B.2) for representation on ECS and UAS, as stated in its memo of February 12, 2021; (2) Make recommendations for revisions of BOT policies defining the membership of ECS and UAS (BOT 3.1.4.1) in view of any decisions reached on the request from AFAC; and (3) Make recommendations for revisions of BOT policies defining the membership of ECS and UAS (BOT 3.1.4.1) in view of the merger of CCPS and COE into the College of Education and Community Innovation (CECI).

EQUITY IN PERSONNEL PROCESSES (EPP) Task Force: The task force was formed with the following roles/charges: (1) Explore bias in teaching evaluations as it relates to gender, race, ethnicity, etc.; (2) Make recommendations to mitigate issues of bias in teaching evaluations; and (3) Make recommendations for specific policy language that FPPC will use to craft policy language.

ECS TITLE IX Task Force: In response to faculty concerns regarding some allegations in the Title IX Office, and the desire for transparency, the ECS Title IX Task Force was created. The task force was charged with identifying a series of recommendations to help ensure a safe campus and working environment, which is necessary to achieve our core academic mission.

VI. Curriculum/New Programs

The Governance Procedure for establishment of a new program involves two stages: (1) The Prospectus for a New Program, and (2) The Proposal for a New Program. The New Program/New Academic Unit Council (SG 1.03.B.13) met and approved the following:

- New Unit Proposal on School of Interdisciplinary Health.
- Non-binding Letter of Intent (LOI) between GVSU and MSU to Establish a Strategic Alliance to Collaborate on Programming Related to Biomedical Engineering.
- Change in the Reporting Structure of the Padnos International Center (PIC).





VII. Presentations

We continued our senate tradition of inviting different campus authorities to give a presentation followed by discussions on topics that are relevant and of interest to faculty, staff and students. This 2021-2022 academic year, there were presentations and discussions on the following topics.

Presentation Topic	Presenter(s)
Discussion with Employee Ombuds Officer	Elisa Salazar
Enrollment Development Update	B. Donta Truss
Benefits Update	Tara Bivens, Mychal Coleman & Nick Ekstrom
Update from the VAT	Ed Aboufadel & VAT Faculty Representatives
Strategic Planning: Reach Higher 2025	Tara Bivens, Mark Schaub & Janet Winter
GVSU Graduation Honors Policy	Suzanne Benet & Pam Wells
Discussion on Title IX Process	Jesse Bernal & Pat Smith
Discussion on Student Mental Health Services	Bonnie Dykstra
University Budget	Greg Sanial
Competency-Based Education	Kara Van Dam
FTIAC Residency Requirement	Kyle Boone
NCAA Update	Paul Leidig
Introduction of New Administrators	Laura Aikens, Emil Delgado & Kara Van Dam

