

Agenda

Academic Senate Retreat
Tuesday, August 23, 2016
Blue Lake Tavern
9965 11 Mile Road, Mecosta, MI

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|---------------|---|
| 8:00 – 8:15 | Welcome & Introduction - Dr. Khagendra Thapa |
| 8:15 – 8:30 | Dr. David Eisler |
| 8:30 – 9:00 | Dr. Paul Blake – HLC/Quality Initiative |
| 9:00 – 9:45 | Mike Hughes – Campus Master Plan Update |
| 9:45 – 10:00 | Break |
| 10:00 – 11:00 | General Education Update – Cliff Franklund |
| 11:00 – 12:00 | UCC Update – Dr. Kemi Fadayomi |
| 12:00 – 1:15 | Lunch Break |
| 1:15 – 1:30 | APR Update – Dr. Matt Wagenheim |
| 1:30 - 2:00 | MyDegree Update – Dr. Amy Buse |
| 2:00 – 2:30 | Academic Interdisciplinary Collaboration Task Force Update – Dr. Victor Piercey |
| 2:30 – 2:45 | Break |
| 2:45 - 3:00 | Senate Committee Update – Dr. Charles Bacon |
| 3:00 – 3:30 | Assessment Committee/TrackDat Update–Dr. Roberta Teahen |
| 3:30 - | Closing Comments and Adjournment |

Academic Senate Task Force on Academic Interdisciplinary Collaboration

Report to Senate Retreat and to Ferris State University Community

August 2016

In September 2015, the Senate authorized a task force to investigate and prepare recommendations to improve opportunities for academic interdisciplinary collaboration at Ferris State University. In what follows, we report on the status of our progress. We anticipate having final recommendations and report for Senate approval by the end of the 2016-17 academic year.

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I. Executive Summary of Recommendations and Related Discussion Points

At present, the task force is considering the following recommendations:

- 1. Academic Affairs should annually set aside a fixed amount of funding to be used to support proposals specifically for collaborative, interdisciplinary academic projects that fit the mission of the university and do not overlap with existing internal grant opportunities (such as research).

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The following are examples of the types of proposals or projects we envision this funding could support:

- Team-teaching an interdisciplinary course: funding would allow for the faculty members who are a part of the team-teaching effort to each have the course count fully toward "load." The team-teaching would involve more than one faculty teaching an interdisciplinary course at the same time and in the same place

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- Linked courses with some measure of a shared interdisciplinary focus: funding could support, for example, the development and implementation of the shared interdisciplinary focus or project, and/or enabling the faculty to sit in on one another's classes.

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- Team-designed interdisciplinary courses: funding could support the development of a new interdisciplinary course that could be taught by a single faculty member or by a team.

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We have not yet determined the level of funding necessary to support collaborative, interdisciplinary academic projects. We believe additional conversations about the level of funding among faculty and administrators should occur.

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- 2. Interdisciplinary teaching projects should be designed to minimize the need for long-term funding. In particular, Academic Affairs should establish a schedule matching course caps to load in order to sustain funding for team-teaching in the long term. For example, if two people team-teach an interdisciplinary course, then the initial creation, pilot, and assessment would be funded by a grant using funds from recommendation 1. In this case, the course would have a course cap typical for such a course (say, 25, for example) and the load of the faculty members involved in team-teaching the course would be funded by grant funds. Once the provisional period is over, the course cap could be increased in order to compensate for the load of the

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team-teaching faculty members. The multiplier (i.e. the number by which we multiply the course cap) should be less than 2 (so 25 might increase to 40, but not 50, for example).

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We have not decided on the precise multiplier.

3. Academic Affairs should sponsor an annual showcase for faculty who are working on academic interdisciplinary projects to share their work with the university community. We discussed the timing of the showcase and agree that the best time would be either early or in the middle of the Spring term, but not in April where the calendar is already very crowded.

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4. Faculty should coordinate the efforts at academic interdisciplinary collaboration through an Interdisciplinary Collaboration Director and a supporting committee. The director (funded by reassign time) would bring interested faculty together to work through projects and identify connections, lead faculty learning communities to facilitate the creation of interdisciplinary academic projects, and with the support of the committee (with representatives from each college) review grant proposals in accordance with recommendation 1 and plan the showcase in recommendation 3. The director would also maintain an office containing records to serve as the “institutional memory.” The director should be selected through a competitive process, but we have not yet discussed the details of that process (e.g., who makes the selection, what is the process, how long does the director serve). The director may be housed in the FCTL, but that has not been firmly decided. We have not decided on the appropriate amount of reassigned time for the director.

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We have also discussed the possibility of having a structure of committees that mirrors other processes on campus such as the Curriculum Committee.

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5. Academic Affairs should sponsor an award to recognize academic interdisciplinary collaboration. If such an award is created, and if there is a director as described in recommendation 4 above, that director should not be eligible for the award. We have not discussed whether the committee described in recommendation 4 above would select the winner of the award or not.

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II. Definition

It is probably not surprising that, in the literature, there are many definitions of “academic interdisciplinary collaboration” and its offshoots (multidisciplinarity, crossdisciplinarity, collaboration, interdisciplinary thinking, etc.). Broadly speaking, interdisciplinarity is “a process of answering a question, solving a problem, or addressing a topic that is too broad or complex to be dealt with adequately by a single discipline or profession” (Klein & Newell, 1997, p. 393). When the concept is linked to education, interdisciplinarity is:

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a mode of curriculum design and instruction in which individual faculty or teams identify, evaluate, and integrate information, data, techniques, tools, perspectives, concepts, and or theories from two or more disciplines or bodies of knowledge to advance students’ capacity to understand issues, address problems, appraise explanations, and create new approaches and

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solutions that extend beyond the scope of a single discipline or area of instruction. (Rhoten, Mansilla, Chun, & Klein, 2006, p. 3)

For the purposes of our survey, we have tentatively adopted the following description of “interdisciplinarity”:

When two or more academic disciplines or professions combine their expertise to jointly address one or more areas of common concern, such as problems that are too complex or cannot be addressed by a single discipline or profession. Such interdisciplinary work encompasses curricular, scholarly, and creative work and service (such as with community partners). (adapted from Davies and Devlin, 2007):

Models that operationalize academic interdisciplinary collaboration in the classroom include team-teaching, linked classrooms, and team-designed courses.

III. Benefits

The benefits of academic interdisciplinary collaboration to students are myriad, and the following benefits are supported by the literature identified in the references:

- Opportunities for students to engage in complex, 21st century problems.
- Improved student outcomes, especially concerning critical thinking, problem solving, appreciation of ethical considerations, and tolerance of ambiguity
- Improved student motivation and enthusiasm
- Students become more innovative thinkers
- Deeper learning (as opposed to rote learning)
- Early opportunities for students to participate in scholarly or creative work
- Improved student attitudes toward responsible citizenship and lifelong learning.

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In addition, the literature listed in the references also provides evidence of the following benefits for faculty:

- A wider variety of design, teaching, and assessment methods
- Increased production of scholarly and creative works.
- Increased campus collegiality
- A more self-conscious approach to teaching, learning, and assessment
- More accurate and authentic assessment
- An atmosphere of risk and experimentation that tends to generate student engagement and learning
- Deeper trust between students and instructors.

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IV. Examples and Models

John Aldrich (2014) argues that, in higher education, modern interdisciplinary teaching takes three major forms. In the first form, one instructor teaches one course by bringing “together methods, perspectives, evidence, and texts from several disciplines to bear on a question or course topic” (p. 136). This may take the form of team-designed courses, where an interdisciplinary group of faculty contributes to the design and materials for a course intended to be taught by one faculty member (Bass, 2012). In the second form, multiple educators teach one course in sequential sections or multiple

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courses that are linked. The third and most integrated form of interdisciplinary teaching involves multiple instructors from multiple disciplines teaching one course as a team (also known as team-teaching).

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Aldrich also contrasted different ways of promoting interdisciplinary teaching and coursework. The first is a “Bottom Up” (p. 144) method that is commonly employed across the country. This approach starts with faculty members that begin the process themselves. The example that is explored in some detail comes from the Women’s Studies program at Amherst College (p. 144). The program evolved over several years into a department in which every course is interdisciplinary. The faculty were motivated by their experiences in the women’s liberation movement, and led to a re-structuring of the traditionally separated departments in political science and women’s studies into an integrated “Women’s and Gender Studies” department that has control over hiring decisions and course offerings at both the undergraduate and graduate levels.

The second example of the development of interdisciplinarity was the “Top Down” approach used at Lafayette College to establish a “Policy Studies Program” following an external review of the Department of Economics” (p. 146). Support for the program came from the administration, alumni, and the board of trustees. Faculty support came from an interdepartmental committee and a faculty member hired specifically to implement the new program. There were several key components to the process that led to its success. First, every unit involved gave input during the development of the program, which may have been facilitated by the small size (less than 200 faculty) of the institution. Second, the faculty were presented the opportunity at a public meeting to comment during the process, which led to the disappearance of any opposition from the Faculty Senate. A third factor was the use of “existing courses and restraint in creating new courses that might prompt “turf wars” [which] permitted a relatively easy process and integrated the program fairly well within the existing curricular framework” (p. 147). Physical proximity of the involved faculty members was cited as an important factor as well.

The third example was described as the “Top Down and Bottom Up” approach (p. 147) used at the Kahn Liberal Arts Institute at Smith College. An endowment was established by an alumna to support “interdisciplinary teaching on contemporary issues” (p. 148). The college has a “Coordinating Committee” and “Organizing Fellows” that review individual proposals from faculty members that desire to “participate in a project shared with other faculty and students” (p. 148). One remarkable feature of the program is that students are heavily involved in the process, becoming “nearly equal participants” (p. 148). Course release is given to participating faculty.

There are many examples of successful initiatives across the country. Northern Illinois University offers “themed learning communities” (TLCs) to their first-year students. These learning communities function as an extended first-year seminar. They consist of more than one (ideally 3) course where the faculty work together to establish a common theme. Examples of themes from Fall 2013 include:

- Business and Society
- Calculus and Physics
- Competing Global Perspectives
- Conflict and Creativity: The Impact of War on Art
- Health Psychology
- Service in Society
- Making your Case for Law School
- Growing a Mindset of Success
- Teachers as Ambassadors for Social Change

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A team from the NIU's Office of Student Engagement and Experiential Learning coordinates the TLC program. Faculty who wish to create a TLC must submit a proposal to the coordinating team. Requirements for approval include, among other details, a minimum number of specific, integrated assignments that cross course boundaries. Faculty who teach TLCs coordinate closely to plan an integrated curriculum and are provided with stipends and professional development. A handbook was produced to guide faculty through the process. In addition to helping faculty, the university course schedule and catalogue help students by indicating specifically which courses are connected as TLCs. For example, in Fall 2013, one section of the course "COMS 100" (Fundamentals of Oral Communication") in the schedule included the following note:

This course is part of the Making your case for Law School themed learning community. To enroll in this class you must also be enrolled in UNIV 101 (section T104 class number 4699) and PHIL 231 (section T105 class number 7542). Freshmen ONLY.

Themed learning communities were introduced at NIU in the Fall of 2010, and grew from having 46 student participants in that initial term to 335 by Fall of 2013. NIU noted that in Fall 2013, students in the TLC had an average first semester GPA of 2.85 compared to an average GPA of 2.6 among a group of similar students (based on ACT and HSGPA) who did not participate in TLCs. Similarly, 93% of first-year students who participated in a TLC were retained from Fall 2013 to Spring 2014 compared to 89% among the comparison group. Finally, MapWorks surveys indicated that students who participated in the TLC tended to have a lower risk level than those who did not participate.

Other institutions have a less controlled, more bottom-up approach. A "thought piece" written by the University of Wisconsin-Madison Associate Vice Chancellor for Teaching and Learning in March 2004 showed the variety of interdisciplinary programming that was developed by faculty over the years. These included interdisciplinary curricular programs such as Afro-American Studies and Women's Studies as well as organizations such as the Institute for Cross-College Biology Education. While opportunities for interdisciplinary graduate research is commonplace at the University of Wisconsin-Madison, they also have interdisciplinary initiatives for undergraduate students including courses that simultaneously satisfy communications and quantitative reasoning requirements and a "writing across the curriculum" program.

There are many other examples in the literature cited in the references.

At Ferris, a survey of deans, directors, and coordinators in the fall of 2015 yielded a list of 22 distinct interdisciplinary teaching initiatives currently in process (although there are some overlaps).

V. Assets and Obstacles

FSU has many assets that support academic interdisciplinary collaboration as well as several obstacles. Aldrich (2014) found that successful implementation of an interdisciplinary approach to undergraduate education requires a combination of motivated faculty, support from the institution, and "properly designed incentives" (pg. 139).

Among our assets, first and foremost is the interest of faculty. While we will perform a broader survey of all faculty, the findings from fall 2015 show an interest and enthusiasm from some administrators and faculty, despite the evident response bias. In addition, the mission of Ferris as a career-oriented institution whose core values include collaboration, along with a strategic plan that encourages collaboration, depict the value of academic interdisciplinary collaboration at Ferris. The size of our student population and the small classes that we typically offer support interdisciplinary collaboration.

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We have a strong Faculty Center for Teaching and Learning with resources for faculty professional development to help instructors cross disciplinary lines. Finally, while easy to overlook, our Big Rapids campus is relatively small and multiple departments are often housed together. For example, all three of the colleges related to health are located in the same part of campus. The floors housing offices for most of the Arts and Sciences faculty include two or three different departments. Aldrich found that this physical proximity is a valuable asset in encouraging collaboration across disciplines.

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Our obstacles tend to fall into one of two categories: incentives (identified by Aldrich) and logistics. These obstacles are not unique to FSU. Among incentive-related obstacles are recognition, workload and compensation, and department and college funding mechanisms. Promotion and tenure decisions are based mostly on recommendation of faculty, and faculty often reward contributions at the department level. This is common in academic culture, and was identified by Sapiro as an issue at the University of Wisconsin-Madison (2004). The work required to participate in an interdisciplinary teaching experience is nontrivial. McCoy and Gardner (2012) listed questions that universities must consider in order to implement interdisciplinary collaboration, and the first question concerns whether faculty have sufficient time to dedicate to projects. The annual 24-credit teaching load required of most faculty at Ferris and similar institutions needs to be considered in light of this question. Finally, departments and colleges are funded based on student-credit hours. As a consequence, administrative support may be withheld for interdisciplinary courses where the student credit hours are awarded to a different department or college.

There are also logistical obstacles. These obstacles include communication, sustainability, and scheduling. While FSU is small and has the benefit of housing faculty from different disciplines near one another, there isn't necessarily a mechanism for different departments to communicate with one another in order to identify student needs that they can work together on. Sometimes conversations start, but there isn't continuing support to turn initial conversations into operational plans that can be acted on. Courses and programs that are initially started with enthusiasm may lose the support of the administration or the interest of the faculty involved. We also do not have the "institutional memory" to revive previous initiatives or learn the lesson of projects that didn't work. Finally, many who responded to the Fall 2015 survey indicated that scheduling classes or finding time to work together was a challenge.

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It should be noted that some faculty have raised the possibility that the FFA contract may pose an obstacle to interdisciplinary collaboration, but we found no clauses or language in the contract that would raise such barriers.

VI. Recommendation Justifications

Based on the discussion above, the benefits of interdisciplinary education are important enough to encourage and support faculty-driven endeavors to collaborate across disciplinary boundaries. The following recommendations we believe will help, as indicated in the justifications.

Recommendation 1: Academic Affairs should annually set aside a fixed amount of funding to be used to support proposals specifically for collaborative, interdisciplinary academic projects that fit the mission of the university and do not overlap with existing internal grant opportunities (such as research).

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The following are examples of the types of proposals or projects we envision this funding could support:

- Team-teaching an interdisciplinary course: funding would allow for the faculty members who are a part of the team-teaching effort to each have the course count fully toward "load." The team-teaching would involve more than one faculty teaching an interdisciplinary course at the same time and in the same place
- Linked courses with some measure of a shared interdisciplinary focus: funding could support, for example, the development and implementation of the shared interdisciplinary focus, and/or enabling the faculty to sit in on one another's classes.

- Team-designed interdisciplinary courses: funding could support the development of a new interdisciplinary course that could be taught by a single faculty member or by a team.

We have determined the level of funding necessary to support collaborative, interdisciplinary academic project. We believe additional conversations about the level of funding among faculty and administrators should occur.

Justification: An obstacle raised consistently in the literature and in conversations address the time required to engage in the collaborative process. This time should be compensated, and this compensation should depend on the needs of the proposed project. A team-designed course to be taught by a single faculty member may need stipends, while team-teaching may require reassign time. For this reason, we feel that a competitive grant process that requires proposers to justify their requested funds and how they will serve the needs of their project is the best mechanism to fund collaborative efforts.

In addition, internal grant funds are typically recognized in the promotion and tenure process.

Recommendation 2: Interdisciplinary teaching projects should be designed to minimize the need for long-term funding. In particular, Academic Affairs should establish a schedule matching course caps to load in order to sustain funding for team-teaching in the long term. For example, if two people team-teach an interdisciplinary course, then the initial creation, pilot, and assessment would be funded by a grant using funds from recommendation 1. In this case, the course would have a course cap typical for such a course (say, 25, for example) and the load of the faculty members involved in team-teaching the course would be funded by grant funds. Once the provisional period is over, the course cap could be increased in order to compensate for the load of the team-teaching faculty members. The multiplier (i.e., the number by which we multiply the course cap) should be less than 2 (so 25 might increase to 40, but not 50, for example).

We have not decided on the precise multiplier.

Justification: Sustainability for true team-teaching can be particularly challenging given the cost. This recommendation is directed to both faculty and administration. The idea is that a grant from the program listed in recommendation 1 can kick-start a team-taught course by including sufficient reassign time to allow 2 or more faculty to teach a single class with a "regular" course cap (relative to the department in which the course is offered). However, this funding will be time-bound. In order to make sure that the university can afford to continue to offer the team-taught course, increasing the course

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cap will generate revenue to cover the cost of the additional faculty. Since there will be more than one faculty teaching the course, the prep work and in-class workload will naturally be reduced. Since the grading workload may not be reduced, we would like the multiplier to be less than 2.

Recommendation 3: Academic Affairs should sponsor an annual showcase for faculty who are working on academic interdisciplinary projects to share their work with the university community. We discussed the timing of the showcase and agree that the best time would be either early or in the middle of the Spring term, but not in April where the calendar is already very crowded.

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Justification: An annual showcase will serve as a way to recognize faculty for their interdisciplinary work. This event is a way to bring attention to the community of innovative and collaborative efforts at Ferris, which may contribute toward a shift in culture (if necessary). In addition, such recognition is often viewed positively in the tenure and promotion process.

Recommendation 4: Faculty should coordinate the efforts at academic interdisciplinary collaboration through an Interdisciplinary Collaboration Director and a supporting committee. The director (funded by reassign time) would bring interested faculty together to work through projects and identify connections, lead faculty learning communities to facilitate the creation of interdisciplinary academic projects, and with the support of the committee (with representatives from each college) review grant proposals in accordance with recommendation one and plan the showcase in recommendation three. The director would also maintain an office containing records to serve as the “institutional memory.” The director should be selected through a competitive process, but we have not yet discussed the details of that process (e.g., who makes the selection, what is the process, how long does the director serve). The director may be housed in the FCTL, but that has not been firmly decided. We have not decided on the appropriate amount of reassigned time for the director.

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We have also discussed the possibility of having a structure of committees that mirrors other processes on campus such as the Curriculum Committee.

Justification: We are specifically adopting a mixture of the “bottom-up” and “top-down” approaches described by Aldrich (2014), but at every level the faculty directs the process. This approach is a good fit for the culture of Ferris and takes advantage of the enthusiasm of some faculty while not forcing other faculty to participate. Having a single director serve as a point person will help to improve the communication and sustainability obstacles while also helping to implement other recommendations. Other institutions have used similar approaches, such as the use of the Office of Student Engagement and Experiential Learning to coordinate the Themed Learning Communities endeavor at Northern Illinois University. Another approach described by Pharo et al. (2012) involves funding a “network facilitator” to serve a role similar to the proposed director. This approach was designed to overcome institutional obstacles to interdisciplinary collaboration.

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We feel that what is described in recommendation 4 would replace the “Academic Incubator” which is viewed as too limited in its scope and too tied to a single faculty member. Having a faculty committee that supports a faculty director, and having the director serve a fixed number of years, increases the participation and faculty-buy in. Housing the director in the FCTL will take advantage of that asset and make it easier to mix funding with faculty development and learning communities.

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Recommendation 5: Academic Affairs should sponsor an award to recognize academic interdisciplinary collaboration. If such an award is created, and if there is a director as described in recommendation 4 above, that director should not be eligible for the award. We have not discussed whether the committee described in recommendation 4 above would select the winner of the award or not.

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Justification: An award will encourage and incentivize collaborative work. In addition, Academic Affairs Awards are looked favorably upon in the promotion and tenure process.

VII. Process

Members of the entire university were invited to join the Task Force on Academic Interdisciplinary Collaboration. Early in the process, we had a meeting with all members. Given the size of the group, this required two separate meetings. During these two initial meetings, we brainstormed all of the dimensions to the task. As a result of this brainstorming, the task force divided itself into the following subgroups:

1. Literature Review

Description: Identify defining features, potential benefits to students, and potential downsides of academic interdisciplinary collaboration found in scholarly literature.

Group Members: Virginia Hines, John Scott Gray, Sarah Rescoe, and Victor Piercey

2. Market Analysis (“environmental scanning”)

Description: Identify how interdisciplinary collaboration helps our students meet employer demands and expectations along with societal needs.

Group Members: Matt Wagenheim, Dave Nicol, and Daniel Cronk

3. What Other Institutions are Doing

Description: Identify examples and models for academic interdisciplinary collaboration at other institutions, along with those institutions’ assets that support that model.

Group Members: Peter Balandia, Anil Venkatesh, and Andy Karafa

4. Accreditation

Description: Describe how academic interdisciplinary collaboration may improve our standing with HLC and other accreditors, and potential accreditation-related obstacles.

Group Members: Roberta Teahen, Wendy Samuels, and Rebecca Sammel

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5. What FSU Already Does

Description: Identify instances in which academic interdisciplinary collaboration already has or currently does take place at FSU, along with assets that enhance that collaboration and lessons learned from those experiences.

Group Members: Michele Harvey, Daniel deRegnier, Steve Reifert

6. Faculty, Staff, and Administration Input

Description: Identify attitudes, beliefs, and perceptions of stakeholders from Ferris regarding the academic interdisciplinary collaboration, specifically regarding interest and willingness to engage in collaborative projects, whether this is valued, and whether this is supported.

Group Members: Vanessa Wyss, Todd Stanislav, and Piram Prakasam

7. Internal Logistics

Description: Identify assets supporting and obstacles to academic interdisciplinary collaboration in the policies, contracts, procedures, practices, and funding models at FSU, along with suggesting potential ways to overcome those obstacles.

Group Members: Peter Bradley, Kirk Weller, and Jim Rumpf

Early in the discussion we noted overlaps between these subgroups, so they were encouraged to communicate with one another and collaborate, furthering by example our underlying charge!

During the course of the academic year 2016-17, we met as a task force 3 times to update one another on our subgroups' work. The recommendations described above arose out of those discussions.

During the Fall 2016 semester, we will share our preliminary recommendations to the university community and ask for their input. In addition to getting feedback on our recommendations, we would like to use our conversations across campus to identify assets to support academic interdisciplinary collaboration and obstacles to implementation.

These conversations will come from town halls and surveys, including surveys administered at each of the college meetings during welcome week.

VIII. Task Force Members

We are grateful to one another for our contributions. The following have so far served on this task force:

1. Peter Belanda, Faculty, College of Arts and Sciences
2. Megan Biller, Staff, Doctorate in Community College Leadership, Academic Affairs
3. Peter Bradley, Director, Honors College
4. David Cronck, Faculty, College of Business

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5. Daniel DeReigner, Faculty, College of Health Professions
6. John Scott Gray, Faculty, College of Arts and Sciences
7. David Griffith, Faculty, College of Arts and Sciences
8. Kristi Haik, Dean, College of Arts and Sciences
9. Michele Harvey, Faculty, College of Engineering and Technology
10. Virginia Hines, Faculty, College of Education and Human Services
11. Andy Karafa, Interim Dean, College of Arts and Sciences
12. Dave Nicol, Dean, College of Business
13. Victor Piercey (chair), Faculty, College of Arts and Sciences
14. Piram Prakasam, Director, International Office
15. Steve Reifert, Dean, College of Education and Human Services
16. Sarah Rescoe, Faculty, College of Arts and Sciences
17. Jim Rumpf, Faculty, College of Engineering and Technology
18. Rebecca Samel, Faculty, College of Arts and Sciences
19. Wendy Samuels, Department Chair, College of Arts and Sciences
20. Todd Stanislav, Director, Faculty Center for Teaching and Learning
21. David Scott, Faculty, FLITE
22. Robbie Teahan, Associate Provost for Accreditation, Assessment, Compliance, and Evaluation, Academic Affairs
23. Anil Venkatesh, Faculty, College of Arts and Sciences
24. Matt Waggenheim, Faculty, College of Education and Human Services
25. Kirk Weller, Interim Associate Provost for Academic Operations, Academic Affairs
26. Vanessa Wyss, Faculty, College of Education and Human Services

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University Curriculum Committee Update

Dr. Kemi Fadayomi, Chair
University Curriculum Committee

Academic Senate Retreat
Ferris State University
Aug 23, 2016

UCC Goals for 2015-2016

- Promoting Academic Excellence
 - To review all curriculum proposals at the University
 - To support/promote a student-centered academic curriculum
- Foster Collaboration
 - To promote curricula revisions, improvements and collaborations across the university
- Initiate Best Practices
 - To streamline proposal submission process for faculty and staff.
 - To simplify the proposal development process for faculty and staff

Best Practices

- To initiate best practices on how to streamline proposal submission process for faculty and staff.
- To simplify the proposal development process for faculty and staff
 - Cyber security for new and developing ideas
 - Provide members timely access to proposals for review
 - Improve efficiency and expedite proposal review
 - Revise UCC Manual and bring it up-to-date

UCC Action Plan – 2015-2017

Problems	Proposed solution:	Start date	Desired completion date
#1. Lack of security for new/developing proposals, thus exposing new ideas to outside individuals and/or competing institutions prior to approval and/or implementation of proposals.	Creating a password protected shared access.	Summer 2015	Fall 2016

UCC Action Plan – 2015-2017

Problems	Proposed solution:	Start date	Desired completion date
<p>#2. Delayed access to proposals for timely review by members resulting in inadequate time for review.</p>	<p>To create a shared access for UCC members that will not require third party approval before members gain access to the proposals.</p>	Summer 2015	Fall 2015
			Completed

UCC Action Plan – 2015-2017

Problems	Proposed solution:	Start date	Desired completion date
#3. Outdated information in UCC Manual leading to confusion or lack of clear expectations of the proposers.	Revise UCC Manual and bring it up-to-date.	Summer 2015	Fall 2016

UCC Plan – 2015-2017

Problems	Proposed solution	Affected stakeholders	Start date	Desired completion date
#4. Outdated proposal submission process. Sometimes proposal “sits” in an office without action and the initiator is not aware of where the hold-up is.	Create a workflow for curriculum proposal submission for all curricular changes. This new process will improve efficiency and expedite proposal review.	UCC members and Senate Administrative assistant	Summer 2016	Fall 2016

UCC Action Plan – 2015-2017

Problems	Proposed solution:	Affected stakeholders	Start date	Desired completion date
#5. Incomplete proposals. Required forms are not completed leading to delay in approval process and inefficient use of members' time.	Create a workflow that will ensure that all required forms are complete before the proposal can be submitted thus speeding up approval process once the proposals are submitted. The process will also provide a tracking system and increase efficiency of curriculum submission and	UCC members and Senate Administrative assistant	Summer 2016	Fall 2016

What's New?

- Aligning UCC Manual and Academic Affairs Website
- Completing the UCC Portlet for
 - proposal review
 - making developing proposals password protected!
- Implement Fasttrack Form
- Implement combined Forms E and F
- Form D: Program Guidelines
- MyDegree Checksheet
- UCC policy update

FALL 2016 WORKSHOP

An Overview of the Curriculum Development Process, Initiating and Managing a Curriculum Proposal

Thursday, August 25, 2016, 10 a.m. to noon, SWN 304

FALL 2016 WORKSHOP

- Proposal Deadlines
- How do you Initiate a Curriculum Proposal?
- Forms
- Timelines
- How do you Manage a Curriculum Proposal?

FALL 2016 UCC DATES

- UCC Meeting
 - Mondays at noon – CSS 302
- Proposals Submission Deadline
 - 12:00 Noon on Tuesday the week before a meeting.

September 2015 Calendarpedia
Your source for calendars

Wk	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
36		1	2	3	4	5	6
37	7	8	9	10	11	12	13
38	14	15	16	17	18	19	20
39	21	22	23	24	25	26	27
40	28	29	30				

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Additional Information on the UCC Process

<http://www.ferris.edu/htmls/administration/academicaffairs/vpoffice/senate/univcurrcomm/>

UCC Members 2016-2017

***BILLIE ANDERSON, BUS**
DON BRECKEN, EIO
TIM EKLIN, ED
KEMI FADAYOMI, CHAIR
BRIAN HOLTON, CET
MARK HUTCHINSON, HP
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***FRAN ROSEN, LC**
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Questions?

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APPRECIATION

Vicky Deur

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Determining Qualified Faculty through HLC's Criteria for Accreditation and Assumed Practices

Guidelines for Institutions and Peer Reviewers

These guidelines were updated October 1, 2015, due to the adoption of a policy revision to Assumed Practice B.2. by HLC's Board of Trustees on June 26, 2015. This revision clarified HLC's longstanding expectations regarding the qualifications of faculty and the importance of faculty members having appropriate expertise in the subjects they teach.

Introduction

The following information provides guidance to institutions and peer reviewers in determining and evaluating minimal faculty qualifications at institutions accredited by the Higher Learning Commission (HLC). These guidelines serve to amplify the Criteria for Accreditation and Assumed Practices that speak to the importance of institutions employing qualified faculty for the varied and essential roles faculty members perform. HLC's requirements related to qualified faculty seek to ensure that students have access to faculty members who are experts in the subject matter they teach and who can communicate knowledge in that subject to their students. A qualified faculty member helps position students for success not only in a particular class, but in their academic programs and their careers after they have completed their program.

The following guidelines apply to all faculty members whose primary responsibility is teaching, including part-time, adjunct, dual credit, temporary and/or non-tenure-track faculty. Although some institutions place a heavy reliance on adjunct faculty, or give graduate teaching

assistants the responsibility for instruction in many course sections, an institution committed to effective teaching and learning will be able to demonstrate consistent procedures and careful consideration of qualifications for all instructional faculty.

Background on HLC's Qualified Faculty Requirements

During 2010-2011, HLC began developing new Criteria for Accreditation and Assumed Practices. Together, the Criteria for Accreditation and the Assumed Practices, both of which became effective in January 2013, define the quality standards that all member institutions must satisfy to achieve and maintain HLC accreditation.

In June 2015, HLC revised Assumed Practice B.2. to elevate academic quality by ensuring that faculty members who deliver college content are appropriately qualified to do so and to clarify HLC's expectations. Also, the revisions to Assumed Practice B.2. reflected longstanding HLC expectations that had appeared in various written forms in previous years. Through this revision process, HLC supports its mission of assuring and advancing the quality of higher learning.

When HLC's Board of Trustees approved the revisions to Assumed Practice B.2. in June 2015, it also extended the date of compliance to September 1, 2017, to allow institutions time to work through the details of the revised requirement. With these guidelines, HLC seeks to convey

both its expectations and timeline for compliance, along with strategies for institutional success in the best interest of key stakeholders, including students, parents, employers and other institutions of higher education.

Relevant Criteria and Assumed Practices

Criterion Three speaks to faculty qualifications, specifically Core Component 3.C, subcomponents 3.C.1., 3.C.2., and 3.C.4. Assumed Practice B.2.a. and B.2.b. are central to this topic and are presented below in revised form in accordance with the effective date of September 1, 2017.

Criterion Three. Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

Core Component 3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

3.C.1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

3.C.2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.

3.C.4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

Assumed Practice B. Teaching and Learning: Quality, Resources, and Support

[Revised as written for the September 1, 2017 effective date.]

B.2. Faculty Roles and Qualifications

- a. Qualified faculty members are identified primarily by credentials, but other factors, including but not limited to equivalent experience, may be considered by the

institution in determining whether a faculty member is qualified. Instructors (excluding for this requirement teaching assistants enrolled in a graduate program and supervised by faculty) possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established. In terminal degree programs, faculty members possess the same level of degree. When faculty members are employed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process that is used in the appointment process. Faculty teaching general education courses, or other non-occupational courses, hold a master's degree or higher in the discipline or subfield. If a faculty member holds a master's degree or higher in a discipline or subfield other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach.

- b. Instructors teaching in graduate programs should hold the terminal degree determined by the discipline and have a record of research, scholarship or achievement appropriate for the graduate program.

The Importance of Qualified Faculty

Within a specific discipline or field of study in a collegiate environment, "the faculty and staff needed for effective, high-quality programs and student services," as stated in Core Component 3.C., refers to a faculty member's ability to understand and convey the essentials of the discipline that a student should master at various course and program levels. Beyond mere coverage of course material, qualified faculty should be able to engage professionally with colleagues in determining the learning objectives for all graduates of a program, as well as possess and demonstrate the full scope of knowledge, skills and dispositions appropriate to the credential awarded. More broadly, qualified faculty should know the learning objectives of the institution for all of its students. HLC expects that through the higher education curricula and learning contexts that faculty develop, the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs. Qualified faculty should also be aware of whether and how much students learn through the ongoing collection and analysis

of appropriate data, because an institution should be able to demonstrate its commitment to educational achievement and improvement through ongoing assessment of student learning. It is important to note that none of these abilities are intended to substitute for content expertise or tested experience.

Note: See HLC's Criteria 3 and 4 (specifically 3.B. and 4.B.) for more information on expectations regarding teaching and learning.

Quality Assurance Expectations in Determining Minimally Qualified Faculty

HLC expects that credentials will be the primary mechanism used by institutions to ascertain minimal faculty qualifications. Yet HLC recognizes that *experience* may be considered in determining faculty qualifications, as overviewed on page four.

Using Credentials as a Basis for Determining Minimally Qualified Faculty

Faculty credentials generally refer to the degrees faculty have earned that establish their credibility as scholars and their competence in the classroom. Common expectations for faculty credentials within the higher education community include the following.

- Faculty teaching in higher education institutions should have completed a program of study in the discipline or subfield in which they teach, and/or for which they develop curricula, with coursework at least

one level above that of the courses being taught or developed. Successful completion of a coherent degree in a specific field enhances an instructor's depth of subject matter knowledge.

- Faculty teaching in undergraduate programs should hold a degree at least one level above that of the program in which they are teaching. Those faculty members teaching general education courses, or other non-occupational courses (i.e., courses not designed to prepare people directly for a career), hold a master's degree or higher in the discipline or subfield. If a faculty member holds a master's degree or higher in a discipline or subfield other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach.
- Faculty teaching in career and technical education college-level certificate and occupational associate's degree programs should hold a bachelor's degree in the field and/or a combination of education, training and tested experience. (Note: See *Tested Experience* section on page four.)
- Faculty teaching in graduate programs should hold the terminal degree determined by the discipline and have a record of research, scholarship or achievement appropriate for the graduate program.
- Faculty guiding doctoral education should have a record of scholarship and preparation to teach at the doctoral level. Research and scholarship should be appropriate to the program and degree offered.

What is an Academic Subfield?

An academic *subfield* refers to components of the discipline in which the instruction is delivered. The focus, in this instance, is on the courses being taught and the appropriateness of faculty qualifications with reference to such courses. The underlying issue is whether a degree in the field or a focus in the specialization held by a faculty member appropriately matches, in accordance with the conventions of the academic field, the courses the faculty member would teach.

Examples:

In political science, the subfields include American politics, comparative politics, international relations, and so forth. The most basic introductory course is in the subfield of American politics, often called Introduction to American Politics,

American National Government or American Politics. The instructor teaching this course would be expected to meet the qualifications for American politics.

In history, the two main subfields at the introductory level include American history and world civilization, again titled variously. The expectation is that the faculty will be qualified appropriately depending on whether the courses they teach are in American history or world civilization.

In business, the subfields include management, marketing, accounting, and finance. The introductory courses are often within these subfields, such as Principles of Accounting (frequently I and II), Principles of Marketing, and such. The faculty teaching these courses should have relevant qualifications in these areas.

Using Tested Experience as a Basis for Determining Minimally Qualified Faculty

Assumed Practice B.2 allows an institution to determine that a faculty member is qualified based on experience that the institution determines is equivalent to the degree it would otherwise require for a faculty position. This experience should be *tested experience* in that it includes a breadth and depth of experience outside of the classroom in real-world situations relevant to the discipline in which the faculty member would be teaching. An institution that intends to use tested experience as a basis for hiring faculty must have a well-defined policy and procedure for determining when such experience is sufficient to determine that the faculty member has the expertise necessary to teach students in that discipline.

The value of using tested experience to determine minimal faculty qualifications, as referenced in Assumed Practice B.2.a., depends upon the relevance of the experience both to the degree level and to the specific content of the courses for which the faculty member is responsible. In their policies on tested experience as a basis for hiring faculty members, institutions are encouraged to develop faculty hiring qualifications that outline a minimum threshold of experience and a system of evaluation which could include the skill sets, types of certifications or additional credentials, and experiences that would meet tested experience requirements for specific disciplines and programs. These stated qualifications would ensure consistency in hiring and provide transparency in hiring and human resources policies. The faculty hiring qualifications related to tested experience should be reviewed and approved through the faculty governance process at the institution.

Determining Minimally Qualified Faculty in the Context of Dual Credit

The subject of dual credit was the focus of HLC's national study completed in 2012. This research entailed the analysis

of dual credit activities across 48 states and revealed the dramatic expansion of dual credit offerings. Citing research conducted by the National Center for Education Statistics, HLC's study reported that by 2010-2011 dual credit enrollments had reached 2.04 million students from 1.16 million in 2002-2003, an increase of 75 percent. Even though the study was a descriptive analysis of dual credit and therefore by design did not advocate a position, it did report on both the benefits and the drawbacks of dual credit programs and prompted the accrediting agency to address some critical concerns. Inadequate instructor qualification was listed among the principal concerns. (See *Dual Credit for Institutions and Peer Reviewers* for additional information.)

Against the backdrop of rapid expansion of dual credit programs and growing concerns over minimal faculty qualifications for teaching dual credit courses, HLC determined that institutions that award college credit by means of dual credit arrangements must assure the quality and integrity of such programs and their comparability to the same programs offered on the institution's main campus or at the institution's other locations. These expectations extend to minimally qualified dual credit faculty, as stated in Criterion Three (3.A., 3.C.2.) and Criterion Four (4.A.4.). Assumed Practice B.2. is also applicable and subject to review in relation to dual credit offerings.

The institution must assure that the faculty members teaching dual credit courses hold the same minimal qualifications as the faculty teaching on its own campus. This requirement is not intended to discount or in any way diminish the experience that the high school teacher brings into a dual credit classroom. Yet it is critical that the content of the dual credit course match the complexity and scholarly rigor of the same course delivered to the student population on the college campus. With millions of high school students now earning college credit through dual credit programs, the advancement of higher education and the value of student learning rely extensively on the adequacy of faculty preparation and demonstrated qualifications among dual credit instructors.

What is Dual Credit?

Dual credit refers to courses taught to high school students at the high school for which the students receive both high school credit and college credit. These courses or programs are

offered under a variety of names; HLC's Criteria on "dual credit" apply to all of them as they involve the accredited institution's responsibility for the quality of its offerings.

HLC's Review of Faculty Qualifications Related to the Revised Assumed Practice

Beginning on September 1, 2017, the revised Assumed Practice B.2., in addition to the Criteria and Core Components, will be used to inform peer reviewers' interpretation of HLC's expectations around faculty qualifications. Prior to September 1, 2017, the Assumed Practice dealing with minimal faculty qualifications as currently in effect will apply to all institutions. Peer reviewers will **not** be referencing the revised Assumed Practice in any written report prepared for HLC or using the revised version of the Assumed Practice to evaluate the extent of any institution's compliance with HLC's requirements in this area until the effective date of the revised policy. As a result, no institution will be subject to consequences arising from concerns related to the extent of its compliance with the revised Assumed Practice prior to the effective date of September 1, 2017.

The following section highlights routine and specific circumstances under which the revised Assumed Practice, once effective, will influence the review of an institution. These descriptors are intentionally brief.

Routine Circumstances

Institutions hosting comprehensive evaluations

Institutions in good standing hosting routine comprehensive evaluations, whether on the Standard, AQIP or Open Pathway, need not write specifically to the Assumed Practices as a general rule. However, all institutions preparing for a comprehensive evaluation must write specifically to Core Component 3.C. Peer review teams conducting comprehensive evaluations may randomly select a sample of faculty members and request to see their personnel records (i.e., curriculum vitae and transcripts) in conjunction with the list of courses to which said faculty members are assigned. Peer reviewers may also legitimately probe what process the institution uses to determine that its faculty members are appropriately credentialed to teach the courses to which they are assigned. Likewise, reviewers may evaluate the institution's policies and procedures for determining qualified faculty, particularly when equivalent experience is used as the measure of qualification.

Institutions subject to interim monitoring or on Notice related to Core Component 3.C.

As of September 1, 2017, those institutions identified as at-risk of non-compliance with Core Component 3.C. (i.e., placed on Notice) and those institutions subject to interim monitoring related to Core Component 3.C. should take the revised Assumed Practice on faculty qualifications into account in their Notice or Interim report (as applicable). This means that the revised Assumed Practice should inform the institution's interpretation of sufficiency of faculty for purposes of writing to Core Component 3.C. and for determining whether faculty members are "appropriately qualified."

Although institutions on Notice or subject to monitoring on the basis of Core Component 3.C. must write explicitly to that Core Component prior to September 1, 2017, institutions on Notice or subject to interim monitoring on that basis need not write explicitly to the revised Assumed Practice unless explicitly called upon to do so by an action letter issued by the Board or the Institutional Actions Council, as applicable. Peer review processes for evaluating faculty qualifications will mirror those described in the preceding section.

Institutions that receive complaints related to faculty

After September 1, 2017, HLC may inquire about conformity with the revised Assumed Practice if a complaint is received about the credentials of an institution's faculty members. Following HLC's complaint protocol, this inquiry may take place even though the institution has not yet hosted a comprehensive evaluation after the revised Assumed Practice became effective. In conjunction with that review, HLC may ask to review the institution's policy on faculty qualifications and the credentials of specific faculty members, as well as the courses they teach. The outcome of that complaint review may be a determination by HLC that the institution is not in conformity with the revised Assumed Practice, in which case HLC will follow the protocol explained on page six.

Special Circumstances

The following types of institutions are always expected to write explicitly to the Assumed Practice on Faculty Qualifications (whether as stated currently or as revised when

effective). Institutions seeking accreditation or on a Show-Cause order always write explicitly to *all* Assumed Practices.

- Institutions under Special Monitoring related to Faculty Qualifications.
- Institutions out of compliance with Core Component 3.C.
- Institutions seeking accreditation.
- Institutions on a Show-Cause Order.

Institutions Not in Conformity with the Revised Assumed Practice after September 1, 2017

Should an institution be found not to be in conformity with the revised Assumed Practice B.2. after September 1, 2017, HLC will require the institution to file an interim report no more than three months after final HLC action. The interim report shall describe the institution's plan to rectify the issue. Depending upon the extent and nature of the deficiency, the report will either demonstrate that the situation has been rectified, or it will indicate how the situation will be rectified within a period of no more than two years. The latter case will require additional follow-up in the form of an on-site evaluation to confirm the issue has been fully remedied and the institution is in full compliance. An institution determined by HLC to be acting in good faith to meet the revised Assumed Practice after September 1, 2017, will not be at risk of losing its accreditation solely related to its conformity with Assumed Practice B.2.

Limitations on the Application of HLC Requirements Related to Qualified Faculty

It is important that institutions review these limitations carefully in implementing HLC's requirements related to qualified faculty:

- HLC requirements related to qualified faculty, including recent revisions to Assumed Practice B.2., are in no way a mandate from HLC to terminate or no longer renew contracts with current faculty members. HLC fully expects that institutions will work with current faculty who are otherwise performing well to ensure that they meet HLC's requirements, including its recently revised Assumed Practice. HLC also expects that institutions will honor existing contracts with

individual faculty or collective bargaining units until such time as institutions have had an opportunity under the contract to renegotiate provisions that relate to faculty credentials if such revisions to the contract are necessary for the institution to meet HLC's requirements. HLC recognizes that in many cases such renegotiation or revision may not be able to take place until the contract expires or at the contract's next renewal date.


- As a part of its ongoing evaluation of faculty, institutions may determine that there need to be changes in faculty hiring requirements pursuant to best (and emerging) practices in higher education related to faculty (not necessarily related to HLC's requirements) and to new or existing institutional policies in this regard. Institutions may also determine that certain faculty members have not performed well according to the expectations of the institution related to faculty performance and should not be retained. Such decisions are within the institution's purview. They should not be handled differently than they would have been in the past, prior to the promulgation of the revised Assumed Practice B.2. Under no circumstances should institutions use HLC's requirements, including the revised Assumed Practice B.2., as a pretext to eliminate faculty members who have not performed well or do not meet institutional hiring requirements for faculty members and would otherwise have not been retained for these reasons.
- As stated throughout this document, the implementation date for the revised Assumed Practice B.2. is September 1, 2017. No institution will be held accountable for compliance with the revised Assumed Practice in any HLC evaluation prior to that date. Institutions are free to set a more aggressive timetable for compliance with this revised requirement, but must make clear to the institutional community that the more aggressive timetable is their timetable, not that of HLC.
- These requirements, including recent changes to Assumed Practice B.2., in no way apply to staff members at accredited institutions; **they apply to faculty only**. To understand HLC's requirements related to staff members, institutions should review subcomponent 3.C.6, that states "staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-

curricular activities, are appropriately qualified, trained, and supported in their professional development.”

HLC has no further requirements identifying what the appropriate qualifications are for staff members; rather, it is up to each accredited institution to determine what appropriate qualifications are for such personnel.

Summary

A fundamental factor in quality assurance, the central tenet of HLC’s mission, is having appropriately qualified faculty for the instructional and other roles faculty perform. It is critical that faculty possess suitable

credentials with currency in their respective disciplines for the courses or programs in which they teach for the sake of students, so that they are exposed to pertinent knowledge and skills not only while in college but also for their success later in life; for the parents who invest a great deal in them; for other institutions of higher education where those students may transfer; and for the society in general. In these guidelines, HLC has set forth minimal expectations for the faculty at accredited institutions in order to comply with the relevant Criteria for Accreditation and Assumed Practices. 

Academic Program Review Council
Academic Senate
2015/2016

1. The Academic Program Review Council met twice weekly during Fall Semester from September to November 2015.
2. During the fall, APRC reviewed eleven program self-study reports, four programs submitted accreditation updates, and two programs produced a follow-up summary. Recommendations were made to and passed by the Academic Senate at a meeting on February 2, 2016.
3. During the spring, the APRC Chair worked with individual Program Review Panels which were in the process of preparing reports for the fall of 2016. In addition, the Chair worked on improvements to the Guide for Participants and conducted site visits with programs undergoing review for the 2016/2017 cycle.
4. Programs under review in the 2015/2016 cycle began their work in August 2014. The rough drafts of their reports were due June 2015. The final reports were due in August 2015.

2015/2016 Membership:

Cindy Seel, Health Professions
Ann Breitenwischer, FLITE Librarian
Gary Todd, Engineering Technology
Matt Wagenheim (Chair), At Large
Nick Kuiper, Education and Human Services
Beth Zimmer – Arts and Sciences
Retention and Student Success - Vacant
Optometry – Vacant
Pharmacy – Vacant
At Large - Vacant
Robbie Teahen – Ex Officio Liaison to the Provost's Office

May 2, 2016

Final Report
Professional Development Committee
Academic Year 2015-2016

The professional development committee (PDC) met and reviewed grant proposals on 3 separate occasions to coincide with the funding cycles during the 2015-2106 year. The committee received 20 proposals in total during the 3 cycles (September 2015; November 2015; March 2016) and funded 15 of those. The total amount awarded was \$54,440.74.

Applications submitted, funding rates and overall funding dollars were particularly successful this year. I have to thank all the committee members for their work and as always encourage them to announce grant opportunities and deadlines at department and college wide meetings. Additionally, the policy of committee members aiding applicants with questions or dilemmas that arise in the grant submission process seems to encourage applicants through grant submission.

Goals for the future would include an effort to make the Professional Development Committee website more available and easier to use as a resource for future applicants. More examples of approved grant proposals should be posted to the website.

Respectfully submitted

Gregg Potter
2015-2016 PDC Committee Chair

Final Report
Professional Development Committee
Academic Year 2014-2015

The professional development committee (PDC) met and reviewed grant proposals on 3 separate occasions to coincide with the funding cycles during the 2014-2105 year. The committee received only 4 proposals in total during the 3 cycles (Sept 2014; December 2014; April 2015) and funded 3 of those. The total amount awarded was \$8087.82.

An effort is underway to make the Professional Development Committee website more available and easier to use as a resource for future applicants. More examples of approved grant proposals will be posted.

Considerable discussion among the committee members revolved around the current lack of grant applications that are being submitted to the committee. Members are encouraged to announce grant opportunities and deadlines at department and college wide meeting. Additionally, it is expected that committee members will aide applicants with questions or dilemmas that arise in the grant submission process.

Respectfully submitted

Gregg Potter
2014-2015 PDC Committee Chair

Faculty Research Committee

Chair: Nicholas Kuiper

2015-2016 Final Report

The committee met regularly throughout the year. The first set of business was discussing guidelines and changes that were necessary. In addition to the Fall and Spring proposal submissions, the committee voted to open another proposal period in April.

Seven committee members also participated in selecting Student Research Fellowships for the 2016 Summer semester.

In Fall, the committee reviewed six Faculty Research Grant proposals and recommended three proposal for full funding. In Spring, the committee reviewed nine proposals and recommended four proposal for funding. **During the 2015-2016 academic year, the Faculty Research Committee approved funding of \$34,891 for research.**

The committee also met and reviewed the Student Research Fellowship applications.

The committee looks forward to reconvening in the fall.

Academic Senate Retreat
Master Plan - Major Project Update
August 23, 2016

3

FIVE-YEAR MASTER PLAN GOALS

PROJECTS - BUILDINGS

Academic

1. **Swan Annex**
Priority 1
2. **Virtual Learning Center**
Priority 2
3. **Katke PGM Learning Center**
Priority 3
4. **Pharmacy Building Improvements**
Priority 4

Residential

5. **West Campus Apartments Expansion**
Priority 1
6. **Southeast Campus Student Housing Redevelopment**
Priority 2


Athletic or Recreation

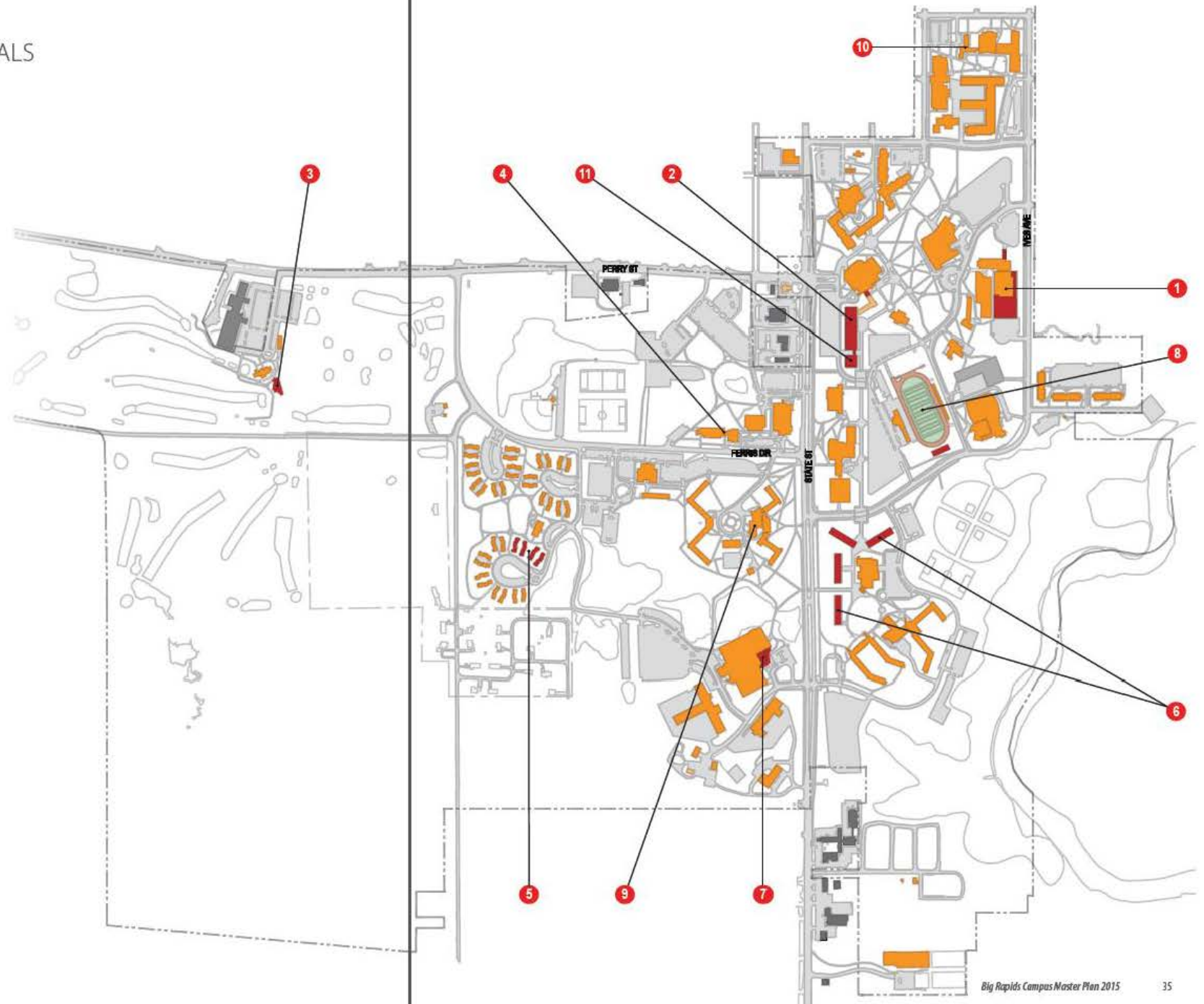
7. **Ewigleben Sports Complex Partial Renovation and Addition**
Priority 1
8. **Top Taggart Field General Improvements, New Locker Room Building**
Priority 2

Other Projects

9. **Southwest Commons (West Side Cafe) Repurposing**
Priority 1
10. **West Building Renovation or Demolition**
Priority 2
11. **Welcome Center**
Priority 3

LEGEND

-  Existing Buildings
-  New Buildings or Additions



3

FIVE-YEAR MASTER PLAN GOALS

PROJECTS - SITE

Streets or Crosswalks

1. Cedar Street Extension
Priority 1
2. Pedestrian Sidewalk (North Campus Drive partial closure)
Priority 2
3. State Street Crossing Improvements
Priority 3

Parking

4. Student Recreation Center Parking Expansion
Priority 1
5. Parking Lot 28 Driveway
Priority 2

Pedestrian

6. Pedestrian Sidewalk
Priority 1
7. Pedestrian Link Improvements (primary plaza, bridge or tunnel northeast of Timme Center for Student Services)
Priority 2

Athletic or Recreation

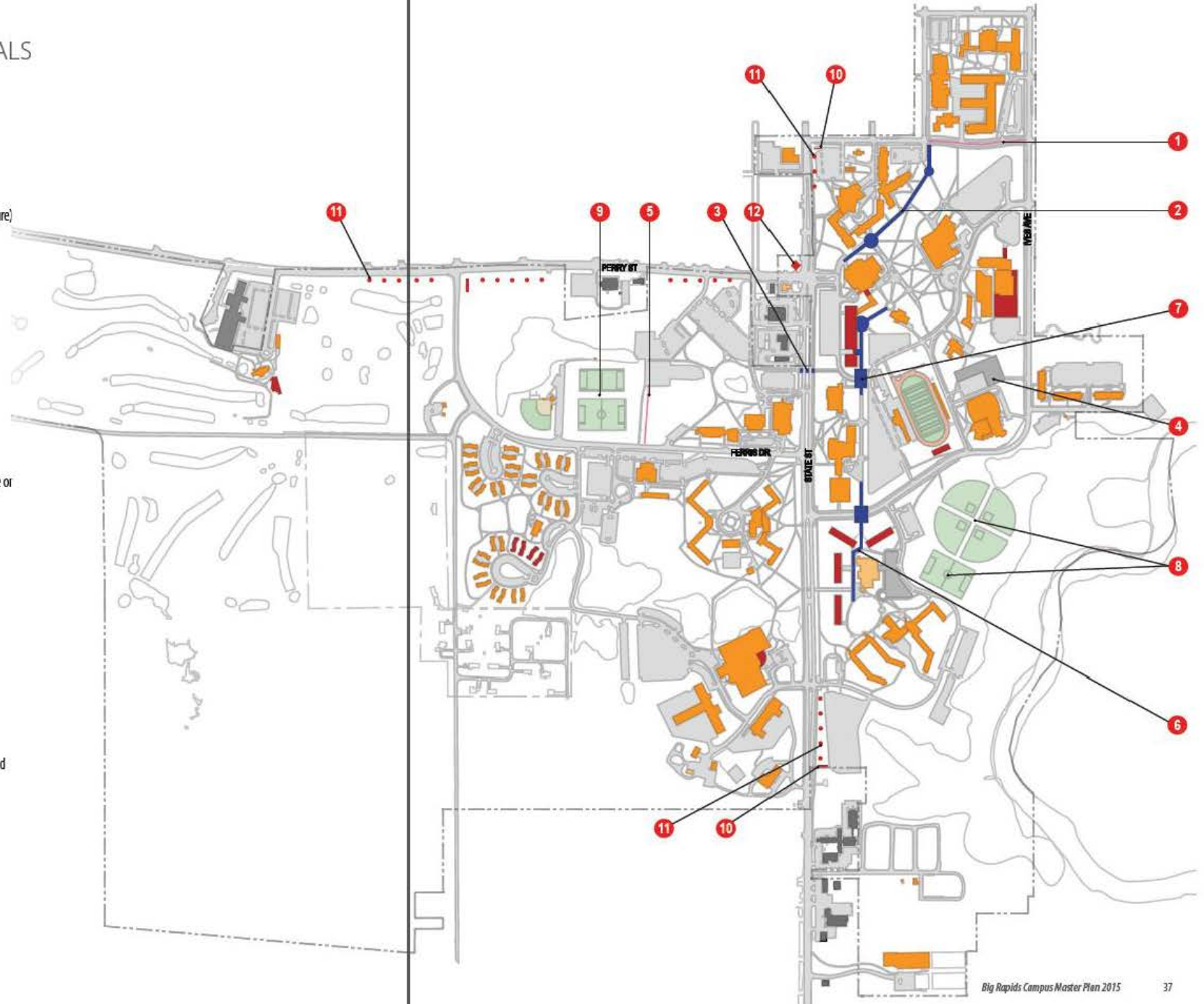
8. Intramural Softball and Sports Fields Relocation
Priority 1
9. Soccer Field Relocation (possibly synthetic surface)
Priority 2

Signage or Branding

10. Gateway Signs
Priority 1
11. Campus Branding Site Elements
Priority 2
12. Major Electronic Sign (northwest corner Perry Street and State Street)
Priority 3

LEGEND

- Existing Buildings
- New Buildings or Additions
- New Major Pedestrian Paths and Plazas
- New Campus Site Branding Elements



4 LONG-TERM MASTER PLAN GOALS

PROJECTS - BUILDINGS

Academic

1. Automotive Center Improvements
Priority 1
2. Swan Building (5 Story) Renovations
Priority 2
3. Johnson Hall Replacement
Priority 3
4. Future Building Sites
Priority 4

Residential

5. Southeast Campus Student Housing Redevelopment
Priority 1

Athletic or Recreation

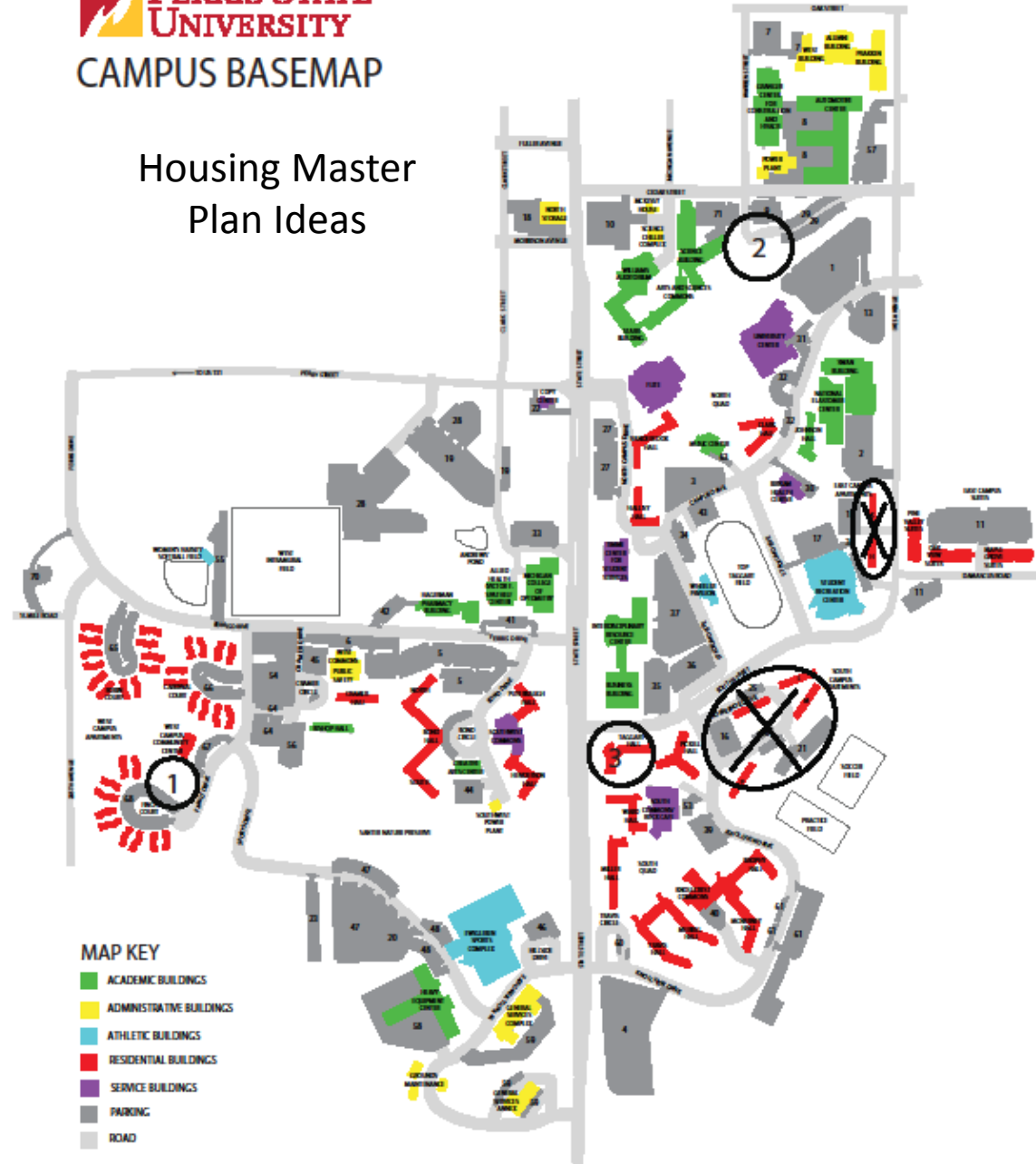
6. Student Recreation Center Improvements
Priority 1

LEGEND

- Existing Buildings
- New Buildings or Additions
- Possible Building Sites



Housing Master Plan Ideas



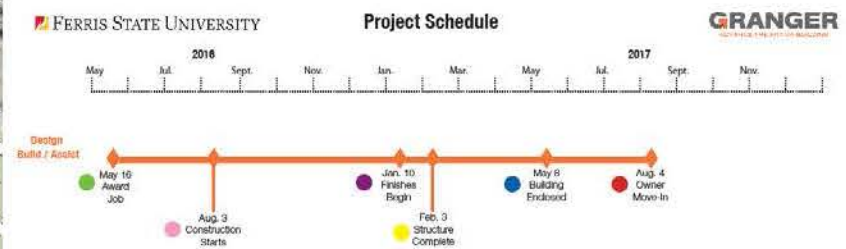
- MAP KEY**
- ACADEMIC BUILDINGS
 - ADMINISTRATIVE BUILDINGS
 - ATHLETIC BUILDINGS
 - RESIDENTIAL BUILDINGS
 - SERVICE BUILDINGS
 - PARKING
 - ROAD











JOSEPH HAUPT, SR. PROJECT MANAGER
FERRIS STATE UNIVERSITY PHYSICAL PLANT
231.591.5933 HAUPTJ@FERRIS.EDU

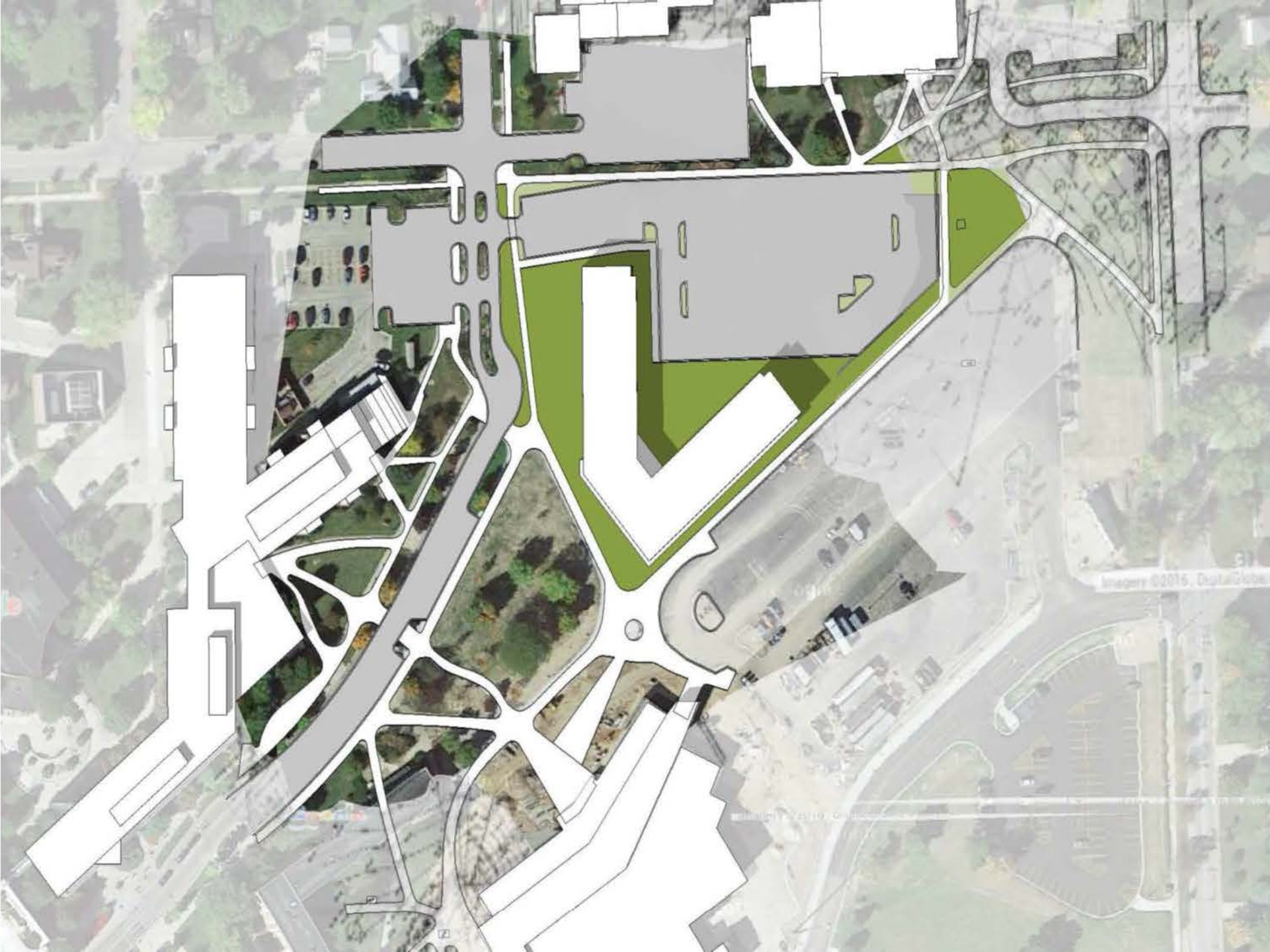
WWW.FSUNORTHHALL.COM

Welcome home.

[FERRIS.EDU/HOUSING](https://www.facebook.com/ferris.edu/housing)

[FERRISHOUSING](https://www.facebook.com/ferrishousing)

[FERRISHOUSING](https://twitter.com/ferrishousing)



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UNIVERSITY

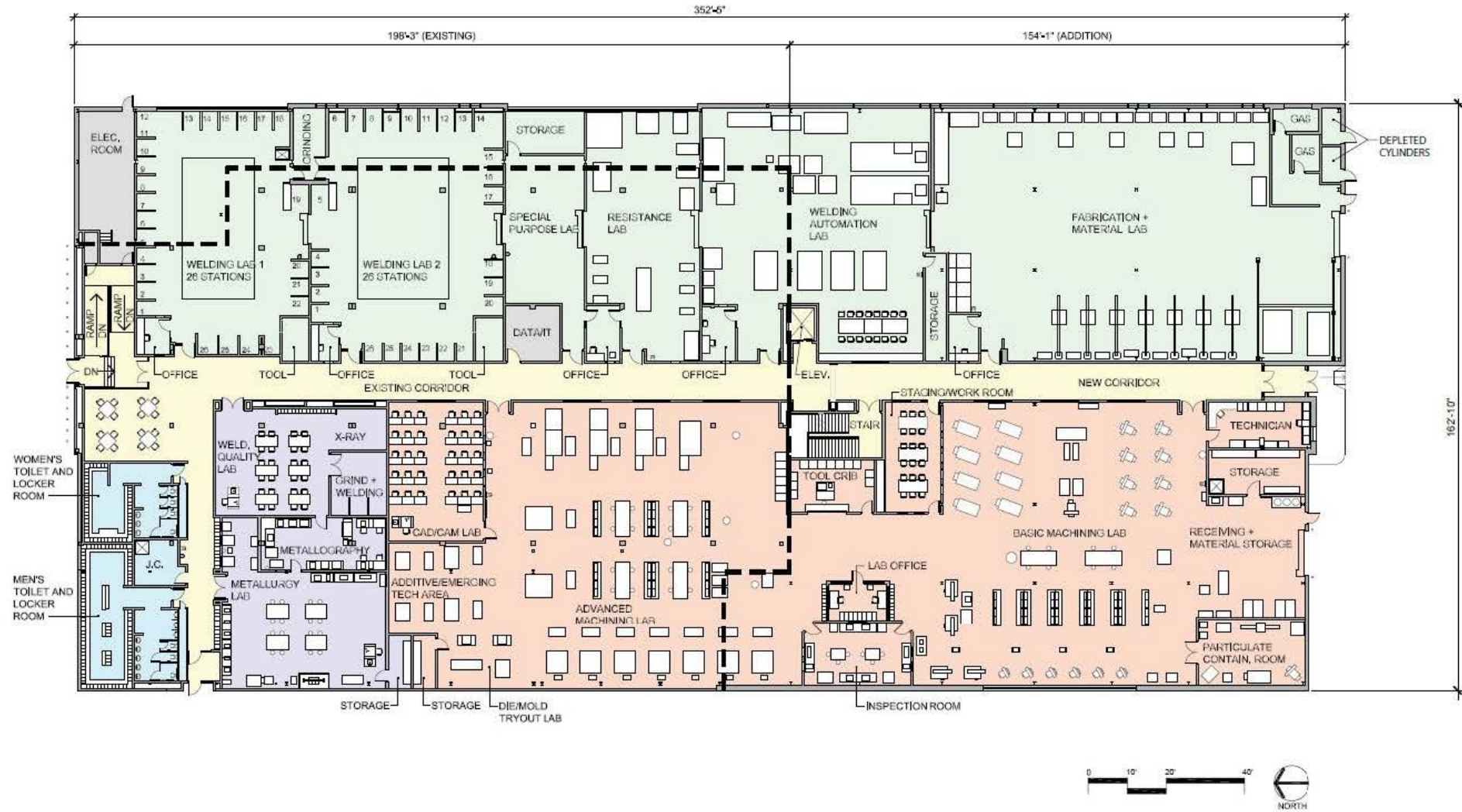
SWAN ANNEX RENOVATION & ADDITION

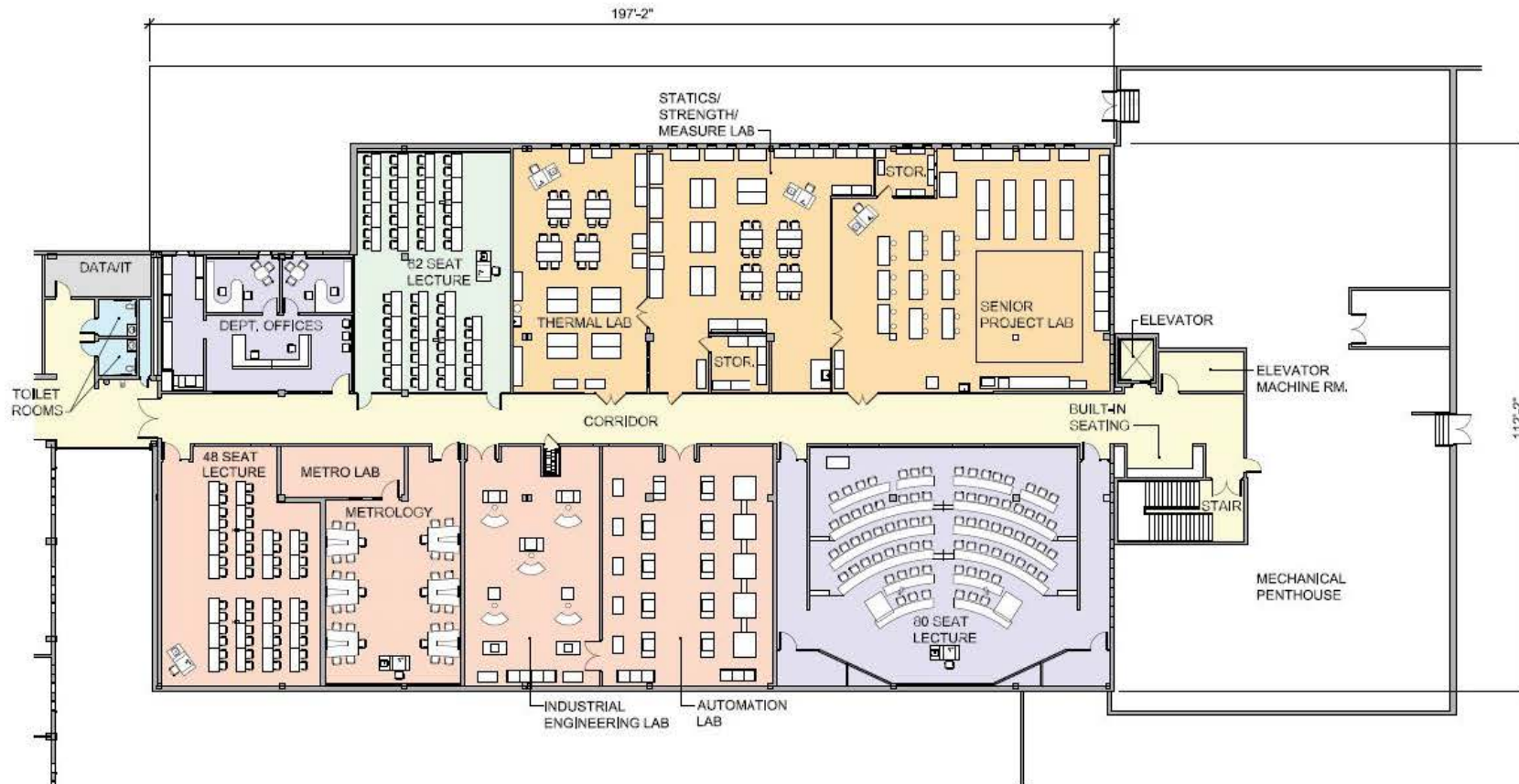
BIRDS EYE VIEW

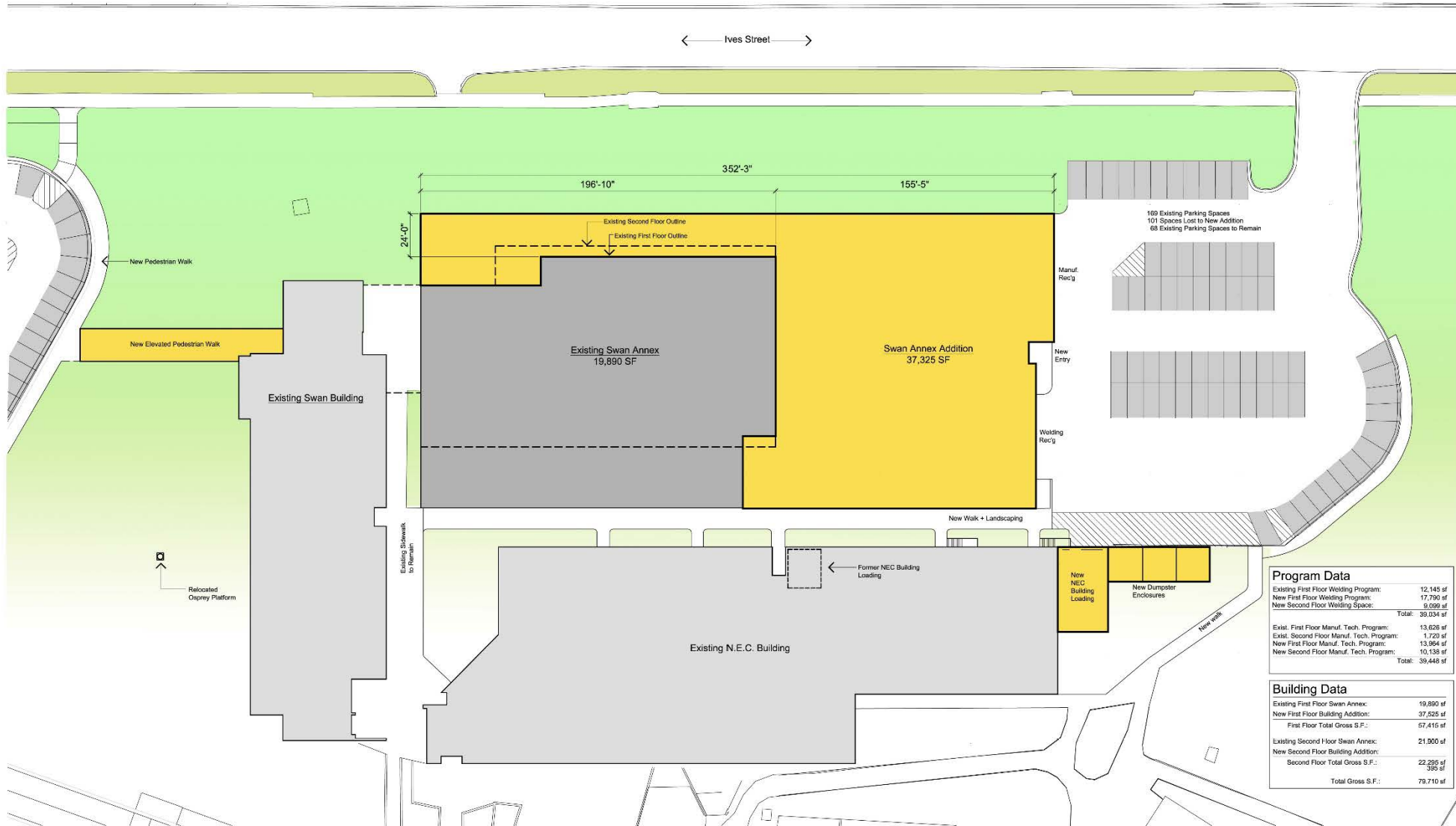




SWAN ANNEX







Program Data

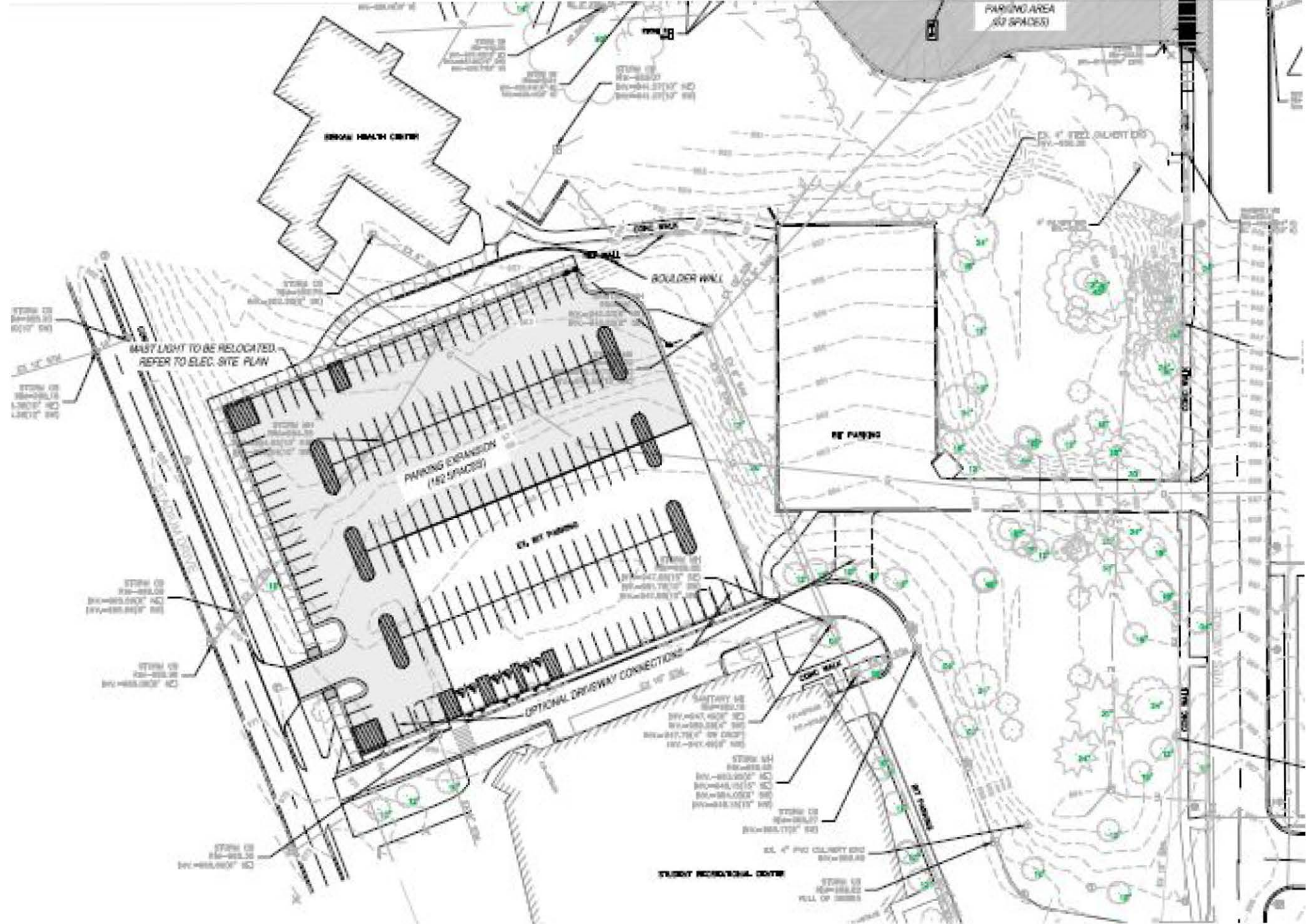
Existing First Floor Welding Program:	12,145 sf
New First Floor Welding Program:	17,790 sf
New Second Floor Welding Space:	9,099 sf
Total:	39,034 sf
Exist. First Floor Manuf. Tech. Program:	13,626 sf
Exist. Second Floor Manuf. Tech. Program:	1,720 sf
New First Floor Manuf. Tech. Program:	13,364 sf
New Second Floor Manuf. Tech. Program:	10,138 sf
Total:	38,848 sf

Building Data

Existing First Floor Swan Annex:	19,890 sf
New First Floor Building Addition:	37,325 sf
First Floor Total Gross S.F.:	57,415 sf
Existing Second Floor Swan Annex:	21,900 sf
New Second Floor Building Addition:	22,295 sf
Second Floor Total Gross S.F.:	44,195 sf
Total Gross S.F.:	79,710 sf

Swan Building Site Plan
04.21.15





BUSY HEALTH CENTER

PARKING AREA (67 SPACES)

BUSY LIGHT TO BE RELOCATED.
REFER TO ELEC. SITE PLAN

PARKING EXPANSION
(192 SPACES)

EXIST. 18' PARKING

OPTIONAL DRIVEWAY CONNECTIONS

BUSY MEDICAL CENTER

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Questions?



ASSESSMENT COMMITTEE INITIATIVES AND TRACDAT CHANGES

**ROBERTA C. TEAHEN, PH.D. ASSOCIATE PROVOST
AUGUST 2016**

Quick Assessment Highlights

- What is assessment?
- How does assessment differ from grading?
- What are some common concerns?
- Whose work is this?
- How can I use TracDat efficiently?

[The Role of a
engagement](#)

What is Assessment?

1. The systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development. (Palomba & Banta, 1999)
2. An ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance. (Angelo, 1995)

Purpose of Assessment

Simply: To advance the quality of student learning through careful elaboration of intended learning, meaningful measures of students' learning achievements, and systematic collection of data that informs instructional and other improvements – at the level of courses, programs, colleges, and institutions. Assessment involves going beyond the evaluation of individual student performance (Teahen, 2008).

Academic Affairs Assessment Committee (AACCC) Plans for 15-17

1. Develop deep institutional expertise in learning assessment.
2. Promote innovation that enhances student learning.
3. Assure substantive review of assessment in the Academic Program Review process
4. Clarify and evaluate expectations for faculty assessment engagement
5. Use data to improve outcomes
6. Communicate successes

How Does Assessment Differ From Grading?

- Grades reflect the individual students' performances on all components included in grades (that often include class participation, attendance, quizzes, etc.). *Individual evaluations.*
- Assessment is evaluation of the overall course achievement in producing the target learning outcomes for all students, including looking at whether particular groups of students do less well than others. *Aggregate evaluations.*

A Case Problem: Course Outcomes

- Communicate effectively in writing and orally with key stakeholder groups
- Utilize computerized spreadsheet applications for estimating
- Manage a quality construction project from start to completion while maintaining budget, schedule, and safety requirements
- Apply professional and ethical standards of behavior in dealing with all stakeholders in the construction process

Your Possible Course

Student's Name*	Assignment 1 (10 pts)	Group Project 1 (10 pts)	Test 1 (20 pts)	Assignment 2 (10 pts)	Group Project 2 (10 pts)	Test 2 (20 pts)	Final Exam (20 pts)	Total Points (0/100 pts)	Final Grade
Adams, Katie	10	7	20	7	8	18	20	90	A-
Brown, Susie	3	5	13	9	3	20	18	71	C-
Cramer, Lucy	8	10	8	7	8	10	16	67	D+
Doe, Daniel	6	8	18	6	7	16	20	81	B-
Harris, Mary	10	5	20	4	10	15	14	78	C+
Martin, James	5	4	10	8	5	8	15	55	F
Robins, Sarah	8	10	20	10	9	18	20	95	A
Smith, John	6	8	16	7	10	17	17	81	B-
White, Robert	8	9	9	4	8	18	12	68	D+
Young, David	7	0	20	10	5	16	18	76	C

The Question

Working with others at your table, and utilizing the outcomes for the course and the grade book, tell me:

“What can you tell me with confidence, based upon your evidence, about how well the students in the course this semester achieved outcome 4? What problem areas did you identify?”

Whose responsibility?

“As anyone who is employed by a college knows, the real energy for program implementation comes from faculty members. They need to take part in planning and developing an assessment program, because they will certainly be the implementation team.

The success of the program will depend on having a faculty-led team composed mostly of faculty from across disciplines who plan the program, develop tools for and implement it, and use the data obtained. Otherwise, a college merely has an assessment program in theory, not in practice.”

Source AAUP <https://www.aaup.org/article/establishing-culture-assessment#.V7sc0PkrJpg> (2009)

Common Concerns

Concern: Assessment takes too much time

Response: The best assessment is integrated into instruction, so no extra assignments are required. The bulk of assessment work is conducted systematically through good faculty practice. The only added step is producing a succinct summary of the findings on select outcomes on a periodic basis – such as every 3 years. Estimated time requirement: 20 minutes of think time and 5 minutes of reporting time per outcome.

Common Concerns

Concern: Assessment is an add-on

Response: Every curricular design model incorporates assessment as integral to the teaching/learning process.

On the ff page is one of many examples:

Wiggins and McTighe 2005

“There are three stages to the process:

- Stage 1: Identify learning intentions - what is the key knowledge and understanding you hope your students will have at the end of the teaching sequence?
- Stage 2: Evidence of learning - how will you know what the students know and understand? What questions and tasks will provide evidence of that learning, and also provide information about those students whose learning is not yet complete? What are the criteria for success?
- Stage 3: Developing learning activities - what instructional activities will enable as many students as possible to complete the questions and tasks successfully?
 - http://www.workingoutwhatworks.com/en-GB/Magazine/2015/2/Assessment_and_curriculum_planning

Whose work?

- Faculty experts in the disciplines determine learning outcomes
- Faculty determine the appropriate measurements/assessments for each outcome
- Faculty determine the standards to be used in determining achievement of the outcomes by students individually and in the aggregate
- Faculty determine what to do with the findings
- Faculty report summary results to TracDat to enable Administration to produce evidence for use for future improvements and future faculty and leaders and of having met accountability expectations.

Note: All of these are integral to good instructional planning.

How to enter results

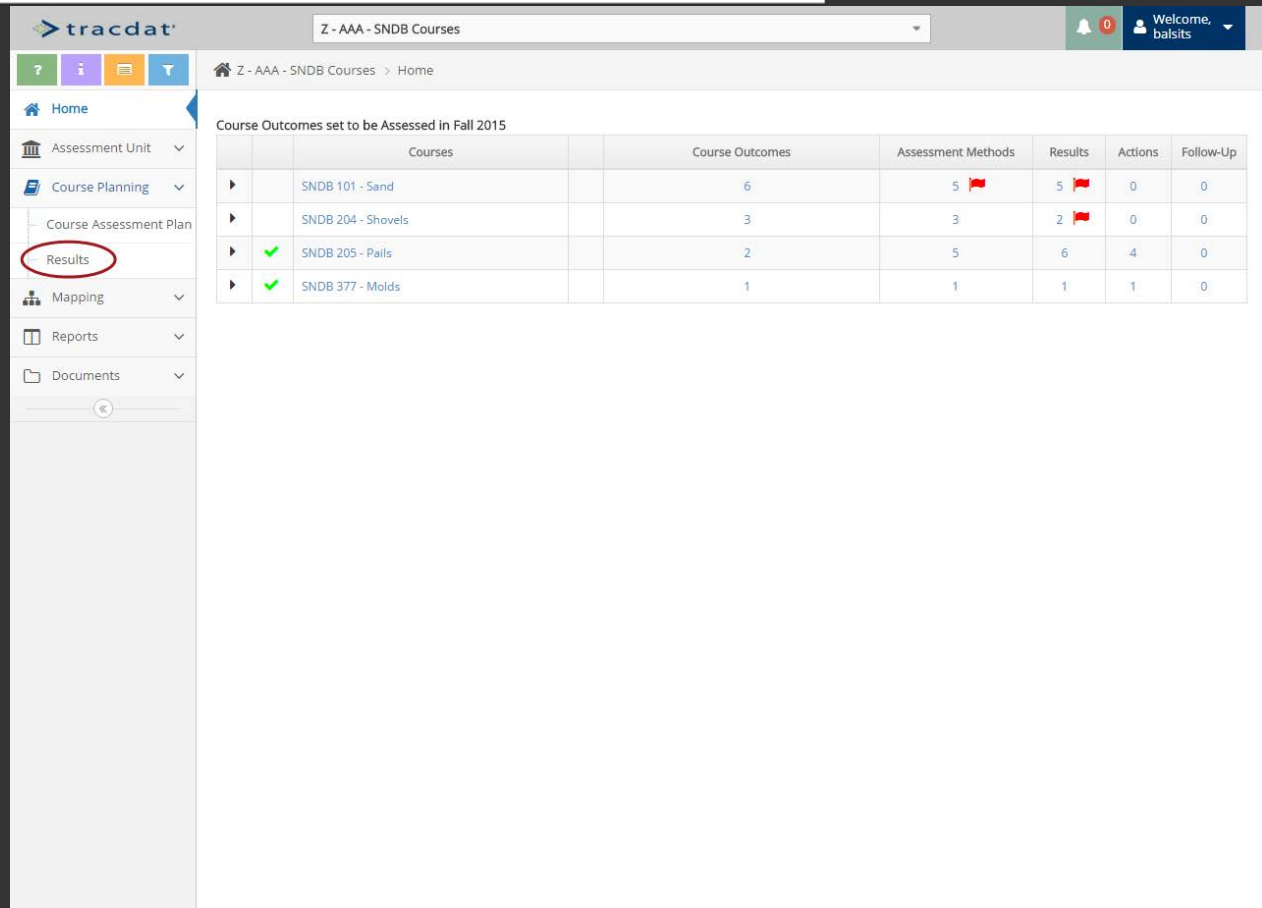
1. Select your prefix courses from the dropdown menu.

The screenshot displays the Tracdat web application interface. At the top, the breadcrumb navigation shows 'Z - AAA - SNDB Courses > Home'. The main content area is titled 'Course Outcomes set to be Assessed in Fall 2015' and contains a table with the following data:

	Courses	Course Outcomes	Assessment Methods	Results	Actions	Follow-Up
▶	SNDB 101 - Sand	6	5	5	0	0
▶	SNDB 204 - Shovels	3	3	2	0	0
▶	SNDB 205 - Pails	2	5	6	4	0
▶	SNDB 377 - Molds	1	1	1	1	0

The left sidebar contains a dropdown menu with the following options: Home, Assessment Unit, Course Planning, Course Assessment Plan, Results, Mapping, Reports, and Documents. The 'Results' option is currently selected.

2. Select Results from the Navigation Menu



The screenshot shows the Tracdat web application interface. The navigation menu on the left includes: Home, Assessment Unit, Course Planning, Course Assessment Plan, Results (circled in red), Mapping, Reports, and Documents. The main content area displays a table titled "Course Outcomes set to be Assessed in Fall 2015".

	Courses	Course Outcomes	Assessment Methods	Results	Actions	Follow-Up
▶	SNDB 101 - Sand	6	5	5	0	0
▶	SNDB 204 - Shovels	3	3	2	0	0
▶	SNDB 205 - Pails	2	5	6	4	0
▶	SNDB 377 - Molds	1	1	1	1	0

3. Select the course for which you want to enter results.

The screenshot displays the Tracdat web application interface. At the top, the 'tracdat' logo is on the left, and a dropdown menu shows 'Z - AAA - SNDB Courses'. On the right, there is a notification bell with a '0' and a user profile for 'Welcome, balsits'. Below the header, a breadcrumb trail reads 'Z - AAA - SNDB Courses > Course Planning > Results'. A left-hand navigation menu includes 'Home', 'Assessment Unit', 'Course Planning' (which is expanded to show 'Course Assessment Plan', 'Results', 'Mapping', 'Reports', and 'Documents'), and 'Documents'. The main content area features a dropdown menu for 'SNDB 101 - Sand'. Below this, a note states: '* Asterisk next to a Course in the dropdown indicates that the Course is not owned by Assessment Unit.' A list of course items follows, each with a right-pointing arrow and a blue circular icon containing a white number:

- ▶ 1 **Materials** Learners compare elements contained within sand.
- ▶ 1 **Strategic Planning Framework (DCCL Test)** Develop a strategic planning framework that guides decision making, prioritization of initiatives, and allocation of resources.
- ▶ 1 **Weight** Students will determine the amount of dry sand that can be added to pail before the handle breaks
- ▶ 1 **Balance sheets** Students will produce a balance sheet that incorporates all of the variables provided in the assignment.
- ▶ 1 **Painting** Paint the sand castles.
- ▶ 1 **Design** Learner builds an architecturally sound castle.

4. Select the outcome and assessment method you plan to report on.

The screenshot displays the Tracdat software interface for course planning and results. The top header shows the Tracdat logo, a dropdown menu for 'Z - AAA - SNDB Courses', and a user profile for 'Welcome, balsits'. The left navigation menu includes options for Home, Assessment Unit, Course Planning, Course Assessment Plan, Results, Mapping, Reports, and Documents. The main content area shows the course 'SNDB 101 - Sand' and a list of outcomes. The outcome 'Strategic Process and Plan capstone assignment: Learners choose a strategic issue around which to create a strategic planning process, and identify initiatives and metrics to address the issue.' is highlighted with a yellow box and a red circle around its plus icon. Below this outcome, there is a table with columns for '2015 - 2016', 'Criterion Met', and '09/17/2015'. The table content states: 'Of the 22 students in the course, 18 scored at 95% or better, with common shortcomings being in communicating ideas clearly and concisely. Four students scored between 90 and 95%, displaying the same communication issues, and additionally needing deeper analysis of core concepts. [more]'. Below the table, there are sections for 'Actions' and 'Related Documents', each with a plus icon.

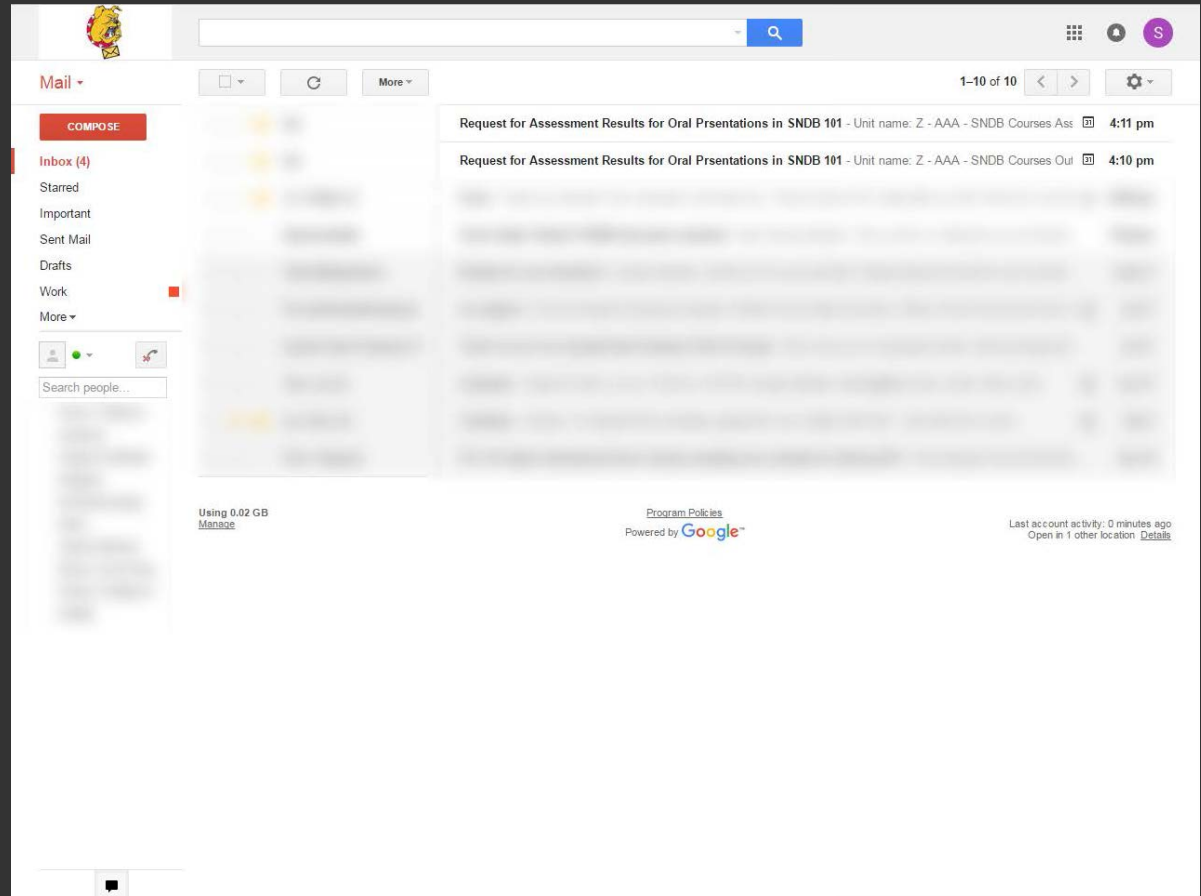
5. Enter responses in dialogue box. Most are dropdown choices. Results should be 2-4 sentences.

The screenshot shows the Tracdat web application interface. The top navigation bar includes the Tracdat logo, a dropdown menu for 'Z - AAA - SNDB Courses', a notification bell, and a user profile for 'Welcome, balsits'. The breadcrumb trail indicates the current location: 'Z - AAA - SNDB Courses > Course Planning > Results > Add Result'. The main content area is titled 'SNDB 101 - Sand' and displays a 'Strategic Planning Framework (DCCL Test)' assignment. A yellow callout box highlights the assignment details: 'Strategic Process and Plan capstone assignment: Learners choose a strategic issue around which to create a strategic planning process, and identify initiatives and metrics to address the issue. Criterion for Success All learners earn a 90% or better on their capstone assignment. Assessment Schedule'. Below this, the form contains several required fields: '* Result Date' (08/18/2016), '* Result' (text input), '* Reporting Period' (dropdown), '* Classification' (dropdown), 'Change Assessment Strategy' (dropdown), 'Curriculum Change' (dropdown), and 'Professional Development Required' (dropdown). A legend at the bottom right indicates that an asterisk (*) denotes a required field.

Option 2 - Request to Enter Results

- In this option, someone must prompt the e-mail requesting results input.
- Dates must be clearly established in plan so they know when to request.
- This could be an appropriate role for coordinators, particularly when requesting input from adjunct faculty.
- Advantage: Reminder arrives in your e-mail

1. Request arrives in e-mail.



Link is
provided for
you to click.

The screenshot shows a Gmail interface. On the left is a navigation sidebar with folders: Mail, Compose, Inbox (3), Starred, Important, Sent Mail, Drafts, Work, and More. Below these is a search bar and a 'Search people...' field. The main content area displays an email from a blurred sender, received at 4:11 PM (3 minutes ago). The email title is 'Request for Assessment Results for Oral Presentations in SNDB 101'. The body text includes: 'Unit name: Z - AAA - SNDB Courses', 'Assessment Method Category: Presentation(Oral)', 'Assessment Method: A rubric will be used by class members to evaluate the students' ability to explain the composition of sand. The instructor will compile the results and enter the average of scores.', and 'Criterion for Success: 80% of students will score 4 or better on a 5-point rubric scale.' It also states 'Due Date: Tue May 10, 2016' and 'Assigned By: [blurred]'. A link is provided: 'To complete, go to: <http://fsutrcd2.ferris.edu/tracdat/assignment?y=gQodNkH6VZk9imR9ecIFG66>'. A note follows: 'NOTE: You can open or import the attached file to add this assignment to your personal calendar.' Below the note are buttons for 'Add To Calendar' and 'Download'. At the bottom of the email content is a text box with the prompt 'Click here to Reply or Forward'. The footer of the interface shows 'Using 0.02 GB Manage', 'Program Policies Powered by Google', and 'Last account activity: 3 minutes ago Details'.

Dialogue box opens and you enter results. This eliminates need for logging in and selecting proper outcome and assessment method.

The screenshot displays the Tracdat web interface for an assessment. The breadcrumb trail at the top reads 'Z - AAA - SNDB Courses > Assignments > Result (Full)'. A 'Save' button is located in the top right corner. The main content area is titled 'SNDB 101 - Sand' and features a 'Materials' section with the text: 'Learners compare elements contained within sand.' Below this, a 'Presentation (Oral)' section is highlighted with a yellow border, containing the following information: 'A rubric will be used by class members to evaluate the students' ability to explain the composition of sand. The instructor will compile the results and enter the average of scores. Criterion for Success 80% of students will score 4 or better on a 5-point rubric scale. Assessment Schedule Assessment of this outcome will occur once each semester by all individuals teaching the Sand Course. Results and action plans are due by the first day of the next semester.'

The form includes several required fields, indicated by an asterisk (*):

- * Result Date: 08/18/2016
- * Result: [Text input field]
- * Reporting Period: [Dropdown menu]
- * Classification: [Dropdown menu]
- Change Assessment Strategy: [Dropdown menu]
- Curriculum Change: [Dropdown menu]
- Professional Development Required: [Dropdown menu]

A legend at the bottom right of the form indicates that an asterisk (*) denotes a 'Required field'. At the bottom of the page, there are two sections: 'Actions' and 'Related Documents', each with a green plus icon on the right side.

Flags – a New Feature

- Ferris establishes “flags”
- At present, they are set as follows:
 - Every course and program must have outcomes
 - (HLC requirement since 1985)
 - Every outcome must have at least one assessment method
 - Every outcome must have at least one result reported
- Future: Will flag if no results within a three-year period.

The Dashboard

The screenshot displays the Tracdat dashboard for 'Z - AAA - SNDB Courses'. The left sidebar contains navigation options: Home, Assessment Unit, Course Planning, Course Assessment Plan, Results (circled in red), Mapping, Reports, and Documents. The main content area is titled 'Course Outcomes set to be Assessed in Fall 2015' and contains a table with the following data:

	Courses	Course Outcomes	Assessment Methods	Results	Actions	Follow-Up
▶	SNDB 101 - Sand	6	5	5	0	0
▶	SNDB 204 - Shovels	3	3	2	0	0
▶	✓ SNDB 205 - Pails	2	5	6	4	0
▶	✓ SNDB 377 - Molds	1	1	1	1	0

Questions, if time. . .

- Otherwise, call or e-mail me!
- Or invite me to meet with your department!

