

2012-2013 GRCC Academic Governing Council (AGC)

Executive Committee Summary Report for GRCC Faculty

Presented by AGC Executive Committee:
Ann Alexander, Laurie Chesley, Amy Koning,
Mike Light, Robert Long, Jill Woller-Sullivan

GRCC *works* | grcc.edu/agc

Academic & Student Affairs Completion Agenda

Our goal at GRCC is to increase student success through the accomplishment of the *Completion Agenda*.

This agenda includes a slate of specific college action projects (outlined in our Strategic Plan) as well as department-level projects directly and indirectly aimed at improving student success. Where the College is pursuing projects with indirect impact on the completion agenda, it is building infrastructure and capacity for future projects with more direct impact.

We will measure the success of our efforts by monitoring student performance in three specific areas:

Persistence, Completion, and Transfer

Persistence will be measured by:

- Fall to Winter term persistence (all students)
- Fall to Fall persistence (first time, full time students only)

Completion will be measured by:

- Number of degrees/certificates awarded
- Percent of students who earn a degree within six years

Transfer will be measured by:

- Percent of students who successfully transfer within six years (to 4-year or other 2-year colleges)

Vision

As a college of distinction, GRCC inspires students to meet the needs of the community and the world.

Mission

GRCC is an open access college that prepares individuals to attain their goals and contribute to the community.

Values

Excellence
Diversity
Responsiveness
Innovation
Accountability
Sustainability
Respect
Integrity

Ends

Access
Academic Alignment
Student Success
Workforce Development
The GRCC Experience
Community Outreach

Purpose of AGC

“Grand Rapids Community College’s Academic Governing Council (AGC) is a collaborative initiative between the faculty and academic administration to strengthen communication and increase involvement in academic issues and policies. By fostering and encouraging a broader input and a sense of accountability, AGC leadership effectively mediates issues that impact students, staff, and faculty.

AGC recommendations are, upon approval by the provost, implemented on a college-wide basis. The Provost, in conjunction with other college entities, will conduct implementation of these decisions as needed.”

(Preamble, AGC Bylaws).

Policies/Practices Adopted

Issues for consideration may be brought to AGC by individuals or committees from anywhere in the college and at any time. Issues approved for consideration are generally presented a minimum of three times before the AGC. This allows for a clear explanation of the issue, and time to disseminate and retrieve information from the various units of the College and make changes as needed.

The AGC is an advisory group reporting to the Provost. During the 2012-2013 academic year, the AGC discussed and adopted the following policies. Dates in parentheses indicate the months during which the policies were approved.

1. Mandatory First Year Experience (FYE) (February 2013)

- Dean John Cowles and Program Director Lynnae Selberg outlined the current voluntary First Year Experience, including the experiences that students have in CLS 100 which prepare them for continued studies. Traditionally, community colleges attract a diverse population of students, entering their first year with a wide range of experiences and backgrounds. Many of these students can benefit from help to prepare them for the academic rigor of college, as well as the social adjustments and personal challenges associated with higher education.
- Beginning Winter 2014, students new to GRCC who are enrolled in a degree-seeking program and have a high school GPA of less than 3.0 are required to complete a college learning success course, CLS 100 (Introduction of College: New Student Experience). Students placing into two or more developmental courses are required to enroll in PY 097.
- Students have the option of attempting a CLS 100 Challenge Exam. Passing this exam will exempt a student from the course.
- Students must complete the course requirement during their first semester of classes taken at GRCC.
- A degree-seeking student who has already successfully completed 12 or more credits of college-level courses at GRCC or another college or university, or has received GRCC transfer credit for these courses, will not be required to complete CLS 100.

2. College-Generated Graduation Policy 8.3 (February 2013)

- Dean Laurie Chesley described the current process of students applying for graduation themselves by filing a Graduation Audit. She recommended that this be replaced by a new process generated by an Issue Paper submitted to the AGC. The policy change involves dropping the statement in section Graduation (8.3) and replacing it with the following:
 - Students will automatically be awarded the degrees and certificates that they earn at GRCC.
 - Students will have the opportunity to decline these credentials.
 - Students may not realize that they qualify for a degree or certificate and hence do not initiate a graduation audit themselves. The new process will automatically generate audit reports and award degrees and certificates that have been earned by students.
- An automatic audit pilot conducted in the School of Workforce Development found students who were qualified to receive a degree or certificate but had not initiated the process. When given this information, most students chose to receive their degrees or certificates.

- Credentials are good for students. Advanced degrees are motivating and contribute to an improved quality of life. It is also beneficial for the College to recognize student achievement to show that it does help students complete their goals.

3. Grading Policy 7.10 (February 2013)

- Associate Dean Paula Sullivan outlined three main areas in the current grading policy to be addressed:
 - the need and use of the WP, WF and NS as grades or designations
 - the use of the I (Incomplete) grade
 - the Grade Grievance process
- Review of grading practice indicated infrequent use of WP and WF grades, as well as confusion as to when they should be used and how they transfer to other institutions. These grades were to be given by the instructor after 70% of the course and resulted in removal of the student from class. The revised policy eliminates these two grades. Students still may withdraw (receive a W grade) from class themselves before 70% of the scheduled course meetings. After that point, the student receives an A, B, C, D, E, or I grade.
- As a result of changes in Financial Aid practices, the designation of NS is no longer needed. The new Financial Aid Participation Verification process replaces the need for the NS designation.
- The new policy regarding the Incomplete grade allows more discretion by the faculty member. The Incomplete grade is intended to help a student who has completed most of the course but needs additional time after the end of the semester to complete the work.
- The Grade Grievance Process portion of the policy required greater detail, including a more detailed outline of the Grievance Process Chair's term of service and responsibilities.
- The AGC Executive Committee received several dissent forms regarding Grading Policy 7.10. As a result, Provost Gilda Gely has requested that a team appointed by AGC Exec should work to further clarify two points of this policy: "I" and 70% limit for students to drop.

4. Library Collection Policy (March 2013)

- Library Director Pat Ingersoll explained the need for the College to have a collection development policy that helps everyone at the College understand the role of the Library in materials acquisition, establishes accountability and transparency, supports learners, and protects diverse viewpoints.
- A primary purpose of this policy addresses guidelines for material acquisition. These include:
 - support GRCC curriculum and /or student success through a general knowledge base
 - are accurate in their representation of factual and historical information
 - are current and have an acceptable level of permanence
 - are at an appropriate scholarly level for our student population or to satisfy the classroom needs of instructors
 - are cost-effective
 - represent a diverse range of perspectives
 - received one or more positive reviews in a standard library selection source
 - represent the most appropriate and accessible format available
 - Other topics addressed by this policy include gifts/donations, preservation and conservation, resource sharing, de-selection, and collection analysis.

5. Multiple Associate Degrees (April 2013)

- Associate Dean Diane Patrick described the College's practice of awarding multiple degrees and explained the importance of having a College policy that outlines how multiple degrees are obtained and ensures that they are indeed distinctive degrees. The College recognizes that there are instances where students may require additional degrees for employment or for personal growth and satisfaction. This policy applies to any Grand Rapids Community College (GRCC) student who has received a degree from GRCC or any other accredited institution of higher education in a similar program.
- The following policy was adopted:
 - Students may earn only one transfer degree (Associate in Arts or Associate in Science).
 - The Associate in General Studies degree may not be earned as an additional degree.
 - Subsequent associate degree(s) must each include a minimum of an additional 15 unique semester credit hours earned at GRCC.
 - Degree and program requirements for the additional degree will be based on the catalog that is in effect when the student officially elects the new degree and/or program.
 - No additional degree will be granted in the same program/curriculum in which first degree was earned.
- The policy is consistent with HLC guidelines, ensures that there is additional learning required with multiple degrees, and makes wise use of financial aid for students.
- The proposed effective date for all new students is Fall 2013; the proposed full implementation for all students is Fall 2015.

6. Curriculum Model and Program Development (April 2013)

- In November, Dean Patti Trepkowski and Katie Daniels proposed a curriculum model that establishes guidelines and standards for GRCC curricula, including degrees, programs, and courses. This model is based on the following principles:
 - Academic programs and courses are purposefully defined in the context of the goals and expectations of students and their learning needs.
 - The curriculum is outcomes-based and learning is defined by measurable student learning outcomes at the institutional, program, and course levels for all offerings.
 - Degrees are defined and granted by the institution.
 - All GRCC programs will result in a meaningful credential and prepare students to immediately enter the workforce, enhance their skills or knowledge in a particular area to support their continued employment or transfer to another institution to continue their education.
 - Programs are created and delivered within schools and departments.
 - Programs and courses provide the same opportunities regardless of delivery method.
 - General education will be included in all programs that lead to a degree
- Curricula are built by aligning content and competencies seamlessly through degrees, programs, and courses. The proposed model integrates these curricular components systematically to facilitate curriculum development, delivery, and evaluation.
- This model has implications for curriculum development, delivery, and evaluation at the degree, program, and course levels.
 - The model defines existing degrees, credentials, and non-credit certificates, as well as two additional credit bearing credentials: Advanced Certificate and Certificate of Completion. Each degree that the College offers will have a defined purpose in terms of the role it plays in preparing students to either pursue entry-level employment, or transfer to a four-year institution, or both.
 - Within the proposed model, associate degrees will be aligned with eight different kinds of programs, as appropriate based on their purpose or role in the preparation of students. General education is aligned with the Michigan Association of Collegiate Registrar's and Admissions Officers (MACRAO) Agreement. All of the academic programs listed will result in the mastery of the GRCC Institutional Learning Outcomes (ILOs).
 - Each learning experience at the course level is characterized by explicit student learning outcomes, a plan for experiences that will lead students to achieve these outcomes, and a plan for assessing that achievement.

7. Textbook Policy 7.3 (April 2013)

- Professor Frank Conner and Assistant Professor Robert Leunk explained the current policy, which is designed to provide clear direction for use and ordering of textbooks, course packs, instructional materials, and supplies, while ensuring the materials meet the College's commitment to equal access for all students.
- The revised policy outlines the role of the Department/Program in making textbooks and materials decisions and the role of the Department Heads/Program Directors in implementing those decisions.
- The revised policy integrates the need for equal access to learning materials as defined by the Americans with Disabilities Act Amendment, Section 504 of the Civil Rights Act of 1973.

8. Mandatory Student Orientation Policy (April 2013)

- Associate Dean Eric Mullen outlined the need to eliminate the chaos of starting college for new students. Evidence indicates that student success is correlated to the starting experience for new students.
- At present, orientation reaches only 60% of new students; late registering students do not receive orientation at all.
- The new policy will require that all students new to GRCC attend a mandatory New Student Academic and Financial Advising session prior to enrollment in courses. Excluded from this policy are students who transfer in 12 credits taken at another college. New students who enter with a high school GPA of 3.0 or higher will have the option to participate in an online version of the New Student Academic and Financial Advising program. Students who have extenuating circumstances and cannot attend the on-campus event (e.g., currently deployed in the military, only taking classes at a distance, etc.) may appeal to participate in the online version. The Director of Admissions and Enrollment will receive these appeals.
- A pilot will be developed and tested during the summer 2013 session. Costing out the program, staffing, developing IT resources, creating a budget, and finding new revenue sources will all need to be addressed in the 2013-14 academic year. Full implementation is scheduled for Fall 2014.

9. Common Syllabus Elements Policy (April 2013)

- Associate Dean Bill Faber presented the Common Syllabus initiative, which was generated from an AGC issue paper from the previous year.
- The common syllabus is an effort to standardize aspects of course syllabi such as general information and College policies. This will be particularly useful for adjunct faculty.
- The common syllabus is a minimal requirement. Faculty members are free (encouraged) to include any other information they feel is necessary for their course.
- The common syllabus elements include the following:

General Information

- Instructor Name
- Contact Information (preferred method of contact)
- Availability (office hours, if applicable)
- Course Information (course description, name, number (from the CARP))
- Required Materials (textbook, supplies)
- Student Learning Outcomes (from the CARP)
- Course Specific Requirements (Background Check, Off Campus Trips, etc.)

Section Policies

- Attendance Policy
- Grading Procedure (assessment breakdown: ex: 25% quizzes, 75% papers)
- Grading Policy (how final grade is calculated: ex: 75% = C)
- Late Assignment Policy

College Policies – Suggested Language

- GRCC E-mail and Course Communications
“Students are responsible for all communications sent via Blackboard and to their GRCC email account. “
“GRCC student e-mail can be accessed through email.grcc.edu and Blackboard at bb.grcc.edu.”
- Disability Support Services
“Students with disabilities who wish to request accommodations must be registered with the Disability Support Services (DSS) Office in Room 368 of the Student Center. You may contact them at (616) 234-4140 for more information. Once you are registered with the DSS Office, you will be given an *Accommodations Agreement* to present to me to verify your registration. Please see me as soon as possible so we may have a private conversation to discuss accommodations.”
- Student Code of Conduct
“All GRCC students are held accountable to the Student Code of Conduct, which outlines expectations pertaining to academic honesty (including cheating and plagiarism), classroom conduct, and general conduct. The Code can be found in full at www.grcc.edu/codeofconduct .”
*Add course/instructor specific implications of code violations

Changes to the Syllabus – Suggested Language

“The instructor reserves the right to change the contents of this syllabus due to unforeseen circumstances. Students will be given notice of relevant changes in class, through a Blackboard Announcement or GRCC email. “

10. Acceptance of C- Grades Policy 7.11 Review (April 2013)

- Associate Dean Amy Koning presented the committee finding of the Policy 7.11 Review scheduled for this year.
- The committee recommended changes to clear up the language of the policy, but not to change its intent.
- The two paragraphs in Section III were replaced by the following:
 - GRCC will continue its current practice of accepting grades of C- from transfer institutions.
 - When prerequisites are determined for progression within a degree, a grade of C- or higher must be earned.
 - Only those departments that offer subject specific pre-requisites, as noted in the current catalog, may continue to use a grade of C or some other earned grade/score to determine progression in a degree program or discipline. These departments will continue to accept C- grades from transfer institutions.

11. Mandatory Placement Policy 8.2 Review (April 2013)

- Enrollment Center Director Lori Cook, representing Dean John Cowles, provided a three-year history indicating that overall, the mandatory placement policy has had a positive effect on students and should be continued with some modifications.
- Multiple processes were put in place to double check data integrity. As a result, investigators did not find any students that were not placed into the correct class based on the Accuplacer score.
- Policy 8.2 revision resulted in the following updates:
 - Under section X Procedures - add MA 098 to the list of courses.
 - Under section X Procedures – update the title to the Associate Dean of Student Success and Retention.
 - Under section X Procedures – add the statement: “Students placing into two or more developmental classes are also required to enroll and complete PY 097. Students will not be permitted to self-enroll until this course has been completed with a grade of C- or higher.

12. Faculty Ethics Policy 7.12 Review (April 2013)

- Professor Mike Light presented this policy review with no suggestions for revisions. There were no subsequent issues or concerns, so this policy completed its review cycle with no modifications.
- This policy clarifies standards of professional conduct derived from general professional consensus about the existence of certain principles considered basic to acceptable faculty behavior. These principles are viewed by faculty as consistent with the mission of the College, and with the highest standards of professional conduct.

Updates and Presentations

Throughout the year, faculty, academic administrators, and staff made presentations and submitted written updates of work related to campus-wide issues and to previous AGC decisions. Details for each report and presentation are available at the AGC website, grcc.edu/agc. The dates within parentheses indicate the month when the update/presentation took place. Some issues will be scheduled to return to AGC for further updates.

Written Reports presented to AGC

October 2012

- Institutional Learning Outcomes (ILOs)
- Academic Program Review
- Learning Environments Team (LET)
- Grade Grievance Update
- 2011-2012 Sabbatical Reports

March 2013

- Bookstore Update /Data
- Pre-Requisites: The Final Phase
- ESL Course Endorsement
- Sabbatical Policy Review/Process

April 2013

- Athletics Oversight Update
- PY 097 Update
- Sustainability Update

Presentations to AGC

1. President's Remarks (September 2012)

- President Ender complimented AGC on its accomplishments over the 2011-12 year, outlined in the 2011-12 AGC Summary Report. He stated that he believed in the work of AGC and its continued efforts to help drive the college.
- He reported plans to move forward with hiring the CTE Director and the ESP for the Associate Dean of Arts & Sciences. Ender also reported that Dr. Andy Bowne had been named Chancellor of the Ivy Tech Community College's East Central region, effective October 8th. Until a replacement for Bowne has been hired, the Foundation Office will report to Kathy Mullins. Grant work will now report to Provost Gely.

2. IIPD Update (September 2012)

- Director of Grants and Resource Development Judith Larsen described the IIPD (Instructional Improvement & Professional Development) grant and application process. While most IIPD grants have funded conference attendance, IIPD grants have also supported several individual and group projects.
- Jill Woller-Sullivan asked members to remind their faculty colleagues of this opportunity and the October 12 deadline for application.

3. Elimination of No Show Policy 8.19 (September 2012)

- Associate Dean Amy Koning explained that the original No Show policy was put in place because of financial aid mandate. Recent changes to financial aid disbursements now require attendance confirmation, but no longer require a no-show designation. All faculty members have received e-mails describing the new process to confirm each student's attendance. Koning explained that this new process is not an academic policy, but a Federal requirement for financial aid disbursement of funds.

4. MQA Site Visit (September 2012)

- Two members from the Michigan Quality Award (MQA) Team joined the AGC meeting to ask several questions regarding AGC processes and outcomes. All AGC members had the opportunity to respond.

5. Credits and Program Length (October and November 2012)

- In October, Dean Patti Trepkowski stated that this report is a good example of documentation the Higher Learning Commission (HLC) now requires as confirmation that GRCC follows its own policies. The report includes data on course meeting patterns and the Credit Hour policy. HLC is scheduled to review this report during its 2013-14 site visit to GRCC.
- In November, Trepkowski stated that the completed HLC report would be made available for college review, but would not be brought back specifically to AGC.

6. Records vs. Grades (October 2012 and February 2013)

- In October, Professor Vicki Meyers gave a quick history on the discussion of differences between records and grades, which began during revision of the Nursing Department handbook language on records retention. Currently, GRCC does not have a working definition that distinguishes between a student record and a grade, although the faculty contract states that faculty must keep student records for seven years. Meyers reviewed other institutions' practices as well as FERPA requirements. She reported that the team had developed several different definitions, and requested written feedback from both table discussions and members' departments.
- In February, Meyers reviewed the current language on records vs. grades from the faculty contract and Records Office. She shared both AGC table discussions and departmental feedback with the group, including four common topics: the seven-year contract rule, final grades and attendance policy, grievance policy rule, and accreditation requirements. Dean Fiona Hert addressed each of these topics. Hert also reported that this information is only a small part of record retention. The GRCC General Counsel's Office will create and implement a record retention policy by the end of May, eliminating the need for AGC vote.

7. Distance Learning Faculty Advisory Board (October 2012)

- Professor Garry Brand reviewed the history of the distance learning Faculty Advisory Board (DLFAB) and details of GRC's Distance Learning Plan. The Higher Learning Commission (HLC) now requires each institution's faculty to have a designated role in design and implementation of online learning offerings.
- Brand reported that the DLFAB is using internal data, as well as feedback from the recent Higher Learning Commission (HLC) visit, for planning.
- Professor Mike Light then facilitated discussion and feedback on DLFAB plans.

8. Student Conduct and BIT Update (October 2012)

- Director of Student Life and Conduct Sara Dorer requested input on the new format for the Classroom Management flow chart. She also identified recent changes in Title IX and Early Alert.
- Dorer shared reports, including numbers of police reports, classroom conduct issues, academic honesty, sanction levels for four semesters, BIT (Behavioral Intervention Team) reports, early alert (behavior flags), and tobacco warning letters.

9. Middle College Update (November 2012)

- Dean Dan Clark reviewed the "dual enrollment or hybrid" model between GRCC and the Wyoming Public Schools (WPS). Beginning with 9th grade, a select group of WPS students may take courses at both institutions, increasingly more with GRCC with each year of the program.
- All college courses are GRCC college courses with the same curriculum, assessments, textbooks, assignments, and grading; all college courses are taught by GRCC faculty; all students are under both Wyoming HS and GRCC student code of conduct; and all FERPA guidelines apply.
- Student eligibility requirements include a student questionnaire, high school assessments, staff recommendations, GPA of 2.5 or greater, and an Accuplacer reading score of 70 or greater. This year 50 students were selected for the program
- The intent of both Wyoming Public Schools administration and GRCC administration is to move this program from a school-within-a-school to a separate facility in its third year, offering the Middle College, dual enrollment, and general public education opportunities. A second cohort of students will begin in Fall 2013 and a third cohort of students in Fall 2014.

10. General Education Pilot Update (February 2013)

- Assistant Professor Dillon Carr outlined the issues related to the College's General Education distribution system which include; where a course fits in to the system, criteria for a course fitting into a part of the system, and articulating the expected learner outcomes.
- The committee proposed changes summarized below.
 - Established a definition of each distribution area.
 - Defined the criteria that will be used in making decisions about inclusion of courses in the distribution areas. The committee will also identify a process of integrating this work within the existing New Course Approval and Course Review and Evaluation processes.
 - The committee will articulate expectations for student outcomes upon successful completion of the distribution areas.
- Departments will now use the criteria and outcomes established by the committee to review their courses as to fit within the distribution system.

11. Internationalization of the Curriculum (March 2013)

- Associate Dean Ric Underhile reviewed the 2010 AGC initiative to explore how the College's curricula address the issue of embracing a global view of the world. The Internationalization of the Curriculum committee defined terms to enhance communication within the College, outlined the various benefits to students, and showed how this effort was part of the Social Responsibility Institutional Learning Outcome (ILO)
- During this same time span the Study Away program has been reviewed and enhanced. One significant change included expanding the Study Away (formerly Study Abroad) to studies within the United States. As a result of this and other GRCC curriculum changes, most of the findings of the Internationalization of the committee are now being addressed.
- The Internationalization of the Curriculum committee had completed its charge and recommended that it be retired. The AGC agreed and thanked the committee.

12. Faculty/Institutional Commitment to Use of Bb (March 2013)

- Director of Distance Learning and Instructional Technology Eric Kunnen reviewed the commitment made in 2010 to faculty use of Blackboard. He also reviewed support services provided, including faculty training, help desk, Center for Teaching Excellence drop-in sessions, and video tutorials.
- Current data indicate that 71% of instructors have at least accessed the grade center, 83% of students have accessed the grade book, and 62% of courses utilize the grade center. While progress has been made, there is still more that needs to be done to get complete compliance with this policy.

13. Academic Standing Policy 7.19 Review (April 2013)

- Dean Tina Hoxie explained that the policy had been reviewed in 2009 but current review was needed to conform to HLC requirements under "assumed practices" in regards to institutional integrity. This policy is essentially about setting the guidelines for students being placed on probation and suspension and the actions by which these conditions are resolved.
- The proposed changes concerning probation were generally agreed upon by AGC members, but concern remained about two different proposed options concerning probation. AGC charged the committee with merging the two options into one statement. This proposal will return to AGC early in the next academic year.

2012-13 Procedural Actions

1. Approved Standing committees and Chairs (September 2012)
2. Reviewed brainstorming Issues and instituted applicable changes (September 2012)
3. Conducted member elections (September 2012)
4. Conducted new member orientation (September 2012)
5. Issued President's Report (September 2012)
6. Conducted Bylaw revision/review (September 2012)
7. Presented reports to Board of Trustees (January 2013); changed reporting schedule to January and September
8. Approved recommendation of graduates (April 2013)
9. Issued Provost's Reports (monthly)
10. Conducted and reviewed year-end evaluations and instituted applicable changes
11. Conducted and reviewed year-end evaluations and instituted applicable changes
12. Approved student representative to Grade Appeal Hearing Committee

AGC 2012-2013 Evaluation Results and Actions Taken

Every year the Executive Committee of AGC conducts an evaluation and uses the results to improve AGC's processes for the following year. The evaluation for 2012-2013 took place during the April 23 meeting. The results from the first part of the survey and the responses from the Executive Committee of AGC follow:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Abstain	Response from ExecAGC
1. AGC fulfilled its purpose.	41%	53%	2%	2%	2%	
	94%		4%		2%	
2. AGC accomplished an appropriate amount of work.	48%	44%	6%	0%	2%	
	92%		6%		2%	
3. The scheduling of AGC meetings was adequate to complete the work.	51%	41%	6%	0%	2%	
	92%		6%		2%	
4. Communication from AGC Exec helped me prepare for meetings.	47%	47%	4%	0%	2%	
	94%		4%		2%	
5. The AGC website provided useful information.	15%	38%	23%	2%	21%	ExecAGC will ask membership for clarification during the first meeting of the 2013-14 academic year.
	53%		25%		21%	
6. I was successful in obtaining feedback from my department or program.	33%	44%	10%	2%	10%	ExecAGC will ask membership for clarification during the first meeting of the 2013-14 academic year.
	77%		12%		10%	
7. The topics and issues addressed at AGC were relevant.	45%	45%	2%	2%	6%	
	90%		4%		6%	
8. The information presented at AGC meetings was useful.	22%	69%	4%	2%	2%	
	91%		6%		2%	
9. The quality of discussion in AGC meetings advanced the work.	16%	53%	22%	4%	4%	ExecAGC will ask membership for clarification during the first meeting of the 2013-14 academic year.
	69%		26%		4%	
10. AGC made effective decisions this year.	33%	55%	8%	4%	0%	
	88%		12%		0%	
11. The decisions made by AGC had a positive impact on the college as a whole.	39%	51%	6%	0%	4%	
	90%		6%		4%	

AGC 2012-2013 Year-End Evaluation: Summary of Open Comments

Things that worked well:

1. iClickers worked well and saved time
2. The change to monthly meetings
3. Structured agendas and meetings adhered to the timeline of the agenda
4. Challenging discussion with the whole body resulting in positive change in policies
5. Preparation of materials prior to meetings
6. Use of dissent forms

Areas for Improvement	AGC Executive Committee Response
1. Send all attachments in one e-mail, one week in advance. Set firm deadlines to submit materials to AGC Exec.	Implemented at end of academic year 2012-13. Presenters who do not submit materials by published deadlines will have their items removed from the meeting agenda; this includes amended presentations brought to meetings.
2. The agendas were very full. Perhaps have two meetings in November and April to wrap up end of semester issues.	Work on the calendar to distribute work more evenly throughout the year, and retain the option to schedule one or more additional meetings as needed. Talk at first meeting re: deadlines and implications.
3. AGC Exec should review topics prior to presentation and be consistent in their recommendation to presenters (i.e. Academic Standing).	Review all first presentations, including reviews of current policies. If after the first review, the intent of the issue changes, ExecAGC will determine whether further review is required.
4. Discussion process needs to be more transparent (i.e. where do the submissions go).	ExecAGC will ask membership for clarification during the first meeting of the 2013-14 academic year.
5. When soliciting the End of Year Evaluation, consider using: a. Agree b. Mostly Agree c. Mostly Disagree d. Disagree e. Abstain	ExecAGC will consider this when developing the evaluation process and instrument for 2014.
6. The AGC website is difficult to locate; also, make it compatible with Firefox.	The AGC website is listed in the Academic menu, and may also be found at www.grcc.edu/agc . Drupal, the web page developer used by GRCC, is incompatible with Firefox.
7. A time for questions to the Provost at the beginning of the agenda to have an explanation of big picture policies and implications.	AGC is the body where academic policy is formulated and then sent to the Provost. ExecAGC will continue to encourage each presenter to address implications of proposed policies. The Provost has offered and continues to offer opportunities for open dialogue throughout the year.

Issues for Next Year	AGC Executive Committee Response
1. Finish General Education policy.	This will be scheduled during the 2013-14 academic year.
2. Re-examine voting procedures. a. AGC should require a 2/3 vote for any proposal. b. Dean's/Assoc. Deans vote?	Voting procedures are part of the By-Laws, which will be reviewed at an AGC meeting during Winter 2014 and voted on in Fall 2014. Individuals wishing to propose changes to the By-Laws may follow the process outlined in the By-Laws Current voting membership during the 2012-13 year includes 50 faculty and 15 administrators. Seven non-voting members also attend meetings.
3. Study impact of decisions on College (i.e. Mandatory Placement).	Policy decisions have an evaluation schedule determined when the Provost accepts the policy recommendation. Evaluation may require a written report to the AGC.
4. Expansion of Mandatory Placement to include ESL and developmental classes.	ExecAGC will appoint a team to explore this issue and bring a proposal to the full membership.
5. Block room scheduling and course common start times from allowing back-to-back scheduling.	This is an operational issue, not an academic policy issue. A project request has already been submitted to IT to address this issue.
6. Consideration of distance education policy.	Two groups, the Distance Learning Faculty Advisory Board and the Distance Learning College Action Project (CAP) Team, expect to propose policies for AGC review and approval.
7. Academic Grading Policy should return for review.	The Provost has requested that ExecAGC should appoint a team during 2013-14 to further clarify two points of this policy: "I" and 70% limit for students to drop.

Policies/Practices for Consideration during 2013-2014

1. Academic Standing Policy
2. Attendance Policies 8.8.a (Faculty) and 8.8.b (Students)
3. Policy on Children in the Classroom
4. ACT Cut Scores Policy
5. Standards of Progress for International Students
6. Student Code of Conduct
7. Grading Policy (Section on Incomplete Grades)
8. New Course Approval Process
9. General Education Policy

AGC Executive Committee and AGC Members' Responsibilities

AGC Executive Committee Members' Responsibilities

According to the Bylaws, AGC Executive committee members have the following duties, responsibilities, and authority:

- Preside at all meetings of the Academic Governing Council and at any special meetings called by the council.
- Schedule meetings of the Academic Governing Council and prepare the agenda for those meetings.
- Appoint, subject to Council approval, the Chairpersons of all standing and ad-hoc committees. Appoint members of standing and ad-hoc committees, subject to the confirmation of the council.
- Serve as ex-officio members of any and all Council committees.
- Serve as a liaison between the Provost and the AGC.
- The Executive Committee will also perform the duties of the Chairperson on a rotating basis to be determined by the Committee. The individual serving as chair at a particular meeting will only be allowed to vote in the case of a tie. All other members of the Executive Committee will be voting members of the AGC.
- The Executive Committee will also be responsible for keeping all records (including minutes, committee reports, and dissent forms) and for transmitting copies of approved minutes, reports, and forms to any interested party upon request.

In order to perform these duties the Executive Committee members:

- Meet twice a month from September to April.
- Hold two planning retreats during the summer.
- Have divided their responsibilities by member and specific tasks that include a detailed list of actions that take place during the AGC meeting, during the AGC Executive Committee meetings and outside those occasions. The following list represents the work performed during a year by the Executive Committee members.
 - Performed at AGC monthly meetings
 - Serve as parliamentarian for each meeting.
 - Deliver an orientation for new members.
 - Lead meetings as necessary.
 - Facilitate table discussion at meetings.
 - Facilitate technology.
 - Monitor dynamics of meetings.
 - Performed at Exec AGC bimonthly meetings or retreats
 - Analyze previous AGC meetings (form/structure and content).
 - Prepare an agenda for monthly AGC meetings.
 - Preview presentations and prepare presenters as needed.
 - Bring up possible topics for discussion.
 - Prepare year-long agenda for AGC Exec meetings.
 - Take minutes of Executive Committee meetings.
 - Plan/organize and carry out the election processes.
 - Plan and conduct a yearly evaluation of AGC. (April)
 - Revise official forms (decision form, minority opinion form, committee action form, issue proposal form, etc.)
 - Track decisions and assign who will complete and send the decision form to the Provost' Office.
 - Set up committees.
 - Assess Executive Committee work. (June)
 - Prepare AGC yearlong agenda

- Performed outside meeting time
 - Lead the periodic revision of the bylaws. (as needed)
 - Develop an orientation for new members. (August)
 - Revise the team charter and formally submit it to the designated official. (January)
 - Prepare and submit budget requests to meet the needs of the group for meetings. (January)
 - Recruit members as needed. (yearly)
 - Report updates to Cabinet (monthly)
 - Present AGC to new faculty members as part of the new faculty institute. (October)
 - Prepare a year- end report. (May)
 - Run the elections. (yearly) (May/June)
 - Prepare and deliver updates for the BOT meetings. (September)
 - Maintain AGC history.
 - Communicate with presenters on intended outcomes, dates of presentation and date of AGC Executive Committee preview if necessary. (monthly)
 - Communicate individually with presenters regarding meeting materials for sharing and presenting. (monthly)
 - Post all meeting and presentation information on the AGC website. (monthly)
 - Revise minutes. (monthly)
 - Coordinate the logistics for each meeting (room set-up, technology, etc.). (monthly)
 - Communicate/update on work done and decisions. (monthly)
 - Prepare and present decisions forms to the Provost Office. (monthly as needed)
 - Set up meeting arrangements for Executive Committee (monthly)
 - Prepare and administer AGC evaluation for all faculty (April)

AGC Members' Responsibilities

AGC members have the responsibility to attend all meetings and to represent their respective departments in the discussions and decisions. AGC members also have the responsibility of communicating with their departments the issues and decisions and anything else that is discussed during the monthly meetings. See also Guidelines for Service on the Academic Governing Council (AGC):

gccc.edu/sites/default/files/attachments/AGC%20Service%20Guidelines.pdf

AGC Membership 2012-2013

NAME	SCHOOL/DEPARTMENT/PROGRAM	AGC ROLE	AGC TERM
Alyse Cleaver	Arts & Sciences	Adjunct Faculty Representative	Fall 2011 – Winter 2013
Frederick van Hartesveldt	Arts & Sciences	School-Wide At-Large Rep.	Fall 2011 – Winter 2013
Laurie Foster	Biological Sciences	At-Large Full-Time Faculty Rep.	Fall 2011 – Winter 2013
Ann Alexander	Business	At-Large Full-Time Faculty Rep.	Fall 2011 – Winter 2013
Luann Keizer	Computer Applications	At-Large Full-Time Faculty Rep.	Fall 2011 – Winter 2013
Jill Woller-Sullivan	Counseling & Career Center	At-Large Full-Time Faculty Rep.	Fall 2012 – Winter 2014
Michael Whitman	Culinary – SICE	At-Large Full-Time Faculty Rep.	Fall 2012 – Winter 2014
	Dental Auxiliaries	At-Large Full-Time Faculty Rep.	
Jan Chapman	English	At-Large Full-Time Faculty Rep.	Fall 2012 – Winter 2014
Keith Ferguson	Job Training	At-Large Full-Time Faculty Rep.	Fall 2012 – Winter 2014
Harold Lee	Language & Thought	At-Large Full-Time Faculty Rep.	Fall 2012 – Winter 2014
Nan Schichtel	Library & Learning Commons	At-Large Full-Time Faculty Rep.	Fall 2012 – Winter 2014
	Manufacturing	At-Large Full-Time Faculty Rep.	
Nancy Forrest	Mathematics	At-Large Full-Time Faculty Rep.	Fall 2012 – Winter 2014
Carol VanRandwyk	Music	At-Large Full-Time Faculty Rep.	Fall 2012 – Winter 2014
Victoria Meyers	Nursing	At-Large Full-Time Faculty Rep.	Fall 2012 – Winter 2014
Elaine Kampmueller	Physical Sciences	At-Large Full-Time Faculty Rep.	Fall 2012 – Winter 2014
Elizabeth LaPonsie	Preschool	At-Large Full-Time Faculty Rep.	Fall 2012 – Winter 2014
Sandy Lancaster	Psychology	At-Large Full-Time Faculty Rep.	Fall 2012 – Winter 2014
Heather Forrest	Social Sciences	At-Large Full-Time Faculty Rep.	Fall 2012 – Winter 2014
Kimberly Overdevest	Visual Arts	At-Large Full-Time Faculty Rep.	Fall 2012 – Winter 2014
Gayl Beals	Workforce Development	School-Wide At-Large Rep.	
Cheryl Kautz	Workforce Development	Adjunct Faculty Representative	Fall 2011 – Winter 2013
<i>These Departments/Programs having less than or equal to five full-time faculty are not required to have an At-Large Representative:</i>			
	Adult & Developmental Education	Per AGC Bylaws	As of 2012-2013
	Applied Technology	Per AGC Bylaws	As of 2012-2013
	Automotive	Per AGC Bylaws	As of 2012-2013
	Career Development Services	Per AGC Bylaws	As of 2012-2013

	Criminal Justice	Per AGC Bylaws	As of 2012-2013
	Mechanical & Architectural Design	Per AGC Bylaws	As of 2012-2013
	Education	Per AGC Bylaws	As of 2012-2013
	Occupational & Disability Support Services	Per AGC Bylaws	As of 2012-2013
	Occupational Therapy Assistant	Per AGC Bylaws	As of 2012-2013
	Radiologic Technology	Per AGC Bylaws	As of 2012-2013
	TriO/Student Support Services	Per AGC Bylaws	As of 2012-2013
	Wellness	Per AGC Bylaws	As of 2012-2013
Linda Spoelman	Adult & Developmental Education	Director	By AGC Appointment
Mike Kiss	Applied Technology	Department Head	Fall 2012 – Winter 2014
Charlie Wells	Athletics	Director	Per AGC Bylaws
Chad Lodenstein	Automotive	Department Head	Fall 2012 – Winter 2014
Robert Long	Biological Sciences	Department Head	Fall 2013 – Winter 2015
Felix Pereiro	Business	Department Head	Fall 2012 – Winter 2014
Paul Phifer (Resigned as Prog. Dir. 9/11/12)	Career Development Services	Program Director	Per AGC Bylaws
Timothy Koets	Computer Applications	Department Head	Fall 2012 – Winter 2014
Lynnae Selberg	Counseling & Career Center	Program Director	Per AGC Bylaws
Nikki Banks	Criminal Justice	Department Head	Fall 2012 – Winter 2014
Daniel Gendler	Culinary – SICE	Program Director	Per AGC Bylaws
Eve Sidney	Dental Auxiliaries	Program Director	Per AGC Bylaws
Becky Brinks	Education	Program Director	Per AGC Bylaws
Janice Balyeat	English	Department Head	Fall 2012 – Winter 2014
Aleta Anderson	Language & Thought	Department Head	Fall 2012 – Winter 2014
John Doneth	Manufacturing	Department Head	Fall 2012 – Winter 2014
John Dersch	Mathematics	Department Head	Fall 2012 – Winter 2014
Tom Boersma	Mechanical & Architectural Design	Department Head	Fall 2012 – Winter 2014
Kevin Dobreff	Music	Program Director	Per AGC Bylaws
Michelle Richter	Nursing	Program Director	Per AGC Bylaws
Anne Sherman	Occupational & Disability Support Services	Program Director	Per AGC Bylaws
Karen Walker	Occupational Therapy Assistant	Program Director	Per AGC Bylaws
Tom Kaechele	Theatre	Program Director	Per AGC Bylaws
Jennifer Batten	Physical Sciences	Department Head	Fall 2012 – Winter 2014
Frank Conner	Psychology	Department Head	Fall 2012 – Winter 2014
Deborah Nordman	Radiologic Technology	Program Director	Per AGC Bylaws
Mike Light	Social Sciences	Department Head	Fall 2012 – Winter 2014
Whitney Harper	TriO/Student Support Services	Program Director	Per AGC Bylaws
Nick Antonakis	Visual Arts	Department Head	Fall 2012 – Winter 2014
Jodi Kuyt	Wellness	Department Head	Fall 2012 – Winter 2014

Cindy Martin (Retired on 01/09/13)	Adult & Developmental Education	Dean	Per AGC Bylaws
Laurie Chesley	Arts & Sciences	Dean	Per AGC Bylaws
Michael Vargo	Arts & Sciences	Associate Dean	Per AGC Bylaws
William Faber	Arts & Sciences	Interim Associate Dean	Per AGC Bylaws
Eric Mullen	Enrollment Management & Financial Aid	Associate Dean	Per AGC Bylaws
Diane Patrick	Enrollment Services/Registrar	Associate Dean	Per AGC Bylaws
Donna Kragt	Institutional Research & Planning	Dean	Per AGC Bylaws
Patti Trepkowski	Instructional Support & Interdisciplinary Studies	Associate Provost/Dean	Per AGC Bylaws
Ric Underhile	Instructional Support & Interdisciplinary Studies	Associate Dean	Per AGC Bylaws
Daniel Clark	Lakeshore Campus & Regional Centers	Dean	Per AGC Bylaws
Lilly Anderson	Lakeshore Campus & Regional Centers	Associate Dean	Per AGC Bylaws
Tina Hoxie	Student Affairs	Associate Provost/Dean	Per AGC Bylaws
John Cowles	Student Success & Retention	Dean	Per AGC Bylaws
Amy Koning	Workforce Development	Associate Dean	Per AGC Bylaws
Fiona Hert	Workforce Development	Dean	Per AGC Bylaws
Paula Sullivan	Workforce Development	Associate Dean	Per AGC Bylaws
Eric J. Kunnen	Distance Learning & Instructional Technologies	Non-Voting Member	Yearly Appt./2012-2013
Kevin O'Halla	Information Technology	Non-Voting Member	Yearly Appt./2012-2013
Pat Ingersoll	Library & Learning Commons	Non-Voting Member	Yearly Appt./2012-2013
Gilda Gely	Office of the Provost	Ex-Officio/Non-Voting Member	Per AGC Bylaws
Lisa Freiburger	Business & Financial Services	Non-Voting Member	Yearly Appt./2012-2013
George Waite	Tassell M-Tec & Employee Training	Non-Voting Member	Yearly Appt./2012-2013
Julie Parks	Workforce Training	Non-Voting Member	Yearly Appt./2012-2013

Minutes of 4.10.12	Team Chairs & Standing Committees	Minutes of 9.11.12	Minutes of 10.9.12	Student Rep - Grade Appeal Committee	Accessible Course Materials Issue Paper	By-Law Revisions	Minutes of 11.13.12	Mandatory FYE (Table Vote)	Minutes of 12.11.12	Mandatory FYE	College Generated Graduation Policy	Revision of Grading Policy 7.10	Minutes of 2.12.13	Library Collection Policy	Minutes of 3.12.13	Multiple Associate Degrees	Curriculum Model and Program Development	Minutes of 4.9.13	Recommendation of F12 Graduates	Recommendation of W13/S13 Graduates	Textbook Policy 7.3	Mandatory Student Orientation	Common Syllabus Elements	Acceptance of C- Grades Policy 7.11	Mandatory Placement Policy 8.2	Faculty Ethics Policy 7.12
Alexander, Ann	A	A	NV	A	A	A	A	NV	A	B	NV	B	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Anderson, Aleta	A	NV	A	A	A	A	A	A	A	A	A	B	A	A	A	A	NV	A	A	A	A	A	A	A	A	A
Anderson, Lilly	NV	NV	NV	NV	NV	NV	A	A	A	A	A	B	NV	NV	A	A	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV
Antonakis, Nick	A	A	A	B	A	A	NV	NV	NV	NV	NV	NV	A	A	NV	NV	NV	NV	A	A	A	A	A	A	A	A
Balyeat, Janice	NV	NV	NV	A	A	A	NV	NV	NV	B	NV	B	A	A	NV	A	B	NV	A	A	A	A	A	A	A	A
Banks, Nikki	A	NV	A	A	A	A	NV	NV	NV	NV	NV	NV	A	A	NV	A	A	NV	A	A	A	A	A	A	A	A
Batten, Jennifer	A	NV	A	A	A	A	A	B	A	B	A	NV	A	A	A	A	B	A	A	A	A	A	A	A	A	C
Beals, Gayl	NV	NV	A	A	A	NV	A	A	A	B	A	A	A	A	NV	NV	NV	A	NV	A	A	A	A	A	A	A
Boersma, Tom	A	A	NV	NV	NV	NV	A	B	A	B	A	A	NV	NV	A	NV	A	A	A	NV	A	A	A	A	A	A
Brinks, Rebecca	A	A	A	A	A	A	NV	NV	NV	NV	NV	NV	A	A	A	NV	B	A	A	A	A	NV	NV	NV	A	A
Chapman, Janice	A	A	A	A	A	A	A	A	NV	A	NV	NV	A	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV
Chesley, Laurie	A	NV	A	A	A	A	A	NV	A	A	A	B	A	A	A	A	B	NV	NV	NV	NV	NV	NV	NV	NV	NV
Clark, Dan	NV	NV	A	A	A	A	A	A	A	A	A	A	NV	NV	NV	B	A	A	A	A	A	A	A	A	A	NV
Cleaver, Alyse	A	NV	A	B	A	A	A	A	NV	A	A	A	NV	NV	A	A	A	A	A	A	A	A	A	A	A	A
Conner, Frank	A	NV	NV	A	A	A	NV	A	A	B	A	A	NV	NV	C	A	A	A	A	NV	NV	NV	NV	NV	NV	A
Cowles, John	NV	NV	A	A	A	A	A	B	A	A	A	A	A	NV	A	A	A	NV	A	A	A	A	A	A	A	NV
Dersch, John	NV	A	NV	NV	NV	NV	A	A	A	B	A	B	A	A	A	A	B	NV	NV	NV	NV	NV	NV	NV	NV	NV
Dobreff, Kevin	A	NV	NV	NV	NV	NV	NV	NV	A	A	B	B	A	A	NV	NV	NV	NV	A	A	A	A	B	B	A	A
Doneth, John	A	A	A	A	B	A	B	A	A	B	A	A	A	A	NV	B	B	A	NV	A	NV	A	B	B	A	A
Faber, Bill	A	A	NV	A	NV	A	A	A	A	A	A	A	A	A	NV	NV	NV	A	A	A	NV	A	A	A	A	NV
Ferguson, Keith	A	A	NV	A	A	A	A	A	A	A	A	A	A	A	NV	NV	NV	A	A	A	A	A	A	A	A	NV
Forrest, Nancy	A	A	A	A	A	A	A	A	A	A	A	B	A	A	NV	NV	NV	A	A	A	A	A	A	A	A	A
Foster, Laurie (Substituting for R. Leunk)	A	NV	NV	A	A	A	A	NV	NV	NV	NV	A	NV	NV	A	A	NV	NV	A	NV	A	A	A	A	A	A
Gee, Jodi	A	A	A	A	A	A	A	A	A	B	A	C	A	A	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV
Gendler, Dan	A	NV	NV	NV	NV	NV	NV	NV	NV	A	A	A	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV
Harper, Whitney	A	A	A	B	A	A	A	B	A	A	A	B	NV	NV	NV	B	NV	NV	NV	NV	NV	A	A	A	B	A

2012-2013 AGC Vote Results
(Alphabetical by Last Name)

2012-2013 AGC Attendance Roster (Alphabetical by Last Name)	9.11.2012	10.9.2012	11.13.2012	12.11.2012	2.12.2013	3.12.2013	4.9.2013	4.23.2013
Alexander, Ann	✓	✓	✓	✓	✓	✓	✓	✓
Anderson, Aleta	✓		✓	✓	✓	✓	✓	✓
Anderson, Lilly	✓	✓		✓	✓		✓	
Antonakis, Nick	✓	✓	✓			✓		✓
Balyeat, Janice	✓	✓	✓	✓	✓	✓	✓	✓
Banks, Nikki	✓	✓	✓	✓		✓	✓	✓
Batten, Jennifer	✓	✓	✓	✓	✓	✓	✓	✓
Beals, Gayl	✓	✓	✓	✓	✓	✓		✓
Boersma, Tom	✓	✓		✓	✓		✓	✓
Brinks, Rebecca	✓	✓	✓	✓		✓	✓	✓
Chapman, Janice	✓	✓	✓	✓				✓
Chesley, Laurie	✓	✓	✓	✓	✓	✓	✓	
Clark, Dan			✓	✓	✓		✓	✓
Cleaver, Alyse	✓		✓	✓	✓		✓	
Conner, Frank	✓		✓	✓	✓		✓	✓
Cowles, John	✓	✓	✓	✓	✓			
Dersch, John	✓	✓		✓	✓	✓	✓	
Dobreff, Kevin	✓	✓			✓	✓		✓
Doneth, John	✓	✓	✓	✓	✓	✓	✓	✓
Faber, Bill	✓	✓	✓	✓	✓	✓		✓
Ferguson, Keith	✓		✓	✓	✓	✓		✓
Forrest, Nancy	✓	✓	✓	✓	✓	✓	✓	✓
Gee, Jodi	✓	✓	✓	✓	✓	✓		
Gendler, Dan	✓	✓			✓			
Harper, Whitney	✓	✓	✓	✓	✓		✓	✓
Hert, Fiona	✓	✓		✓	✓	✓	✓	✓
Hoxie, Tina	✓	✓	✓	✓	✓	✓	✓	✓
Kaechele, Tom	✓	✓		✓			✓	
Kampmueller, Elaine	✓	✓	✓	✓	✓	✓	✓	✓
Kautz, Cheryl	✓	✓	✓	✓	✓	✓		✓
Keizer, Luann	✓	✓	✓	✓	✓	✓	✓	
Kiss, Mike	✓	✓		✓	✓	✓	✓	✓
Koefs, Tim	✓	✓	✓	✓	✓	✓	✓	✓
Koning, Amy	✓	✓	✓	✓	✓	✓	✓	✓
Kragt, Donna		✓	✓	✓	✓	✓	✓	✓

Office of the Provost
143 Bostwick Avenue NE
Grand Rapids, Michigan 49503-3295

GRCC *works* | grcc.edu

 30% Post Consumer Recycled Fibers