

# University Academic Senate Newsletter

April 2019

Number 2

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## 2018-2019 University Academic Senate Leadership Team:

Felix Ngassa, Chair

Shawn Bultsma, Vice  
Chair

Lisa Surman-Haight,  
Executive Assistant

## University Academic Senate Report 2018-2019

(Report by Felix N. Ngassa, Chair ECS/UAS, 2018-2019)

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 President's Cabinet (President's Cabinet 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. UAS meetings are open to the public. 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. ECS meetings are not open to the public. 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 2018-2019 academic year, UAS made several recommendations that the Provost approved. Some of these recommendations are still pending approval. In this report, UAS work in the 2018-2019 academic year has been categorized under the following headings: *Policies, Faculty Handbook Changes, Guidelines/Endorsement, Task Forces, Curriculum/New Programs, and Presentations.*

### I. Policies

All recommended policies or policy changes were initiated by the standing committees of the senate, directly by ECS/UAS, or by the Office of the Provost. UAS acted on the following policies and made recommendations to the Provost.

#### POLICY LANGUAGE FOR AFFILIATES AND OTHER NON-TENURE TRACK FACULTY (BOT 4.2.3, 4.3.0, 4.3.1):

In the course of the last several years, after significant amount of discussions in faculty governance committees (AFAC & FPPC) and the University Academic Senate (UAS), UAS supported a recommendation to revise BOT policies language dealing with affiliates and other non-tenure track faculty. The input of Vice President & General Counsel and the Division of Inclusion and Equity were incorporated. The Provost approved the recommendation and supported the proposed BOT Policies changes to the Board of Trustees at the February 2019 meeting. It is anticipated that the changes will be implemented at the beginning of the Fall 2019 semester.

#### ADOPTION OF PEER REVIEW INSTRUMENT:

The Online Education Committee (OEC) recommended an online/hybrid course peer review instrument (rubric) for all online and hybrid classes. The rubric has been through pilot tests and used by several faculty and departments across the university. The OEC recommendation was approved by the Provost. Effective with the beginning of the 2019-2020 academic year, use of the instrument is mandatory when peer reviewing faculty courses taught online and in hybrid format at the University.

**Governance Homepage:**  
<https://www.qvsu.edu/facultygov/>

## UAS/ECS Members 2018-2019:

### CLAS:

Christina Beaudoin  
Matthew Boelkins  
Brian Deyo  
Jonathan Hodge\*  
Brian Kipp  
Tara Kneeshaw  
Brian Lakey\*  
George Lundskow\*  
William Morison  
Felix Ngassa\*  
Harvey Nikkel  
Charles Pazdernik\*  
Gabriela Pozzi  
Kathryn Remlinger  
Ross Reynolds  
Dawn Richiert  
Georgette Sass\*  
Patrick Shan  
Kevin Strychar  
Melissa Tallman  
Christopher Toth  
Adrienne Wallace  
Deanna Weibel\*  
Jennifer Winther  
Megan Woller-Skar

### SCB:

Yatin Bhagwat\*  
Denise de la Rosa  
Jim Sanford  
Paul Sicilian\*

### CCPS:

Naoki Kanoboshi  
Salvador Lopez-Arias\*  
Michelle Wooddell

### COE:

Shawn Bultsma\*  
Sean Lancaster  
Karyn Rabourn

## PROPOSED FINAL EXAM SCHEDULE:

With the support of the University Registrar, the UAS approved a proposal to change the Final Exam Schedule. The proposed Final Exam Schedule was approved by the Provost. The new schedule will go into effect during the 2019-2020 academic year, beginning with the Fall 2019 Final Exam Schedule.

## ANNUAL FACULTY SALARY ADJUSTMENT FOR 2019-2020:

Each year the Faculty Salary and Budget Committee (FSBC) is asked to recommend to ECS/UAS a faculty salary adjustment increment for the coming budget year. The FSBC recommended that the university make efforts to reach our decade-long objective to return faculty salaries to, or above, the mean of Michigan Public Universities. FSBC thanked the administration for the effort to return the salaries of assistant professors to the mean of Michigan Public Universities this past summer. However, returning full professor salaries to the state mean remains a key priority for the FSBC and they will continue to work with administration to meet this and other important budgetary goals. The FSBC recommendation was supported by the Provost with the commitment that faculty salaries will remain a priority.

## PROPORTIONAL PROMOTION INCREMENT:

The Faculty Salary and Budget Committee (FSBC) recommended revisions to BOT Policies language dealing with salary administration and proportional promotion increments (BOT 4.2.20). The FSBC recommendation was approved by the Provost. The Provost will support the proposed changes to the Board of Trustees at the April 2019 meeting.

## MENTORING PROGRAM FOR NEW FACULTY PROPOSAL:

The Faculty Personnel Policy Committee (FPPC) recommended that language be changed in Shared Governance Policies dealing with faculty mentoring (SG 3.01). In approving the FPPC recommendation, UAS further recommended linking guidelines and available resources for faculty mentorship within the policy. The FPPC recommendation was approved by the Provost and will be effective with the start of the 2019-2020 academic year.

## DEAN'S PERSONNEL ACTIONS:

The Faculty Personnel Policy Committee (FPPC) recommended revisions to the BOT Policies language dealing with who the Dean will notify when making a personnel action recommendation (BOT 4.2.10.9). The FPPC recommendation was approved by the Provost. The Provost will support the proposed changes to the Board of Trustees at the April 2019 meeting.

## EMERITUS APPOINTMENT POLICY:

The UAS supported the revision of the Emeritus Appointment Policy as well as the accompanying protocol. The Board of Trustees approved the revised policy (BOT 4.1.7) at the February 8, 2019 meeting. According to the revised policy and accompanying protocol, emeritus status can be recommended from any unit across the University. The Office of the Provost and the Human Resources Office will work together to determine where the list of emeriti and protocols should be maintained.

## JOINT APPOINTMENTS:

The Faculty Personnel Policy Committee (FPPC) recommended revisions to the BOT Policies language dealing with joint appointments for faculty (BOT 4.2.4.1). The FPPC recommendation was approved by the Provost. The Provost will support the proposed changes to the Board of Trustees at the April 2019 meeting.

## FACULTY SALARY ADJUSTMENT PROGRAM:

The Faculty Personnel Policy Committee (FPPC) recommended revisions to the Shared Governance Policies language dealing with faculty salary adjustment (SG 3.08; previously FH 3.06). The FPPC recommendation was approved by the Provost and will be effective with the start of the 2019-2020 academic year.

## FACULTY TEACHING REQUIREMENTS:

The Faculty Personnel Policy Committee (FPPC) recommended revisions to the Shared Governance Policies language dealing with faculty teaching requirements (SG 3.04; previously FH 3.03). The FPPC recommendation was approved by the Provost and will be effective with the start of the 2019-2020 academic year.

**PCEC:**

Shirley Fleischmann  
 Dave Huizen  
 Jared Moore  
 Samhita Rhodes\*

**CHP:**

Alisha Davis  
 Courtney Karasinski\*  
 Wil Rankinen  
 Jody Vogelzang

**BCOIS:**

Amy McFarland  
 Melanie Shell-Weiss\*

**KCON:**

Deb Bambini  
 Joy Washburn\*

**UL:**

Hazel McClure  
 Elizabeth Psyck\*

**Students:**

Rachel Jenkin (Student  
 Senate President)\*  
 Three Student Senators and  
 Graduate Student  
 Association President

**Ex-Officio, Non-Voting:**

Maria Cimitile  
 Ed Aboufadel  
 Fred Antczak  
 Annie Bélanger  
 Suzanne Benet  
 Bonnie Bowen  
 Loren Rullman  
 George Grant  
 Anne Hiskes/Mark Schaub  
 Sherril Soman  
 Diana Lawson  
 Cynthia McCurren  
 Jean Nagelkerk  
 Roy Olsson  
 Paul Plotkowski  
 Christopher Plouff  
 Jeffrey Potteiger  
 Ellen Schendel

**PROFESSIONAL ETHICS:**

The UAS supported a change to the language in the Shared Governance Policies dealing with handling allegations of misconduct in research (SG 3.05, previously FH 3.05). The Provost concurred with the recommendation and approved it effective immediately as of March 5, 2019.

**BACHELOR/GRADUATE COMBINED DEGREE PROGRAMS POLICY:**

The Graduate Council (GC) recommended modifications to the Bachelor/Graduate Combined Degree Programs Policy. In particular, GC recommended that a student be considered a graduate student for all purposes upon fulfillment of one of the following events: the award of a baccalaureate degree, the completion of 12 graduate credit hours or at the request of the graduate program director. The GC recommendation was approved by the Provost and will be effective with the start of the 2019-2020 academic year.

**GRADUATE PROGRAM DIRECTORS POLICY:**

The Graduate Council (GC) recommended a new policy for defining the Graduate Program Director's role to GC. The GC recommendation was approved by the Provost and will be effective with the start of the 2019-2020 academic year.

**PREPARATION OF THESES AND DISSERTATIONS POLICY:**

The Graduate Council (GC) recommended modifications to the Policy on the Preparation of Theses and Dissertations. In particular, the GC recommended requiring the Unit Head approval of the student's thesis or dissertation committee prior to submission to the Graduate School for review. This change has the potential of ensuring that the committee chairperson has disciplinary expertise and the workload availability to support the student completing the thesis or dissertation. The GC recommendation was approved by the Provost and will be effective with the start of the 2019-2020 academic year.

**II. Faculty Handbook (FH) Changes**

Some changes were made to the Faculty Handbook (FH). Some of these changes were minor; modification to existing language, addition to existing language, and rewriting of previous language. The following FH changes were recommended.

**CAMPUS LIFE COMMITTEE MEMBERSHIP CHANGE:**

The UAS supported a recommendation to revise Shared Governance Policies language dealing with Campus Life Committee membership. This recommendation was in response to the organizational changes in the Division of Student Services (DSS) involving the reporting line transition of the Assistant Vice Provost for Student Affairs to the Division of Inclusion and Equity. As a result, the position of Assistant Vice Provost for Student Affairs no longer exists in DSS. Therefore, Campus Life Committee recommended a change in membership description from Assistant Vice Provost for Student Affairs to Associate Dean of Students. The Campus Life Committee recommendation was approved by the Provost and effective immediately as of October 17, 2018.

**ONLINE EDUCATION COUNCIL (OEC) RESPONSIBILITIES:**

The UAS supported a recommendation from OEC to replace the current responsibilities in the FH with new language that reflects the current practices of the OEC. The Provost concurred with the recommendation and approved it effective immediately as of November 16, 2018.

**FACULTY HANDBOOK REORGANIZATION:**

The UAS supported recommendations from the Policies Working Group to reorganize the FH. The recommendations include adding policies that affect the work of faculty, removing policies that may belong elsewhere, and renumbering some policies. The recommendations only affect the policies that are pulled together to curate the FH. The Provost concurred with the recommendations and approved them effective with the start of the winter 2019 semester.

**UNIVERSITY CURRICULUM COMMITTEE (UCC) RESPONSIBILITIES:**

The UAS supported a recommendation from UCC to replace the current responsibilities in the FH with new language that reflects the current practices of the UCC. The Provost concurred with the recommendation and approved it effective immediately as of November 16, 2018.

**EQUITY & INCLUSION COMMITTEE (EIC) STAGGERED MEMBERSHIP:**

The UAS supported a recommendation from EIC to stagger elected faculty membership on the EIC. The Provost concurred with the recommendation and approved it effective immediately as of March 1, 2019.

#### CAMPUS LIFE COMMITTEE MEETING DATES:

The UAS supported a recommendation from the Campus Life Committee to establish consistent meeting dates for the Campus Life Committee. The Provost concurred with the recommendation and approved it effective immediately as of March 1, 2019.

#### RESEARCH POLICIES SECTION OF FACULTY HANDBOOK:

The UAS supported recommendations to clean up the current Regular Faculty Handbook section that is called “Research Policies”. The Provost concurred with the recommendations and approved them effective with the start of the 2019-2020 academic year.

### **III. Guidelines and Endorsements**

The UAS reviewed and endorsed the recommendations of various guidelines and campus initiatives.

#### FACULTY PERSONNEL POLICY COMMITTEE (FPPC) DEFINITION OF EFFECTIVE TEACHING:

The definition of effective teaching as recommended by the FPPC was supported by the UAS. Through its support, UAS is giving FPPC the framework that will guide the drafting of policy language for the evaluation of teaching. In addition, UAS supported a mechanism to solicit feedback from faculty on FPPC’s definition of effective teaching and for the feedback to be shared with FPPC to incorporate in the drafting of policy language for the evaluation of teaching.

#### ENDORSEMENT OF VARIOUS CAMPUS INITIATIVES:

UAS continued a tradition of endorsing various campus initiatives such as the MLK week and the fall 2018 Teach-In.

### **IV. Task Forces and Working Groups**

When confronted with issues that needed focused attention, broad representation and results within a short time frame, ECS/UAS created task forces to deal with these issues. For the 2018-2019 AY, ECS/UAS had four task forces: (1) Open Educational Resources (OER)/Affordable Course Materials (ACM) Task Force, OER/ACM Task Force; (2) Senate Bylaws Evaluation (SEBLEV) Task Force; (3) Summer Compensation Task Force; (4) University LEAdership Development Task Force, ULEAD Task Force.

#### OER/ACM TASK FORCE:

Following the request from the President of the Student Senate and the Dean of the University Libraries, the University Academic Senate (UAS) approved the creation of the OER/ACM Task Force in the spring of 2018, with its work to start in the fall of 2018. The membership of the OER/ACM Task Force consisted of the following: Two student representatives selected by Student Senate; Two faculty members selected by the Executive Committee of the Senate (ECS); One faculty member selected by the Pew Faculty Teaching and Learning Center (Pew FTLC); the Dean of the University Libraries; and the Scholarly Communications Outreach Coordinator of the University Libraries. Why OER/ACM? The rationale for OER/ACM includes the following: OER/ACM can reduce the financial burden on students and also enable more innovative and effective teaching; Based on the current state of knowledge in the field, awareness and use of OER/ACM is relatively low among instructors nationwide; and the need to accelerate the use of OER/ACM at GVSU that could have high impact on students and instructors. With the above in mind, the proposal to create a task force had the following objectives: (1) Explore current GVSU practices involving course material decisions; (2) Recommend strategies to recognize existing OER/ACM use by GVSU faculty/staff; (3) Recommend strategies to increase use of existing OER/ACM services and support; and (4) Recommend new initiatives or support to increase OER/ACM adoption by GVSU faculty/staff. The final report of the OER/ACM Task Force is due by the end of the winter 2019 semester.

#### SEBLEV TASK FORCE:

On January 19, 2018, the Executive Committee of the Senate (ECS) approved the creation of a task force, the SEBLEV Task Force, to examine the UAS Bylaws (2.01.A.1-4) and to recommend any changes that would make them more complete and self-consistent and that would align them with shared governance as it is practiced at Grand Valley State University. In particular, the task force was charged with proposing rules and procedures for amending the Bylaws. The membership of the task force consisted of six faculty members and two ex-officio members from the Office of the Provost. The task force met in the fall of 2018 and winter of 2019 and recently completed its charge. The final report of the task force



was approved by ECS on February 15 and by UAS on February 22, 2019. In its work, the SEBLEV Task Force extensively rearranged individual sections of the current Bylaws (formerly FH 2.01.A.1-3, currently SG 1.01) in order to produce a better-organized and more user-friendly document. Several sections have been added in order to produce a more complete document. Sections added include the following: A Mission Statement/Preamble (Section 1); Approval of Policies (Section 9); and Amending the Bylaws (Section 10). The Provost concurred with the recommendation and approved it effective immediately as of April 1, 2019. Current Shared Governance Policies, SG 1.01, will be deleted and replaced with the new language proposed by the SEBLEV Task Force.

#### SUMMER COMPENSATION TASK FORCE:

On September 24, 2018, the Provost in collaboration with Senate Leadership proposed the creation of the Summer Compensation Task Force. The membership of the task force consisted of four faculty members and two ex-officio members from the Office of the Provost. The task force was charged with reviewing GVSU current practices and pay rates, compare these with equivalent institutions and if necessary, recommend alternative policy language. In particular, the task force was asked to explore the possibility of pro-rating extra semester salary compensation in situations where a course is not fully enrolled and it is in the best interest of students to be able to attend a course in the spring/summer semesters. The task force was provided with information on summer pay at peer institutions, and all requests for data were granted, including access to the actual compensation provided to faculty teaching low-enrolled courses in recent years. The task force completed its task and submitted its recommendation on October 24, 2018. The task force recommended the following: (1) Change the dates of registration for spring/summer classes; (2) Monitor low-enrolled courses with the suggestion that the spring/summer low-enrolled threshold be set to 10-12 with the definition of spring/summer extremely low enrolled defined at 5-8; (3) Drop a course at the earliest date possible to enable students to plan accordingly; (4) Encourage faculty to develop more online courses and courses that students take at community colleges; (5) Schedule smartly throughout the year; and (6) Review course releases throughout the year as a savings measure. In reviewing the task force's final report, ECS agreed that more information may be needed and recommended the Provost share the report with the College Deans for feedback. Following the Provost's meeting with the College Deans, the Provost drafted a response to the Summer Compensation Task Force's final report that was reviewed by ECS on March 15, 2019. In her response, the Provost acknowledge that the issue is complicated and in the spirit of shared governance, she would implement the recommendations of the task force for spring/summer 2019 with a few exceptions as described by the Deans, where a reduced compensation would be offered to faculty for special circumstances. In addition, as a one-year pilot, low enrollment thresholds for spring/summer 2019 will be set at 8 for undergraduate courses and 5 for graduate courses at full faculty compensation. Working in collaboration with the Provost Office, Deans will allow, minimally, low enrolled courses below the threshold with prorated pay only in special circumstances. In these cases, and where applicable, the prorated pay will be individually negotiated between the Dean and the faculty member.

#### ULEAD TASK FORCE:

Following the recommendation from the Faculty Personnel Policy Committee (FPPC), the University Academic Senate (UAS) passed a resolution on September 28, 2018 to support the creation of a task force to study and propose a university development plan for future leaders at GVSU. The members of the task force were selected by the Executive Committee of the Senate (ECS) on October 12, 2018. The membership of the task force consisted of the following: Six faculty members; A representative from the Provost Office; A representative from Human Resources; and a representative from the Pew Faculty Teaching and Learning Center. The task force started its work in the fall 2018 and continues this winter 2019. The final report from the task force has been submitted for ECS/UAS consideration.

## **v. Curriculum/New Programs**

The UAS, through the New Programs Council and New Academic Units (NPC/NAU), reviews new unit proposals and new unit prospectuses. The membership of the NPC/NAU consists of the following: Chair of ECS/UAS, represented by the Vice Chair of ECS/UAS; Chair of the Faculty Salary and Budget Committee (FSBC); Chair of the Graduate Council (GC); Chair of the University Curriculum Committee (UCC); Assistant Vice President for Academic Affairs from the Provost Office; and the Provost. At the time of writing this

report, one new unit proposal was reviewed and four new program prospectuses were reviewed.

NEW UNIT PROPOSAL — The Applied Computing Institute:

A new proposal was submitted to establish The Applied Computing Institute (ACI) within the School of Computing and Information Systems. The creation of The Applied Computing Institute is in line with the strategic vision of the Padnos College of Engineering and Computing (PCEC) to expand well-established competencies in computing, experiential learning, and industry collaboration. It is anticipated that the creation of the ACI and its accompanying activities will continue to put a spotlight on the School of Computing and Information Systems as a leader in technology in the west Michigan and Midwest regions. The new proposal was approved by the NPC.

NEW PROGRAM PROSPECTUS — BS in Cybersecurity:

A prospectus for a new undergraduate major in cybersecurity was reviewed. Rationale for the new program focused on the unique skill set required for the field of cybersecurity that would justify making it a separate stand-alone option in addition to the undergraduate program in computer science. The rationale for this new program also included a growing demand for the need to prevent and identify cybersecurity threats coupled with a projected worldwide shortage of a qualified pool of trained professionals. The new program prospectus was supported by the NPC.

NEW PROGRAM PROSPECTUS — MS in Cybersecurity:

A prospectus for a new graduate major in cybersecurity was reviewed. Rationale for the new program focused on the unique skill set required for the field of cybersecurity that justify making it a stand-alone option in addition to the graduate program in Computer Information Systems (CIS) in which cybersecurity is currently available as an emphasis. The committee agreed that this new program offers an opportunity for a combined program with the proposed bachelor's degree in cybersecurity. The committee encouraged collaboration with the bachelor's degree program to propose the combined program as the Master's program is being developed. It was indicated that while this program may compete with the existing CIS degree, it has the potential to attract and retain students who are specifically looking for advanced programs to specialize in cybersecurity. The new program prospectus was supported by the NPC.

NEW PROGRAM PROSPECTUS — BSE in Biomedical Engineering:

A prospectus for a new undergraduate major in biomedical engineering was reviewed. Rationale for the new program focused on complementing the existing BME undergraduate minor program. The prospectus author noted that this new program will have three tracks that students can choose between (i.e., mechanical, electrical, or product design and manufacturing). It is anticipated that this major will attract a more diverse population of students, particularly since BME attracts more women in the engineering field than other engineering areas. The author noted that West Michigan is home to the highest concentration of medical device manufacturers in the state and one of the fastest growing medical clusters in the Midwest; consequently, the market needs innovative biomedical engineers who can design products by taking advantage of recent investments in biomedical research to solve problems identified in the healthcare industry. The new program prospectus was supported by the NPC.

NEW PROGRAM PROSPECTUS — Doctorate in Occupational Therapy:

A prospectus for a new doctorate in occupational therapy (OTD) was reviewed. This new doctorate would replace the current master of science in occupational therapy (MSOT). Rationale for the development of an OTD program to replace MSOT program focused on a recent announcement by the Accreditation Council for Occupational Therapy Education (ACOTE.) ACOTE announced that as of July 1, 2027 all new graduates must complete a doctoral level program to be eligible to sit for the national certification exam. The authors shared that although this revision to OT training is currently in abeyance, they anticipate that the professional association will vote to support this revision to training in April of 2019. In response, they submitted this prospectus and are seeking support to get ahead of this anticipated revision to OT training standards. The new program prospectus was supported by the NPC.

## **VI. Presentations**

Each semester, ECS and UAS have a tradition of inviting different campus authorities to give a presentation followed by discussions on a topic that is relevant and is of interest to

faculty, staff and students. In the 2018-2019 academic year, there were presentations and discussions on the following topics.

| Presentation Topic                         | Presenter(s)                    |
|--------------------------------------------|---------------------------------|
| HLC Visit Preparation                      | Chris Plouff                    |
| Voter Education and Democratic Engagement  | Melissa Baker-Boosamra          |
| IT Policy Implementation                   | Sue Korzinek                    |
| NCAA FAR Duties and Responsibilities       | Paul Leidig                     |
| The Nuts and Bolts of Program Review       | Chris Plouff                    |
| Benefits/Health and Wellness Update        | David Smith                     |
| Civic Engagement Opportunities & Programs  | Liz Collver & Melissa B.-B.     |
| Title IX Reporting Update                  | Jesse Bernal & Theresa R.       |
| Grounds and Facility Use Policy            | Tom Butcher & Anne Jbarra       |
| Political Activity Policy                  | Tom Butcher & Anne Jbarra       |
| Laker Effect Map                           | Travus Burton                   |
| Updated Graduate Exit Survey Results       | Jeff Potteiger                  |
| Security Camera System                     | Brandon DeHaan                  |
| Transfer Credit Process                    | Suzeanne Benet                  |
| Lakers Connection Student Success Programs | Connie Dang et al.              |
| Making Waves About Water Initiative        | Kate Remlinger<br>Peter Wampler |
| 2019-2020 University Libraries Budget      | Jeffrey Daniels                 |
| Student Success Network Update             | Suzeanne Benet                  |

## The Faculty Factor of the Laker Effect

What is the **Laker Effect**? The **Laker Effect** has been defined as “the collective impact of the Grand Valley community on individual students, West Michigan, our state, and beyond.” The **Laker Effect** has also been defined as “a force for positive change.” From the above definition, the word *impact* and the phrase *positive change* are critical components in the definition of what the Laker Effect is. The faculty are an important partner in creating the *impact* and *positive change* that have lasting consequences in the lives of our students. In my role as a faculty member and as the Chair of ECS/UAS, I would like to share some of my thoughts about the faculty factor of the Laker Effect. The thoughts of some of our faculty colleagues in ECS/UAS and some of the UAS standing committee chairs are shared as well.



**Felix Ngassa:** Felix is a Professor of Chemistry in the Department of Chemistry of the College of Liberal Arts and Sciences (CLAS). Felix is also the Chair of ECS/UAS for 2018-2019. **What role do faculty play in creating the Laker Effect?** In my opinion, five ways that the faculty impact and positively influence the student body is that, for one, they always make time for students whether it's during their office hours or if they accommodate another meeting time to be there for the students. This provides the ability to have one on one explanations to help the students understand concepts. Secondly, no matter the kind of question, especially during class, faculty always manage to answer the question like it was a genius question; this encourages the students to feel comfortable asking. Thirdly, faculty grade in a way that provides feedback for improvement of the students' future assessments or practices;

this helps the students grow and learn from their mistakes. Fourthly, faculty challenge students beyond their potential so they can grow as well. Like a baby bird getting thrown out of the nest to be forced to fly. You see this when faculty call on random students in the class. Fifthly, when there are opportunities available faculty always try to share them with the class to help further expand their horizons; especially if its within their major. This includes internships, scholarships, research opportunities etc. I was reflecting on this question and although I know what we do as faculty, I thought it would be best to hear directly from the students the role they think faculty play in creating the Laker Effect. I asked the students in my winter 2019 sophomore level organic chemistry class to share with me, based on their experience, the role they think faculty play in creating the Laker Effect. Here are a couple of the responses I received. "My professors and other faculty have been willing and able to help me outside of class when I am struggling. They all are more than willing to meet during office hours or even by appointment if those times do not work for their students. They have given me opportunities to gain connections that I am sure will help me tremendously in the future. Faculty has helped me find resources on campus and off that may help me in pursuing my future goals. The professors at Grand Valley have challenged me the perfect amount – in a way to ensure I am learning but not deliberately making tests/exams impossible. Many of the faculty at GVSU have increased my confidence levels tremendously and have helped me to step out of my comfort zone. By encouraging involvement in class, the professors have helped everyone feel more confident in themselves especially when answering questions. The staff at Grand Valley are also very supportive of the students. If someone has a goal for the future, they do not shoot it down but instead find any way possible to help them reach this goal." Another student writes, "I am proud to be a student attending Grand Valley. The faculty has molded me into the person I want to be and will have a lasting impact. The almost open-door policy that most professors have help students feel comfortable enough to share things that I don't feel like students at other colleges would feel comfortable sharing. It is easy for a student to go to a professor and ask about class and the conversation to naturally turn into life conversations. This helps promote the relationship between professor and student. When the two know each other on a more personal level it makes it easier to ask for help." [What are some important values that serve as a catalyst to the Laker Effect?](#) The following are some of the values I believe serve as catalyst to the Laker Effect: (1) Be kind. Treat students with respect and always be willing to help either by email, in class or in office hours. (2) Be caring. Let the students know by your action that you care about them personally as human beings and their success. (3) Be passionate. When we demonstrate passion in the material we are teaching and demonstrate our love for teaching, that positively impacts the students and encourages them to like coming to class and participating. (4) Be interactive. Many students come to Grand Valley because of our smaller class sizes and the opportunity to interact with the faculty on a personal level. Encourage that interaction in your classes. (5) Be generous with your knowledge. Share your knowledge with the students and help them realize that with extra effort nothing is impossible. It is important to make the students know that faculty is not out to get them. Yes, the material could be challenging and our exams will be challenging but the students should feel that the faculty has prepared them well for the challenge. Here is an important quote from one of my students, "GVSU faculty in turn lead by example. By promoting the positive environment that they do it allows for other students to help create this atmosphere. Positivity attracts positivity. Faculty willing to lend a hand will help students also want to create a positive atmosphere and lend a hand whenever possible." [How am I sharing my Laker Effect as I help accomplish the university's goal of enhancing the image and visibility of Grand Valley?](#) I am sharing my Laker Effect by actively involving our undergraduate students in my research. I have offered the students the opportunity to present their work at national conferences and to be published in peer-reviewed journals. This enhances the image and visibility of Grand Valley. In reflecting on this question, I reached out to my former undergraduate research students who have graduated from GVSU to share the opportunities their GVSU research experience presented to them. Here are a few of their responses. "My research experience at Grand Valley presented me with so many opportunities. First off, I was able to attend my first professional conference. This is something that I am going to have to do yearly, at least, and it was amazing that I got to experience this as an undergraduate (junior year!). I also got so much experience writing professionally. I had not had much experience writing scientific papers and now it is something that I am able to do almost without thinking. We were able to get published in a



peer-reviewed journal and that was an amazing addition to my resume. Being able to do these things as an undergraduate made me an excellent candidate for graduate study. Another experience that helped me out greatly was Journal Club in which we were required to present our research in front of peers and professors. This is very similar to what I have to do with my Thesis Proposal. When publishing scientific papers, you need to be able to present, explain, and defend your work. All of these opportunities made me into a more professional person and has led to my current success.” Another student writes, “Research is the best decision I ever made. While you have to put a lot in, you get so much more out of it and learn so much. No matter what the student's plan in life is, research is something great to have on a resume. With technology and advancements in medical knowledge, laboratory work in many forms is a growing industry. Laboratory experience is a great thing to have and who knows it could change your life, like it did for me.” [What advice can I give my faculty colleagues on the importance of their contributions in driving our university's mission of “Educating students to shape their lives, their professions, and their societies”?](#) We should retain our focus on students and our values as a liberal education institution through the design and implementation of our curriculum. We should also be open to new and creative ideas and not be afraid to get out of our comfort zones in the quest for quality education. We should continue to do our best for every student. In the words of President Haas, “change is relentless and there is more we can do for our students, being mindful of the challenges ahead.”



**Shawn Bultsma:** Shawn is an Associate Professor in the School Counseling Program of the Educational Leadership and Counseling Department of the College of Education (COE). Shawn is also the Vice Chair of ECS/UAS for 2018-2019. [What values are important to you in your role as a faculty that serve as a catalyst to the Laker Effect?](#) When I consider the role that I play in impacting the Laker Effect, a quote from *The Theory and Practice of Group Psychotherapy* by Irving Yalom comes to mind: “A sense of life meaning ensues but cannot be deliberately pursued: life meaning is always a derivative phenomenon that materializes when we

have transcended ourselves, when we have forgotten ourselves and become absorbed in someone (or something) outside ourselves.” Similarly, I think that the Laker Effect occurs naturally without intentional pursuit. For me the Laker Effect emerges as past and present members of the Grand Valley community engage lives, professions, and societies outside of the actions of any one particular member. This idea challenges me to see my own participation as a faculty member committed to teaching, service, and scholarship as something greater than my own efforts. More specifically, I can’t help but to see my participation in shared governance and some of the initiatives that faculty senate has achieved this year (e.g., a collaborative and successful accreditation review, revision of senate bylaws, and launching the online SHORE system used to manage the various charges assigned to senate standing committees) as the result of our collective impact. I am convinced that these efforts have the potential to shape all students and colleagues in such a way that each one of us is best positioned to positively impact the Laker Effect. It follows that when one member of our community succeeds, we collectively celebrate; conversely, when one member fails, we collectively lament. I anticipate that recognizing the Laker Effect as a derivative phenomenon will help us thrive even during those times of challenge and uncertainty that have always been and will continue to always be with us as we press on to actualize our mission and vision in our work.



**Jon Hodge:** Jon is a Professor of Mathematics and Director of the School of Communications of the College of Liberal Arts and Sciences (CLAS). Jon is also a member of ECS/UAS for 2018-2019. **What values are important to you in your role as a faculty that serve as a catalyst to the Laker Effect?** One of the things I have valued most about being a faculty member at GVSU is the opportunity to support the success of my students and prepare them to make a difference in the world after they graduate. It is extremely rewarding to hear from alumni who have gone on to be teachers, doctors, researchers, engineers, or humanitarians. Whenever a former student reaches out to me to share an accomplishment or give an update on how life is going, I feel an enormous sense of gratitude to have been a part of their journey. **What advice would you give your faculty colleagues on the importance of their contributions in driving our university's mission of**

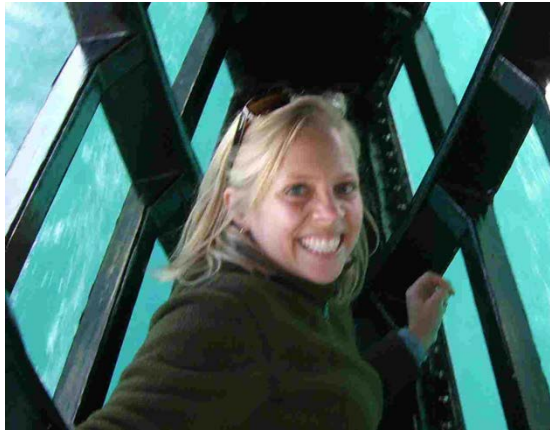
**"Educating students to shape their lives, their professions, and their societies"?** The advice I have for my colleagues is this: As faculty, we should never fail to appreciate the opportunity we have to impact students' lives and, in doing so, shape our future society. Small gestures—an encouraging word, an e-mail about an internship or graduate school opportunity, or a conversation that provides guidance and direction—can be transformative for students. The accumulation of these small acts of care and kindness are one of the biggest ways that faculty contribute to the Laker Effect.



**Courtney Karasinski:** Courtney is an Associate Professor and Graduate Program Director in the Communication Sciences and Disorders Program. Courtney is also a member of ECS/UAS for 2018-2019. **What role would you say faculty play in creating the Laker Effect?** Faculty at Grand Valley State University play a crucial role in creating the Laker Effect. In addition to providing the knowledge and skills students need to succeed in their chosen fields, we provide a liberal education that promotes the critical thinking, creative problem solving, and cultural

understanding that will facilitate success for students both professionally and personally. We create opportunities for students to develop into life-long learners who will create positive change in their professions and communities. For example, providing service-learning opportunities for students allows them to connect to members of the community and recognize how they can impact the lives of others. Involving students in research generates a passion for the discovery and innovation necessary to advance their field of study. By valuing and modeling a commitment to critical thinking, creative problem solving, cultural understanding, education, life-long learning, service, and scholarship, faculty demonstrate the qualities students should emulate in order to create positive change in their environment. **How are you sharing your Laker Effect as you help accomplish the university's goal of enhancing the image and visibility of GVSU?** I am sharing my Laker Effect in a number of ways. Cultivating positive relationships with my students and helping them to reflect on their challenges and create solutions is an important part of my role as a faculty member. Creating learning opportunities to stretch their thinking and to encourage them to think

broadly is another area of focus. For example, I provide opportunities for students to work in interprofessional teams to solve problems, and to reflect on how course content applies to real-world problems that don't seem to fit the course description, but do relate in important ways. Seeing the connections across courses and experiences results in the ability for students to apply their knowledge and skills broadly and to create a positive impact on individuals, even when their professional role with these individuals is not immediately apparent. Involving my students in research is another way I am sharing my Laker Effect. Although many of my students are not initially interested in research when they first come to Grand Valley, learning about how evidence-based practice results in improved outcomes in the individuals they will serve as future speech-language pathologists leads to an interest in scholarly discovery. By engaging in research and presenting with me at conferences, students practice the written and oral communication skills necessary for successfully promoting best-practice in the field. They also learn how to critically evaluate evidence and draw conclusions based on data, which will help them in their clinical decision-making within the field. This ability to make decisions based on critical evaluation of evidence will extend into decision-making in their personal lives. The ability to formulate a plan to test a hypothesis will also benefit the students as they create plans within and outside their profession. [What advice would you give your faculty colleagues on the importance of their contributions in driving our university's mission of "Educating students to shape their lives, their professions, and their societies"?](#) I believe that most of my faculty colleagues recognize and value the importance of their contributions in driving our university's mission of "Educating students to shape their lives, their professions, and their societies." My advice would be to continue to value the professor-student relationship, and to challenge students to engage in opportunities to enhance their learning outside of the classroom. When faculty help students to see the connections across coursework and experiences, students become better equipped to recognize opportunities to impact society and to develop a plan for creating positive change.



[Tara Kneeshaw:](#) Tara is an Assistant Professor of Geology in the College of Liberal Arts and Sciences (CLAS). Tara is a sabbatical replacement member of ECS/UAS for 2018-2019.

[What role would you say faculty play in creating the Laker Effect?](#) Faculty are the essential agents and instruments of the Laker Effect. We are the constant that takes in seemingly random parts of the world (our students, for example) and we process them to develop skills, attitudes and knowledge that produce

a meaningful result that wasn't there before, that result is the Laker Effect. [What values are important to you in your role as a faculty that serve as a catalyst to the Laker Effect?](#) Inspiration is the catalyst of growth. As a catalyst of the Laker Effect, it is important to remember that as faculty our attitudes are responsible for creating the weather around us. We must be mindful of how our perceived attitudes and behaviors are influencing our students, colleagues, and community. In our roles as catalysts we should seek to be instruments of inspiration. [How are you sharing your Laker Effect as you help accomplish the university's goal of enhancing the image and visibility of Grand Valley?](#) Sharing my Laker Effect means taking the Laker Effect with me wherever I go, whether it is presenting research at a national conference or trying to convince a teenage cashier at the local grocery store to apply to Grand Valley. It's being proud of where I work, of what myself and my students and colleagues are accomplishing and spreading the word. [What advice would you give your faculty colleagues on the importance of their contributions in driving our university's mission of "Educating students to shape their lives, their professions, and their societies"?](#) To my faculty colleagues, I would highlight how our success in accomplishing our university's mission is a direct reflection on us as faculty. As faculty, we are the heart of Grand Valley and for us to be successful as a whole university we must work to be successful as individuals, in the end we are all in this together.





**Chuck Pazdernik:** Chuck is a Professor of Classics in the Department of Classics of the College of Liberal Arts and Sciences (CLAS). Chuck is also a member of ECS/UAS for 2018-2019. **What role would you say faculty play in creating the Laker Effect?** In 2011, Diane Raylor, my colleague in the Department of Classics, acknowledged ten GVSU undergraduates who participated in the development of her celebrated translation of Sophocles' *Antigone*, published by Cambridge University Press, as part of their advanced coursework in the ancient Greek language in which the play was composed. By 2018, these Lakers for a Lifetime had gone on to success in many fields: archivist; clown and teaching artist; software delivery lead; voiceover actor; software journeyman; software engineer; postdoctoral fellow in New Testament studies; research application developer;

Latin teacher; and (again) software engineer. Ten GVSU Classics majors, ten flourishing and fulfilling real-world careers: we might measure the Laker Effect in terms of tangible outcomes, but students rarely choose Classics with a definite end or destination in view. They come to us because they have an itch that they want to scratch, a sense of worlds larger than their own, and they leave with skills and perspectives that equip them to follow their own paths. Kiplinger, the personal finance media group, recently ranked Classics sixteenth among "25 Best College Majors for a Lucrative Career" and also noted that Classics graduates report high levels of meaning in their careers. Another colleague of mine, Quinn Griffin, has observed: "One consistent challenge for students in Classics courses is the high register of Classical works; students are often intimidated by the tone and language of ancient texts and lack confidence to approach them as primary sources." Not only do we help students to overcome the intimidation factor, but we give them the cultural capital to negotiate that register for themselves. Our graduates tell us that working in the classical languages and experiencing the material culture of the ancient Mediterranean gives them the confidence to embrace opportunities and to present themselves in ways to which employers, clients, and graduate and professional schools respond.



**Samhita Rhodes:** Samhita is an Associate Professor and Chair of the Biomedical Engineering Program & the Assistant Director of the School of Engineering. Samhita is also a member of ECS/UAS for 2018-2019 and has just completed her term in ECS/UAS. **What is your Laker Effect and what role would you say faculty play in creating the Laker Effect?** It's a little disconcerting to be at that stage in my life where I'm being asked to ruminate and ponder on the "big" stuff. Isn't that what happens to older people? Oh crap, am I already one of the "elders"? How did that happen? I am terrified by my complete inadequacy to give cogent and sage advice.

You may as well have me write about *How to Knit* or *How to Kill a Roach with Just Your Right Flip Flop*. But here goes...A few days ago, I was talking about the projection slice theorem with senior and graduate electrical and computer engineering students in my biomedical image processing class. This was the lead-up to understanding the algorithms that allow us to reconstruct tomographic images. I had been lecturing for an hour, and usually this is the point at which students – even the politest ones – are displaying classic signs of tedium. The head bob, the fidget, the slightly unfocused, glazed eyes. And then one student put up his hand and said, "Professor, that's pretty cool" .....and proceeded to ask me a question. And then some of the other students jumped in with comments and questions, and I'm not going to lie – I got verklempt! Because yes, I think it's pretty cool too! And at the end of a long day and an even longer



lecture, we stayed after class had ended to discuss it more – like the total nerds we were! So, when I think of the Laker Effect that's what I think of – passionate, engaged people, proudly flying our nerd flag. Faculty committed to their students' education, and students committed to the pursuit of knowledge. Colleagues working together in service of our community. Has there been a more glorious time to be a Laker?! **What advice would you give your faculty colleagues on the importance of their contributions in driving our university's mission of "Educating students to shape their lives, their professions, and their societies"?** So, if there's any advice I can offer it's this – don't be afraid to wear your heart on your sleeve. Students will respond to your enthusiasm and your passion, and they will engage with you in ways that are unexpected and delightful. I have never walked away from a semester without learning something new about the topic I was teaching – my cup runneth over.



**Georgette Sass:** Georgette is an Associate Professor of Biology in the Department of Biology of the College of Liberal Arts and Sciences (CLAS). Georgette is also a member of ECS/UAS for 2018-2019. **In your leadership role, I would like you to share some of your thoughts about the faculty factor of the Laker Effect.** I am the coordinator for the BIO

376 Genetics Laboratory Course. My role as the coordinator involves acting as the point person in generating faculty consensus on the focus of course content as well as designing the curriculum and delivering the material needed to fulfil our course goals. I also carry out all of the reagent preparation for the course. In this capacity, it is my responsibility to ensure all materials for this large course (18 sections per year!), from course manual to reagents used by each student, are of the highest quality to enable student success. I manifest the Laker Effect in my dedication to the delivery of a quality product to every student that takes the Genetics Laboratory course. Each student deserves the chance to be successful and to fully engage in the scientific process. Even though I may not be their actual instructor in the course, a lot of hard work behind the scenes has happened to create a positive and successful outcome in the lab. It is my hope that students see this standard of excellence in all that we do as instructors and use this as a model in their own lives. **What advice would you give your faculty colleagues on the importance of their contributions in driving our university's mission of "Educating students to shape their lives, their professions, and their societies"?**



**I would encourage my faculty colleagues to be open to the varied ways that we each contribute to the success of GVSU.**

**Paul Sicilian:** Paul is a Professor of Economics in the Department of Economics of the Seidman College of Business (SCB). Paul is also a member of ECS/UAS for 2018-2019 and has just completed his term in ECS. **What is your Laker Effect and what role would you say faculty play in creating the Laker Effect?** Faculty create the Laker Effect mainly through our impact on students. We do that both through the classroom by providing an intellectually stimulating environment and by encouraging them to explore challenges or experiences that stretch their understanding of themselves and others. We can also act as role models by demonstrating showing respect to all people we interact with and by holding ourselves

and others to high ethical standards in our teaching and our research. As part of a university we should impress on students and to members of the wider community the importance of honest and careful analysis of important issues in society and in our disciplines. We can offer our expertise to local community groups. I have found that working with our students with community partners is particularly rewarding in that the students are involved in an immersive learning and the experience first-hand how they can use their skills to benefit society and well as themselves.



**Matt Boelkins:** Matt is a Professor of Mathematics and Director of New Student Advising and Registration. Matt is also a member of UAS for 2018-2019. **What role would you say faculty play in creating the Laker Effect?** Faculty play a vital role in the university's collective effort to make a positive impact on students' lives. While of course students benefit immensely from extracurricular activities, every single one of them must complete the required curriculum, and so through the courses they take, they are regularly and consistently affected by faculty. I think that one of the most important ways that we do this at Grand Valley is that we build relationships with students: we take time to get to know our students personally, to encourage them individually, and to let them know that we care about them.

**What advice would you give your faculty colleagues on the importance of their contributions in driving our university's mission of "Educating students to shape their lives, their professions, and their societies"?** In an age where I find too much focus on things that are measurable -- the number of students we teach, the number of papers we publish, the number of committees we serve -- I want to encourage us all to remember that the single most important part of our work is very hard to measure: our day-to-day interactions with students. In those settings, such as the time we take to ask students how they are doing and listen to their responses, to say "good job" to students who are working hard, or to encourage students to apply for opportunities about which they were unaware, I think we make an enormous positive difference in our students' lives. And by helping our students become who they want to be, or perhaps even become someone they didn't know they could be, we enable them to go out and themselves be a force for positive change that makes a difference in our world.



**Harvey Nikkel:** Harvey is a Professor of Chemistry and one of the longest-serving members of the University Academic Senate (UAS). Harvey is completing his last term in UAS this 2018-2019 and will be retiring at the end of the current academic year. We wish Harvey well as he leaves GVSU to enjoy a well-deserved retirement after serving as a faculty for close to four decades. **What role would you say faculty play in creating the Laker Effect?** Just like ripples from the splash where a rock enters the water, the Laker Effect radiates out from Grand Valley into West Michigan, the rest of the state, and beyond. The positive effect that Grand Valley graduates have on their professions, places of employment, and communities is a result of critical thinking skills and problem-solving skills that they learned while attending Grand Valley. The coaches for attaining these

skills are the dedicated and talented GVSU faculty; faculty who are student-focused instead of self-focused; faculty who are not only recognized scholars in their discipline, but educators who can present the concepts of their discipline in such a way that stimulates the desire to learn more. They are passionate about teaching and relaying their love for learning to their students. Grand Valley faculty know that the key to life-long learning is the ability to critically analyze an issue and apply knowledge from multiple disciplines to think about and solve a problem. This is more than just knowing a large amount of information. Yes, Grand Valley faculty are key players in the Laker Effect!

## Contributions from Standing Committee Chairs 2018-2019

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 Faculty Handbook (FH). 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. The SCs are an important part of our shared governance process. There are twelve SCs that report to ECS/UAS and each of these has a Chair.

| COMMITTEE | CHAIR              | AFFILIATION |
|-----------|--------------------|-------------|
| AFAC      | Eric Hoogstra      | SCB         |
| APSC      | Agnieszka Szarecka | CLAS        |
| EIC       | John Bender        | CLAS        |
| FFPAC     | Andy Lantz         | CLAS        |
| FPPC      | Marie McKendall    | SCB         |
| FSBC      | Bob Hollister      | CLAS        |
| FTLCAC    | Matthew Hart       | CLAS        |
| GC        | Andrea Bostrom     | KCON        |
| GEC       | Gabriele Gottlieb  | CLAS        |
| OEC       | Amy Schelling      | COE         |
| UAC       | Jon Hasenbank      | CLAS        |
| UCC       | Martin Burg        | CLAS        |



**John Bender:** John is a Professor of Chemistry in the Department of Chemistry of the College of Liberal Arts and Sciences (CLAS). John is also the Chair of the Equity and Inclusion Committee (EIC) for 2018-2019. **What role would you say faculty play in creating the Laker Effect?** Obviously, Faculty play a central role in the Laker Impact on GVSU Students, and one of the most important faculty expressions of these efforts is the recent creation of the Equity and Inclusion Committee of Academic Senate. Faculty are always looking for novel and innovative ways to more

positively impact the experiences of students at GVSU. The creation of EIC is an aspirational desire of the Faculty that the social justice education and collaboration with our students extends well beyond the classroom, to all aspects of GVSU Student social life. **In your role as the Chair of EIC, what are some of the main accomplishments of your committee in 2018-2019 that help in the Laker Effect?** EIC wishes to continue to expand its



impact on the GVSU community through its primary social justice event, the *GVSU Teach-In*. 2018-2019 outreach brought a major increase in the engagement and participation of the Downtown GVSU campus in the GVSU Teach-In event, engagement we wish to further build on as the Teach-In brings in ever more student participation from professional and graduate programs. Aspirationally, we are working on social media resources for faculty and students to connect on social justice concerns, and in general, augmenting the social infrastructure necessary to facilitate this dialogue everywhere on campus. [What advice would you give your faculty colleagues on the importance of their contributions in driving our university's mission of "Educating students to shape their lives, their professions, and their societies"?](#) From the perspective of the Equity and Inclusion Committee, we would ask all GVSU Faculty to take the time to be more mindful of their social environment with the students, how even the simplest, and most mundane-seeming of social situations can evolve into poignant, even powerful, *teachable moments* for faculty to opportunistically engage and enlighten the students.



**Andrea Bostrom:** Andrea is a Professor of Nursing in the Kirkhof College of Nursing (KCON). Andrea is also the Chair of the Graduate Council (GC) for 2018-2019. [What role would you say graduate faculty play in creating the Laker Effect?](#) As the chair Graduate Council, I asked the members of the committee how they define and implement the role of a graduate faculty member in creating the Laker Effect. Their comments matched many of my perception of how working with graduate students at Grand Valley State University facilitates the Laker Effect. Graduate programs have grown from the needs of West Michigan communities. As a result, Grand Valley State University has well over 50 graduate programs, combined degree programs, and graduate certificates. Faculty see their disciplines as providing a framework for theoretical, experiential, and research experiences for students within these communities. As a nurse with a mental health specialty, I have seen how important it is to bring knowledge about mental health

and illness to our graduate nursing program in order to decrease community stigma and improve the health of those with mental illness. Other graduate faculty have this same sense of the importance of sharing their scholarly passions with students to improve the community, state, and nation. We also see the importance of facilitating scholarly and professional activities to help students mature along with their maturing knowledge. Faculty encourage students to participate in the Graduate Student Organization, present their scholarly work at Graduate School events, and become involved in scientific and professional organizations both nationally and internationally. Faculty members also connect students with internships and practicum opportunities in a wide range of industrial and human services agencies. [What advice would you give your faculty colleagues on the importance of their contributions in driving our university's mission of "Educating students to shape their lives, their professions, and their societies"?](#) The graduate faculty is very proud of their support for students—not just for the opportunities described above. They are strong advocates for students through their education and beyond. They support policies that allow students to make the most of their education when they are ready—even if there may have been a stumble along the way. They support creativity with combined degree programs. They celebrate when students live up to the promise of their graduate education. The Laker Effect is not just seen in faculty roles, but also in the celebration of the success of the educated graduates from GVSU graduate programs. That's the advice I would give to faculty colleagues: keep celebrating our great students and graduates.





**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 Sabbatical-Replacement Chair of the University Curriculum Committee (UCC) for 2018-2019. **What role would you say faculty play in creating the Laker Effect?** We serve students both as role models and mentors-both in the classroom, in our service, and our scholarly pursuits. By setting the right example, we can impact this generation of students to serve others and provide the positive change in society that we hope will happen as a result of our efforts with them. In doing so, we sometimes assist a student in making life-changing choices, be it a decision to change a major, a vocational or post-graduate goal, or a way in which they are approaching a problem in their own or others' lives. **In your role as the Chair of UCC, what are some of the main accomplishments of your committee in 2018-2019**

**that help in the Laker Effect?** Because we had our elected chair go on sabbatical leave this winter, I would say first and foremost the willingness of our members to still work together and review curriculum so that students are served better by the changes that are made in the curriculum, regardless of who is leading them. We seem to not have lost a beat and the atmosphere of collegiality is still alive and well in the University Curriculum Committee. If one were to look at the numerous proposals and changes that we have reviewed or policies instituted, perhaps 'Badging' is the one large impact that has been done this academic year. We have also gone through several new majors and significant revisions of majors in the past several months, such as the Doctor of Nursing Practice program revision. We always try and review our proposals from the view of how a proposal impacts other colleges and whether it is good for students, and are open to suggestion as to how the system can still be improved. **What advice would you give your faculty colleagues on the importance of their contributions in driving our university's mission of "Educating students to shape their lives, their professions, and their societies"?** While at times our efforts may seem hopeless and the tasks monumental (and at this time of the semester, drudgery), you always will have an impact on students so make it a positive one. Remember that, while we may have lectured a particular topic numerous times in a course or taught a laboratory technique hundreds of times, it still is the first time for that student, so please keep that fresh perspective and be patient with them. Work to help the students that you have to understand how to influence others by their activities and talents. Share with them, when it is appropriate, what you are doing to improve your life, your profession, and your impact on society. By doing so, it will help students understand this statement and enable them to embrace it as they gain their diploma, and if done, expect that our impact to last long past our time here at GVSU.



**Jon Hasenbank:** Jon is an Associate Professor of Mathematics in the Department of Mathematics of the College of Liberal Arts and Sciences (CLAS). Jon is also the Chair of the University Assessment Committee (UAC) for 2018-2019. **What role would you say faculty play in creating the Laker Effect?** A way faculty help create the Laker Effect is through the types of learning experiences we set up for students: internships, clinicals, field experiences, study abroad,

undergraduate research... these are the kinds of experiences that I think of when I think about the Laker Effect. [What values are important to you in your role as a faculty that serve as a catalyst to the Laker Effect?](#) One of my core values as is to make sure learning experiences are as closely aligned with and relevant to students' own goals for professional growth as possible. A great way to begin is to ask: "what do you want to do really well?" or "how can I help extend your learning?" [How are you sharing your Laker Effect as you help accomplish the university's goal of enhancing the image and visibility of Grand Valley?](#) When my MTH 323 class recently engaged with a group of 8<sup>th</sup> grader in a statistics lesson at a nearby school, our host teacher (a GVSU alum) shared the experience with other Michigan educators using the #MichEd hashtag on Twitter. Her enthusiastic tweets ([gvsu.edu/s/0Ye](https://twitter.com/gvsu_edu)) described the experience as a win-win that really illustrates the Laker Effect in action. [What advice would you give your faculty colleagues on the importance of their contributions in driving our university's mission of "Educating students to shape their lives, their professions, and their societies"?](#) My advice to my colleagues: Make time to get to know your students. Listen to them. Find out what drives them, what their goals are, what they struggle with. Let the answers to those questions drive your interactions, and you will craft learning experiences that directly relate to their needs.



**Bob Hollister:** Bob is a Professor of Biology in the Department of Biology of the College of Liberal Arts and Sciences (CLAS). Bob is also the Chair of the Faculty Salary and Budget Committee (FSBC) for 2018-2019. [What role would you say faculty play in creating the Laker Effect?](#) As a faculty member I see it as important to create an atmosphere of excitement and inclusiveness in the classroom which spills over to the entire campus community. As an educator, my focus is on building a solid foundation for future educational growth and intellectual capacity in all the students I interact with. This foundation and capacity are intended to enhance the lives of students in both more meaningful and

productive careers and more generally in nearly every aspect of their lives. In particular my focus is on understanding the world around us and what impacts the choices of individuals have on our environment (both social and natural). As a member of the GVSU faculty, I try to be as helpful with colleagues as possible and work to make the University a better place. Being on faculty governance gives me a broader perspective on the goals we all share and different approaches to reaching these goals. [What values are important to you in your role as a faculty that serve as a catalyst to the Laker Effect?](#) Lead by example and to try to be as understanding and helpful as possible with students struggling with difficult concepts and life challenges. [How are you sharing your Laker Effect as you help accomplish the university's goal of enhancing the image and visibility of Grand Valley?](#) First and foremost, I am dedicated to the success of my students; our students are the University's most important ambassadors. I try to end every course with a sense of how to see the world differently after engaging in the course materials which I believe makes the process more impactful and gives the students a greater sense of purpose. I encourage my students, especially advisees, to plan for their future outside the university. I provide opportunities for students outside the classroom to engage in meaningful and rewarding research documenting changes occurring in the Arctic. I engage my students in the scientific process and am an active researcher myself with many publications and a well networked research program which is recognized Nationally and Internationally. My students and I present research at many venues Nationally and Internationally and we do meaningful outreach activities in Alaska and locally. [What advice would you give your faculty colleagues on the importance of their contributions in driving our university's mission of "Educating students](#)

to shape their lives, their professions, and their societies”? Think about the students, and how your work, and the opportunities you provide, benefits the student. Engaging in meaningful scholarly activity that is recognized by others to enhance the reputation of the University and build confidence and a sense of purpose in the students you work with. Finally, working to assure the success of the University provides long-term stability necessary for the University to thrive. Therefore, it is critical that you engage with colleagues to make the University better, faculty governance is designed to facilitate this process, but you do not need to be on a committee to share stories of success, and failures, in ways that betters others. It is critical that all faculty engage with others to make the university better. The greatest achievements in science are irrelevant if they are not communicated with the scientific community, likewise the success of the University is only truly successful if people know about it.



**Andy Lantz:** Andy is an Associate Professor of Chemistry in the Department of Chemistry of the College of Liberal Arts and Sciences (CLAS). Andy is also the Chair of the Faculty Facilities Planning Advisory Committee (FFPAC) for 2018-2019. **What role would you say faculty play in creating the Laker Effect?** Faculty play a role in the Laker Effect through the connections they make with students, the local community, and on the larger national and international stages. The biggest (and most important) effect we have is on our students in our classes and through small group high-impact experiences. As these students move on from GVSU after graduation, they bring these experiences and knowledge with them and spread the Laker Effect to other institutions. Faculty are also actively engaged in community initiatives and events, making an impact on our local region and connecting with K-12 students. Through scholarship and professional

connections, faculty also influence and contribute to their fields of expertise on both national and international levels. **As you reflect on your Laker Effect and as the Chair of FFPAC, what are some of the main accomplishments of your committee for the 2018-2019 AY?** FFPAC has been engaged in several charges this year. One of the more significant tasks this year was to gather survey data to gauge general safety climate on campus, identify particular indoor/outdoor locations with safety concerns, and poll measures used to increase safety on campus. The survey was sent to all GVSU faculty, staff, and students *via* Qualtrics, and the results provided useful information regarding these topics. Another significant charge for FFPAC this year was to identify classrooms that have significant learning hindrances and gather faculty input on innovative means to improve these spaces. FFPAC received numerous classroom requests and suggestions on this topic and was able to identify several common problems in classroom spaces. **What advice would you give your faculty colleagues on the importance of their contributions in driving our university's mission of "Educating students to shape their lives, their professions, and their societies"?** In order to fulfill the university's mission, it is important for faculty to make an

impact at different levels: personally, by teaching our students, locally through community and university service, and nationally/internationally through scholarship. My advice to faculty colleagues would be to try to be fully engaged in all three of these areas.



**Amy Schelling:** Amy is an Associate Professor of Special Education in the Department of Teaching and Learning of the College of Education (COE). Amy is also the Sabbatical-Replacement Chair of the Online Education Council (OEC) for 2018-2019. **What role would you say faculty play in creating the Laker Effect?** Faculty play a significant and collaborative role in creating and promoting the Laker Effect. Faculty engage in a



variety of activities that impact the university, local, and global community. Through a reciprocal and collaborative relationship between faculty, students, and community partners there is a shared sense of accomplishment in promoting positive change that has a lasting impact on all involved. [In your role as the Chair of OEC, what are some of the main accomplishments of your committee in 2018-2019 that help in the Laker Effect?](#) During the 2018-2019 academic year the Online Education Council (OEC) contributed to the Laker Effect through the goal of supporting the university in optimizing student and faculty experiences in distance education at GVSU. The OEC maintains an expectation that online/hybrid course quality and rigor are comparable with traditional course offerings. To that end, the OEC (a) reviewed existing and made recommendations for distance delivered education policies and practices, (b) recommended curricular and pedagogical quality standards consistent with traditional course offerings, and (c) reviewed the quality of online/hybrid curricular offerings. In addition, the OEC worked with eLearning and IT to plan implementation of a test proctoring solution pilot, provided feedback to eLearning on a new online student orientation module, made a recommendation to ECS to implement university-wide use of the GVSU Online/Hybrid Peer Review Rubric, and in collaboration with the Provost's office sent emails to hybrid and online instructors to promote student success-related best practices. [What advice would you give your faculty colleagues on the importance of their contributions in driving our university's mission of "Educating students to shape their lives, their professions, and their societies"?](#) My advice to my esteemed faculty colleagues on promoting the Laker Effect and our mission is to model this in all that we do while at the same time acknowledging what our students and community partners do to promote these and learn from them.



[Agnieszka Szarecka:](#) Agnieszka is an Associate Professor of Cell and Molecular Biology in the Department of Cell and Molecular Biology of the College of Liberal Arts and Sciences (CLAS). Agnieszka is also the Chair of the Academic Policies and Standards Committee (APSC) for 2018-2019. [What is the Laker Effect to you and how does it apply in your role as the Chair of the APSC?](#) The Laker Effect results from the effort, dedication, and contributions of the entire University community, including the faculty. I believe we all will continue our work to make Grand Valley State unique. In 2018-2019 I have had the privilege to chair the Academic Policies and Standards Committee. We have been working on creating a novel undergraduate policy: the academic forgiveness. The new policy aims to help students continue their education and succeed at GVSU even if their first choice of an academic major was

unsuccessful. We will proceed with this work guided by two stages of a pilot program, with the first stage completed and the second stage rolling out in the summer 2019. We hope that through this new mechanism more students will be able to find their true academic calling and to pursue it successfully. I would like to thank all my colleagues for their hard work, their time devoted to faculty governance, and for inspiring and supporting our students in so many different ways.



**Meg Woller-Skar:** Meg is an Associate Professor of Biology in the Department of Biology of the College of Liberal Arts and Sciences (CLAS). Meg is also the Co-Chair of the Laker Impression of Faculty Teaching Management Committee (LIFT-MC) for 2018-2019. **What role would you say faculty play in creating the Laker Effect?** As faculty, we have the potential to impact students through research (or scholarship), service *and* teaching. It is extremely rewarding to see students grow throughout a semester, throughout a research project, while using their skills learned at GVSU in the community, and ultimately throughout their college career at GVSU. In a typical academic year, I

work on 5-10 research projects including both undergraduate and graduate students and along with collaborators from inside and outside GVSU; I attend international conferences with graduate student presenters; I serve on committees at the Unit, College, University and Community levels, all of which contribute to student opportunities and success at GVSU; and I teach 6 different courses at three levels (lower level, upper level and graduate). This involvement allows me to watch students mature into competent and competitive professionals. I believe I can facilitate their development by leveraging my knowledge, experience and connections for the benefit of our students.

## Veteran Member of UAS Leaves UAS After Nearly 29 Years: The Story of Prof. Ross Reynolds

**Ross Reynolds:** Ross is a Professor of Physics and one of the longest-serving members of



the University Academic Senate (UAS). Ross is completing his last term in UAS this 2018-2019 and will be on phase-retirement at the end of the current academic year. We wish Ross well when he leaves GVSU to enjoy a well-deserved retirement after serving as a faculty for almost four decades. Ross started at GVSU in August 1990. He was part of the Joint Venture Program with NASA, going to Huntsville working on crystallography in space and protein structures with a team there. (No space flight unfortunately). At the same time Ross started collaborations with Upjohn in Kalamazoo, he became Chair of Physics in 1993, a position he held until 2003. Ross also served on the task force that was involved in changing the structure of the university from Divisions to Colleges in 2003 ish. Earlier in his role as Chair of Physics, Ross started serving in the University Academic Senate (UAS). I had a conversation with Ross about his time in the UAS in particular and his numerous services at the

university in general. This is what he had to say. "I'm not sure of the date but the first ECS chair I remember was David Rathbun. I was essentially continuous from then 'til now, with the exception of a lapse during one sabbatical, where I didn't realize my term was up. I ran again the next year and have been on from then 'til now. I'm also a very long-standing member of FFPAC (was chair one year) and SSD, from nearly its inception. I worked freshman orientation for many years, taking a hiatus a couple of years ago to allow some younger faculty members take part. I've been Physics club adviser forever and worked with

engineering on a middle school program STEPS, since its inception 20 years ago. I've officiated at Science Olympiad every year since I joined GVSU, (including sabbaticals). I love working with our students and our potential students. I enjoyed teaching on both Allendale and the downtown campuses. I switched my research affiliations from Pharmacia/Upjohn/Pfizer to Van Andel Research institute in 2003 or 4, when Pfizer dismantled the Protein research efforts in Kalamazoo. I've had several students learn the fundamentals of crystallography working with me and presenting at SSD, as well as going on to graduate school. One of the things I enjoy most is developing new laboratory and demonstration equipment. I plan to continue that facet of university activity even after retirement, which will likely happen in Spring of 2022. I'm from Michigan, grew up in Brighton, MI, went to MSU for a BS in physics and University of Oregon for MS and Ph.D. I've worked on submarines, with Johns Hopkins Applied Physics Labs, based in Maryland, taught for 6 years at Colby College in Waterville Maine, before finding my Laker for a lifetime home here at GVSU. Both my kids went to GVSU one for B.S. (Allison), the other Ross for Physicians Assistant M.S. I believe in this place and our students and have been a volunteer for the faculty staff campaign for 20 years or so. (missed last year)." I also asked Ross to share his take on the Faculty Factor of the Laker Effect and here is what he had to say. [What role would you say faculty play in creating the Laker Effect?](#) We provide concrete examples of living the way we hope our students will. By being responsible, conscientious, caring and nurturing to our students and acting as a community we teach them more than just our subject, but how to approach others in life to have the best outcomes for all. [What values are important to you in your role as a faculty that serve as a catalyst to the Laker Effect?](#) Honesty, punctuality, respect, and outreach. [How are you sharing your Laker Effect as you help accomplish the university's goal of enhancing the image and visibility of Grand Valley?](#) I participate in outreach activities particularly to K-12 students around STEM activities. [What advice would you give your faculty colleagues on the importance of their contributions in driving our university's mission of "Educating students to shape their lives, their professions, and their societies"?](#) It's really all about caring for students as part of the Grand Valley family. Faculty as role models are essential to walking the walk. How can we ask our students to look outward and be responsible members of our communities, giving of their time to make a difference, if we aren't doing it ourselves?

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## ECS Partners with the Office of the Provost to Launch the SHORE System

One of the highlights of the work of the University Academic Senate (UAS) this past academic year includes an initiative to launch an online [shared organizational reporting system that we are calling SHORE](#). This system was designed in partnership with the Provost's Office and was created with the help of Institutional Marketing. The SHORE system is not unlike the online SAIL management resource that is used to manage curriculum initiatives.

Each year in addition to the ongoing responsibilities of the 12 standing committees of UAS, this faculty governance body creates numerous charges to inform the additional work to be completed by its committees. The SHORE system is designed to organize these charges of UAS along with the various memos that come from standing committees in response to the charges as well as the ongoing responsibilities assigned to the committees. These memos are used to inform the work of the senate and are frequently included on the agenda in the form of new senate business.

The SHORE system allows anyone with a username and password to search these charges and memos by standing committee. The charges can be searched by year or by status (i.e., committee review, Executive Committee of the Senate [ECS] review, UAS review, Provost review, or accepted). The charges begin in committee review for consideration and move through the system until they are accepted or it is decided that no further action should be taken on a particular item.

The SHORE system allows users to sign up for notifications for particular standing committees. This system also gives users the opportunity to see any action that has been



taken on any particular memo. Actions can be monitored immediately or the system can generate a weekly digest that is delivered via email. When users no longer wish to receive notification, they can simply delete the request for notification, and they will no longer receive notifications from that committee. However, they can log in at any time and monitor the progress of any charge that has been logged in the system.

A benefit of this system is that it keeps a running record of UAS actions over time. We're hopeful that users will find this partnership between UAS and the Provost's office helpful to their work in the spirit of shared governance and transparency. Ongoing efforts into the upcoming academic year will be to institutionalize this resource, so that it becomes a valuable tool that supports the shared governance process.

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## Summary of ECS/UAS Business for 2018-2019

### ECS Meeting of August 31, 2018:

- The Chair of ECS/UAS presented an overview of senate work from the 2017-2018 academic year and identified the status of various action memos and presented an overview of senate's work over the summer.
- Because this was the first meeting for fall 2018, ECS reviewed its powers, duties and rule of procedure and affirmed Robert's Rules for 2018-2019.
- ECS discussed possible task forces to be formed and possible presentations to request in 2018-2019.
- The draft charges for the 12 UAS Standing Committees for 2018-2019 were also reviewed and the final charges approved for each Standing Committee.
- ECS endorsed the formation of a task force to review summer compensation.
- The ECS reviewed and discussed the FPPC *Mentorship Charge memo* from the 2017-2018 academic year. After deliberations, ECS made a decision to charge FPPC to "Examine the availability of mentorship for regular faculty members at GVSU. Consider opportunities at the university, college, and unit level. Make appropriate recommendations, and if necessary, write language about mentorship for the faculty handbook and specify its placement".
- There was one presentation followed by discussions on *HLC Visit Preparation* from Chris Plouff, Assistant Vice President for Academic Affairs.

### ECS Meeting of September 7, 2018:

- The new Dean of Students, Loren Rullman, was formally introduced to ECS. In addition, the new Dean of Students had the opportunity to talk about his role and some current initiatives.
- The ECS reviewed and discussed the *Succession Planning Charge memo* from the FPPC. After deliberations, ECS voted overwhelmingly to support the FPPC recommendation to form a task force to study and propose a university development plan for future leaders at GVSU and forward to UAS with a recommendation to support.
- The ECS reviewed and discussed the requested changes to the Health Professions Degree Completion from the Allied Health Sciences Program. After deliberations, ECS voted overwhelmingly to charge the APSC to consider the request from the Allied Health Sciences Program and report to ECS with any recommendation.
- The ECS reviewed and discussed a request from the *Campus Life Committee* to amend the language in the membership description in the Faculty Handbook for the Campus Life Committee. ECS voted unanimously to support the request and forward to the UAS with a recommendation to support.
- There were two presentations followed by discussions on (1) *Voter Education and Democratic Engagement* from Melissa Baker-Boosamra, Associate Director of Student Life, Civic Engagement and Assessment and (2) *IT Policy Implementation* from Sue Korzinek, Associate Vice President and Chief Information Officer.

#### **ECS Meeting of September 14, 2018:**

- At the third meeting for fall 2018, the Chair of ECS/UAS presented a request from the current Chair of OEC and UCC to allow interim leadership changes on the OEC and UCC due to sabbatical leave in winter 2019. After deliberations, ECS voted unanimously to agree that pursuant to the approved sabbatical leave of the current OEC and UCC Chair in winter 2019, separate interim Chairs each of the OEC and UCC will be allowed in winter 2019.
- The new Associate Vice President for Human Resources, Maureen Walsh, was formally introduced to ECS. In addition, the new Associate Vice President had the opportunity to talk about her role and the current Human Resources organizational structure.
- Highlights of the response *memo on Directing Study Abroad* were discussed. The response memo came from the Provost after consultation with the Deans of the Colleges and the University Library. This was the final answer to a request from the International Education Committee (IEC) and recommendation from the UAS in the 2017-2018 academic year.
- The ECS reviewed and discussed the *Policy Language Proposal for Affiliates and Other Non-Tenure Track Faculty*. The proposal was put together after consultation with AFAC, FPPC and University Counsel. After deliberations, ECS voted unanimously to support the proposal and forward to UAS with a recommendation to support.
- There were two presentations followed by discussions on (1) *NCAA Faculty Representative Role and Selection* from Paul Leidig, NCAA Faculty Representative and (2) *The Nuts and Bolts of Program Review: Preparation for the HLC Visit* from Chris Plouff, Assistant Vice President for Academic Affairs.

#### **UAS Meeting of September 28, 2018:**

- At the first meeting for fall 2018, the Chair of ECS/UAS reported on the work of the senate, including the summer retreats, and provided an overview of the initiatives underway. He also reported that charges to the standing committees had been assigned, and gave an update the GVSU Presidential Search. The schedule for 2018-2019 and some upcoming agenda items, including possible presentations were reviewed.
- The new Dean of Students and the new Associate Vice President for Human Resources were formally introduced to UAS and given the opportunity to talk about current and future initiatives.
- There were four presentations followed by discussions on (1) *Benefits/Health and Wellness Update* from Dave Smith, Director of Benefits & Wellness, (2) *Civic Engagement Opportunities and Programs* from Melissa Baker-Boosamra, Associate Director of Student Life, Civic Engagement and Assessment, (3) *The Nuts and Bolts of Program Review in Preparation for the HLC Visit* from Chris Plouff, Assistant Vice President for Academic Affairs, and (4) *IT Policy Implementation* from Sue Korzinek, Associate Vice President and Chief Information Officer.
- The UAS reviewed the Campus Life Committee memo on *amending the language in the membership description in the Faculty Handbook Policies* that came from the ECS with a recommendation to support. The motion forwarded by the ECS recommending to *amend the language in the membership description in the Faculty Handbook Policies for the Campus Life Committee* was voted on. UAS voted unanimously to approve the motion.
- The UAS reviewed the FPPC memo on *Succession Planning: Creation of Task Force to Study and Propose University Development Plan for Future Leaders at GVSU* that came from the ECS with a recommendation to support. The motion forwarded by the ECS recommending support of the FPPC recommendation to *form a task force to study and propose a university development plan for future leaders at GVSU* was voted on. UAS voted unanimously to approve the memo.

- The UAS reviewed the proposed *Policy Language for Affiliates and Other non-Tenure Track Faculty* that came from the ECS with a recommendation to support. The motion forwarded by the ECS recommending support of the proposed *Policy Language for Affiliates and Other non-Tenure Track Faculty* was voted on. UAS voted unanimously to approve the motion.
- Highlights of the response memo on *Directing Study Abroad* were presented by the Chair of ECS/UAS. The response memo came from the Provost after consultation with the Deans of the Colleges and the University Library. The response was the final approval from the Provost following a request from the International Education Committee (IEC) and recommendation from the UAS in the 2017-2018 academic year.

#### ECS Meeting of October 5, 2018:

- At the fourth meeting for fall 2018, the new Vice President for Finance, Dr. Greg Sanial, was formally introduced to ECS. The new Vice President for Finance took advantage of the opportunity to provide more information on his background and experience.
- There was one presentation followed by discussion on *Title IX Reporting Requirements* from Jessie Bernal, Vice President for Inclusion & Equity and Theresa Rowland, Title IX Coordinator.
- The ECS reviewed and discussed the *Adoption of Peer Review Instrument* memo from the OEC. After deliberations, ECS voted unanimously to approve a motion to support the memo and forward to the UAS with a recommendation to support.
- The ECS reviewed and discussed the request from the EIC to *Find a Systematic Way to Allow Staggering of its Membership*. ECS made a motion recommending that the EIC use a combination of lengthened or shortened terms, and are granted permission to depart from technical FH language to develop staggered terms for colleges outside of CLAS. After deliberations, ECS voted unanimously to approve the motion and in so doing, acted on behalf of UAS.
- The ECS reviewed and discussed a request to *Eliminate Gendered Language in Policy Documents Changed/Supported by ECS/UAS*. ECS made a motion that effective Friday, October 5, 2018, ECS/UAS will have inclusive language in the creation of policy documents and Faculty Governance actions. In addition, a task force will be created in the summer to begin looking at the personnel section of the Faculty Handbook to eliminate gendered language. After deliberations, ECS voted unanimously to approve the motion and in so doing, acted on behalf of UAS.
- The ECS reviewed and discussed the *Faculty Representative Appointments in the Student Media Advisory Board* (SMAB). After deliberations, ECS voted unanimously to approve a motion to support the SMAB Faculty Representative Appointments and in so doing, acted on behalf of UAS.
- Nominees were considered for the Task Force to Study and Propose University Development Plan for Future Leaders at GVSU

#### ECS Meeting of October 12, 2018:

- At the fifth meeting for fall 2018, ECS considered the nominees and voted the members of the new Task Force to Study and Propose University Development Plan for Future Leaders at GVSU. Henceforth, the task force will be called **University LEAdership Development Task Force (U LEAD Task Force)**. The members of the U LEAD Task Force include six faculty: Wendy Burns-Ardolino (BCOIS), Emily Frigo (UL), Jon Hodge (CLAS, Chair), Karyn Rabourn (COE), Samhita Rhodes (PCEC), and Jody Vogelzang (CHP); and three ex-officios: Ed Aboufadel (Provost Office), Dana Munk (FTLC), and Maureen Walsh (HR).
- There were three presentations followed by discussions on (1) *Grounds and Facility Use Policy* from Tom Butcher, Vice President and General Counsel, and Anne Jbarra, Assistant General Counsel & Freedom of Information Act Coordinator, (2) *Political Activity Policy* from Tom Butcher, Vice President and General Counsel, and Anne Jbarra, Assistant General Counsel & Freedom of Information Act Coordinator, and (3) *Laker Effect Map* from Travus Burton, Director for Civic Learning and Community Engagement.



- The ECS accepted the *Policies Working Group* final report and acknowledged the good work of all the members of the *Policies Working Group*.
- The ECS reviewed and discussed the *Cleanup of FH for Regular Faculty: Additions and Subtractions* from AVP Ed Aboufadel and the Policies Working Group. After deliberations, ECS voted unanimously to approve a motion to support the *Cleanup of FH for Regular Faculty: Additions and Subtractions* and forward to the UAS with a recommendation to support.
- The ECS reviewed and discussed a memo from the OEC on *Changing OEC Responsibilities in the FH*. After deliberations, ECS voted unanimously to approve a motion to support the OEC memo and forward to the UAS with a recommendation to support.
- The ECS reviewed and discussed a memo from the UCC on *Changing UCC Responsibilities in the FH*. After deliberations, ECS voted unanimously to approve a motion to support the UCC memo and forward to the UAS with a recommendation to support.
- The ECS reviewed and discussed a memo that came from the Provost Office on *Proposed Final Exam Schedule*. After deliberations, ECS voted unanimously to approve a motion to support the *Proposed Final Exam Schedule* and forward to the UAS with a recommendation to support.

#### **UAS Meeting of October 26, 2018:**

- At the second meeting for fall 2018, the Chair of ECS/UAS gave an update on the Teach-In and urged senators to encourage their students and colleagues to participate. Furthermore, senators were reminded of the upcoming BOT meeting on November 2 and the HLC visits on November 5 and 6.
- The Chair of ECS/UAS reported on the work of the Council for New Programs and New Academic Units (NPC) that met on October 10. The NPC reviewed two New Program Prospectuses: (1) Bachelors of Science in Cybersecurity from the Padnos College of Engineering and Computing (PCEC); (2) Masters of Science in Cybersecurity from the Padnos College of Engineering and Computing (PCEC). Both prospectuses were reviewed favorably by the NPC. The NPC also reviewed a White Paper on the creation of The Applied Computing Institute. Pursuant to FH 2.01.A.1.a.ii, I had referred a White Paper submitted by the School of Computing and Information Systems, of the PCEC, on the development of The Applied Computing Institute to the NPC for review. The members of the NPC were unanimous in their support of the White Paper and I accepted their recommendation. Therefore, in the spirit of shared governance, I am comfortable that the appropriate consultation occurred between the Provost and Senate Leadership in the *reorganization* endeavor.
- The new Vice President for Finance, Dr. Greg Sanial, was formally introduced to UAS. The new Vice President for Finance took advantage of the opportunity to provide more information on his background and experience.
- There were five presentations followed by discussions on (1) *Grounds and Facility Use Policy* from Tom Butcher, Vice President and General Counsel, and Anne Jbarra, Assistant General Counsel & Freedom of Information Act Coordinator, (2) *Political Activity Policy* from Tom Butcher, Vice President and General Counsel, and Anne Jbarra, Assistant General Counsel & Freedom of Information Act Coordinator, (3) *Laker Effect Map* from Travus Burton, Director for Civic Learning and Community Engagement, (4) *Title IX Reporting Update* from Jessie Bernal, Vice President for I&E, Theresa Rowland, Title IX Coordinator, and Kathleen VanderVeen, Associate Vice President for Equity, Policy & Compliance, and (5) *NCAA FAR Duties and Responsibilities* from Paul Leidig, GVSU NCAA FAR.
- The membership of the new *U LEAD Task Force* that was selected by ECS on behalf of UAS was presented. The members of the U LEAD Task Force include six faculty: Wendy Burns-Ardolino (BCOIS), Emily Frigo (UL), Jon Hodge (CLAS, Chair), Karyn Rabourn (COE), Samhita Rhodes (PCEC), and Jody Vogelzang (CHP); and three ex-officios: Ed Aboufadel (Provost Office), Dana Munk (FTLC), and Maureen Walsh (HR).

- The UAS reviewed the OEC memo on *Adoption of Peer Review Instrument* that came from the ECS with a recommendation to support. The motion forwarded by the ECS recommending support of the OEC recommendations on *Adoption of Peer Review Instrument* was voted on. UAS voted overwhelmingly to approve the memo.
- The UAS reviewed the OEC memo on *Changing OEC Responsibilities in the FH* that came from the ECS with a recommendation to support. The motion forwarded by the ECS recommending support of the OEC recommendations on *Changing OEC Responsibilities in the FH* was voted on. UAS voted unanimously to approve the memo.
- The UAS reviewed the UCC memo on *Changing UCC Responsibilities in the FH* that came from the ECS with a recommendation to support. The motion forwarded by the ECS recommending support of the UCC recommendations on *Changing UCC Responsibilities in the FH* was voted on. UAS voted unanimously to approve the memo.
- The UAS reviewed the proposal to *Cleanup FH for Regular Faculty: Additions and Subtractions* that came from the ECS with a recommendation to support. The motion forwarded by the ECS recommending support of the proposal to *Cleanup FH for Regular Faculty* was voted on. UAS voted unanimously to approve the memo.
- The UAS reviewed the *Proposed Final Exam Schedule* that came from the ECS with a recommendation to support. The motion forwarded by the ECS recommending support of the Proposed Final Exam Schedule was voted on. UAS voted unanimously to approve the memo.

#### **ECS Meeting of November 2, 2018:**

- At the sixth meeting for fall 2018, ECS reviewed the *Endorsement Request for the MLK Commemoration Week in January 2019 from the Dr. Martin Luther King Jr. Commemoration Week Committee*. ECS voted unanimously to approve a motion to endorse the MLK Commemoration Week and forward to the UAS with a recommendation to support.
- There was a presentation followed by discussions on *Surveillance Cameras on Campus* from Brandon DeHaan, Chief of Police and Director of Public Safety. According to Chief Dehaan, the strategic plan for the next decade is to increase the number of surveillance cameras on campus. When asked how the cameras will be reviewed, the Chief said camera reviews will be limited to criminal matters, human resource matters, and natural disaster matters.
- There was a presentation followed by discussions on *Transfer Credit Process* from Ellen Schendel, Assistant Vice President for Academic Affairs. According to Ellen Schendel, UCC does not evaluate transfer credits; the units are involved in terms of credit decisions. A student brings to the attention of a unit/program and this triggers a course transfer evaluation. The determination of whether a course might satisfy a General Education requirement is made by the Director of General Education; this is limited to courses in foundations and culture category. Courses in the issues category of General Education do not transfer. In addition, credits are only granted from accredited colleges and universities. Generally, GVSU is viewed by many colleges and universities as a transfer friendly campus.
- ECS discussed concerns that were raised by some faculty members about the policy on *Oath of Teachers* as found in the Board of Trustees Policies, BOT 4.1.10.3. It was resolved that legal guidance will be requested from General Counsel, Tom Butcher. According to Tom Butcher, the “oath of teachers” must be signed to be employed at GVSU. The issue becomes what is happening at state legislature; it is unclear what the consequences will be if GVSU had to take any action. Possible solutions could involve Tom Butcher drafting an interpretation of what the policy means, or letting faculty sign with a signing statement so that the faculty member is not put in a situation that conflicts with personal beliefs.
- The ECS reviewed and discussed the final report from the *Summer Pay Task Force*. After deliberations, ECS voted unanimously to support a motion to Table the discussion and request additional information on the feasibility of recommendations from the *Summer Pay Task Force*.

- The ECS reviewed and discussed a memo from the FSBC regarding Annual Salary Adjustment Request for 2019-2020. ECS voted unanimously to approve a motion to support the FSBC memo and forward to the UAS with a recommendation to support.

#### **ECS Meeting of November 9, 2018:**

- At the seventh meeting for fall 2018, the Chair reported on the great success of the HLC visits (November 5 & 6) and the 2018 Teach-In (November 7 & 8). In particular, for the first time, the Teach-In was a two-day event (Wednesday, November 7 at the downtown campus and Thursday, November 8 at the Allendale campus). There was increased attendance in the Grand Rapids campus and about the same attendance in the Allendale campus compared to last year.
- There was a presentation followed by discussions on *Lakers Connection Student Success Programs* from Connie Dang (Director of the Office for Multicultural Affairs), Juanita Davis (Assistant Director of OMA and Coordinator of the Black Excellence Orientation), and Adriana Almanza (Assistant Director of OMA and Coordinator of Laker Familia Orientation and Laker Familia Student Success Program).
- The ECS reviewed and discussed a concern that was brought by a faculty member regarding the *Sale of GVSU Faculty-Produced Course Materials on a Website*. Discussions were focused on what actions will need to be taken to protect faculty intellectual property. The resolution was that the Provost will consult with the General Counsel (for legal advice on what to do) and the Dean of Students (to use as a teaching moment to educate and remind students of the need for academic integrity).
- The ECS reviewed and discussed a concern that was brought up by some Standing Committee Chairs regarding attendance issues at standing committee meetings. In its discussion, ECS reviewed the nature of the oversight that it has on the faculty governance committees. It was resolved that the Chair of ECS/UAS send a follow-up email to all Standing Committee Chairs to remind them of their responsibilities in making sure the minutes for every meeting, to be posted on the Faculty Governance website, has the list of members in attendance (FH 2.01.A.4). It was also resolved that a notification be sent to all College and Library committees in charge of conducting elections for faculty representatives in the governance committees. Finally, it was recommended that the Standing Committee Chairs should send a note to the respective Deans and the Chair of ECS/UAS to let them know if a faculty colleague is repeatedly absent at meetings.
- The ECS reviewed and discussed the FPPC memo on the *Definition of Effective Teaching*. After deliberations, ECS voted unanimously to approve a motion to support the FPPC memo and forward to the UAS with a recommendation to support.

#### **UAS Meeting of November 30, 2018:**

- At the third meeting for fall 2018, the Chair of ECS/UAS reported on the great success of the HLC visits (November 5 & 6) and the 2018 Teach-In (November 7 & 8). In particular, for the first time, the Teach-In was a two-day event (Wednesday, November 7 at the downtown campus and Thursday, November 8 at the Allendale campus). There was increased attendance in the Grand Rapids campus and about the same attendance in the Allendale campus compared to last year.
- There was a presentation followed by discussions on *Lakers Connection Student Success Programs* from Connie Dang (Director of the Office for Multicultural Affairs), Juanita Davis (Assistant Director of OMA and Coordinator of the Black Excellence Orientation), and Adriana Almanza (Assistant Director of OMA and Coordinator of Laker Familia Orientation and Laker Familia Student Success Program).

- The UAS reviewed the *Endorsement Request for the MLK Commemoration Week, in January 2019 from the Dr. Martin Luther King Jr. Commemoration Week Committee*, that came from the ECS with a recommendation to support. The motion forwarded by the ECS recommending support of the Dr. Martin Luther King Jr. Commemoration week in January 2019 was voted on. UAS voted unanimously to approve the motion.
- The UAS reviewed the FSBC memo on *Annual Salary Adjustment for 2019-2020* that came from the ECS with a recommendation to support. The motion forwarded by the ECS recommending support of the FSBC recommendations on *Annual Salary Adjustment for 2019-2020* was voted on. UAS voted unanimously to approve the memo.
- The UAS reviewed the FPPC memo on the *Definition of Effective Teaching* that came from the ECS with a recommendation to support. The UAS also reviewed and discussed the suggested amendment that came from the College of Liberal Arts and Sciences Faculty Council (CFC). A motion was made and voted successfully to amend the initial recommendation that came from the ECS. The motion forwarded by the ECS recommending support of the FPPC recommendations on the *Definition of Effective Teaching* and incorporating some suggested amendments was voted on. UAS voted unanimously to approve the motion as amended. A parallel motion was made to charge the ECS to develop a mechanism to receive feedback from departments and colleges and also to establish a timeline for summary feedback to FPPC. UAS voted unanimously to approve the motion.

#### **ECS Meeting of December 7, 2018:**

- At the eighth meeting for fall 2018, the Chair encouraged faculty and ECS members in particular to participate in the fall 2018 commencement on December 8, 2018. The Chair also reviewed BOT Policy 4.2.10.2 and notified ECS members of the colleges that were in violation of the policy on *College/Library Personnel Committee Vote Report*.
- The ECS reviewed and discussed the FSBC memo on *Proportional Promotion Increment*. After deliberations, ECS voted unanimously to approve a motion to support the FSBC memo and forward to the UAS with a recommendation to support.
- The ECS reviewed and discussed guidelines to help develop a mechanism for feedback on *Effective Teaching* and establishing a timeline to report feedback to ECS. During discussion, a recommendation was made to solicit feedback from all faculty – via email – regarding *Effective Teaching*. A committee comprised of Salvador Lopez-Arias, Brian Lakey and Melanie Shell-Weiss was formed to put together a document and send to ECS for feedback. The committee's document was modified and subsequently used by ECS to solicit feedback from faculty on the definition of *Effective Teaching* through a survey.
- The ECS reviewed and discussed a concern raised on facilitating the process of notifying faculty when students withdraw from a class or are added to a class. Through collaboration between ECS, the Office of the Registrar, and the Office of the Provost, faculty can now get notification within two business days of any withdrawal or addition (effective Winter 2019).

#### **ECS Meeting of January 11, 2019:**

- At the first meeting for winter 2019, The Chair reported that the SHORE (SHared Organization REporting) system was launched and is linked on the Faculty Governance home page. SHORE is an online management system that can be used to track the various charges delegated each year to the standing committees of the University Academic Senate (UAS). In some ways the SHORE system is similar to SAIL (our online curriculum development system).
- There was a presentation on the progress made by the U LEAD Task Force.
- The Co-chairs of the LIFT-MC, Meg Woller-Skar and Paul Sicilian, presented an overview of the LIFT-MC Report. There was no formal action taken by ECS on the recommendations of the LIFT-MC. However, in the future and as needed, LIFT-MC will send a memo with specific recommendations that need action from ECS/UAS.



- The ECS reviewed and discussed the FPPC memo on *Faculty Teaching Requirements* (previously FH 3.03, now SG 3.04). After deliberations, ECS voted unanimously to approve a motion to support the FPPC memo and forward to the UAS with a recommendation to support.
- The ECS reviewed and discussed the FPPC memo on *Mentoring Proposal*. After deliberations, ECS voted unanimously to approve a motion to support the FPPC memo and forward to the UAS with a recommendation to support.
- The ECS reviewed and discussed the FPPC memo on *Procedures for Regular Faculty Appointment Renewal, Promotion, Tenure, Periodic Performance Review, and Dismissal for Adequate Cause* (BOT 4.2.10). After deliberations, ECS voted unanimously to approve a motion to support the FPPC memo and forward to the UAS with a recommendation to support.
- The ECS reviewed and discussed a memo on *Emeritus Status Policy* that came from the Provost Office and the Policies Working Group. After deliberations, ECS voted overwhelmingly to approve a motion to support the memo and forward to the UAS with a recommendation to support.
- The ECS reviewed and discussed the EIC memo on *Staggered Membership Proposal*. After deliberations, ECS voted unanimously to approve a motion to support the EIC memo and forward to the UAS with a recommendation to support.

#### **ECS Meeting of January 18, 2019:**

- At the second meeting for winter 2019, The Chair reported on the meeting that he and the Vice Chair had with the CLAS Unit Head. The main focus of the meeting was the improvement of communication and collaboration between ECS/UAS and the faculty constituents.
- The ECS reviewed and discussed the APSC memo on *Request for Clarification on the Recovery Camp Program*. After deliberations, ECS voted unanimously to drop the charge from APSC's charges and report the decision to the UAS.
- The ECS reviewed and discussed the proposed document to solicit faculty feedback on the definition of effective teaching. After deliberations, ECS reached a consensus on the format of the final survey document to solicit feedback from faculty.
- The ECS reviewed and discussed an issue that was raised by some faculty concerning the *Workload Per Credit Hour for Students*. After deliberations, ECS came up with the resolution to revisit this topic during the ECS spring/summer retreat and explore the possibility of crafting a charge for APSC for the 2019-2020 AY. It was also suggested that a policy could be recommended for *Expected Student Academic Work per Credit* differentiating undergraduate students from graduate students similar to the administrative policy from the University of Minnesota. The recommendation should include suggestions for where the policy should be housed.

#### **UAS Meeting of February 8, 2019:**

- At the first meeting for winter 2019, the Chair reported on the February 8 BOT meeting and the February 12 Faculty Awards Convocation.
- The Chair also reported on the Commencement Student Speaker Selection Committee; the idea of the committee was conceived by the Office of the Provost in consultation with Senate Leadership. The membership of the committee will comprise of the following: Four faculty members from UAS appointed by ECS; Two Student Senators appointed by Student Senate (these students are not eligible to be a Student Speaker); One staff from the Student Services Division appointed by the Vice Provost for Student Affairs and Dean of Students; One staff from the Division of Inclusion and Equity appointed by the Vice President for Inclusion and Equity. The Selection Committee will be chaired by a representative from the Office of the Provost. The role of the Selection Committee is to select a Commencement Student Speaker from a list of eligible undergraduate and graduate students and send their recommendation to the Provost for approval.
- There was a presentation followed by discussions on the *2019-2020 University Libraries Resources/Collections Budget* from Jeffrey Daniels, Associate Dean of the University Libraries.

- The UAS reviewed the FSBC memo on *Proportional Promotion Increment* that came from the ECS with a recommendation to support. The motion forwarded by the ECS recommending support of the FSBC recommendation regarding *Proportional Promotion Increment* was voted on. UAS voted unanimously to approve the motion.
- The UAS reviewed the FPPC memo on *Faculty Teaching Requirements* (previously FH 3.03, now SG 3.04) that came from the ECS with a recommendation to support. The motion forwarded by the ECS recommending support of the FPPC recommendations regarding *Faculty Teaching Requirements* (previously FH 3.03, now SG 3.04) was voted on. UAS voted unanimously to approve the motion.
- The UAS reviewed the FPPC memo on *Mentoring Proposal* that came from the ECS with a recommendation to support. The motion forwarded by the ECS recommending support of the FPPC recommendations regarding *Mentoring Proposal* was voted on. UAS voted overwhelmingly to approve the motion.
- The UAS reviewed the FPPC memo on *Procedures for Regular Faculty Appointment Renewal, Promotion, Tenure, Periodic Performance Review, and Dismissal for Adequate Cause* (BOT 4.2.10) that came from the ECS with a recommendation to support. The motion forwarded by the ECS recommending support of the FPPC recommendations regarding *Procedures for Regular Faculty Appointment Renewal, Promotion, Tenure, Periodic Performance Review, and Dismissal for Adequate Cause* (BOT 4.2.10) was voted on. UAS voted unanimously to approve the motion.
- The UAS reviewed a memo on *Emeritus Status Policy* that came from the ECS with a recommendation to support. The motion forwarded by the ECS recommending support of the recommendation regarding *Emeritus Status Policy* was voted on. UAS voted overwhelmingly to approve the motion.
- The UAS reviewed the EIC memo on *Staggered Membership Proposal* that came from the ECS with a recommendation to support. The motion forwarded by the ECS recommending support of the EIC recommendation regarding *Staggered Membership Proposal* was voted on. UAS voted unanimously to approve the motion.
- There was open discussion on the possibilities for a farewell event/gifts for President Haas. A committee was formed to work on compiling ideas to present at the February 22 UAS meeting. The committee comprised of Salvador Lopez-Arias, Shawn Bultsma, Joy Washburn and Michelle Wooddell.

#### **ECS Meeting of February 15, 2019:**

- At the third meeting for winter 2019, ECS finalized the selection of UAS nominees to serve in the Commencement Student Speaker Selection Committee. ECS voted unanimously to approve the appointments of Brian Deyo (CLAS), Amy McFarland (BCOIS), Jim Sanford (SCB) and Michelle Wooddell (CCPS) to the Commencement Student Speaker Selection Committee.
- The ECS reviewed and discussed the FPPC memo on *Joint Appointment* (BOT 4.2.4.1). After deliberations, ECS voted unanimously to approve a motion to support the FPPC memo and forward to the UAS with a recommendation to support.
- The ECS reviewed and discussed a memo on *Professional Ethics* (previously FH 3.05, now SG 3.05). After deliberations, ECS voted unanimously to approve a motion to support the memo and forward to the UAS with a recommendation to support.
- The ECS reviewed and discussed the Campus Life Committee memo on *Meeting Dates*. After deliberations, ECS voted unanimously to approve a motion to support the Campus Life Committee memo and forward to the UAS with a recommendation to support.
- The ECS reviewed and discussed the Student Senate Resolution memo on *In-person Exams on Election Day*. After deliberations, ECS voted unanimously to support the Student Senate Resolution regarding In-person Exams on Election Day in principle and forward to the Academic Policies and Standards Committee (APSC) for recommendation in the 2019-2020 AY.

- The ECS reviewed and discussed the Student Senate Resolution memo on *Rescheduling Exams*. After deliberations, ECS voted unanimously to support the Student Senate Resolution regarding Rescheduling Exams in principle and forward to the Academic Policies and Standards Committee (APSC) for recommendation in the 2019-2020 AY.
- The ECS reviewed and discussed an issue that was raised regarding *Facilitation of the Process for Incomplete Grades and Grade Changes*. After deliberations, ECS voted unanimously to ask the Provost's Office to gather information from the Registrar's Office on the timeline for changes and when the implementation to an electronic system will occur for incomplete grades and grade changes.
- The ECS reviewed and discussed the LIFT-MC memo on *Member Appointments*. After deliberations, ECS voted unanimously to approve a motion to support the LIFT-MC memo and charge ECS with appointing replacement members of the LIFT-MC at a future ECS meeting.
- The ECS reviewed and discussed the SEBLEV Task Force final report. After deliberations, ECS voted unanimously to approve a motion to support the SEBLEV Task Force final report and forward to the UAS with a recommendation to support.

#### **UAS Meeting of February 22, 2019:**

- At the second meeting for winter 2019, the Chair reported that ECS had appointed UAS-nominated faculty members to the Commencement Student Speaker Selection Committee. ECS voted unanimously to approve the appointments of Brian Deyo (CLAS), Amy McFarland (BCOIS), Jim Sanford (SCB) and Michelle Wooddell (CCPS) to the Commencement Student Speaker Selection Committee.
- There were three presentations followed by discussions on (1) *Updated Graduate Exit Survey* from Jeff Potteiger, Dean of the Graduate School, (2) *Security Camera System* from Brandon DeHaan, Chief of Police, and (3) *Making Waves About Water Initiative (MWI)* from Kate Remlinger, Professor of English, and Peter Wampler, Professor of Geology.
- The UAS reviewed the FPPC memo on *Joint Appointment* (BOT 4.2.4.1) that came from the ECS with a recommendation to support. The motion forwarded by the ECS recommending support of the FPPC recommendation on *Joint Appointment* (BOT 4.2.4.1) was voted on. UAS voted unanimously to approve the motion.
- The UAS reviewed a memo on *Professional Ethics* (previously FH 3.05, now SG 3.05) that came from the ECS with a recommendation to support. The motion forwarded by the ECS recommending support of the memo on *Professional Ethics* (previously FH 3.05, now SG 3.05) was voted on. UAS voted unanimously to approve the motion.
- The UAS reviewed the Campus Life Committee memo on *Meeting Dates* that came from the ECS with a recommendation to support. The motion forwarded by the ECS recommending support of the Campus Life Committee memo on *Meeting Dates* was voted on. UAS voted unanimously to approve the motion.
- The ECS reviewed the SEBLEV Task Force final report that came from the ECS with a recommendation to support. The motion forwarded by the ECS recommending support of the SEBLEV Task Force recommendation was voted on. UAS voted unanimously to approve the motion.

#### **ECS Meeting of March 15, 2019:**

- At the fourth meeting for winter 2019, ECS reviewed and discussed the Summer Compensation Task Force final report that was tabled on November 2, 2018. A response report from the Provost was also reviewed. After deliberations, ECS voted unanimously to approve a motion to accept the Summer Compensation Task Force final report, and endorse the response from the Provost, and forward to the UAS with a recommendation to support.
- The ECS reviewed and discussed the results of the faculty survey on the definition of effective teaching. FPPC has been reviewing the survey results and are incorporating the feedback to their final document that will be shared with ECS. During discussion, it was agreed that an update/summary from FPPC, which shows how FPPC has incorporated faculty feedback from the survey will be reviewed by ECS during the April 12, 2019 meeting.

- The ECS reviewed and discussed the FPPC memo on *Faculty Salary Adjustment Program* (formerly FH 3.06, retitled SG 3.08). After deliberations, ECS voted unanimously to approve a motion to support the FPPC memo and forward to the UAS with a recommendation to support.
- The ECS reviewed and discussed the FFPAC memo on *Safety and Security*. After deliberations, ECS voted unanimously to approve a motion to accept the FFPAC report and have the report presented to UAS.
- The ECS reviewed and discussed the FFPAC memo on *Wayfinding Issues*. After deliberations, ECS voted unanimously to approve a motion to support the FFPAC memo and forward to the UAS with a recommendation to support.
- The ECS reviewed and discussed the GC memo on *Bachelor/Graduate Combined Degree Programs*. After deliberations, ECS voted unanimously to approve a motion to support the GC memo and forward to the UAS with a recommendation to support.
- The ECS reviewed and discussed the GC memo on *Graduate Program Directors*. After deliberations, ECS voted unanimously to approve a motion to support the GC memo and forward to the UAS with a recommendation to support.
- The ECS reviewed and discussed the GC memo on *Preparation of Theses and Dissertations*. After deliberations, ECS voted unanimously to approve a motion to support the GC memo and forward to the UAS with a recommendation to support.

#### **ECS Meeting of March 22, 2019:**

- At the fifth meeting for winter 2019, the Chair of ECS/UAS gave an update on those who have submitted their responses to the prompts on the Faculty Factor of the Laker Effect, the theme of the 2019 UAS Newsletter.
- There was a presentation followed by discussions on *Faculty-Student Relationship* from Tara Cornelius and colleagues from the Department of Psychology. After deliberations, ECS voted unanimously to approve a motion to initiate the creation of a working group of faculty, student and staff to examine faculty-student relationships and consensual relationships at GVSU. The details of the working group and selection of group members will be included as a matter of deliberation at the ECS summer retreat.
- The ECS reviewed and discussed a memo on *Faculty Handbook Cleanup on Research Policies*. After deliberations, ECS voted unanimously to approve a motion to support the proposed rearrangement to the *Faculty Handbook Cleanup on Research Policies*. Furthermore, a new policy in the Faculty Handbook, SG 3.10, will be created that would be a short policy that addresses the use of animals in research or instructional purposes and basically repeats the short passage in PC 6.1.
- The ECS deferred the appointment of two members to the LIFT-MC for a 3-year term for the summer retreat. Paul Sicilian offered to stay for another 3-year term and so should he be reappointed by ECS, only one new member will need to be appointed at the summer retreat.
- The ECS reviewed and discussed the APSC memo on Health Professions Degree Completion Request. APSC recommended the following: (1) A new program change proposal be submitted to the Curriculum Committees that are better equipped to discuss the impact of the change on the quality of the program curriculum, particularly on specific core courses and upper division General Education courses that must be completed at GVSU directly before graduating with a Bachelor's degree; (2) In the meantime, Allied Health Sciences should follow the currently approved program as stipulated under (SAIL # 8786-2014), pending a new AHS program change proposal (with new curricular requirements), at which time APSC will revisit the request. After deliberations, it was agreed that this matter will be settled in the Office of the Provost.
- The ECS reviewed and discussed the appendix from the SEBLEV Task Force final report.



#### UAS Meeting of April 5, 2019:

- At the third meeting for winter 2019, the Chair of ECS/UAS reported that EIC had extended an invitation for senators to an Intersection Ambassadors event on Tuesday, April 9, at 9:00 am at the Kirkhof Center. He further reported on additional dates set for conversations with Provost Cimitile and an invitation to join the Student Success Network. Updates on the work of ECS during the month of March and the upcoming schedule and proposed agenda items were announced.
- The UAS reviewed some souvenirs for President Haas and unanimously voted on a resolution recommending the BOT grant President Haas the status of President Emeritus.
- There were two presentations followed by discussions on (1) *Role of NCAA FAR* from Paul Leidig, GVSU NCAA FAR, and (2) *Update on the Student Success Network* from Suzanne Benet, AVP in the Office of the Provost.
- The UAS reviewed the *Summer Pay Task Force Final Report and Response from the Provost* that came from the ECS with a recommendation to support. The motion forwarded from the ECS to support the *Summer Pay Task Force Final Report and Response from the Provost* was voted on. UAS voted unanimously to approve the motion.
- The UAS reviewed the FPPC memo on *FH 3.06 (Now SG 3.08)* that came from the ECS with a recommendation to support. The motion forwarded by the ECS recommending support of the FSBC recommendations on *FH 3.06 (Now SG 3.08)* was voted on. UAS voted unanimously to approve the motion.
- The UAS reviewed the FFPAC memo on *Wayfinding Issues* that came from the ECS with a recommendation to support. The motion forwarded by the ECS recommending support of the FFPAC recommendations on *Wayfinding Issues* was voted on. UAS voted unanimously to approve the motion.
- The UAS reviewed the GC memo on *Bachelor/Graduate Combined Degree Programs* that came from the ECS with a recommendation to support. The motion forwarded by the ECS recommending support of the GC recommendations on *Bachelor/Graduate Combined Degree Programs* was voted on. UAS voted unanimously to approve the motion.
- The UAS reviewed the GC memo on *Graduate Program Directors* that came from the ECS with a recommendation to support. The motion forwarded by the ECS recommending support of the GC recommendations on *Graduate Program Directors* was voted on. UAS voted unanimously to approve the motion.
- The UAS reviewed the GC memo on *Preparation of Theses and Dissertations* that came from the ECS with a recommendation to support. The motion forwarded by the ECS recommending support of the GC recommendations on *Preparation of Theses and Dissertations* was voted on. UAS voted unanimously to approve the motion.

#### ECS Meeting of April 12, 2019:

- At the sixth meeting for winter 2019, the ECS listened to an update as presented by the Chair of FPPC on the revised definition of effective teaching. In effect, FPPC demonstrated how it had incorporated the response from faculty on the definition of effective teaching that was compiled from the survey soliciting input for the definition of effective teaching from faculty. FPPC will continue its work in the fall of 2019. FPPC will provide sample peer review instruments that units can choose from as the use of the same peer review instrument university-wide has received pushback. If units want to use something else, they will have to send a proposal to the UPRC for review and approval. In the fall, FPPC will be proposing that a new evaluation system be pilot tested in the winter semester of 2020.
- The ECS reviewed and discussed the Natural Resource Management (NRM) *Accreditation Proposal*. After deliberations, ECS voted unanimously to approve a motion to support the NRM *Accreditation Proposal* in accordance with SG 2.08 and acting on behalf of UAS, forward to the Office of the Provost with a recommendation to support.
- The ECS reviewed and discussed the FFPAC memo on *Classroom Innovations*. After deliberations, ECS voted unanimously to approve a motion to support the FFPAC memo and forward to the UAS with a recommendation to support.

- The ECS reviewed and discussed the FSBC memo on *Adjunct Pay*. After deliberations, ECS voted unanimously to approve a motion to support the FSBC memo and forward to the UAS with a recommendation to support.
- The ECS reviewed and discussed the FSBC memo on *FSBC Responsibilities in Faculty Handbook*. After deliberations, ECS voted unanimously to approve a motion to support the FSBC memo and forward to the UAS with a recommendation to support.
- The ECS reviewed and discussed the GC memo on *Review of Graduate School Policies*. After deliberations, ECS voted unanimously to approve a motion to support the GC memo and forward to the UAS with a recommendation to support.
- The ECS reviewed and discussed the U LEAD Task Force *Final Report*. After deliberations, ECS voted unanimously to accept the U LEAD Task Force *Final Report* and forward to the UAS with a recommendation to support.
- The ECS reviewed and discussed the OEC memo on *Having a Separate Chair for OEC and UCC and Choosing OEC Chair from Membership of OEC for 2019-2020*. After deliberations, ECS voted unanimously to approve a motion to support the OEC memo and acting on behalf of UAS, forward to the Provost with a recommendation to support.

#### **UAS Meeting of April 12, 2019:**

- At the fourth meeting for winter 2019, the Chair of ECS/UAS reported on the action taken by ECS on behalf of UAS in response to a request from OEC regarding having a different chair for OEC and UCC in 2019-2020.
  - The UAS reviewed the FFPAC memo on *Classroom Innovations* that came from the ECS with a recommendation to support. The motion forwarded by the ECS recommending support of the FFPAC recommendations on *Classroom Innovations* was voted on. UAS voted unanimously to approve the motion.
  - The UAS reviewed the FSBC memo on *Adjunct Pay* that came from the ECS with a recommendation to support. The motion forwarded by the ECS recommending support of the FSBC recommendations on *Adjunct Pay* was voted on. UAS voted unanimously to approve the motion.
  - The UAS reviewed the FSBC memo on *FSBC Responsibilities in the Faculty Handbook* that came from the ECS with a recommendation to support. The motion forwarded by the ECS recommending support of the FSBC recommendations on *FSBC Responsibilities in the Faculty Handbook* was voted on. UAS voted unanimously to approve the motion.
  - The UAS reviewed the GC memo on *Review of Graduate School Policies* that came from the ECS with a recommendation to support. The motion forwarded by the ECS recommending support of the GC recommendations on *Review of Graduate School Policy* was voted on. UAS voted unanimously to approve the motion.
  - The UAS reviewed the U LEAD Task Force Final Report that came from the ECS with a recommendation to support. The motion forwarded by the ECS recommending support of the U LEAD Task Force Final Report was voted on. UAS voted unanimously to approve the motion.
-