Grand Rapids Community College  
Faculty Equated Overload/Release Time  
End of Semester Report  
Winter, 2014

Name: Sandra Andrews  
Faculty Assignment: Honors Faculty Scholar  
New Faculty Institute: ______________

Note: Please take a moment to review the letter you received from the Office of the Provost. That letter describes your faculty assignment in detail. As you complete this document, please refer to the specific tasks that you were asked to complete.

<table>
<thead>
<tr>
<th>Assignment 1</th>
<th>Working in collaboration with the Associate Director of Experiential Learning and the Director for the Center for Teaching Excellence to provide a range of quality faculty professional development and effective technical assistance</th>
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</thead>
</table>
| Results      | A. List the professional development activities offered  
B. How many faculty were supported through these activities? |
|              | 1. Learning Day  
A. I represented the Honors Program during the Learning Day session held at Meijer Gardens, Thursday, January 9th, 12:00-1:30 p.m.  
B. During the event I spoke with approximately 15 individuals, most of whom were faculty members. Discussions regarding the Program included:  
  • What is the Honors Program?  
  • Who is served by the Program?  
  • How many students participate?  
  • What Honors courses do you offer?  
  • What is your role?  
  Eve Sidney indicated that a faculty member in her area had been approached about completing an Honors Contract. We talked about next steps and the email communication I would be sharing with all faculty members. |
2. Honors Contracts

A. On Monday, January 20th, I composed an email message outlining the role of the Honors Contract and the possibility that Honors students may be contacting faculty members to craft a Contract. Attached in the email were two documents, the Honors Contract Guidelines and the Honors Contract. Additionally, I advertised the January 23rd CTE session regarding Honors Contracts and included a link to the Honors Contract webpage.

B. The email was sent to all full-time and adjunct faculty members (885 recipients) resulting in 3 follow-up email exchanges regarding Contracts.

3. Center for Teaching Excellence Sessions

A. Working with Jeremy Osborn, two traditional format Honors professional development sessions were offered through the CTE. Originally schedule for Fridays, the session were offered during Wednesday and Thursday afternoons to utilize successful scheduling blocks.

- “Honors Track IV -What is an Honors Class” – offered Wednesday, January 24th, 3:15-4:15 p.m.
- “What is the GRCC’s Honors Program?” – Thursday, February 6th, 3:15-4:15 p.m.

B. While these sessions were advertised and promoted through the CTE, insufficient enrollment occurred and the session were canceled.

4. Honors Open House

A. Helped plan and then participated in the Honors Open House, Thursday, February 20th.

B. Hosted the Honors faculty presentations, introduced five faculty members and their courses. Gave a presentation about Honors CA 250, Nutrition. Entertained questions from potential students and their family members. The session was well attended with approximately 50 students and family members present. While this event is not considered a “professional development event”, I believe it does develop Honors faculty and my presence and participation are valuable.

5. Honor Program Recognition Breakfast

A. Helped shape and then participated in the Honors Program Recognition Breakfast, Friday, April 25th.

B. Interacted with students (and family members) who completed the Honors Program during 2013-14. I also interacted with Honors faculty members. While this event is not considered a “professional development event”, I believe it does develop Honors faculty and my presence and participation are valuable.
<table>
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<tr>
<th>Assignment 2</th>
<th>Reviewing and making recommendations for program improvement in terms of policy, processes, and procedures related to the Honors Program</th>
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| **Results** | A. **List the recommendations for program improvement and why.**  
B. **How would these recommendations be implemented?** |
| **1. Honors Contract Update and follow-up** | A. Based on input from the Honors Faculty Advisory Team, I updated the Honors Contract to include  
   - more detail about the intended student activities. Student now need to include course Learning Outcomes and relate specifically how their activities will met each selected outcome  
   - a review and “sign-off” section by an Honor faculty member. Prior to submission an Honors faculty member must review and approve the Contract to ensure it meets Honors Contract standards  
B. These changes were implement in January. The updated Contract was posted on the Honors website. All faculty members received notice of this change and an attached copy of the Contract by email on January 20\(^\text{th}\). |
| **2. Honors Faculty Gatherings and communications with Honors Faculty** | A. Two Gatherings were held during Winter semester, Wednesday, February 5\(^\text{th}\), 1:30-3:30 p.m. and Thursday, March 27\(^\text{th}\), 2:30-4:30 p.m. As always the Gatherings were lively interactive sessions that settled some issues and brought others to the surface. During Winter semester it became increasingly apparent that the Honors Program, its curriculum and the curriculum’s evolution are not well documented and in some instances not fully developed. This provided an opportunity to develop, clarify and document those aspects of the Program.  
B. The creation of the *Honors Program Booklet* has resulted from this semester’s experiences. Originally slated as the *Honors Faculty Booklet*, the need for an overarching document has superseded production of a faculty booklet. Production of the new booklet begin during Winter semester and will continue through Summer. The booklet will incorporate recent work of the Honors Faculty Advisory Team and will be reviewed and approved by the group. |
| **3. Working with Honor Program Staff** | A. I met monthly with Mike Schavey and also monthly with Mike and Lynnae Selberg. Often Leah Kincinski joins us. During these meetings we continue discussions, reinforce goals and move forward ideas and projects. Our work continues through the exchange of emails, phone calls and documents. These interactions are invaluable.  
B. Through this collaborative work I made contributions that refined events such as the Honors Open House and the Recognition Breakfast and the new *Honors Program Completion Scholarship*. My contributions also help shape the latest (yet to be published) edition of the *Honors Program for New Students* as well as the *Honors Faculty and Course* handouts. |
Cultivating a campus culture that values the Honors Program requires that the College and its stakeholders (faculty, staff, students, families, and community) recognize and embrace the Program’s importance and worth. Value can be cultivated by increasing stakeholder opportunities to experience and interact with the Program and its benefits. I believe foundational actions including program awareness, understanding, access, relevance, inclusion, engagement and ownership help create a sense of value. These actions are somewhat hierarchical and not every action is for everyone. My hope is that Honors students, Honors faculty and College Leadership would emulate all the actions and embrace ownership.

What an individual gleans from a particular experience is dependent on each individual's development from awareness to ownership. While an event may be focused on increasing engagement, a less involved participant may focus on improving awareness and understanding. This semester I developed, designed, deployed and/or assisted with/participated in activities to help cultivate the noted foundational activities:

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<th>X – activity emphasis</th>
<th>Y – additional benefit</th>
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<tr>
<th>Activity Description</th>
<th>Awareness</th>
<th>Understanding</th>
<th>Access</th>
<th>Relevance</th>
<th>Inclusion</th>
<th>Engagement</th>
<th>Ownership</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Learning Day</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td></td>
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<td>A great opportunity for Program exposure. Due to the room's proximity to lunch, etc. attendance was lower than anticipated.</td>
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<td>Contract email and follow up</td>
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<td>CTE sessions</td>
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<tr>
<td>Honors Booklet</td>
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<tr>
<td>Honors Faculty Gatherings</td>
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<td>Honors Open House</td>
<td>X</td>
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<td>X</td>
<td>X</td>
<td>X</td>
<td>Ownership is extended to the students and community.</td>
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<td>Recognition Breakfast</td>
<td>Y</td>
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<td>X</td>
<td>Ownership is extended to the students and community.</td>
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<td>Reflections and Next Steps</td>
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*Use this space to describe the work for next semester/year.*

Work for the upcoming year will focus on all three assignment outlined in my 2014-15 contract. The following highlights work that is either ongoing or will begin this summer.

Due to some programmatic changes there will be a change in focus of professional development activities. For example: the Honors Contract option is only available to student who began the Program during Fall 2013 semester or prior, as the number of Honors students meeting this criterion decreases, so will the need for this assistance. Contract were removed by action of the *Honors Faculty Advisory Team* in Fall 2013. I anticipate that there will be continued need to help students earn 12 Honors credits and the Honors Contract or some facsimile thereof will be used until the Program requirement of credits earned is changed to the number of courses successfully completed.

Additionally, the Honors Program as well as other ISIS programs will be reviewing how faculty professional development is offered. I anticipate this will involve more web based, self-serve and customized options and will improve *awareness, understanding and access*. I am hopeful that faculty members from across ISIS will be learning and working together toward this end. This attribute has been lost from recent practice. I am also hopefully that Honors faculty members can serve as models for teaching excellence and that their excellence can be “captured” and shared as part of our new approach to professional development. This would benefit all faculty and increase Honors Program *awareness* and *relevance*.

The *Honors Faculty Booklet* has evolved into an *Honors Program Booklet*. Through my initial work with Gordan Vurusic and members of the Honors Faculty Advisory Team I realized that the Program is lacking an overarching document. Also, there is not a common understanding of the Program and how it operates even among *Honors Faculty Advisory Team* members. Originally intended to assist only Honors faculty members, the *Honor Program Booklet* will be more encompassing and capture current practices and document new features including the Program’s mission, vision and ideology. The booklet will also align Program components with Program outcomes.

To help cultivate a culture that values the Honors Program, I believe the focus should be on cultivating greater *relevance* and *engagement* by departments, faculty members and their Schools. This will help strengthen the Honors curriculum to ensure that Honors students can meet a significant portion of their MTA requirements through Honors offerings. To this end Mike Schavey, Katie Daniels and myself will be attending NCHC’s Honors Program and Curriculum Assessment Institute in July. Katie’s participation and contributions will be a great asset to our Honors Program and I anticipate a reciprocal process of information sharing will better inform her work and how the Honors Program can be more of an integral part of the College’s curriculum focus.