September 9, 2023 AP Executive Committee meeting with Guest Provost Mili

Dan Vainner, Jason Cronkrite, Justin Melick, Derek Johnson, Chelsea Ridge, Casey Bell, Tara Bivens, Mary Albrecht, Quincy Williams, Mike Przyzdial, Michelle McCloud, Mike Stoll, Hannah Schoenfeld, Shannon Dale, Bobby Nielsen

1. Intros
2. Meeting Minutes
   a. [Retreat Minutes](#)
3. Updates
   a. Social Justice
   b. Salary and Benefits
   c. Professional Development
   d. Awards
4. Student Senate Rep?
5. Future meetings
   a. Do Tuesdays Work?
      i. In person for guests if possible
      ii. Zoom for working meetings?
   b. October guest?
   c. November guest?
   d. December
      i. President Mantella and VP Bernal
6. Fall 2023 AP Survey
   a. Send out to Subcommittees end of year or over Summer
7. Vacancies
   a. Awards
8. Board Meeting reminder
9. Charge Memos to subcommittees
   a. [Social Justice](#)
   b. [Awards](#)
      i. Left bullet point list blank
   c. [Professional Development](#)
   d. [Salary and Benefits](#)

Questions for Provost Mili that you will ask yourself (include name):

- How are you really doing?-Quincy
  - Happy to be here, love where we are and where we're going
  - Very exciting to be changing people's lives
- What role does the provost serve in the compensation process at GVSU? What are your thoughts of the AP compensation process in comparison to the faculty compensation process? Chelsea
  - This past year went through the whole process and it was great learning
  - AOs/Deans come with spreadsheet and discuss process, look for any discrepancies among how people are doing it
  - Instructional and informational, helps me to know how they are all thinking about the next steps
  - Following iteration we put numbers to make sure it's uniform across colleges/units
  - Very similar with faculty, only difference is the size and gives a bit more freedom than with APs
  - Provost's Office has some funds allocated to assist in the case of compression/market change
  - Any thoughts on the 4.5% number advertised?
    - Perception of this can be challenging, a range may be better
- What do you feel should be the university's priority when engaging in community outreach? What roles could AP staff and faculty serve in these outreach activities? Chelsea
  - Looking at this from different facets–Christine Rener, Travus Burton both looking at this through the lens of community engagement in the classroom; Kara Van Dam in the community engaging with businesses to see how we can support them to bring education to them; in TC, we realized it's important to be in the community; I&E constantly collaborating in events, being visible is extremely important
  - Role of intellectual leadership, may be able to express things that others are not, some element of reciprocity and humility; universities looking how to do this in a humble, reciprocal way, not in a savior way–GVSU is doing quite well at this
  - Civic engagement, huge impact on the community particularly on number of people who vote (GVSU ranks very high)
  - Important that all divisions are engaged, it's very multi-faceted, helping folks from the outside figure out how to engage with us
  - One of the outcomes in terms of engagement with the community is orientation– how does someone new to the university know the history of GVSU, etc.? Did a bus tour this year
- Can you talk about Holland?
  - Trying to get the police academy set up there

Anonymous Questions:

- The AP Committee does not have the capacity to offer non-credit bearing microcredentials to AP staff. However, many AP staff are interested in professional development outside of taking courses at GVSU. Would there be any consideration to allow AP staff to complete faculty badges offered by the Pew FTLC or eLearning & Emerging Technologies? Such as the Building Mentoring Networks FLC Badge or the Microsoft Outlook Essentials Badge? (Hannah will ask if attending)
    - Yes, checked with Christine and she said yes, of course, just get in touch with her
- Given the significantly larger incoming class, what has GVSU changed to prepare to handle this increased number of students?
    - Maybe give examples like advising, tutoring, rec and wellness, housing, etc…
    - There's the increased number of students and the success of students; needed more housing space and more sections–done
    - But the hard work is making sure we support them and they're successful
    - Universities are changing and have always been changing since the beginning
    - First universities were created to train ministers, and admissions were based on who their parents were, only 100 or so years later that the mission grew broader that they expanded to teaching more science, technology and shift to conversations around meritocracy vs. aristocracy; Interesting that we are now debating tests as well
    - Students are changing, no longer realistic to have a mental model for teaching specific type of student; need to have lifelong learner mindset
    - We take every student very seriously, but we have started doing some things:
        - Rapid response team (a number of faculty had students not return after fall break, team facilitates communication)--looked at data and provided recommendations (did a two day workshop for new faculty, who are generally the ones teaching new students)
        - Lots of resources as a university–mental health, tutoring, residence hall, financial; no one knows all of the resources, so they were all added to Blackboard Ultra as a resource for faculty
        - Discussion re: responses for students who miss class, a test, multiple tests, etc.; worked on template language as a resource for faculty
        - Advising–determining who is responsible for helping students navigate the resources available to them; concept of having student work with one person, who then coordinates with various offices

- - - When students switch schools, majors they have to switch advisors; want them to have one person they talk to consistently who can then help connect them
    - We managed well by adding new sections, shifting resources to address larger incoming class; also more flexible regarding what a first semester schedule looks like; make sure every student has something that they need to take to keep them on track
    - Know that the group that has done orientation is reflecting on how to improve orientation for next year
- Comment: AP don't get the Lakers Ready newsletter (it only goes to Academic Affairs)-- suggestion to include others
- Question: Some concern about our CARE staff–limited staff and overwhelming amount of work, any consideration of adding employees/support/resources?
    - Noted, Provost's Office is looking at this, including advising and assess where we need more people
- Question: Have we considered doing live chat advisors? Some other schools do this
    - Will look into this, understanding that we do have advising online and that it works much better for some students; adult education works different hours/modalities, but it doesn't need to apply only to that demographic
- Comment: Need more resources as AP so that we're not using CARE without trying to help students directly
    - Coordinated CARE group should help with this, understanding the mutual responsibilities and to maximize support
- Comment: Needs to be additionally clarified for adjunct faculty, who may not realize what their responsibilities are
    - FTLC orientations help with this, but need to make adjuncts more aware of this and pay them to attend
- Are there plans to develop a new college? If so, what would it entail and who would it involve?
    - Academic Affairs did some iteration on goals this year based on five presidential priorities; idea is that we are growing, may have felt reactive, first year we were on the common app and applications exceeded our most realistic expectations
    - Grateful for the growth and also want it to align with the institution's mission and place in the GR area
    - Area is changing, economic outlook for the state/region is changing; moving from fuel-based automotive economy to more diverse, sustainable sources of energy (green/blue economy)
    - Grand Rapids being led by Right Place, how do we grow and make this a high tech area
    - Tech–Wanting to make sure we have produced enough graduates who have the digital fluency

- - Environment–AWRI, one of the best centers for water preservation in the US, want to grow that and make it more visible and look toward what the future looks like; want to weave it into the other things the university does
  - Health–KCON, CHP, know the demand is high and would have many hospital and businesses who would support us in growing that capacity but need to be deliberate
  - Theme for this year is developing capacity around these three areas–technology, health, environment
  - Looking toward the future of engineering/computing and want to honor Dean Plotkowski's legacy as he retires by planning for the next phase
  - May divide engineering and computing into separate schools
  - Questions: would engineering and computing be on different campuses?
    - Irrespective of where computing is placed, it will interact with many other programs, but not sure yet
- Now that you have a year under your belt, what changes would you like to implement?
  - Don't think of them as changes; spent the first year learning about the institution and now understand where the potential is
  - Projects we're working on are 100% aligned with presidential priorities but specific to academic affairs (eg examining faculty time and effort following climate survey/forums last fall and indication that faculty/staff are overworked)
  - We know that through Covid the number of staff has dropped and we have lower staff/student ratios than average
  - We are offering more programs with about the same number of faculty, so looking into this to make sure we're caring for people/culture
  - Another project: looking at curriculum; we have added a lot, but have not subtracted; want to make sure our portfolio makes sense for our size, where we're going, our student population, etc.
  - Also looking at scheduling–how we schedule, which is a complex situation
- Can you share your ideas behind the One Student, One Advisor advising model that GVSU will be implementing? How do you see departments outside of the advising centers supporting this initiative? What role should AP staff play in this?
- Would GVSU ever consider creating an older adult community member partnership? For example, older adults in the community could register for classes at GVSU that have a number of open seats the week before classes begin and could take the classes at significantly discounted rates.