Academic Senate
Agenda for the Meeting of
October 7, 2014, 2014
MCO 201

1. Call to Order and Roll Call

2. Approval of Minutes
   A. September 2, 2014 minutes

3. Open Forum

4. Reports
   A. Senate President – Khagendra Thapa
   B. Senate Vice President – Charles Bacon
   C. Senate Secretary – Amy Dinardo

5. Committee Reports
   A. University Curriculum Committee – Kemi Fadayomi
   B. Student Government – Andrew Kalinowski
   C. General Education – Clifton Franklund

6. Conversation with the Senate
   A. University Master Plan - Jerry Scoby, VP Admin. & Finance

7. Old Business
   A. Program Advisory Committee Task Force Report - DeRegnier

8. Announcements

   A. FSU President - David Eisler
   B. Interim Provost – Paul Blake
   C. Senate President – Khagendra Thapa

9. Open Forum

10. Adjournment

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Minutes
Ferris State University
Academic Senate Meeting
MCO 210
September 2, 2014

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Members in Attendance: ALPACH, CHARLES BACON, MARY BACON, BAJOR, BAKER, BALANDA, BARAN, BERGHOEF, BRANDLY, BRECKEN, DAKKURI, DAUBERT, DINARDO, DRAKE. FADAYOMI, FAGERMAN, FOX, GRIFFIN, GROVES, HANNA, HARLAN, ING, ISLER, KLATT, MARION, MOORE, PIERCEY, POTTER, RICHMOND, RUMPF, SIAPUSH, THAPA, TODD, TOWER, WAGENHEIM, WANCOUR
Members absent with cause: JENEROU
Members absent: BARNETT, RUMPF, YOWTZ
Ex Officio and Guests: DAMARI, FRANKLUND, LOMBA, PAZOWSKI, SALADIN, VASICEK

1.	President Khagendra Thapa opened the meeting at 10:05 a.m.

2.	**Approval of Minutes.**
	    Senator Dinardo moved to approve the April 20, 2014 minutes A. Baran seconded. Motion passed.
	    Senator Dinardo moved to approve the April 20, 2014 minutes B. Baran seconded. Motion passed.

3.	**Open Forum** A. Clifton Franklund, General Education Coordinator, relayed that he would be recruiting a faculty champion as he will be bringing forward motions at the October and November Senate meetings. One motion would relate to changing Communication courses the other to consolidate some of the General Education Outcomes established previously.

4.	**Officer Reports**
	    A. **Dr. Thapa** reported that he spoke with an authority at the FSU Department of safety about the lack of parking associated with holding Academic Senate meetings at MCO. He assured that, due to special circumstances, Senators will only be ticketed for parking in handicapped/disabled parking. It this case it is permissible to park in faculty, student, or commuter lots.
	
	    B. **Vice-President Bacon** encouraged everyone to recruit members for Senate Committees. Senate assignments should go out soon. He also gave a brief summary of the components that comprise the rankings in the *U.S. News and World Report's* "Best Colleges" and "Best Universities" rankings (See attached Addendum A). This was an informational report to stimulate a discussion/information sharing about the Senate's role in an Ad Hoc Committee to investigate such rankings as proposed by President Thapa. After his presentation Vice-President Bacon asked for direction on the scope and mission of this committee. Sen. Baker agreed with the need for such a committee and suggested that FSU could leverage the information gained by such a committee to FSU's advantage such as attracting students. Sen. Balanda suggested that some measures in the *U.S. News and World Report* are "out of our hands" such as student retention and ranking of student choice. Would focusing on improving FSU's rankings be self-defeating or require positioning FSU in a completely different way? Instead, the investigation of such measures could be used to discover measures and strategies that FSU is not currently focusing on. Sen. Piercey confirmed that the Executive Board envisions such an Ad Hoc Committee entering the investigation with FSU's overall mission in mind. The idea is not to change the mission (its core values and unique strengths) but to ensure that FSU is getting credit for "what we already do" and increase the recognition of the University. Sen. Groves recommended that the Senate "ignore" the *U.S. News and World Reports*. In essence, they are reports to sell magazines, not meaningful data, especially because FSU deals with a "different set of students". Sen. Moore questioned if other entities across campus are monitoring such metrics-the Ad Hoc committee could ensure that important aspects were not being overlooked and that FSU was getting "credit" for it. Sen. Siapush stated that some of the metrics mentioned in VP Bacon's presentation, such as enrollment, were important but increasingly difficult to accomplish. Sen. Hanna expressed that metrics such as the opinion of other Deans and ranking of research is subjective. He does not want a focus on rankings to deter from FSU's overarching focus on teaching. Brenda Vasicek (Emeriti Board) volunteered that a Senate Meeting presentation from a representative (Shelly Armstrong) from Advancement and Marketing might be help Senate members understand current A&M activities. Pres. Thapa confirmed that this committee was his initiative based partly on a comparison to GVSU and his impression on the challenges associated with FSU's "image". He reiterated some of his comments from his address at the Senate Retreat and later e-mailed to Senators (See Appendix B).

	C. **Secretary Dinardo** reviewed use of the Turning Point clickers for attendance as well as use of the microphones on the desks for Senate meetings. Furthermore, she will be appointing members for a Rules Committee to review and revise the Senate Charter. A Rules Committee has not been convened in two years. The Charter has not been revised since 2011.

5.	**Committee Reports.**
	  A. **University Curriculum Committee Chair Ouikemi Fadayomi** reported that the most recent workshop last August was well-attended. Currently, there are no motions. The UCC will resume meeting September 9th, 2014 and will put forth motions for the Senate floor for the October meeting. One motion that will be presented is to change the language in the PCAF to require a "faculty champion".
	  B. **Student Government President Andrew Kalinowski** said that the Student Government would like to build stronger relationships with FSU entities such as the Academic Senate. To that end, he introduced Evan Pazkowksi and Cory Saladin, two Public Relations liaisons who can help coordinate any collaborative efforts such as speakers for class. In response to the Senator's discussion on student retention, Kalinowski suggested that, in his personal experience, students are more likely to remain at FSU if they have some type of personal investment in and RSO, particularly leadership. To that end, he encouraged Senators to facilitate getting their students involved in activities outside of academics at FSU. Director of Operations Haley Lomba reported that the Student Government will be involved in two upcoming events: OMSS Get Acquainted Day (Sept 2nd) and State of the University (Oct 8th). Kalinowski asked those present to contact him if students are needed on any committees.

6.	**Program Advisory Committee Task Force Recommendations- Daniel DeRegnier (Chair), Dave Frank, and Debbie Dawson.** Sen. Isler motioned to take this topic off the table from the March 2014 Senate Meeting. Bacon Seconded. Motion passed. Frank informed the group that the committee was commissioned in December 2013 and ended with the commission of the final report in April 2014. The goal of the task force was to make recommendations based on the examination of best practices from programs across the entire campus. As a result, a survey was generated and released to individuals of various programs. Task force members then summarized the results. Task force members then came to the realization that multiple factors go into a professional advisory committee based on the program. It was determined that it is not within the scope of the task force to determine exactly what should be done for each individual program. Some advisory boards are run a certain way for accreditation purposes. However, the task force did generate a short list of recommendations for program advisory boards. Sen. Fagerman asked more details about how the task force came up with it's list of recommendations. Particularly the recommendation about how curriculum decisions are made. Another discussion ensued about the decision behind a three year term for advisory board members. It was then discovered that the executive board did not receive the full report of the task force with appropriate attachments. Sen. Alpach moved to table the voting on this topic to the October meeting until more information is available. Sen. Piercey seconded. Motion passed.
7.	**Announcements** A. No announcements from President Eisler or Interim Provost Blake

8.	**Open Forum**
	  A. Sec. Dinardo announced that Melinda Isler has been appointed the official Parliamentarian
	  B. In response to the previous discussion about College and University rankings, Sens. Drake and Brecken mentioned that, although FSU has a presence in Grand Rapids, FSU cannot be compared to GVSU. GVSU is has a long-standing presence in this major metropolitan area. It would be like comparing apples in oranges in terms of sheer numbers. Sen. Baker agreed that FSU has a significant presence in Grand Rapids but more funds could be directed to GR to boost the presence. Sen. Tower informed the group that VP Jerry Scoby informed the SPARC committee of a master plan to improve FSU's presence in both in GR and Big Rapids. It might be valuable to ask him to participate in a dialog at a future Academic Senate meeting. Vasicek offered that possibly Emeriti could help with the efforts to increase FSU's visibility in GR.
	  C. Sen. Alspach expressed concerns about Outlook not preforming correctly- sending and receiving e-mails late. Sen's Wancour and Balanda agreed. President Thapa offered to contact an administrator at TAC in an effort to communicate/resolve the issue.

9.	Piercey moved to close the meeting at 11:14 a.m. Marion seconded Motion passed.

Respectfully submitted,
Amy Dinardo
Secretary

What do we mean by "General Education" at Ferris State University?

The following are direct quotes from the GETF recommendations. The emphases added are my own.

"Task force members who attended the February, 2009 AACU conference on general education were introduced to the idea of campus-wide, or university-wide student learning outcomes. This view recognizes that many of the outcomes desired for all university graduates, and traditionally labeled as ***general education outcomes***, are also addressed through non-general education coursework in the majors and experiences in the co-curriculum." (p 7)

The FLOs are written as broadly stated goals for ***all graduates*** with descriptive statements to clarify intent, and in language that is accessible to all constituents: students, parents, and the community. (p 7)

"The ***general education Ferris Learning Outcomes*** (Culture, Self & Society, Natural Science, Written and Oral Communication, and Quantitative Literacy as well as Global and Diversity & Inclusion) will be addressed primarily through required general education coursework." (p 8)

"In short, the ***General Education Program*** at Ferris is not "broken" in terms of course requirements which are very much in line with national trends and with requirements at other similar institutions." (p 10)

"Coordinate implementation of ***general education assessment***, curricular mapping, and course re-certification" (p 58)

General Education Taskforce Recommendation

Assessable learning outcomes:

A total of 18 university-wide Ferris Learning Outcomes (FLOs) were recommended (p 6). These included: Civic Engagement, Communication, Creative Thinking, Critical Reasoning, Culture, Diversity and Inclusion, Ethics, Financial Literacy, Global, Health and Wellness, Information, Integrative Learning, Lifelong Learning, Natural Science, Quantitative Literacy, Self and Society, Teamwork, and Technology. Recognizing that these categories were too broad to directly assess (p 7), sets of defining criteria were created for each FLO. A total of 82 such criteria were proposed (ranging from 2 to 12 per FLO). A complete set of outcomes with defining criteria was provided as appendix 5 (pp. 26-30).

Introduction of the learning outcomes:

The GETF recommended that the FLOs be introduced within our introductory communications courses, ENGL 150 and COMM 121 (p 11). The main arguments being that all students must take these courses and that the content of these courses is amenable to addition of these extra assessment requirements. Portfolios are to be initiated in these courses.

Implementation of the learning outcomes in "General Education":

It is clear that the taskforce favored retaining the definition of "General Education" at Ferris with only minor alterations to credit allocations (p 10). A careful reading of the recommendations reveals that only the taskforce considered only the Communication, Culture, Diversity, Global, Natural Science, Quantitative Literacy, and Self and Society FLOs to comprise "General Education" courses (p 33). It was suggested that some of the other 11 outcomes might be touched upon in the GE program by requiring co-curricular activities (p 13). However, it is apparent that this would not represent a uniform coverage of those learning outcomes by all students. The obvious expectation of the taskforce was that these outcomes were to be implemented and assessed within programmatic course work and co-curricular activities (p 8). Interestingly, these 11 outcomes seem to technically fall outside of the duties defined for the General Education Coordinator (p 58). That fact would make university-wide implementation and assessment problematic.

Tracking student activity

The implied mechanism for tracking student satisfaction of the General Education requirements involves only credit-bearing activities tracked through Banner (p 10). The two plans for including co-curricular experiences would be directly linked to credit-bearing activities. One involves tagging co-curricular activities onto existing GE courses. The other involves creating a new co-curricular credit that would count toward graduation. The implicit suggestion is made that programmatic courses would need to be altered to satisfy all FLOs not covered in the "General Education" courses.

Integration of the learning outcomes:

Students are expected to integrate their prior coursework and experiences in general education, majors, and co-curriculum within the context of the FLOs in a senior-level programmatic capstone course (p 12). A student portfolio is one *option* to fulfill this requirement.

Culminating experience:

All students would be required to complete a senior-level capstone course (p 12).

Assessment plan:

Student performance would be evaluated using a set of analytic rubrics with three performance levels. These were based upon the AAC&U VALUE rubrics. The sole assessment points for the GE program would be in the introductory communication courses and the capstone courses. Standardized assessment data (such as NSSE) would be included when available. The General Education courses would only collect assessment data for recertification purposes. GE courses would need to spend 75% of their time addressing the outcome and fulfill *most* of the learning outcomes, No other outcomes would be assessed.

Core Competency Revision Plan

Assessable learning outcomes:

Acknowledging that our resources (finances, technologies, and manpower) are limited, the learning outcomes would be reduced to a more manageable number. This could be accomplished by consolidating compatible FLOs from the GETF document. Such a set might include: Communication, Culture, Global, Information and Technology, Interpersonal Skills, Natural Sciences, Personal Development, Problem Solving, Quantitative Literacy, and Self and Society. Each of these competencies would have between 3 and 4 measureable outcomes (approximately 35 total learning outcomes). This would simplify implementation and maintenance of the program while still adhering to the spirit of the taskforce's recommendation.

Introduction of the learning outcomes:

The core competencies would be introduced through a two-course freshman seminar series. FSUS 100 would transition to a one-week orientation experience occurring the week before instruction begins. During the fall semester, FSUS 101 would continue to support student development and provide program-specific information. The mandatory ePortfolios would be initiated in these courses.

Implementation of the learning outcomes in "General Education":

In this plan, the concept of "General Education" is now superseded by the "Core Competencies". The Core Competency Committee would oversee the FLOs wherever they are delivered (foundational, programmatic, or co-curricular). This committee would be responsible for the certification, recertification, tracking, and assessment of the FLOs.

Tracking student activity

Point-based scheme would be used to track student learning experiences through MyDegree (Degree Works). This system facilitates inclusion of a variety of important student learning activities whether they are curricular or co-curricular. In addition, co-curricular activities by be embedded in, paired to, or independent of courses and still tracked. Student reflections and applications would be a part of the growing student ePortfolios.

Integration of the learning outcomes:

The mandatory ePortfolios will be the primary means of integrating the Core Competencies and making them relevant to each academic program. The portfolios will be overseen by academic advisors during the process of advising. The would be ultimately evaluated in the capstone.

Culminating experience:

All students would be required to complete a senior-level capstone experience. This experience could be a course, research project, thesis, internship, or other substantive experience approved by the student's program. The student's ePortfolio would be completed and evaluated by the instructor of record for the capstone experience.

Assessment plan:

A series of 6-level analytic rubrics will be developed for all Core Competencies. These rubrics will be used to directly evaluate student performances compared to the expectations for a Ferris graduate. All learning experiences (credit-bearing or not) would be required to report on at least one learning outcome each semester. Each aligned experience must eventually assess *all* of the associated learning outcomes. The ePortfolios and capstone experiences will be assessed by program faculty. The reliability and validity of these three streams will be evaluated by periodically collecting a sample (n > 150) of student artifacts to be graded by teams of trained faculty. Other assessments will include nationally normed exams. These will include program-specific tests (ie ETS) and the COMPASS and CAAP exams. Latent abilities (like cultural intelligence or social self-efficacy) will be assessed using published scales. Finally, a variety of indirect measures will also be evaluated. These include the NSSE, and surveys of graduates, employers, and advisory boards.

FERRIS STATE UNIVERSITY

FSU

Advisory Committee Handbook

SURVEYING TECHNOLOGY / ENGINEERING PROGRAMS

Sample QR

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FERRIS STATE UNIVERSITY
Advisory Committe Handbook

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A Letter from the President

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What is an Advisory Committee?

An Advisory Committee is composed of representatives from:
- Business and industry
- Private practice
- Academia
- Government

They are chosen for their ability to enhance the professional development of the students from the Surveying Technology /Engineering Programs and for their expertise to advise the college on the content of the curriculum and future directions for the workforce.

Successful occupational education programs result from cooperative efforts among business, industry, labor, government and education. Advisory Committee members provide essential information and guidance for planning meaningful occupational curricula.

Purpose

The purpose of the Advisory Committee is to provide information and advice regarding:
- Current employment needs and opportunities
- New technology
- Emerging skill needs
- Relevance of programs and/or courses being offered
- Planning, development, and review of the Surveying Technology/Engineering Programs

In addition, Members of the Advisory Committee will assist the Surveying Technology/Engineering Programs by actively engaging in activities such as:
- Serving as mentors
- Hosting career fairs
- Developing applications for external funding
- Obtaining scholarships and internships
- Recruiting new students to the program

Keeping and Distributing the Minutes

The secretary will keep, record, and disseminate the Advisory Committee meeting minutes. Meeting minutes will be taken at all meetings. It is not necessary to record all discussions, but suggestions, recommendations, and decisions of the committee will be recorded.

Draft minutes will be reviewed by the committee chair and the program administrator then distributed to:
- Advisory Committee members
- Faculty
- Administration and staff as appropriate

Minutes will be approved at the next scheduled Advisory Committee meeting and posted on the program website.

Conflicts of Interest

Advisory Committee members are expected to declare a conflict of interest prior to consideration of any matter causing a potential or actual conflict.

The Details…

Setting the Agenda

The program administrator will consult with the committee chair to compile the agenda, which ideally is provided to committee members in advance.

Conducting the Meeting

Separate times are allocated for the Advisory Committee to meet with faculty and student groups. A brief status report should be presented by the program representatives. All Advisory Committee recommendations must be addressed and responded to by the program before or at the next meeting.

Meetings of the Advisory Committee are conducted by the elected Chair of the committee or, in the absence of the Chair, the Vice-Chair. If neither is available, the assembled Advisory Committee members will select a temporary chairperson from within to conduct the meeting. Minutes will be recorded and prepared for distribution by the Secretary.

The Advisory Committee strives for free-flowing discussion and attempts to reach a consensus where decisions or recommendations need to be determined. Robert's Rules of Order will be used.

The program administrator will facilitate the discussion when necessary, keeping in mind that the purpose is to obtain information from the professional community.

Our Commitment

Advisory Committees are a valuable component of Ferris State University's (FSU) process of engagement with the professional community. FSU takes all recommendations under advisement and makes our decisions according to the University's strategic plan, funding, and additional research.

Our commitment is to educate the students to protect the health, safety, and welfare of the public.
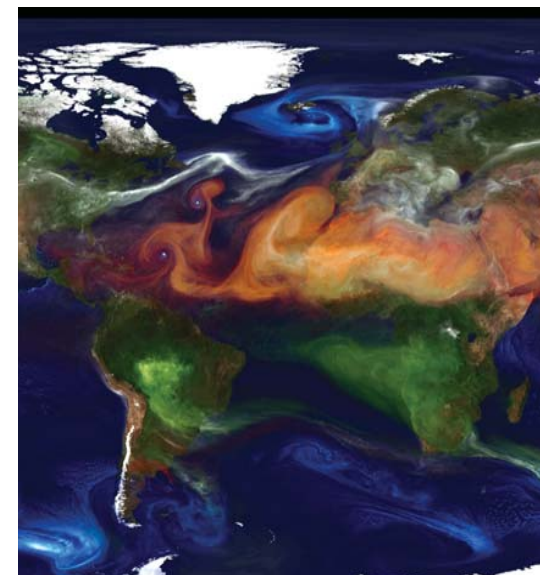
Ultimately, we are creating lifelong learners who will continue learning through professional development activities throughout their careers. FSU needs your advice and assistance to ensure that a quality education is provided for every student.

Your Commitment

You have been invited to participate in Ferris State University's Surveying Engineering Advisory Committee because of your success in your own chosen profession. Advisory Committees generally meet twice per year; however, additional participation may be necessary throughout the year.

You are expected to be knowledgeable about essential matters confronting the programs and will be asked to provide information and advice as it pertains to their knowledge and skills to:
- Assist FSU in curriculum development
- Develop robust activities to enhance students' learning experience
- Assist in the recruitment and development of faculty members
- Identify and create external teaching, consulting, advancement, and research opportunities
- Complete tasks assigned by the chair
- Carry out additional assignments
- Assist each other in the orientation and education related to Advisory Committee responsibilities

Surveying Technology / Engineering Program Outcomes

The Surveying Technology program at Ferris is designed to provide students with the skills and knowledge necessary to function as effective members of surveying field crews and office environments. Graduates have the ability to:

- **Perform** basic surveying calculations
- **Create** maps using different computer-assisted mapping software
- **Understand** the use of a variety of surveying instruments
- **Evaluate** the accuracy of field data
- **Conform** to established survey standards
- **Engage** in effective communication with clients and colleagues
- **Insure** a safe operational environment

The Bachelor of Science Degree in Surveying Engineering is designed to meet the needs of all students in the program. Graduates will be:

- Able to **analyze** and solve surveying engineering problems by applying basic principles of mathematics, science, and engineering. Graduates will be able to use modern surveying engineering techniques, skills, and tools to identify, formulate, and solve surveying engineering problems.

- Able to **apply** the knowledge and skills from a broad education in order to understand the impact of surveying engineering solutions in a global, societal, and environmental context consistent with the principles of sustainable development.

- **Prepare** for professional practice in surveying engineering. Graduates will demonstrate an understanding of ethical, societal, and professional responsibilities; will recognize the limits of their knowledge and initiate self-directed learning opportunities; and will be able to function and communicate effectively individually and within multidisciplinary teams.

- **Provide** the education needed to become a qualified licensed professional surveyor.

Selection of Advisory Committee Members

Potential members are nominated and endorsed by the program faculty members. Names are then submitted through the appropriate administrative channels for final approval. Advisory Committee members serve a three-year term. Membership is renewable, and staggered terms are suggested in order to ensure continuity.

Composition of the Advisory Committee

The Advisory Committee consists of 10 to 15 external members who reflect the broad range of knowledge, skills and/or attributes represented in the Surveying Technology / Engineering disciplines.

Officers

The members of the Advisory Committee will elect a Chair and a Vice-Chair. Each will serve a two year term. The chair is the official representative of the Advisory Committee. The Vice-Chair will assume the responsibilities when the Chair is not available.

The Secretary is appointed by the program and is responsible for distributing the agenda, documenting meeting minutes, and maintaining current member information.

success

March 28, 2014

To: Academic Senate, Ferris State University
From: Program Advisory Committee Task Force
Re: Recommendations

Program Advisory Committee Task Force Charge:
>   This task force will examine the role of an advisory committee in the direction of
>   individual programs. It will review existing structures and determine whether or
>   not a university-wide policy would be appropriate.

The committee met several times to address the charge. Our aim was to determine
which programs have an active advisory committee and to try to understand the extent
of the committee's involvement in each program.

We created a short questionnaire (attached) that was distributed to the programs with
active advisory committees. The results can be summarized as follows:

1. If a program is accredited, it will have an advisory committee of varying
    numbers of members.
2. Some accrediting agencies suggest the composition of the committee
    membership and may include an expected minimum term of membership.
3. Activities of the committees vary from minimum involvement to actively
    assisting in program development, review of student portfolios, indicating
    hiring trends, etc.
4. Committees meet at least one time per year, with many meeting twice.

Based on the questionnaire and discussions, the Program Advisory Committee Task
Force makes the following recommendations

1. **Meetings**: An advisory committee should meet on a regular basis, at least
    one time per year, or as directed by their program accrediting agency.
2. **Curriculum**: Curriculum decisions are the purview of Ferris State University
    and should not be dictated by the program advisory committee.
3. **Membership**: Membership should be kept to a reasonable number (typically
    between 6 and 12, but dependent upon the number of programs an advisory
    board serves and their accrediting agency). A program may wish to consider
    student representation as well. Faculty may be considered as ex officio, non-
    voting members.
4. **Term**: The term of service should be no more than 3 years, or as directed by
    their program accrediting agency, but may be renewed.
5. **By-laws**: An advisory committee should maintain by-laws.

6. **Other**: Other duties of an advisory committee may include suggesting best practices of the discipline, evaluating student portfolios, serve as a resource for jobs, etc. or other duties as directed by their program accrediting agency.
7. **Handbook**: The program should distribute a handbook to each member of the advisory committee. See attached example.

Respectfully submitted,

Committee member names
Daniel P deRegnier, Co-Chair
David Nicol, Co-Chair
Sandra Balkema
David Frank
Debbi Dawson
Suzanne Miller
Mathew McNulty

Attachments.

US NEWS & WORLD REPORT

College Ranking System

Two Pillars

First:
- quantitative measures that education experts have proposed as reliable indicators of academic quality,
- our researched view of what matters in education.

Further refined based upon Carnegie Classification.

Second:
- up to 16 indicators of academic excellence.
- assigned weight
- ranked against their peers, based on their composite weighted score.

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16 factors

- **Undergraduate academic reputation (22.5 percent). Peer Assessment.**
- **Retention (22.5 percent). 6 yr graduation rate and freshman retention rate. 80/20.**
- **Faculty resources (20 percent):** school's commitment to instruction. Class size(fewer than 20 or 50 or more); faculty salary, student-faculty ratio, proportion with highest degree in their field, proportion of full-time faculty.

- **Student selectivity (12.5 percent): 3 components.** Admission test scores, proportion of enrolled freshman in the top quarter of class in high school, acceptance rate.
- **Financial resources (10 percent):** average spending per student on instruction, research, student services and related educational expenditures.

- **Graduation rate performance (7.5 percent):** difference between a school's six-year graduation rate for the class that entered in 2006 and the rate predicted for the class.
- **Alumni giving rate (5 percent):** average percentage of living alumni with bachelor's degrees who gave.

Leverage on Prior Work

- Ideas on Focus.
- Known information.
- Refine the Mission.

U.S. News & World Report

Best Colleges 2015 Edition (released September 9, 2014)

2260	Ferris State University
Category:	Regional Universities (Midwest)

Final Tier:	1
Final Rank:	54
Final Overall Score:	47
Peer Assessment Rank:	27
Financial Resources Rank:	72
Graduation and Retention Rank:	67
Student Selectivity Rank:	109
Faculty Resources Rank:	92
Alumni Giving Rank:	133
Graduation Rate Performance Rank:	13

Undergraduate Business

Rank

Accounting:	Not Applicable
Finance:	Not Applicable
MIS:	Not Applicable
Int Bus:	Not Applicable
Entrepreneur:	Not Applicable
Management:	Not Applicable
Marketing:	Not Applicable
Production:	Not Applicable
Supply Chain:	Not Applicable
Quant Analysis:	Not Applicable
Insurance:	Not Applicable
Real Estate:	Not Applicable

Undergraduate Engineering *(Non-doctoral)*

Rank

Aerospace:	Not Applicable
Bio./Agricultural:	Not Applicable
Biomedical:	Not Applicable
Chemical:	Not Applicable
Civil:	Not Applicable
Computer:	Not Applicable
Electrical:	Not Applicable
Environmental:	Not Applicable
Industrial:	Not Applicable
Materials:	Not Applicable
Mechanical:	Not Applicable
Eng. Science:	Not Applicable

	Score	Rank		Score	Rank
Peer Assessment:	Not App.	Not App.	Peer Assessment:	2.3	142

* Received less than 7 votes. Ranking in a specialty available only when a specialty received 7 or more votes on the peer assessment survey.

Please visit http://www.usnews.com/education/best-colleges/articles/2014/09/08/how-us-news-calculated-the-2015-best-colleges-rankings for an explanation of the ranking methodology. If you have any questions about your detailed ranking, contact Robert Morse at 202-955-2389 or rmorse@usnews.com.

Arts & Science

Program: Forensic Biology Program Coordinator: Gary Rodabaugh	
Advisory board exists?	No
If no, why not?	• There are no forensic experts within a remotely reasonable distance of the university that could serve on a committee. • We have completed a survey of over 200 national experts in the field and will be using that as a core source of information for any changes in the program. • We are not accredited and have recently upgraded graduation requirements to more adequately prepare graduates to meet graduate school admission requirements. This is resulting in a decrease in students enrolled in the program.
If yes:	
How many years?	
Meeting schedule/details	
Membership	
Responsibilities	
Leadership	
Best Practices to recommend	

Program: Industrial Chemistry Technology (ICT) AAC
Program Coordinator: Bill Killian

Advisory board exists?	Yes
If no, why not?	
If yes:	
How many years?	Since about 1990
Meeting schedule/details	• Approximately once a year • The meetings have always been held in Big Rapids, and a meeting is no longer than a half day.
Membership	• We usually have 12-15 members at any given time. About three or four of the members are internal (FSU faculty/administrators); the rest are external. About half to two thirds of the external members are Ferris Alumni. • We don't have official terms. The coordinator invites new members on-board as others indicate a desire to step off the board. • Recommendation: it works well for us to have FSU grads on the board, because they let their companies know about the current FSU program; and they serve as great role models for current FSU students.
Responsibilities	• This program was "approved" by ACS until 2012, when ACS dropped its approval service. An advisory board was expected for approval; however, the board existed before the approval service and continues to exist today. • The primary responsibility of the board is to inform the program about industry and hiring trends, types of skills employers need, and so forth. As mentioned above, members of the advisory board are often called upon to talk to students, help arrange industry visits, etc.
Leadership	• The program coordinator in conjunction with the department head arranges the meetings. We don't have an executive board.
Best Practices to recommend	

Program: Chemistry
Program Coordinator: Dan Adsmond

Advisory board exists?	No
If no, why not?	• Most of our graduates go on to professional or graduate school, rather than employment. • Those students who do seek employment upon graduation are usually co-enrolled in the two-year ICT (industrial chemistry technology) program, which does have an advisory board. The advice received from this board covers the needs of the students in the four-year program. • When the department offers a four-year industrial chemistry degree, the chemistry BA program may join with the new four-year program to have a common advisory board.
If yes:	
How many years?	
Meeting schedule/details	
Membership	
Responsibilities	
Leadership	
Best Practices to recommend	

Program: Biochemistry Program Coordinator: Kim Colvert	
Advisory board exists?	No
If no, why not?	• As this is a broadly-defined BA program (rather than a program leading to a specific career), graduates go on to a variety of possible settings, including work, graduate school, and professional school. It would be hard to set up a board to meet all of these needs. • The program coordinator is familiar with current graduate schools in biochemistry, because she works in a graduate research group at a major university every summer.
If yes:	
How many years?	
Meeting schedule/details	
Membership	
Responsibilities	
Leadership	
Best Practices to recommend	

Program: Bachelor of Integrative Studies (BIS)
Program Coordinator: Roxanne Cullen

Advisory board exists?	Yes
If no, why not?	
If yes:	
How many years?	7
Meeting schedule/details	We meet **once per year** and I have tried to move the time around. The first couple years we met in the summer but this year we are meeting in spring. We would like to coordinate with the student recognition date but most of my advisory board members are at community colleges and that is their graduate date.
Membership	The members are individuals who are at community colleges where we have connections, GRCC, Alpena, Montcalm. We also have some grads on the board who also represent entities that we tend to draw students from. One is from the Little Traverse Bay Band and several people have been referred to us from the Band.
Responsibilities	I ask the advisory board to choose the scholarship winter based upon the submitted essays. They also provide invaluable information regarding partnerships with community colleges.
Leadership	The coordinator does all the work (no executive board).
Best Practices to recommend	Our program is different because we don't have a target employer base, so I work mostly with partnering community colleges and alumni. I keep in contact with the board and give them semester updates but we only meet once per year. I would also like to get them involved in the portfolio assessment if possible.

Program: Technical Communications
Program Coordinator: Sandy Balkema

Advisory board exists?	Yes
If no, why not?	
If yes:	
How many years?	since 1984 (beginning of program)
Meeting schedule/details	• Typically once a year; often tied to Senior Portfolio Presentations in the spring • Once a year is plenty. Have had stretches where we've had meetings alternate years, with just the presentations the "off" year.
Membership	• Membership is approximately 12 active members; about half grads; about half professional colleagues • No official terms. Coordinator asks if they want to stay on; we invite new members as needed to "freshen" the group or to replace those who are no longer interested. New members are invited informally. • We work well with this informal structure. Tends to keep the Ad Board a looser, more informal group.
Responsibilities	Not required for accreditation • Main tasks are to give advice to current students. Help faculty stay abreast of changes in the field (although we're all members of the same professional group, so we have this information/contact more regularly). • Level of involvement of the board is low. No curriculum involvement. We inform them of our program structure, etc., but only as FYI. They don't know enough about the academic requirements to advise on curricular requirements.
Leadership	• The program coordinator arranges the meetings. • No executive board. We tried setting one up at one time. It fell flat. Our group seems to prefer the informal approach! • Recommendations: I think a co-chair from the non-Ferris membership would be helpful. It's too easy for us on campus to push the advisory board to a back burner, neglect using them in creative ways, etc. With a co-chair, I think I'd be better at planning, organizing and keeping the members involved.
Best Practices to recommend	This year we added new members, specific to our Journalism side. These members should give us a good perspective for our growing/expanding Journalism degree. So, I guess my advice is to keep assessing the directions of the program and nurture the relationships w/ grads and external professionals.

Program: Applied Math
Program Coordinator: Kent Sun

Advisory board exists?	Yes
If no, why not?	
If yes:	
How many years?	Since 2004
Meeting schedule/details	Last met 5 years ago
Membership	• The Board is made up of about a half dozen people. • Having a board is not required, as there is no accreditation agency math reports to.
Responsibilities	
Leadership	• Either the coordinator or department head would arrange meetings.
Best Practices to recommend	

Program: English BA

Program Coordinator: Christine Persak

Advisory board exists?	No. (board lapsed after its last meeting three years ago)
If no, why not?	• Last year, at program review discussion, I indicated that our committee does not have any urgent need to form and consult an advisory board. Nevertheless, the Academic Program Review Committee disregarded these remarks and included among its suggestions the recruitment of new members for an advisory board.
	• Our program does not involve any kind of professional or state accreditation.
	• Moreover, we have had a very difficult time recruiting advisory board members. In the past, we have had graduates of our program serve as board members –students who have gone on to graduate study or jobs-- whom I felt offered relevant advice to our B.A. committee. However, the general consensus among committee members is that this practice is not advisable—too parochial, if you will.
	• Finally, we have recently revised our program requirements and truly have no questions to put forward to an advisory board.
If yes:	
How many years?	
Meeting schedule/details	
Membership	
Responsibilities	
Leadership	
Best Practices to recommend	

Program: Communication (Department of Humanities)
Program Coordinator: Cami Sanderson

Advisory board exists?	Yes
If no, why not?	
If yes:	
How many years?	Since 1998 (we believe)
Meeting schedule/details	Meets every year in April. We have discussed meeting twice a year but that has not happened yet. The advisory board wanted to be more informed so instead of meeting at Winter Break, I sent them an email regarding what we have been up to and what our students have been doing. Some advisors found that satisfactory and others did not care. We meet for about 2/3 of a day from 9-2 or 3 depending on what is on the agenda, and we usually met in the Rankin Center because our classrooms are so horrible.
Membership	We have thirteen members on our advisory board but not all of them have been attending the meetings. None of these people are internal members and all of them are external professionals in a related communication field. We have three members of our board who were in our program whether minor or major, but in the past years only one member has been able to attend one meeting. We don't have terms but we have had people retire from our advisory board so there has been some turnover. We have talked about terms and years served but that hasn't come to fruition.
Responsibilities	Our advisory board is not for accreditation. The main task of our advisory board has been to give advice, recommendations and observations about our communication area. In fact, they are the ones who suggested that we put Organizational Communication class in the core section of our major. They also influenced what went into the Bachelor of Arts compared to the Bachelor of Science.
Leadership	The program coordinator arranges the meeting and is the chair of the meeting. Our advisory board does not have an executive board.
Best Practices to recommend	Know what the advisory board is there to do. They are not there to be hit up for money but to help with curriculum and advise the faculty.

Program Name	Accredited (yes, no)	Advisory Committee (yes, no)	Membership Distribution dictated by accrediting agency? (yes, no); Make up?	Sample Duties of Committee	Regular Meetings? (yes, no) How often?	Level of Involvement (select number)
Medical Laboratory Science	yes	yes	not dictated by suggest: practicing professionals, academic professionals, scientific consultants, administrators, pathologists, public member; must have knowledge of CLS education	No mandated input, but they do have "input into the program/curriculum to maintain current relevancy and effectiveness"	yes, at least once per year; F2F or on-loine	2
BSN	yes	yes	not dictated, we have clinical agencies representatives , students, graduates, faculty	give input to program, help obtain graduate feedback	twice a year	2
MSN	yes	yes	not dictated, we have clinical agencies representatives , community college reps, students, graduates, faculty	same as BSN	once a year	2
Respiratory Care	yes	yes	Membership dicated by accrediting body as well as the make up of the committee	Serve as an advisory capacity but should be aware of the happening of the program	Twice yearly meetings are a requirement, F2F are suggested	2
HIT/HIM	yes	yes	no; includes employers, graduates, healthcare executives and other reps of communities of interest.	assist program faculty with development and revision of program goals, curriculum; monitor program needs	yes, at least once per year;	2
Nuclear Medicine Technology	yes	yes	yes, all of the program's clinical supervisors must be members of the advisory committee	Feedback for on-going improvement of program policies, procedures and curriculum	yes, at least twice per year	2
Radiography	yes	yes	not dictated by suggest: practicing professionals, academic professionals,administrators, radiologist, first and second year student.	No mandated input, but they do have "input into the program/curriculum to maintain current relevancy and effectiveness"	yes, at least once per year, committee decides on frequency	2
HCSA	No	yes	Not dictated. We are seeking a broad range of participants, see attached.	See attached outline	Yes - annually	2

Othe Commnets
We try to incorporate their suggestions if they improve the program and if they can be accomplished in a reasonable manner
use suggestions as appropriate
use suggestions as appropriate
We try to get the opinion of the Advisory Committee on the plans for the program. Some are involved, others are not at all.
Look to them to assure program aligned with current practice
Required to document suggestions from the committee
We try to incorporate their suggestions if they improve the program and if they can be accomplished in a reasonable manner

Previously had combined meeting with HIT/HIM, so not all input was pertinent to HCSA specifically. 2014 will have HCSA only Adv. Board

Program Name	Accredited (yes, no)	Advisory Committee (yes, no)	Membership Distribution dictated by accrediting agency? (yes, no); Make up?
Criminal Justrice	yes	yes	Michigan Commission on Law Enforcment Standards dictates an advisory board. CJ uses that to cover their advisory board make-up. They meet once a year and are comprised of members from local, state and federal CJ agencies.
Teacher Ed	yes	yes	TEAC requires advisory meetings- Madeup of teachers, superintendents and alum
School of Digital Media	yes	yes	Memebrship made up from industry and Alum

Sample Duties of Committee	Regular Meetings? (yes, no) How often?	Level of Involvement (select number)
No mandated input, but they do have "input into the program/curriculum to maintain current relevancy and effectiveness"	yes, at least once per year; F2F	2
No mandated input, but they do have "input into the program/curriculum to maintain current relevancy and effectiveness"	yes, at least once per year; F2F	2
No mandated input, but they do have "input into the program/curriculum to maintain current relevancy and effectiveness"	yes, at least once per year; F2F	2

Othe Commnets
We have incorporated their suggestions and have changed curriculum and added a Local Corrections Officer Training academy
We have incorporated their suggestions and have changed curriculum
We have incorporated their suggestions and have changed curriculum

Academic Senate Report

University Curriculum Committee
Chair Kemi Fadayomi

October 7, 2014

Approved Proposals

Proposal Number	Proposal Title	Action/Votes	Senate Action/Concerns/ Reasons/Updates
15-001 HP	CLS Capstone Cleanup	Approved 8 Support No other votes	
15-002 AS	Sociology 271 Course Modification	Approved 8 Support No other votes	Effective Spring 2015
15-003 AS	Sociology Minor Change	Approved 8 Support No other votes	
15-004 AS	New Course Biol 490 – Medical Botany		
15-005 AS	HSCJ 297 – Special Studies in HSCJ		
15-006 MCC EHS	Early Childhood Education – Child Life Specialist Concentration	Approved 6 support No other votes	Pending submission of a corrected checksheet
15-007 NC EHS	Create Applied Correctional Strategies I	Approved 7 Support 1 Not Support 1 Abstain	Effective Spring 2015
15-008 NC EHS	Create Applied Correctional Strategies II	Approved 7 Support 1 Not Support 1 Abstain	
15-009 MCC PHR	PHAR 589: Integrated Case Studies	Approved 6 support No other votes	Pending submission of a corrected Form A with appropriate signatures
15-010	HR Minor and Certificate	Approved 6	Pending receipt of Form C

MCC BUS	Clean-up	support No other votes	from FLITE
15 – 011 MCC AS	Change Degree Status from BIS to BS	Approved 9 Support No other votes	Administrative details to be address with Elise Gramza in the Registrar's office.

15 – 012
NC
AS
	BIOL 272 – New Course in Marine Biology	Approved
		9 Support
		No other votes
			Changed course number to BIOL 272
			
			    Requests for a letter confirming that Dean's office cap change to proposal is acceptable to proposal initiator.
			
			    Missing Form C

15 – 013 MCC BUS	Update and Change Title of ACCT 332 – Advanced Managerial Accounting	Held	Needs updated Form E.
15 – 014 N Certificate BUS	Dietary & Food Service Management Certificate	Held	Missing Form FIN

Discussions

Chair Fadayomi welcomed new and returning members and recognized Steve Karnes who is "filling in" for Mark Hutchinson from College of Health Professions for fall due to scheduling conflict. Fadayomi also welcomed Interim APAO, Kirk Weller to the UCC.

The Chair gave an overview of the proposal evaluation process and encouraged members to announce the proposal deadlines in their colleges.

There was much discussion on the recommendation from the Chair regarding the PCAF language change in the UCC policy #2.2. It was further clarified that the reason for the suggested change was to increase faculty participation and collaboration in the early stages of the proposal development and not wait until the PCAF completion before faculty involvement is sought. After much discussion, the committee agreed to recommend to Academic Affairs to add a signature line for Faculty Representative on the PCAF. Associate Provost Weller has since acted on the UCC recommendation and an updated PCAF with the added "Tenured/Tenure Track Faculty Representative" signature line is now available on the UCC website for future initiators.

The Committee continues to explore options to address the issue of changing class caps by the Deans' offices. This issue was brought up for discussions again due to a cap change from 24 to 40 on proposal #012-Biol 272-Ne Course in Marine Biology. After much discussion, we agreed from now on to request that the Dean checks 'support with concerns' on Form A, attach a note with the changes made and copy the proposal initiator on the cap change. The UCC will also

request that the initiator respond in writing their intentions to withdraw the proposal or accept the cap change with the understanding that UCC approval is as submitted by the Dean's office.

A concern over when a course is modified enough to be designated as a new course resurfaced during our discussion on proposal #013- Update and Change Title of ACT 332. We continue to look for a satisfactory solution to this concern.

The intention and objective of Form FIN was discussed by the committee. It was shared that the form determines whether a student will receive aid towards paying for a course and that the form, like other consultation forms should be forwarded to the Director of Financial Aid and be duly noted on the proposal package submitted to the College Curriculum Committee. In the event that a proposal requiring Form FIN makes it to UCC without the form, the committee agreed to hold the proposal pending the receipt of a Form FIN.

FERRIS STATE UNIVERSITY

FSU

Advisory Committee Handbook

SURVEYING TECHNOLOGY / ENGINEERING PROGRAMS

Sample QR

Place holder text

ferris.edu/surveying/advisorycommittee/advisorycommittee

Some sort of fine print and legal jargon-type stuff, Walla Walla, Washington. ISBN - 1000-092-0484

ferris.edu/surveying/advisorycommittee/advisorycommittee

FERRIS STATE UNIVERSITY
Advisory Committe Handbook

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A Letter from the President

A Letter from the PresidentAriost aute voluptatiur aut etur abore odio quo mo omnis dellab ium quaerch illuptati doloria dolor aut porum re erestibusae volupta tiistrum volupta nos volum volupta tioreritae exerrum, to blant identet landebit qui tempore offici consendam, qui ditatiore odicientur sit accusam hilitae parit arum, culpa si dolupta pel eossusdante optiumque optio modis debisi berio. Ut aut atur aut voluptat et videllab ipition sentiatque dia sit volenda ene optatium est et ut esto officipsam faccaerum sapicta tibeaqui doluptatiae comnis mosam nulparc ilitati istio. Tia dis nate enimet quati utat.

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What is an Advisory Committee?

An Advisory Committee is composed of representatives from:
- Business and industry
- Private practice
- Academia
- Government

They are chosen for their ability to enhance the professional development of the students from the Surveying Technology /Engineering Programs and for their expertise to advise the college on the content of the curriculum and future directions for the workforce.

Successful occupational education programs result from cooperative efforts among business, industry, labor, government and education. Advisory Committee members provide essential information and guidance for planning meaningful occupational curricula.

Purpose

The purpose of the Advisory Committee is to provide information and advice regarding:
- Current employment needs and opportunities
- New technology
- Emerging skill needs
- Relevance of programs and/or courses being offered
- Planning, development, and review of the Surveying Technology/Engineering Programs

In addition, Members of the Advisory Committee will assist the Surveying Technology/Engineering Programs by actively engaging in activities such as:
- Serving as mentors
- Hosting career fairs
- Developing applications for external funding
- Obtaining scholarships and internships
- Recruiting new students to the program

Keeping and Distributing the Minutes

The secretary will keep, record, and disseminate the Advisory Committee meeting minutes. Meeting minutes will be taken at all meetings. It is not necessary to record all discussions, but suggestions, recommendations, and decisions of the committee will be recorded.

Draft minutes will be reviewed by the committee chair and the program administrator then distributed to:
- Advisory Committee members
- Faculty
- Administration and staff as appropriate

Minutes will be approved at the next scheduled Advisory Committee meeting and posted on the program website.

Conflicts of Interest

Advisory Committee members are expected to declare a conflict of interest prior to consideration of any matter causing a potential or actual conflict.

The Details…

Setting the Agenda

The program administrator will consult with the committee chair to compile the agenda, which ideally is provided to committee members in advance.

Conducting the Meeting

Separate times are allocated for the Advisory Committee to meet with faculty and student groups. A brief status report should be presented by the program representatives. All Advisory Committee recommendations must be addressed and responded to by the program before or at the next meeting.

Meetings of the Advisory Committee are conducted by the elected Chair of the committee or, in the absence of the Chair, the Vice-Chair. If neither is available, the assembled Advisory Committee members will select a temporary chairperson from within to conduct the meeting. Minutes will be recorded and prepared for distribution by the Secretary.

The Advisory Committee strives for free-flowing discussion and attempts to reach a consensus where decisions or recommendations need to be determined. Robert's Rules of Order will be used.

The program administrator will facilitate the discussion when necessary, keeping in mind that the purpose is to obtain information from the professional community.

Our Commitment

Advisory Committees are a valuable component of Ferris State University's (FSU) process of engagement with the professional community. FSU takes all recommendations under advisement and makes our decisions according to the University's strategic plan, funding, and additional research.

Our commitment is to educate the students to protect the health, safety, and welfare of the public.
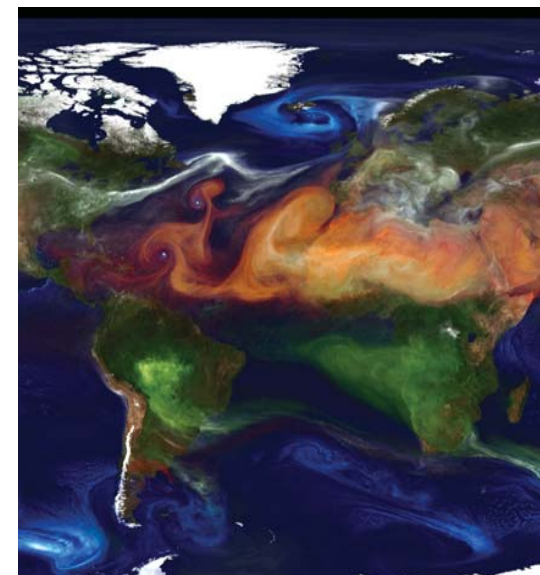
Ultimately, we are creating lifelong learners who will continue learning through professional development activities throughout their careers. FSU needs your advice and assistance to ensure that a quality education is provided for every student.

Your Commitment

You have been invited to participate in Ferris State University's Surveying Engineering Advisory Committee because of your success in your own chosen profession. Advisory Committees generally meet twice per year; however, additional participation may be necessary throughout the year.

You are expected to be knowledgeable about essential matters confronting the programs and will be asked to provide information and advice as it pertains to their knowledge and skills to:
- Assist FSU in curriculum development
- Develop robust activities to enhance students' learning experience
- Assist in the recruitment and development of faculty members
- Identify and create external teaching, consulting, advancement, and research opportunities
- Complete tasks assigned by the chair
- Carry out additional assignments
- Assist each other in the orientation and education related to Advisory Committee responsibilities

Surveying Technology / Engineering Program Outcomes

The Surveying Technology program at Ferris is designed to provide students with the skills and knowledge necessary to function as effective members of surveying field crews and office environments. Graduates have the ability to:

- **Perform** basic surveying calculations
- **Create** maps using different computer-assisted mapping software
- **Understand** the use of a variety of surveying instruments
- **Evaluate** the accuracy of field data
- **Conform** to established survey standards
- **Engage** in effective communication with clients and colleagues
- **Insure** a safe operational environment

The Bachelor of Science Degree in Surveying Engineering is designed to meet the needs of all students in the program. Graduates will be:

- Able to **analyze** and solve surveying engineering problems by applying basic principles of mathematics, science, and engineering. Graduates will be able to use modern surveying engineering techniques, skills, and tools to identify, formulate, and solve surveying engineering problems.

- Able to **apply** the knowledge and skills from a broad education in order to understand the impact of surveying engineering solutions in a global, societal, and environmental context consistent with the principles of sustainable development.

- **Prepare** for professional practice in surveying engineering. Graduates will demonstrate an understanding of ethical, societal, and professional responsibilities; will recognize the limits of their knowledge and initiate self-directed learning opportunities; and will be able to function and communicate effectively individually and within multidisciplinary teams.

- **Provide** the education needed to become a qualified licensed professional surveyor.

Selection of Advisory Committee Members

Potential members are nominated and endorsed by the program faculty members. Names are then submitted through the appropriate administrative channels for final approval. Advisory Committee members serve a three-year term. Membership is renewable, and staggered terms are suggested in order to ensure continuity.

Composition of the Advisory Committee

The Advisory Committee consists of 10 to 15 external members who reflect the broad range of knowledge, skills and/or attributes represented in the Surveying Technology / Engineering disciplines.

Officers

The members of the Advisory Committee will elect a Chair and a Vice-Chair. Each will serve a two year term. The chair is the official representative of the Advisory Committee. The Vice-Chair will assume the responsibilities when the Chair is not available.

The Secretary is appointed by the program and is responsible for distributing the agenda, documenting meeting minutes, and maintaining current member information.

success

March 28, 2014

To: Academic Senate, Ferris State University
From: Program Advisory Committee Task Force
Re: Recommendations

Program Advisory Committee Task Force Charge:
> This task force will examine the role of an advisory committee in the direction of individual programs. It will review existing structures and determine whether or not a university-wide policy would be appropriate.

The committee met several times to address the charge. Our aim was to determine which programs have an active advisory committee and to try to understand the extent of the committee's involvement in each program.

We created a short questionnaire (attached) that was distributed to the programs with active advisory committees. The results can be summarized as follows:

1. If a program is accredited, it will have an advisory committee of varying numbers of members.
2. Some accrediting agencies suggest the composition of the committee membership and may include an expected minimum term of membership.
3. Activities of the committees vary from minimum involvement to actively assisting in program development, review of student portfolios, indicating hiring trends, etc.
4. Committees meet at least one time per year, with many meeting twice.

Based on the questionnaire and discussions, the Program Advisory Committee Task Force makes the following recommendations

1. **Meetings**: An advisory committee should meet on a regular basis, at least one time per year, or as directed by their program accrediting agency.
2. **Curriculum**: Curriculum decisions are the purview of Ferris State University and should not be dictated by the program advisory committee.
3. **Membership**: Membership should be kept to a reasonable number (typically between 6 and 12, but dependent upon the number of programs an advisory board serves and their accrediting agency). A program may wish to consider student representation as well. Faculty may be considered as ex officio, non-voting members.
4. **Term**: The term of service should be no more than 3 years, or as directed by their program accrediting agency, but may be renewed.
5. **By-laws**: An advisory committee should maintain by-laws.

6. **Other**: Other duties of an advisory committee may include suggesting best practices of the discipline, evaluating student portfolios, serve as a resource for jobs, etc. or other duties as directed by their program accrediting agency.
7. **Handbook**: The program should distribute a handbook to each member of the advisory committee. See attached example.

Respectfully submitted,

Committee member names
Daniel P deRegnier, Co-Chair
David Nicol, Co-Chair
Sandra Balkema
David Frank
Debbi Dawson
Suzanne Miller
Mathew McNulty

Attachments.