## Grand Rapids Community College

Faculty Equated Overload/Release Time

End of Semester Report

### Grand Rapids Community College

Summer, 2014

Name: Elaine Kampmueller  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.

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### Section 1: Report of Accomplishments

<table>
<thead>
<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>
</tr>
</thead>
</table>
| • Helping faculty colleagues develop new courses that meet the college’s standards for instructional/curriculum design | • 2 new courses in the Departments assigned to me were developed over the summer, one CA and one MUS course. Neither course has completed the approval process yet. Another MUS course has been started but has not yet been reviewed.  
• 3 course revisions have been reviewed/approved, but only one has completed the whole process. (1 MUS, 2 WE)  
• The Curriculum Team had two productive meetings this summer.  
• No Department level work was done this summer | • The three departments that worked on courses in Curriculog now have a better understanding of how the new process will work and the new standards for completing the form.  
• The course authors and Department Heads that participated should be thanked for being guinea pigs. They led us to make a number of adjustments that will make the processes work much better for everyone else.  
• In our August Curriculum Team meeting we were able to share our deeper understanding of the standards for the fields in the form, as well as | • It has become quite obvious that we are pushing the limits of the Curriculog software. There are some features that are not what I had hoped, for example the form still has trouble accepting Word formatting in the text boxes. However, I still think this version is more streamlined and straight-forward than any of our previous versions.  
• I’m very glad the processes have been altered so I won’t have to reject a document in order for the editing of the content to continue! No matter what the reason, seeing a rejection is not comfortable. |
coordinate work, develop support materials, help in Curriculog implementation; making recommendations for improvements
- Providing department level support for course revisions
- Tracking faculty served and reporting to ISIS Dean
- Submitting an end-of-the-term (S’14, F’14, W’15) report following a template provided by Patti Trepkowski by:
  - August 22, 2014 for Summer 2014 assignments
- Not mentioned in this list is my participation on the COST team, which I continued to attend throughout the summer, and plan to attend during the school year.
- I hope that I have provided valuable input to the COST team as the only faculty member attending. My deeper familiarity with college processes makes me more effective as a liaison.

some of the tips and tricks we are learning with more experience with the software.

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

<table>
<thead>
<tr>
<th>Please list and describe no more than three activities or accomplishments that went particularly well.</th>
<th>The process I’ve been using with course authors – communicating initially by email, then meeting in person to discuss changes and walk through the information together – seems to work just as well with this version of course documents as it did with the Webbuilder version. The personal touch seems to really make a difference.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please list and describe how your particular efforts could have been better supported.</td>
<td>I can’t think of anything to add here. I was more than adequately supported.</td>
</tr>
<tr>
<td>Please list and describe how your particular efforts could have been better supported.</td>
<td>It seems that we timed the Curriculog trainings appropriately – more faculty were interested in the trainings in May and June than in July, though we could have had another one or two offered in early August.</td>
</tr>
</tbody>
</table>
Please use this space to document any other concerns, suggestions, or comments.

- I anticipate one or two Department trainings to occur during Fall ’14 semester.
- It might be appropriate to add a brief summary of the issues discussed at the COST meetings to the agenda for our Curriculum Team meetings so the other liaisons can learn more about how our work fits into the bigger picture. I don’t think it would be particularly effective to rotate attendance at COST because so many of the issues discussed span multiple meetings.
- As agreed on last year, and reflected in this year’s offer letter, I’d like to be able to count the time I spend in the training sessions scheduled through the CTE as Professional Development hours for my FPE, rather than as part of this EOL work. Department sessions, however, will be part of this EOL work and not count toward my FPE. Please let me know if this should be handled differently.
- Participation on the Curriculum Approval Team was considered College Service for my FPE last year, as my involvement there is not based on whether or not I continue as a course liaison.