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

Grand Rapids Community College  
Winter, 2014  

Name: Hillery Haney    Faculty Assignment: _____           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.

Section 1: Report of Accomplishments

<table>
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<tr>
<th>Assignment</th>
<th>Accomplishments</th>
<th>List and briefly describe the most significant impact of your accomplishments.</th>
<th>List and briefly describe any barriers you encountered.</th>
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<td>-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</td>
<td>There were many opportunities for consulting with faculty this semester concerning Study Away. This was especially true because we had a proposal deadline of April 1st, 2014 for anyone interested in leading a trip for 2015. Many of these consults were much more than informational, they were organizational. Although some people wanted to know more about the program, such as Brian Morris in Music, Gordon</td>
<td>We have once again reaffirmed the value that study away experiences play in the curricular and co-curricular opportunities within a students’ academic program and success in that program. Through the faculty training, we know that many faculty members are interested in organizing a travel experience for their students. There were 6 actual proposals with some of them being co-created. And from my understanding, there would have been</td>
<td>There were some significant barriers encountered this term. The first was that the proposal deadline for faculty led Study Away experiences was too close to the deadline for the FPEs. Much of the faculty felt extremely overwhelmed this year with the FPEs and just couldn’t get enough information put together to create a detailed proposal. Many expressed frustration because they just didn’t have the time to do both. Another significant barrier was in the actual approval process for the 2015</td>
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- Reviewing and making recommendations for program improvement in terms of policy, processes, and procedures related to study away.

- Cultivating a campus culture that values study away.

Vurusic in Social Sciences, and Julianne Claydon from the library, others were asking for help in planning. I spent time with Sasha Amed in Culinary, Margie Erlandson in Fashion and Kimberly Overdevest in Visual Arts. The latter were planning their trips and their proposals and had many questions along the way. I worked quite closely with all of them and especially Kimberly Overdevest who participated in creating a proposal in order to co-lead the France trip in 2015.

Other types of consults were on a more personal basis such as with Terry Burt in Counseling, whose daughter is interested in Study Away and wanted more information on the various processes.

Carmela Zapata, Michael Schavey and I hosted a 3 hour training session in February, 2014 for those interested in finding out more about the proposal process. We had a nice turnout and many good questions.

In order to prepare for the training, I worked with Ann Hubbard, a director with AIFS who was caught in a snow more if it had not been for the first year of our new Merit system.

Because of our Faculty Learning Day presentation and our Faculty training, many people are aware of Study Away and of the opportunities available to both faculty and students.

We continue to improve processes and procedures and to work with administrators in creating a smooth process and experience for both faculty leaders and student participants.

proposals. A HU 219 course was created in Fall 2013 that was intended to be used across the curriculum as an interdisciplinary three credit Humanities travel course. The individual course outcomes needed to meet the CARP outcomes. It was approved in this manner, we used it in our faculty training in this manner, and we helped faculty align their outcomes within their particular discipline to meet their course requirements for their respective trips. Unfortunately, these proposals were denied because of their use of this CARP in their individual travel courses.

There were many parties that were “stung” by this “approval process” which in turn makes our process look unprofessional and proved to be a waste of a lot of people’s time.

This is a big problem that needs to be addressed and I would like to see an appeal process put in place for those who submitted proposals, followed the protocol and then were denied.
I attended the Counseling department meeting on May 7, 2014 to inform them about Study Away, what we do and which trips have been approved as well as answer a variety of questions pertaining to what Study Away has to offer at GRCC.

Carmela Zapata and I presented at Faculty Learning Day in order to inform people about Study Away. We had many positive comments and people expressed interest in the program. Some people heard about it for the first time.

Section 2 – Reflect on your EOL/Release work this semester and respond to the three items below.

| Please list and describe no more than three activities or accomplishments that went particularly well. | 1. Carmela Zapata and I worked very well together, had a lot of fun creating a Faculty Learning Day presentation about Study Away and informed the entire college about our program.  
2. Michael Schavey, Carmela and I successfully put together our faculty training around Study Away and Mike and I successfully implemented the three hour training including Ann Hubbard from AIFS, who talked about third party providers (Carmela was sick that day).  
3. I conducted many consultations this semester proving that there is great interest by both faculty and students in Study Away opportunities. |

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<th>Please list and describe how your particular efforts could have been better supported.</th>
<th>We need to have follow through and consistency on the deans end. They put us in a very difficult position of giving information that they went back on. The Associate Deans and Deans have been invited to participate in all of our meetings, course development, approval and trainings. They did not attend and then denied people who followed the processes and procedures.</th>
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<td>Please use this space to document any other concerns, suggestions, or comments.</td>
<td>I would like to see administrators attend sessions if they are going to have the final say on decisions concerning the process.</td>
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