



2014-2015 GRCC  
ACADEMIC  
GOVERNING COUNCIL  
(AGC)

Executive Committee  
Summary Report for GRCC  
Faculty

Presented by AGC Executive Committee:

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## Purpose of Academic Governing Council (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 by the AGC body 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 2014-2015 academic year, the AGC discussed and adopted the following policies. Dates in parentheses indicate the months during which the policies were approved.

## Sabbatical Policy (September 2014)

### Decision

Sabbatical Committee Membership: The committee shall be comprised of five to seven full-time faculty members representing different academic areas of the college *and shall include the academic deans and at least one department head/program director from each school*. Committee members serve two year terms with no imposed term limit. The Executive Committee of the AGC, or the committee members themselves, may nominate a Chair to serve a two year renewable term.

The following language will be removed from policy:

- Faculty members successfully completing a sabbatical leave may apply for reimbursement through the Scholarship of Teaching and Learning (SoTL) Fund managed through the College Advance Office. Reimbursements must be made within six months of sabbatical leave completion.
- Reimbursement requests must include receipts and explanations that connect the expense to the sabbatical leave. Reimbursement amounts depend on fund balance but will not exceed \$1000 for a semester sabbatical leave and \$2000 for a year-long sabbatical leave.
- Note: The SoTL Fund was established by faculty as a response to inquiries for financial support of sabbatical leaves. The fund will support both approved sabbatical leaves and other activities that contribute to public scholarship work that advance teaching and learning.

**Rationale**

- To align Policy and Contract language regarding membership
- Update roster
- Remove reimbursement language from policy

**Supporting Data**

N/A

**Implications for Action**

Align with Faculty Contract and remove mention of scholarship fund.

**Evaluation Plan**

Review in 2019.

**Date of Decision by AGC**

September 9, 2014

**Response from Provost:**

- Approved.
- Sabbatical team should implement in 2014-2015 for the discussions of sabbatical applications for 2015-2016.

**Expansion of Mandatory Placement for ESL/Developmental Education (September 2014)****Decision**

- Every department should establish a departmental review of all 100- and 200-level courses to determine if there are developmental prerequisites that must be completed prior to enrolling subsequent courses.
- Where there are developmental prerequisites attached to a 100 or 200 level course we should enforce the prerequisite

**Rationale**

- Currently students who place into developmental courses are mandated to take those courses. These students are also able to enroll in 100- and 200-level courses before successfully completing developmental courses with a C or higher.
- GRCC students whose Accuplacer scores indicate that they need developmental coursework (in English, Math, or Reading) will be required to enroll in and pass that coursework with a C or better before taking college-level English and Math courses, and other specified college-level courses.\*

*\*Mandatory Placement Policy 8.2: GRCC students whose Accuplacer scores indicate that they need developmental coursework (in English, Math, or Reading) will be required to enroll in and pass that coursework before taking college-level English and Math courses, and other specified college-level courses.*

## **Supporting Data**

Benchmarked the following colleges:

- Lansing Community College
- Macomb Community College
- Mott Community College
- Valencia College
- Washtenaw Community College

## **Findings**

- All five colleges have corequisites or prerequisites attached to almost all of their 100 and 200 level courses.
- All developmental coursework must be completed with a grade of "C" or better for successful completion and/or to advance to the next level of courses work.

## **Implications for Action**

- Departments would establish appropriate developmental prerequisites for 100 and 200 level courses.

## **Evaluation Plan**

- This policy (8.2) is scheduled for review in 2017-2018. A progress check to come to AGC in Fall of 2016; may request AGC review earlier, if necessary.

## **Date of Decision by AGC**

September 9, 2014

## **Response from Provost**

- Approved
- Fully implement for the 2017-2018 College Catalog. The implementation team for this policy needs to be convened immediately. The team should include faculty from Academic Foundations, SAS, SWD, and Counseling. Curriculum and Registrar's office staff should also be included. The team will need to develop a clear and consistent process and the specific criteria departments will use to guide their reviews. The implementation team should also plan and implement the training and support departments will need to accomplish this task. A process check should come to AGC in Fall 2016. The implementation team may request AGC review earlier, if needed.

## **Acceptance of C- Grade Policy 7.11 (October 2014)**

### **Decision**

Eliminate Policy 7.11: Acceptance of C- Grades

### **Rationale**

- Transfer Policy 8.29 (approved by AGC in November 2013) contradicts Acceptance of C- Grades Policy 7.11 and the Transfer Policy 8.29 adheres to HLC requirements.

- To fulfill the Michigan Transfer Agreement (MTA), students must complete a total of 30 credits in English Composition, Humanities, Social Science, and Natural Science & Mathematics in the approved courses below. Students must receive a 2.0 (grade of C) in each course in order to be awarded the MTA.
- GRCC current practice is not enforcing the pre-requisite portion of the policy.
- Departments can have the autonomy to determine their own prerequisite course sequence requirements.

### **Supporting Data**

Transfer Policy 7.29

### **Findings**

N/A

### **Implications for Action**

College policies and practices will now be consistent.

### **Evaluation Plan**

None

### **Date of Decision by AGC**

October 14, 2014

### **Response from Provost**

Approved.

## **Academic Standards Guidelines (October 2014)**

### **Decision**

Guidelines for Faculty (formerly known as Academic Standards) approved for practice at GRCC.

### **Rationale**

This issue emerged from AGC prioritization exercises for future work in 2008. A subcommittee was formed to look into the issue and charged with creating a set of guidelines that will enhance delivery of instruction across different modalities and will serve as a companion document to the Faculty Code of Ethics.

### **Supporting Data**

Faculty Ethics Policy 7.12

### **Findings**

N/A

### **Implications for Action**

The Guidelines for Faculty should be used in new faculty orientation, professional development, course creation and revision, and should serve as a companion document to the Faculty Code of Ethics. The Guidelines for Faculty conforms to current (2014) faculty evaluation process and ideology.

## **Evaluation Plan**

Should be reviewed by AGC in 2019/2020

## **Date of Decision by AGC**

October 14, 2014

## **Response from Provost**

- Approved.
- Encouraged the board dissemination and use of these guidelines. The guidelines should inform planning, practices, and evaluations.

## **Math Testing and Placement (November 2014)**

### **Decision**

- Revise Mandatory Placement Policy 8.2 to require mandatory placement testing for all students seeking to take a mathematics course at the college who do not have a valid prerequisite or placement score.
- Remove vendor/product names from Mandatory Placement Policy 8.2.

### **Rationale**

- To implement a policy to accurately assess students' current prerequisite knowledge for placement into the math course that will provide the best opportunity for success.
- Reduce the number of under-placed and over-placed students.
- Currently, only students who have HS GPA below 2.00 and an ACT score below 18 on ACT mathematical knowledge are assessed. Current placement only allows these students to be placed into developmental courses.
- All other students regardless of their mathematical knowledge may enroll into any math course up to Calculus.

### **Supporting Data**

- Peer recommendations
- External research
- Internal data from Mathematics Department
- Experiences of FastTrack and current Math faculty with ALEKS

### **Findings**

- External research indicates negative correlation of success and time between courses
- Other institutions that have adopted ALEKS have had a positive experience
- Internal data demonstrate shortcomings of current placement practices
- Faculty see potential to use ALEKS as a remediation tool

### **Implications for Action**

This policy will be complex to implement and a cross-College implementation team will be needed to oversee the project and ensure that all stakeholders are represented and students are not negatively impacted because of implementation errors.

## **Evaluation Plan**

Return to AGC in Fall 2018 for Review.

## **Date of Decision by AGC**

November 11, 2014

## **Response from Provost:**

- Approved.
- Guidelines for implementation:
  - Make changes to 8.2 to reflect this decision.
  - Convene the implementation team in January. Ask the Deans of Student Affairs; Student Success and Retention, and Arts & Sciences for their input on formulating a team.
  - Mandatory Mathematics Placement will be implemented by Fall, 2016. This means the implementation needs to be worked out by early February 2016, so the information can be included in the 2015-16 Catalog.
- Updates should be made to the Provost's Office:
  - End of February, 2015
  - End of Winter semester, 2015
  - October 1, 2015
  - End of Fall Semester, 2015
- Contact the Provost's Office if any help is needed at any time during the planning.
- The final implementation plan should be submitted by February 1, 2016.

## **Mandatory Orientation for New Distance Learning Students (December 2014)**

### **Decision**

All students who are new to distance learning at GRCC are required to complete a distance learning orientation before they can enroll in an online or hybrid class.

### **Rationale**

- HLC Distance Learning "Change Visit" (2012): In the section on "Underperformance of online students", the team recommended to prepare and qualify students.
- Current Practice: Optional orientation to online learning
- Indicators that it is not meeting the needs of distance learners:
- Feedback from faculty
- Input from students
  - Online student Help desk tickets
  - Online student retention rates
- Well-defined expectations need to be available prior to enrollment, not after the course has started. Our current system does not have this in place.

### **Supporting Data**

- Strategic Plan 2014-17 CAP 1.2.3: Develop a comprehensive student success structure for online learners

- Mandatory Orientation 8.0 "External benchmarking and CCSSE and SENSE data show students who attend a mandatory orientation have increased student success, retention, and graduation rates."

### **Findings**

- Richland Community College, IL
- Retention in online courses improved after the implementation of a mandatory online orientation
- 71.8% retention rate pre-orientation compared to 79.5% retention rate post-orientation
- Retention remains 80-84% three years later.

### **Implications for Action**

- Title of proposal is changed to reflect Distance Learning Orientation.
- Student cost should be absorbed by the college as is the general orientation.
- Clear content expectations so as to not replicate instructor orientations.
- Mechanics of preventing enrollment would seem most beneficial to have it be explained w/ general orientation, accessible on the Distance Learning web page and ensured at the time a student selects a course by a pop up that confirms or requires their DL orientation action.
- Design so as not to slow down or be an obstacle by being brief and having only essential components that are not subject discipline driven.

### **Evaluation Plan**

Return to AGC in Fall 2018 for review.

### **Date of Decision by AGC**

December 9, 2014

### **Response from Provost**

- Complete implementation plan by February, 2016 for including the 16-17 catalog and full implementation for Fall, 2016.
- This should allow testing and piloting during the 2015-16 academic year.
- Convene and implementation team by early February, 2015. DLFAB consult with Dean of ISIS and Director of CTE to formulate team.
- Update AGC in Fall 2015.
- Submit final implementation plan to Provost Office by February 2016.

## **Admissions Policy (December 2014)**

### **Decision**

- Gaining admission to enroll at Grand Rapids Community College is open to any individual who wishes to earn college level credit or participate in training programs. Admission requires the submission of an application, and depending on the specific program, evidence of college readiness (e.g., high school transcripts, previous college transcripts, placement test).
- Admission into specific college programs may have additional standards or requirement.
- Individuals will need to confer with a program's specific admissions



requirements prior to enrolling. These include, but are not limited to:

- Degree seeking programs
- Personal interest enrollment
- International student enrollment
- Dual Enrollment
- Middle College programs
- Apprenticeship programs
- Readmission
- Music programs
- Job training programs
- Guest student enrollment
- Health degrees and certificates
- Police Academy

### **Rationale**

- Review last year revealed that current admissions policy documented is not represented in policy structure.
- Current admission policy is referenced in catalog and online.
- Recommend approving new general admission policy, and allow more program specific programs to be managed at department levels (within bounds of prevailing admission policy).

### **Supporting Data**

N/A

### **Findings**

N/A

### **Implications for Action**

This review and recommendation process will also serve as an audit of our existing communications and documentation. This will ensure they are clear and comprehensive related to college admissions. We also want to make sure that the requirements for other specific programs and student populations (such as Veterans, guest students, health programs and certificates, etc.) are clearly documented and easily accessible.

### **Evaluation Plan**

Return to AGC in Fall, 2019

### **Date of Decision by AGC**

December 9, 2014

### **Response from Provost**

Approved.

## **AGC Bylaws Revision (December 2014)**

### **Decision**

Revise/update AGC bylaws in the following areas:

- Article I Officers of the Academic Governing Council
- Article IV Standing Committees
- Article V Membership and Elections

### **Rationale**

Reflect current AGC practices and processes.

### **Supporting Data**

N/A

### **Findings**

N/A

### **Implications for Action**

N/A

### **Evaluation Plan**

N/A

### **Date of Decision by AGC**

December 9, 2014

### **Response from Provost**

Changes adopted.

## **Student Email Policy (December 2014)**

### **Decision**

Endorsement of student email policy with noted changes to the section regarding not responding to emails sent from personal accounts. The language will need to expand to include how to respond with respect to policy.

### **Rationale**

- Cost savings
- Timely delivery of important information
- Assurance of delivery (sending & receiving)
- Security, compliance, and uniformity

### **Supporting Data**

- Benchmarked similar policies at:
  - Western Michigan University
  - University of Missouri-Kansas City
  - Michigan Community Colleges

## **Findings**

- Once admitted, students are required to use college issued email for all correspondence
- Email is an official and regularly used communication mode
- Students can sync their email with their mobile device

## **Next Steps/Implications for Action**

- Present policy to Cabinet for consideration
- Develop a student communication plan.
- Returning students to be aware of this change
- New students- orientation, application confirmation, admissions packet, etc.
- Develop communication and training for faculty on how to respond to an email request from a current student not sent from a GRCC issued email account, example language for their syllabi, etc.
- Develop communication and training for front line staff on how to respond to an email request from a current student not sent from a GRCC issued email account, how to look up a student and send to college issued address, etc.

## **Evaluation Plan**

Return to AGC for review in Fall, 2018.

## **Date of Decision by AGC**

December 9, 2014

## **Response from Provost**

Supported AGC 's endorsement of this proposed policy and approved it moving forward to the College-Wide Policy Team and Cabinet for approval.

## **Minimum Institutional Credit Policy (February 2015)**

### **Decision**

#### ***Associate's Degree***

To be awarded an Associate's Degree from Grand Rapids Community College, students must have earned a minimum of 15 credits through college-level course work within their program of study at GRCC.

#### ***Certificate***

To be awarded a Certificate from Grand Rapids Community College, students must have earned a minimum of 8 credits through college-level course work within their program of study at GRCC.

NOTE: This policy does not apply to consortium agreements.

### **Rationale**

To provide terms and conditions for minimum institutional credits for associate's degrees and certificates.

- No current policy exists – (we do have a current practice)

- Current practice does not address certificates specifically - only associate's degrees
- GRCC has a range of credits (14-40+) associated with certificates (federal financial aid allows for certificates as low as 8 credits)
- Current language may allow students to transfer in credit and be awarded a certificate
- Current catalog language (graduation requirements-not an official policy)

### ***Associate's Degree***

To be awarded an associate's degree at Grand Rapids Community College, students must: Have completed 15 credits of course work at GRCC

### ***Certificate***

To graduate with a certificate, students must complete the coursework outlined in the GRCC catalog for the program in which they are enrolled

## **Supporting Data/Findings**

### ***Henry Ford Community College***

- Associate's Degree: complete a minimum of 20 semester hours of credit at HFCC
- Certificate: 25% of coursework may be transferred from another institution

### ***Lansing Community College***

- Associate's Degree: earn toward the curriculum at least 20 semester credits in attendance at LCC
- Certificate: earn toward the curriculum at least 1/3 of the semester credits for the certificate in attendance at LCC

### ***Washtenaw Community College***

- Associate's Degree: complete a minimum of 15 residence credits toward completion of each degree pursued
- Certificate: complete a minimum of 75% of the total credits required as 'residence credit' for each certificate pursued'

## **Next Steps/Implications for Action**

- Align current practice with policy.
- Implementation will be dependent on technology to identify coursework within the curriculum.

## **Evaluation Plan**

- A progress report on implementation needs to be submitted to the Provost Office in November 2015.
- Progress check at AGC in November 2015 (November).
- Reviewed by AGC in 2017-2018.

## **Date of Decision by AGC**

February 10, 2015

## **Response from Provost**

Approved

## **Dual Enrollment Policy 8.1 (March 2015)**

### **Decision**

The following decision approvals are revisions needed to update 8.1 Dual Enrollment; it should be noted that the intent of the policy was not altered. Changes approved by the Academic Governing Policy are represented in italics below:

- Section III Date of most recent changes; *Change date to March 2015*
- Section IV Policy Statement; *Revised statement and criteria to comply with state of Michigan law and maintained college cumulative GPA 2.5+ requirement*
- Section V Reason for Policy; *Minor revision to include "and enrollment"*
- Section VI Entities Affected by This Policy; *Revised to comply with state of Michigan law*
- Section VII Who Should Read This Policy; *Cleaned up language to reflect high school and college personnel and offices that this work impacts*
- Section VIII Related Documents; *Added "websites", FERPA Policy 8.6 & Mandatory Student Orientation Policy 8.28*
- Section IX Contacts; *Added admissions & academic office*
- Section X Definitions; *Cleaned up "dual enrollment" definition & added definitions for concurrent enrollment/early college and middle college*
- Section XI Procedures; *Cleaned up language and sequenced procedures. Maintained prerequisite, restricted class list, and orientation.*
- Section XIII: Effective Date; *Change date to March 2015*

### **Rationale**

The Policy was updated due to a State of Michigan Amendment in 2012:

- Allows students to begin taking dual enrollment classes starting in 9<sup>th</sup> grade and to take up to 10 dual enrollment classes while in grades 9 – 12.
- Broadened inclusion of non-public school students to receive funding for tuition and fees.

### **Supporting Data**

N/A

### **Findings**

N/A

### **Next Steps/Implications for Action**

Policy reflects 2012 State of Michigan Amendment

### **Evaluation Plan**

AGC to review in 2017-2018

## **Date of Decision by AGC**

March 10, 2015

## **Response from Provost**

Approved

## **Distance Learning Standards (April 2015)**

### **Decision**

Approval of the following new academic policy:

"All online and hybrid courses will adhere to the GRCC Distance Learning Standards. The Distance Learning Faculty Advisory Board will review these standards on an annual basis. The AGC will approve any recommended changes."

### **Rationale**

This academic policy was necessitated by HLC requirements and recommendations, as well as the need for collaboratively-developed Distance Learning Standards.

### **Supporting Data and Findings**

- Our AQIP Quality Check-up required "quality assurance oversight of distance education activities."
- Our HLC Change Visit recommended "uniformity, design, and continuous improvement."
- In September 2014, the DL FAB worked with IRP to develop a survey for all faculty (sent 09/22/14). [https://www.surveymonkey.com/s/DL\\_Standards\\_2014](https://www.surveymonkey.com/s/DL_Standards_2014)
- The DL Standards Team (volunteer faculty and some members of DL FAB) met to review survey results (11/12/14).
- The DL FAB sent e-mail with results and plan for next semester (12/08/14).
- About 38 faculty participated in the survey. 12 faculty agreed to help with compiling and sharing the results. Interested faculty met with the DL FAB and reviewed these [survey results](#).
- In February 2015, we shared the work to date, proposed policy and facilitated an AGC table discussion regarding the standards.
- In March 2015, we shared the results of all feedback with AGC.
- In April 2015, the AGC approved the academic policy and revised GRCC Distance Learning Standards. The DL FAB agreed to forward implementation concerns to the Provost and to create a glossary of terms.

### **Next Steps/Implications for Action**

The new academic policy and standards should be:

- addressed in the Online and Hybrid Certification Course (OHCC);
- used in the existing Online Course Development and Review process
- used to develop and assess Master Courses;
- utilized by faculty as a tool for self-assessment of distance learning courses;
- incorporated into course revision and review processes;
- supported by training and instructional support/design staff;
- addressed in accreditation reporting or updates;
- communicated to all faculty (including a glossary of terms);

- hosted somewhere that provides easy access to all stakeholders;
- reviewed and revised in accordance with the policy.

Some implementation concerns (primarily from faculty) include

- Who is monitoring the courses?
- Student readiness is important too.
- Need resources (accessibility, IT infrastructure).
- How will standards be operationalized?
- How will faculty demonstrate compliance with the standards?
- Support should include templates, rubric, design help and examples/models.
- Need student and campus standards.
- What is academic freedom in an online class?
- Faculty should determine how they meet these standards.

### **Evaluation Plan**

N/A

### **Date of Decision by AGC**

April 14, 2015

### **Response from Provost**

Approved

## **Catalog Year Policy 8.5 (April 2015)**

### **Decision**

Approval to change the language in 8.5-Catalog Policy to accurately reflect current practice.

New Policy Statement should read: Grand Rapids Community College (GRCC) students are required to fulfill the graduation and academic program (major) requirements for the Catalog in place the semester they begin taking classes as degree-seeking students.

If students change their academic program (major), they must fulfill the graduation and academic program (major) requirements for the Catalog in place the semester in which the students made the change.

Students returning after an extended absence (greater than two years) from the College will be required to fulfill the graduation and academic program (major) requirements of the Catalog in place the semester they begin re-taking classes as a degree-seeking student.

Students may petition to fulfill the graduation and academic program (major) requirements of the Catalog in place the semester they intend to graduate instead of being governed by the above three guidelines.

**Rationale**

The current policy language was confusing and did not clearly state the College's practice.

**Supporting Data**

The Registrar providing questions received by students and staff who were trying to understand the current wording of the policy.

**Findings/Next Steps/Implications for Action**

N/A

**Evaluation Plan**

N/A

**Date of Decision by AGC**

April 14, 2015

**Response from Provost**

Approved

**Lowest Level Developmental Placement (April 2015)**

**Decision**

Investigate offering students with lower elementary skills help and retesting before entering developmental classes.

**Rationale/Supporting Data**

Some students need remediation before enrolling in remedial classes. These students are considered lower elementary with lower elementary skills. The AFP Coordinators and Vicki Cooper would like to consider offering these students help and retesting to better prepare them for developmental classes.

**Findings**

N/A

**Next Steps/Implications for Action**

Establish a team to investigate provision of lower level developmental assistance for students.

**Evaluation Plan**

N/A

**Date of Decision by AGC**

April 14, 2015



## **Response from Provost**

N/A

## **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, <http://cms.grcc.edu/agc>. Dates listed 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**

#### **September 2014**

- Sabbatical
- Learning Environment Team
- College Generated Graduation

#### **October 2014**

- Student Code of Conduct
- Academic Grade Grievance Process

#### **November 2014**

- Academic Program Review
- Course Learning Outcomes
- Institutional Learning Outcomes
- Middle College
- Amplified Sound and Events on Campus Policy

#### **April 2015**

- Bookstore Liaison Team Update

### **Presentations to AGC**

#### **September 2014**

- President's Remarks
- Provost Search Update

#### **November 2014**

- Provost Actions
  - Approved a change to the Mandatory Placement Policy 8.2 requiring an examination of all college-level courses for developmental co-requisites and pre-requisites and enforcement of those co-requisites and pre-requisites.
  - Approved Sabbatical Policy revisions to align policy and contract language regarding membership, to update the roster, and to remove reimbursement language from the policy.

- Excellence in Education
  - Kate Byerwalter provided AGC with an update of the changes to the Excellence in Education award process.

### **December 2014**

- Provost Actions
  - Approved the elimination of Policy 7.11: Acceptance of C- Grade
  - Approved and encouraged the broad dissemination and use of the Guidelines for Faculty

### **January 2015**

- Provost Actions
  - Adopted changes to AGC Bylaws
  - Approved Distance Learning Orientation for full implementation by Fall 2016
  - Approved Admissions Policy
  - Approved changes to Mandatory Placement Policy 8.2 to implement mandatory mathematics placement by Fall 2016
  - Approved AGC's endorsement of Student Email Policy
  - College Graduation Requirements
    - Table discussion of potential revisions, including requirements for American Government, two semesters English Composition, and one credit Wellness

### **March 2015**

- Provost Actions
  - Provost Chesley has been taking tours of facilities and departments, and has been attending department meetings. She wants to keep visiting with everyone. The Provost thanked Patti Trepkowski for all she did while she was Interim Provost.
  - AGC initiatives in progress: Dr. Chesley reiterated that the Provost cannot vote "no" after AGC votes yes. She stated that the Provost's office needs to do a better job of updating the AGC membership on the implementation of enacted policies; therefore, at the end of each semester she will give a brief verbal update and will allow time to ask questions. She will provide progress updates and will share implementation team membership.
  - The Provost gave an update on the complex/larger scale projects that have been recently approved by AGC. For example, AGC voted to approve College Generated Graduation and as a result 84 students have graduated through the Student Records Office.
  - Mandatory Orientation was approved by AGC; however, implementation was delayed because of the construction on campus. The orientation program has been developed and will be implemented for the fall 2016 semester.
  - The Admissions Applications Cut-Off Date and Blocked Late Enrollment policies are currently on hold and there is no timeline in place for implementation.
  - Enforcement of prerequisites delayed the vote on ESL Prerequisites as they continue work on that area. ESL Prerequisites updates will occur next year.

- The Mandatory Placement in Math policy is scheduled for implementation for the fall 2015 semester.
- Provost Podcast – Dr. Chesley gave recognition to Noah Deschmit, who assisted in preparing the podcast. She asked the AGC membership to listen to the podcast and provide feedback on the value of this type of communication and to give suggestions for topics, guests, questions

### **April 2015**

- College Graduation Requirements
  - First of four presentations before vote
  - Update on feedback from table discussions
  - Benchmarking data presented
  - Request for additional input to team, which will meet during the summer

# **Policies/Practices for Consideration during 2015-2016**

## **Discussion and Vote**

- Graduation Requirements
- Substitutions and Waivers
- Hardship Withdrawal
- Lowest Level Developmental Placement
- Mandatory Developmental / ESL Prerequisites – ESL portion
- Common Syllabus Review
- ACT to SAT Transition
- Credit Hour Definition
- Seminar Definition
- Prior Learning Assessment (PLA) Policy
- Maximum Credit Hour Load

## **Reports**

- Distance Learning Mandatory Orientation
- Athletic Oversight
- College Generated Graduation
- Minimum Institutional Credit
- iclickers

## **2014-2015 Procedural Actions**

### **September 2014**

- Approved Team Chairs and Standing Committees
- Followed up on 2013-2014 AGC Membership Evaluation
- Brainstormed 2014-2015 Issues
- Oriented New AGC Members

### **November 2014**

- Presented to Board of Trustees
- Followed up on 2014-2015 Brainstorm Issues

### **December 2014**

- Approved AGC Bylaw revisions

### **March 2015**

- Provided AGC Standing Committee Communication

### **April 2015**

- Provided AGC Standing Committee Communication
- Approved Recommendation of Graduates
- Conducted Year-End Evaluation of AGC

## 2014-2015 College Service

### October 2014

#### Board of Trustees Candidate Forum

On Tuesday, October 21, 2014, AGC hosted a public forum for the four candidates (Deb Bailey, Cynthia Bristol, Jim Harvey, and Mike Paskewicz) seeking the two open Board of Trustees seats. Before answering questions from the audience the candidates were asked to: (1) provide a brief biographical statement including education, work history and community activities, (2) a statement of their candidacy including their rationale for running for the Board of Trustees and their philosophy of education; specifically higher education, and (3) their perspective on the mission of Grand Rapids Community College.

#### AGC 2013-2014 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 2013-2014 took place during the April 8, 2014, meeting, and included both a survey and open-ended small group discussions.

#### Survey Questions

Question	Agree	Disagree	Abstain
1. AGC fulfilled its purpose.	84%	9%	7%
2. AGC accomplished an appropriate amount of work.	86%	9%	6%
3. The scheduling of AGC meetings was adequate to complete the work.	91%	2%	7%
4. Communication from AGC Exec helped me prepare for meetings.	88%	5%	7%
5. If you used the AGC website, the information was useful.	46%	14%	40%
6. The topics and issues addressed at AGC were relevant.	95%	2%	3%
7. The information presented at AGC meetings was useful.	95%	0%	5%
8. The quality of discussion in AGC meetings advanced the work.	66%	19%	15%
9. AGC made effective decisions this year.	81%	12%	7%
10. The decisions made by AGC had a positive impact on the college as a whole.	82%	5%	13%

## Summary of Open Comments

AGC members discussed the following open-ended questions:

1. What worked well at AGC this year? Why was this effective?
2. What suggestions do you have for improvement for next year? How will this make AGC more effective?
3. What issues should we address next year? Why is this important for AGC to address?

### Strengths

<b>Effective Practice</b>	<b>Benefits</b>
Table discussions	All members could contribute to discussion.
Use of microphones for member comments	Members could hear all comments.
Organization and planning	Members could prepare before meetings.
Provost's Report	Members learned about implementation of approved policies.

### Areas for Improvement

<b>Areas for Improvement</b>	<b>AGC Executive Committee Response</b>
Reconsider number of times an issue is brought to AGC before voting	ExecAGC will consider ByLaws revisions as needed; will discuss with AGC membership during Fall 2015.
Consider and discuss implementation issues associated with policy approvals	Implementation is addressed in Decision Papers and Provost update; ExecAGC will discuss with AGC membership during Fall 2015.
Construct full, but efficient meeting agendas	ExecAGC will review agendas to both include time-sensitive issues and make the best use of members' time.
Avoid last-minute revisions of issues coming to a vote	ExecAGC will encourage members to provide feedback to work teams by stated deadlines.
Improve quality of discussions	ExecAGC is planning more table discussions.

## Member Proposed Issues for 2015-2016

<b>Proposed Issues</b>	<b>AGC Executive Committee Response</b>
Reevaluate CLS 100 (First Year Experience course).	Policy scheduled for review during Fall 2017; bring issue paper to AGC for earlier consideration.
Evaluate number of times a student may withdraw from a course.	Academic Standing Policy scheduled for review during 2019-20; bring issue paper to AGC for earlier consideration.
Review time frame for students to withdraw from courses.	W Grade Policy scheduled for review during 2017-18; bring issue paper to AGC for earlier consideration.
Reevaluate General Education Policy.	General Education Policy scheduled for review during 2019-20; bring issue paper to AGC for earlier consideration.
Reevaluate Curriculum Model.	Curriculum Model scheduled for review during 2016-17; bring issue paper to AGC for earlier consideration.
Evaluate Graduation Requirements.	Team is actively conducting review.
Lowest Level Developmental Courses	A team will conduct review during 2015-16.

## **AGC Executive Committee and AGC Members' Responsibilities**

### **AGC Executive Committee Members' Responsibilities**

Duties, responsibilities, and authority of the Executive Committee shall include the following:

- 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 Academic Governing Council.
- 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 Academic Governing Council.
- 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.
- Faculty officers may be removed from office for dereliction of the duties outlined above. Removal of officers requires a majority vote of their peers who elected that officer to the Executive Committee.

See also Section 2 in [AGC Bylaws](#).

### **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 [AGC Service Guidelines](#).



2014-2015 AGC Attendance Roster (Alphabetical by Last Name)	9.9.2014	10.14.14	11.11.14	12.9.14	1.13.15	2.10.15	3.10.15	4.14.15
Alexander, Ann	√	√	√	√	√	√	√	√
Antonakis, Nick	√		√		√	√	√	√
Balyeat, Janice	√	√	√	√	√	√	√	√
Banks, Nikki	√	√	√	P	√	√	√	√
Batten, Jennifer	√	√	√	√	√	√	√	√
Boersma, Tom	√	√	√	√	√	√	√	√
Brand, Garet	√	√	√	√	√	√	√	√
Brinks, Rebecca	√	√	√	√	√	√	√	√
Bunce, Jocelyn	√	√	√	√	√	√	√	P
Conner, Frank	√	√	√	√	√	√	√	√
Cooper, Vikki	√		√	√	√	√	√	√
Dersch, John	√	√	√	√	√	√	√	P
Dobreff, Kevin	√	√	√	√	√	√		√
Doneth, John	√	√	√	√	√	√	√	√
Ferguson, Keith	√	√	√	√	√	√	P	√
Fernandez, Juan	√	√	√	√		√		
Forrest, Nancy	√	√	√	√	√	√	√	√
Gee, Jodi	√	√	√	√	P	P	√	√
Gendler, Dan	√				√	√	√	√
Gloege, Lisa	√	√	√	√	√	√	√	√
Harper, Whitney	P	√	√	√			√	√
Jansen, Lynda	√		√	√	√	√	√	√
Kaechele, Tom	√		√	√	√	√	√	√
Kampmueller, Elaine	√	P	√	√	√	√	√	√
Keizer, Luann	√	√	P	√	√	√	√	√
Kleinert, Leigh	√	√	√	√	√	√	√	√
Koets, Tim	√		√	√			√	√
Kooistra, Diana	√	√					√	√
Kryger, Kate	√	P	√	√	P	√	√	√
Lancaster, Sandra	√		√	√	√	√	√	√
Larson, Jonathan	√		√	√	√	√	√	√
Light, Mike	P	√	√	P	√	√	√	√
Lodenstein, Chad	√	√	√	√	√	√		P
Manker, Bernie (replaced Harold Lee - 2/15)							√	√
Meyers, Vicki		√	√	√	√	P	√	√
Mowers, Susan	√	√	√	√	√	√	√	√
Nordman, Deb	√		P	√	√	√	√	√
Pereiro, Felix	√	√	√	√	√	√	√	√
Petz, Sarah	√	√	√		√			√
Richards, Heather	√	√	√	√	√	P	P	√
Richter, Michelle	√	√	√	√	√	√	√	√
Rydman, Mike	√		√	√			√	√
Schichtel, Nan	√	√	√	√	√	√	√	√
Selberg, Lynnae	√	√	√	P	P	√	P	√
Sidney, Eve	√		√		√	√	√	√
VanRandwyk, Carol	√	√	√			√	√	√
Walker, Karen	√	√	√	√	√	√	√	√
Walwood, Troy	√	√	√	√	√	√	√	P
Wells, Charlie					√			
Whitman, Mike	√		P	√	√	√	√	√
Waller-Sullivan, Jill	√	√	√	√	√	√	P	√
<b>Deans/Associate Deans:</b>								
Anderson, Lilly	√	√	√	√	√	√	P	√
Clark, Dan	√	√	√	P	√	√	P	√
Cowles, John	√	√	√	√	√	√	√	√
Faber, Bill	√	√	√	√	√	√	√	√
Hert, Fiona	√	√	√	√				√
Hoxie, Tina	P	√	√	√	√	√	P	√
Koning, Amy	√	√	√	√	√	√	√	√
Kragt, Donna	√	√	√	P	√	√	P	√
Mullen, Eric	√	√	√	√	√	√	P	√
Patrick, Diane	√	√	√	√	√	√	√	√
Ross, Raynard	√	√	√	√	P	√	√	√
Selmon, David	√	√	√	P	√	√	√	P
Sullivan, Paula	√	√		√	√		√	√
Trepkowski, Patti	√	√	√	√	√	√	√	√
Vargo, Mike	√	√		√	√	√	P	√
<b>Non-Voting Members:</b>								
Chesley, Laurie	√	√	√	√	√	√	√	√
Freiburger, Lisa	√		√	√	√		√	√
Graves, Jody	P		√	P	√			√
Ingersoll, Pat	√	√	√	√	√		√	√
Osborn, Jeremy	√	√	√	√	√		√	√
Parks, Julie	√	√		√	√			√

P=Proxy

