Grand Rapids Community College  
 Faculty Equated Overload/Release Time  
 End of Semester Report  
 Summer, 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.

Under the auspices of Instructional Support and Interdisciplinary Studies, the Department of Experiential Learning is charged to create and sustain systems that support innovative curriculum and teaching/learning practices leading to student success focused on three forms of experiential learning (service learning, honors and study away).

The Department of Experiential Learning is held accountable for administering the following institutional processes. The processes represented the fundamental work and role of the department. The department is charged with reporting the results of this work as part of the annual Teaching and Learning Quality Model report. For each process data is collected and analyzed.

**PROCESS MEASURES:**  
1. Faculty are introduced, trained and consulted in experiential learning methods and practices.  
Faculty are introduced and trained by Faculty Scholars within the Department who have experience in experiential learning. Each program has a specific faculty member who provides program-specific professional development.

2. Courses that offer service learning, are taught as Honors or have a study away experience are designated appropriately.

3. All stakeholders follow risk management procedures.  
To ensure the safety of faculty and students and overall protection of the College, stakeholders work through the Department of Experiential Learning to ensure College policy and procedures are followed.
## Part 1: Documentation of Activities

| Assignment 1 | Work 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.  
- Work through the **Center for Teaching Excellence** to offering workshops throughout Summer, Fall and Winter semesters.  
- Create, manage and market resources available through a **Blackboard** community organization page.  
- Create, manage and market **tips sheets**.  
- Provide **consultation** to faculty and track your service. |
| --- | --- |
| Results | **A.** List the professional development activities offered.  
**B.** How many faculty were supported through these activities?  

**A.** During Summer 2014 few Honors courses were offered and there were no Honors professional development trainings/activities offered for GRCC faculty members. The ISIS team consisting of Jeremy Osborn, Mike Schavey and the ISIS faculty scholars met May 6, 2014 to discuss our summer roles and professional development offerings for next year. Jeremy rolled out 5 pillars (plan, teach, assess, include and grow) that define who we are and our work and 4 buckets (self-help resources, face to face workshops, appointments/consultations and online self-paced modules) that describe how we deliver our professional development services. For 2014-15 Jeremy would like our work to be focused less on traditional workshops and more on self-help resources, appointment/consultations and online self-paced modules.  

Following our meeting a DEL Blackboard page was created for posting and sharing work. Momentum was high during the early weeks of summer but dwindled as decisions and communication regarding standardizing tip sheet formats and a new look to the DEL webpages were not sustained. I am hopeful that we will continue to hold future ISIS meetings and rekindle the group’s energy, focus and work. |
B. I worked with Kellie Roblin this summer with her Honors EN 102 course to help formulate and review a Contract for her Honors students. Kellie’s Honors EN 102 course was opened to non-Honors students due to low enrollment. To differentiate the course curricula between Honors and non-Honors students, Kellie created an Contract for Honors students. Kelli and I worked to improve the Contract by clearly outlining the student activities and their relationship to course outcomes.

Because of President and Mrs. Carter’s upcoming visit, it was proposed that Kellie’s Honors Students might read President Carter’s latest book, *A Call to Action*. I put Kellie in touch with Ric Underhile who with Langston Gant were developing a general discussion study guide to accompany the book. Through my discussions with Mike and Ric it was evident that they would support Kellie and her students, if needed, by acquiring additional resources, including copies of the President’s book.

### Assignment 2

Review and make recommendations for program improvement in terms of policy, processes, and procedures related to the Honors Program.

- Assist in the facilitation of the *Honors Faculty Gathering*.
- Assist in the creating and management of the *Honors Program Guidebook*.
- Attend *monthly Honors Program meeting* with department staff and Honors Advisor.
- Review and make recommendations for the *Honors Program web pages*.
- Receive *professional development* to strengthen program integrity.
- Research best practices among peer institutions and awareness of scope.
- Assist in the process of developing the annual schedule of Honors courses.
- Assist in the review of program data for internal improvement and external promotion (student success data, program completion, student satisfaction surveys).

### Results

_A. List the recommendations for program improvement and why._

_B. How would these recommendations be implemented?_
A. and B. The listed bullet points follow the order as outlined by Assignment 2.

- The Honors Gathering dates, times and goals for 2014-15 were established. Groupwise appointments and the Gathering goals were shared with Honors faculty. For the upcoming year each meeting will embed a professional development component designed for Honors faculty to share best practices.
- The last round of Honors Program Guidebook edits was submitted. I am awaiting the next draft for review. Last semester we decided to create a Guidebook for the entire Program rather than solely a Faculty Guidebook. It became clear in creation of the comprehensive Guidebook that many aspects of the Program are undocumented and is some cases never established. During 2014-15 the Program will both document current practices and create its “missing pieces”.
- Mike and I met frequently this summer. We also met with Leah Kicinski, Lynnae Selberg, Maegan Hopson, Brittany Holzhueter and Katie Daniels throughout the summer when discussing Program planning, the Campus Adventure and the curricular aspects of the Honors Program. For 2014-15 Mike and I have scheduled twice monthly meetings. Additional meetings with other stakeholders will be planned and held as necessary.
- In anticipation of potential programmatic updates, no changes were made to the Honors Program web pages. We anticipate making changes to the Program and therefore its web pages pending these changes. Any 2014-15 programmatic changes will be reflected in web page updates.
- Mike, Katie Daniels and I attended the National Collegiate Honors Council’s Program and Curriculum Assessment Institute in Rosemont, Illinois on July 10-12. The Institute provided an excellent opportunity for us to focus on the NCHC Program Review Guidelines, assess GRCC’s Program and propose changes to improve the Program. Our team worked very effectively through Institute exercises and came to a better understanding of our Programs strengths and areas for improvement.
- During our Assessment Institute experience Mike, Katie and I were exposed to best practices of several institutions. We shared our practices with others and made a number of contacts. We gleaned from the experiences of others and learned more about the services available through NCHC to assist Colleges and Universities in improving their Honors Programs and Colleges. One such service is external review and evaluation. Upon returning to GRCC, Mike, Katie and I met with Bill Faber to discuss our experiences and the need to better align our Program with the NCHC Program Review Guidelines. I believe the College should invest in an NCHC external review and evaluation as soon as possible to best determine the best future direction for our Honors Program.
- I worked with Mike and Lynnae Selberg to further refine our 2014-15 Honors offerings. Additionally Mike, Katie and I worked to better align the 2015-16 Honors offerings with the MTA requirements. In our meetings with Lynnae and Katie new Honors courses were proposed to better meet Honors students' needs and MTA requirements. With the assistance of academic departments, School Associate Deans/Dean and faculty hopefully new well-targeted Honors courses can be developed and launched in 2015-16.

- During our meetings we review student and Program data. These data haven driven and will continue to drive our future Honors offerings, semester course scheduling, Program promotion/recruitment and recognition activities and as well as scholarship offerings.

### Assignment 3

Cultivating a campus culture that values the Study Away Program.

- Attend and help facilitate the **Honors Program Open House**.
- Attend and help facilitate the **Honor Program Completion Recognition**.
- Attend and help facilitate the **Honors Program Campus Adventure**.

### Results

**A. Describe what actions you took to cultivate this culture.**

### Reflections and Next Steps

- The **Honors Program Open House** was held during February 2014. At that time I participated fully in the event by interacting with students and their families, hosting the Honors faculty/course sharing event and presenting Honors CA 250 to attending students, family members and attending GRCC staff. The Open House is a great event and I am hopeful that it will be offered to future Honors students.

- The inaugural **Honors Program Completion Recognition** was held in April 25, 2014. I participated in the event and met with Honors students and their guests. Prior to the event I provided input to Mike and Leah regarding the Recognition’s participants, activities and ceremony. The event was a great opportunity for several stakeholders: Honors students, family members, Honors faculty and College Administrators to share in the celebration of accomplishment. The event also proved to be an unintentional professional development activity for faculty and staff as they learned from the students about their Program experiences and future academic and career goals.
The 2014 *Honors Program Campus Adventure* was held July 23, 2014 and was a great success. Prior to the event I met with Mike and DEL graduate interns, Maegan Hopson and Brittany Holzhueter, who planned and coordinated the event. We discussed what worked well in 2013 and how the event could be strengthened. During the event I met and ate breakfast and lunch with future Honors students, participated in team events (except for the Great Race portion – I remained in the meeting room to “guard” students’ personal property) and supported Maegan, Brittany and Mike in making the activity a great success. As with the *Honors Program Open House* and *Completion Recognition*, the *Campus Adventure* is a valuable Honors Program event that should be sustained and held again in 2015.

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### Part II: Reflection

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<th>Reflections on effectiveness of current assignment</th>
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<td>I believe it is very valuable to have a faculty member serve as an Honors Program Faculty Scholar as a faculty member's perspectives, qualities and experiences are unique from those of Program administrators and staff. These differences help to round the Program and provide it depth in meeting faculty and student needs. While the designed intent of ISIS faculty scholars is to provide faculty professional development, it is imperative to have faculty members engaged in program development and planning. Much of our current and likely future Honors Program work is reflection and refinement. This work is not always about directly engaging faculty members in professional development, but rather guiding the Program through an evolutionary process that will result in a stronger, more vibrant program. This work is not typically recognized as, but functions as “indirect” professional development. A better designed Program that meets NCHC guidelines will benefit Honors faculty and students alike. I would like to advocate for this faculty scholar role to be less about training faculty and more about working in avenues to strengthen and advocate for the Program. The Honors Program is a different duck, and the work needed to make it relevant and sustainable should be tailored to meet its uniqueness.</td>
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<td><strong>Suggestions for future work</strong></td>
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<td>Based on this summer’s work, I believe the College should review its commitment to the Honors Program and engage in a discussion to determine its future. The Program is underdeveloped, under supported and suffers from a lack of institutionalization. Just as with the Study Abroad/Away Program, the Honors Program would greatly benefit from external review and evaluation. The NCHC offers this service. Following a review the College would be better prepared to outline its commitment to the Program. It was clear from our summer NCHC Institute experience that our Program needs attention, direction and the College’s commitment to reinvigorate and sustain a fully functioning Honors Program.</td>
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I believe my efforts could help support this review and evaluation process. Additionally, I would continue to support the Program through faculty and Program outreach and development activities.