2017-18 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 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 2017-18 academic year, the AGC discussed and adopted the following policies. Dates in parentheses indicate the months during which the policies were approved.

Course Format and Credit Hour Policy 7.13 (October 2017)

Decision

On October 10, 2017, the AGC membership voted to approve the updated policy 7.13, with the following revisions:

- Name: Course Format and Credit Hour (7.13) – per Curriculum Policy revision
- Revised definition of credit hour
- Added language about delivery method, location
- Added out of class student learning ratio statement
- Added course types from Curriculum Model; removed Service type
- Updated course formats by adding additional course formats and definitions from Curriculum Model
- Updated definitions and credit to contact hour ratios, as appropriate
- Removed Co-op format
- Added information about repeating courses for credit, as appropriate - per the Repeat Courses Policy Team
- Edited Internship definition for clarity and to differentiate between Internship and newly added Practicum format; Edited Fieldwork definition to differentiate from newly added Study Away format

Sponsor/Champion of Proposed Policy

Co-Chairs: Sheila Jones (Instructional Support) and Becky Brinks (Child Development and Education)
Members: Katie Daniels (Curriculum Support), Deb DeWent (Instructional Support), Chris Johnston (SAS), Pam Miller (SWD), Bill Faber (Chemistry Faculty, Center for Teaching Excellence), Benjamin Smith (Automotive Faculty), Karen Walker (OTA Faculty)

Rationale
This was a scheduled review of Policy 7.13; changes included updates to match policy language with current policies, practices, and accreditation standards.
The AGC decision was approved by the Provost. For more information, please see the attached Decision Paper.

Repeat Courses – Revision of Grading Policy 7.10 (October 2017)

Decision
On October 10, 2017, the AGC membership voted to approve the updated policy 7.10, with the following added language:
"The college permits students to enroll in courses more than once. A repeated course is a course that a student enrolls in and attempts more than once. Each attempt is recorded on a student's transcript. For courses that may only be taken once for credit, the attempt with the highest grade will be used when calculating GPA and earned credits on a student's academic transcript. A student may attempt a course up to three times, or two additional attempts after the first. If a student has not successfully completed a course within three attempts, they are required to meet with an advisor if they wish to register for any additional attempts at the course.

Students using financial aid should also view the Satisfactory Academic Progress Policy for Credit Hour Students to understand the impact of repeated coursework on future financial aid eligibility."

Sponsor/Champion of Proposed Policy
Co-Chairs: Sheila Jones (Instructional Support) and Valerie Butterfield (Registrar)
Members: Katie Daniels (Curriculum Support), Ann Isackson (Financial Aid), Robin VanRooyen (Visual Arts Faculty), Ashley Campanali (Chemistry Faculty), Katie Hughes (Counseling Faculty)

Rationale
The Repeat Course Team recommended that language on repeat courses be added to the grading policy for the following reasons:
- To support student success and provide our students support in academic planning.
- Students and faculty should be aware of the academic impact of a student repeating coursework.
- Documented grading policies assist our transfer partners in articulating GRCC credit.
- Students that receive federal financial aid should be aware of regulations regarding repeated coursework.

The AGC decision was approved by the Provost. For more information, please see the attached Decision Paper.

Faculty Ethics Policy 7.12 (October 2017)

On October 10, 2017, the AGC membership voted to approve the updated policy 7.12, with the following language:

"Established codes of ethics serve several different functions that contribute significantly to their professional and institutional value. Examining these functions individually clarifies the importance of developing and maintaining a vital code of professional ethics within an institution: The first function served is *aspirational* - these codes outline the core values we aspire to and strive to manifest in our professional conduct. Secondly, professional ethics codes are *educational* - with these codes, we educate others in our profession and institution about the values, beliefs and behaviors that we have decided are central to ethical conduct. Finally, professional ethics codes function in a manner that is *self-regulatory* – these codes serve as proof that the faculty at GRCC agree to a set of minimally acceptable standards, and to give fair notice that departures from these standards undermine the mission of the College. Peer differences that may benefit from the assistance of a third party may be brought for review to a Faculty Ethics Committee*, a committee composed only of other faculty members, who may implement a review process."

Team recommendations for changes to the policy included edits in sections related to faculty and social media, faculty comments about and communication with students, and faculty members as colleagues; as well as recommended changes in grammar and terminology.

Sponsor/Champion of Proposed Policy
Chair: Steve Abid (Social Sciences Faculty)
Members: Julie Bera (Dental Programs Faculty), Mike Klawitter (Library Faculty), Mike Light (Social Sciences Faculty), Shelly Richter (Nursing Faculty), Anne Sherman (Counseling Faculty)

Rationale
The work of this team was a scheduled review of the Faculty Ethics policy, originally approved by AGC in 2008 and reviewed by AGC in 2013.
The AGC decision was approved by the Provost. For more information, please see the attached Decision Paper.

Attendance Policy 8.8 (December 2017)

Decision

On December 12, 2017, the AGC membership voted to approve the updated Attendance Policy 8.8, with the following language:

Each faculty member is required to create and make available a course syllabus which clearly and explicitly describes the course attendance policy. Faculty members are encouraged to create an attendance policy that takes into consideration anticipated (such as College-related activities, personal issues, etc.) and unanticipated (such as trauma, military duty, court appearances, etc.) absences.

Attendance policies must comply with the 14-day absence rule as defined by the Department of Education (Title IV administration). When a student has not attended a course during a 14 calendar day period, this absence is reported by faculty to the institution, and this report would initiate a withdrawal of that student from said class. Faculty do not need to report an absence when a student is in communication and there is a shared understanding on how that student is making progress in the course. Students are responsible for contacting their instructors regarding absences. Students must understand that they are responsible for class work missed during an absence, doing any extra work that may be required to replace in-class activities, and that missing class will impact student learning and may negatively impact grades. Each faculty member's attendance policy, as stated in the course syllabus, is the final authority on any academic consequences associated with missing a class.

Attendance policies must take into consideration the need to comply with requirements of state and federal laws including the Americans with Disabilities Act, Title IV, and Title IX.

Each faculty member is required to maintain an accurate daily record of the attendance of each student enrolled in each of the faculty member's classes. This record should include date of last attendance in the case of a student receiving an E or a W in the course."

Sponsor/Champion of Proposed Policy
Chair: Eric Mullen (Enrollment Management)
Members: Andrew Masters (Financial Aid), Lori Cook (Admission and Enrollment), Katie Budden (Visual Arts, Faculty), Gayl Beals (Automotive, Faculty), Bryan Vliem (Student Records), and Jennifer Batten (Arts and Sciences)

Rationale
This policy was reviewed to address changes needed to be compliant with Title IV requirements. Specifically, students who do not attend class for a 14-day span must be reported to the institution and withdrawn from that class and financial aid funds must be released before the 30th day of the semester.

The AGC decision was approved by the Provost. For more information, please see the attached Decision Paper.

Minimum Institutional Credit Policy 8.31 (December 2017)

Decision
On December 12, 2017, the AGC membership voted to approve the updated Minimum Institutional Credit Policy 8.31 with the following language:

Grand Rapids Community College adheres to Higher Learning Commission assumed practices in regard to minimum institutional credit requirements for graduation:

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.

*This policy does not apply to consortium agreements.

The change to the policy is the addition of the introductory statement.

Sponsor/Champion of Proposed Policy
Chair: Valerie Butterfield (Student Records)
Members: Eve Sidney (Dental Programs, Faculty), Bill Faber (Physical Sciences, Faculty and CTE), Lynnae Selberg (Counseling and Career Center), Anne Sherman (Disability Support Services), Todd Tiano (Biology, Faculty), and Bryan Vliem (Student Records)

Rationale
The work of this team was a scheduled review of the Minimum Institutional Credit policy, originally approved by AGC in 2015.

The AGC decision was approved by the Provost. For more information, please see the attached Decision Paper.

General Education Distribution (January 2018)

Decision
On January 16, 2018, the AGC membership approved revisions to the General Education distribution with the following changes:
- Addition of English Composition and Communications definition and Outcomes
- Addition of Mathematics definition and outcomes
- Removal of Wellness definition and outcomes

Additions to the policy language include the following:
English Composition and Communications Definition
GRCC defines English Composition as the act of writing effectively for various audiences, purposes, and contexts as well as the study of written discourse. GRCC defines Communications as the study of how people use messages to generate meaning in contexts and situations such as personal and professional settings as well as across cultures and in the media. Writing and speaking occurs in a wide variety of modalities to communicate purpose and meaning to an array of audiences. Students will understand writing and speaking as ways to communicate with specific audiences for specific purposes. As communicators, students will learn to better understand themselves and the world, emerging as effective writers, speakers, listeners, and critical thinkers. The acts of writing and speaking empower students to enter into and engage existing conversations in meaningful, ethical, and informed ways.
English Composition and Communications Outcomes
- Create written or verbal communication for diverse audiences in various contexts.

- Apply effective strategies to analyze and improve written, verbal, or nonverbal communication.
- Demonstrate the use of research strategies to gather information.
- Select and integrate relevant sources to enhance writing, thinking, or speaking.
- Construct papers, projects, or speeches through recursive and reflective practices.
- Explain and apply communication theories, principles, or concepts.
- Assess self or peers' use of effective communication principles and strategies

Mathematics Definition

GRCC defines Mathematics as learning mathematical concepts and developing analytical skills to stimulate curiosity, encourage quantitative thinking, and develop mathematical maturity. Students will learn mathematical reasoning and experience some of its application. This mathematical thinking contributes to the students' development as critical thinkers; and in turn, students understand how mathematical reasoning is a uniquely effective method of describing and analyzing the human experience.

Mathematics Outcomes

- Relate information across verbal, tabular, symbolic, or graphical forms.
- Utilize evidence-based writing to support conclusions.
- Formulate mathematical models to describe phenomena.
- Communicate mathematics effectively in oral and/or written form.

Sponsors/Champions of Proposed Policy

Co-Chairs: Sheila Jones (Instructional Support), Christina McElwee (English Faculty), and Dillon Carr (Social Science Faculty)

General Education Review Team: Jennifer Batten (SAS), Valerie Butterfield (Student Records), Dillon Carr (Social Science Faculty), Katie Daniels (Instructional Support), Sheila Jones (Instructional Support), Laura Kennett (Exercise Science Faculty), Susan Mowers (English Faculty), Oscar Neal (Mathematics Faculty), Matthew Novakoski (Instructional Support), Tamara Scott (Language and Thought Faculty), Eve Sidney (Dental Faculty), Jeff Spoelman (Business Faculty), Rosario-Montes Sutton (Counseling and Career Center), and Jeff Winkle (Language and Thought Faculty)

HLC Assessment Academy/CAP 3.2.2 Team: Michelle Allen (English Faculty), Jennifer Batten (SAS), Dillon Carr (Social Science Faculty), Bill Faber (Physical Science Faculty and CTE), Tim Hoving, Sheila Jones (Instructional Support), Leigh Kleinert (Biological Sciences Faculty), Kate Kryger (Biological Sciences Faculty, Amy Kudrna (Physical Science Faculty), Mike Light (Social Science Faculty), Christina McElwee (English Faculty), Oscar Neal (Mathematics Faculty), Tamara Scott (Language and Thought Faculty), Brent Spitler (Business Faculty), and Travis Steffens (Instructional Support)

Rationale

- AGC Decision (Fall 2013) established definitions and outcomes for Humanities, Social Sciences, Natural Science and Mathematics, and Wellness. This revision adds definitions and outcomes for English Composition and Communications and Mathematics so that the GRCC General Education areas align with the Michigan Transfer Agreement (MTA) and so the College has established criteria for selecting general education courses that are part of these distribution areas.
- AGC Decision (Fall 2015) updated the Graduation Requirements Policy (7.20) to align with the MTA. The Wellness credit was removed as a graduation requirement

and Wellness was not part of the General Education distribution areas. The definitions and outcomes were used to determine which courses could be used to earn the Wellness credit that applied toward graduation and because the criteria were no longer needed, they were removed.

The AGC decision was approved by the Provost. For more information, please see the attached [Decision Paper.](#)

Mandatory New Student Orientation Policy 8.28 (January 2018)

Decision
On January 16, 2018, the AGC membership denied approval of a revised policy 8.28 as follows:
All students new to GRCC who are seeking a degree or certificate are required to attend a mandatory orientation session prior to enrollment in courses. Transfer students who have completed at least 12 college level credits are exempt from this policy. An appeal may be made to participate in an online version of orientation if a student has extenuating circumstances and cannot attend an in person event (e.g. currently deployed in the military, only taking classes at a distance, etc.).

Due to this vote, the current policy remains in effect as follows:
All students new to GRCC who are seeking degree or certificate are required to attend a mandatory New Student Academic and Financial Advising session prior to enrollment in courses. Excluded from this policy are students who transfer in 12 credits taken at another college. New students who enter with a high school GPA of 3.0 or higher will have the option to participate in an online version of the New Student Academic and Financial Advising program. An appeal may be made to participate in the online version if the student has extenuating circumstances and cannot attend the in person event (e.g. currently deployed in the military, only taking classes at a distance, etc.). These appeals need to be submitted in writing to the Director of Admissions and Enrollment.

Sponsor/Champion of Proposed Policy
Chair: Evan Macklin (Student Orientation)
Members: Ennis Young (Psychology), Jenna Hess (Disability Support Services), Jodi Gee (Exercise Science), Lori Cook (Admissions and Enrollment), Lynnae Selberg (Advising and Transfer Center), and Michael Couch (Financial Aid)

Rationale
This was a scheduled review of Policy 8.28, originally approved by AGC in April 2013 and implemented in Fall 2014. The stated reason for this policy is as follows:
External benchmarking and CCSSE and SENSE data show students who attend a mandatory orientation have increased student success, retention, and graduation rates. Financial literacy delivered during this session will increase financial awareness and could likely have a positive impact on financial aid default rates.

The AGC decision was approved by the Provost. For more information, please see the attached [Decision Paper.](#)

Mandatory Placement 8.2 Policy (February 2018)

Combined with ACT (SAT) Cut Score (8.27) and General Admission Requirements (8.4) Policies and renamed Admission and Placement (8.2) Policy

Decision
On February 13, 2017, the AGC membership voted to approve the updated and combined policies with the following language:

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 to Grand Rapids Community College 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 tests).

Admission into specific college programs may have additional standards or requirements. Individuals will need to confer with a program's specific admission requirements prior to enrolling. These programs include, but are not limited to:
- Degree seeking programs
- Personal interest enrollment
- International student enrollment
- Dual enrollment
- Middle College programs
- Apprenticeship programs
- Music programs
- Readmission
- Job training programs
- Guest student enrollment
- Health degrees and certificates
- Police Academy

To apply for a degree seeking program, students will be required to take a placement test if their high school grade point average is less than 2.0, or their ACT score is 17 or lower in the areas of math, reading, or English, or SAT scores are 24 or lower in the areas of math, reading, and writing/language.

Degree seeking students transferring in from another college need to provide a transcript showing at least 12 completed college credits at a course level of 100 or higher with an overall GPA of 2.0 or higher. Transfer students who meet this requirement will be admitted, are not subject to placement testing, and would be eligible to enroll in classes with college level prerequisites.   Students who transfer in less than 12 college credits at a course level of 100 or higher, or with an overall GPA less than 2.0 will be required to take a placement test to establish their college readiness in reading or writing. Transfer students who do not meet this placement requirement have the option to submit their high school GPA and college entrance exam scores (SAT or ACT) to establish admission requirements.

GRCC students whose placement scores indicate that they need developmental coursework will be required to enroll in and pass that coursework before taking college-level English and Math courses, and other specified college-level courses.

Notes:
- The language regarding mandatory placement has not changed, it was simply added to the ACT (SAT) Cut Score 8.27 and General Admission Requirements 8.4 policies. These three policies were combined as they are interdependent and the Team felt that they should be reviewed as a single policy and at the same time.
- Language was added to address the status of and requirements for transfer students.

Sponsor/Champion of Proposed Policy
Co-Chairs: Eric Mullen (Enrollment Management and Financial Aid) and Lori Cook (Admission & Enrollment)
Members: Vikki Cooper (English), Dana Sammons (Math), John Cowles (Success & Retention), Sheila Jones (Instructional Support), and Michael Vargo (Arts & Sciences).

Rationale
The work of this team was a scheduled review of the Mandatory Placement 8.2 policy, originally approved by AGC in 2009 and implemented in the winter semester of 2010. The policy was reviewed in 2012/2013 and revised in December 2014.

Further, according to the current policy document: Internal student success data, as well as external research, scholarship, and benchmarking, indicate that students who are required to take developmental coursework before taking college-level coursework are more likely to succeed and persist in their college studies.

The AGC decision was approved by the Provost. For more information, please see the attached Decision Paper.

Student Email Policy 8.7 (February 2018)

Decision
On February 13, 2017, the AGC membership voted to approve the updated Student Email policy 8.7 with the following language:

Grand Rapids Community College (GRCC) provides an email service for all students to use. Upon enrollment, GRCC students are required to use this college issued account for all GRCC email correspondences (sending and receiving). This email account will be used for official notification by the college related to matters such as, but not limited to, financial aid, registration, and payments. The college will not respond directly* to emails that are sent from a current student's personal email account.

Note: The only change to the policy language is the addition of the word directly.*

Sponsor/Champion of Proposed Policy
Chair: Eric Mullen (Enrollment Management and Financial Aid)

Members: Tony VanderArk (English) and Carmen Andert (Mathematics)

Rationale
The college wishes to ensure that all current students have timely, secure, and assured access to communication sent by GRCC on a regular basis. Utilizing the college issued email system provides higher levels of delivery, receipt of delivery, and confidentiality.

The AGC decision was approved by the Provost. For more information, please see the attached Decision Paper.

Catalog Year Policy 8.5 (February 2018)

Decision
On February 13, 2018, the AGC membership approved revised policy 8.5 as follows: Grand Rapids Community College (GRCC) students admitted as degree-seeking students are assigned the Catalog year in place during the semester they are admitted. This Catalog year is used to evaluate fulfilled graduation and academic program (major) requirements.

If a student declares a new academic program, they will be assigned a Catalog year based on the effective date of that change.

Students returning as degree-seeking, after an extended absence greater than two years (six semesters, including summer), will be assigned a Catalog year based on the semester declared on their readmit application.

Students may request through an advisor to fulfill the graduation and academic program (major) requirements of any Catalog year in place after their semester of admittance, or readmittance (if applicable).

Sponsor/Champion of Proposed Policy
Co-Chairs: Katie Hughes (Counseling and Career Center) and Valerie Butterfield (Student Records)
Team members: Werner Absenger (SICE Faculty), Deb Dewent (Instructional Support), Sheila Jones (Instructional Support), Christopher Remley (Student Life), Lynnae Selberg (Advising and Transfer Center)

Rationale
The current prescriptive policy language has led to inconsistencies in implementation. Students are assigned a Catalog by the College at the time they are admitted; students may not be aware that the Catalog shown in their Online Center and My Degree Path (degree audit tool) does not align with the semester they began taking classes.
The current policy language does not clearly indicate students may use any forward Catalog to fulfill program requirements.

The AGC decision was approved by the Provost. For more information, please see the attached Decision Paper.

Student Code of Conduct 8.30 Policy (March 2018)

Decision
On March 13, 2018, the AGC membership voted to endorse the Student Code of Conduct policy 8.30. Due to the length of this policy, the link to the current working document can be found at the following site:

https://drive.google.com/file/d/11akJV8mILyuex7QUkfFEmEM9C4iM22qV/view?usp=sharing

Notes: AGC endorses academic portions of this policy. The Policy Review Team and Cabinet/President will also review, make recommendations and give approvals to this policy.

This decision form should be amended to include the link to final version of policy after all approvals are made.

Sponsor/Champion of Proposed Policy
Co-Chairs: Lina Blair (Student Life and Conduct) and Amy Kudrna (Physical Sciences)

Members: Carmen Andert (Mathematics), Chris Johnston (SAS), Jason Schueller (Enrollment),Kimberly DeVries (Equal Opportunity Compliance), Pam Miller (SWD), Rebecca Whitman (Campus Police), Steve Henkelman (Machining),Sue Koons (Nursing), Thalia Guerra-Flores (Student Life and Conduct), and Jimmie Baber (SWD)

Rationale
The Student Code of Conduct 8.30 Policy is reviewed every three years under the direction of the Student Conduct Administrator. Review and revision was scheduled for the 2017-2018 academic year.

The AGC decision was approved by the Provost. For more information, please see the attached Decision Paper.

College Generated Graduation Policy 8.24 (April 2018)

Decision
On April 10, 2018, the AGC membership approved the College Generated Graduation policy as follows:

Students will automatically be awarded the degrees and certificates that they earn at GRCC. Students will have the opportunity to decline these credentials.

Note: This policy is unchanged from the previous policy.

Sponsors/Champions of Proposed Policy
Co-Chairs: Tina Hoxie (Student Affairs) and Erin Busscher (Advising Faculty)
Members: Amanda Kruzona (Student Records), Valerie Butterfield (Student Records), and Ann Isackson (Financial Aid)

Rationale
This was a regularly scheduled review of the policy that was originally implemented during the Winter 2014 semester.

The team:
- Provided an overview of the policy implementation
- Explained how this review provided the opportunity to examine all of the different processes that touch graduation
- Described the connection with the Win-Win grant opportunity (350 additional students graduated)
- Presented the college-generated graduation numbers (560 students graduated through this policy)
- Did not recommend any changes to the current policy

The AGC decision was approved by the Provost. For more information, please see the attached Decision Paper.

Library Collection Development 7.17 Policy (April 2018)

Decision
On April 10, 2018, the AGC membership voted to approve the updated policy with the following language:

The purpose of the GRCC Library collection is to support and enhance the curriculum and instruction programs at GRCC in order to promote learning and achievement. The Library serves a diverse community of learners and the collection reflects an extensive range of subjects, with emphasis placed on general research sources. Library faculty must adequately develop and maintain the collection using the guidelines set forth in this policy to satisfy the purpose of the collection, the mission of the Library, and the mission of the College.

A.   Scope of collection
With consideration for the diverse needs of our community, the GRCC Library's collection addresses a broad range of subject areas in a variety of formats, including monographs, periodicals, audiovisual materials, and digital resources that meet the basic research needs of GRCC students. The Library extends access to advanced research material through online resources and resource sharing partnerships when possible.

B.   Intellectual freedom
The GRCC Library strongly affirms the American Library Association's "Library Bill of Rights," "Intellectual Freedom Principles for Academic Libraries," "Freedom to Read Statement," and "Access to Electronic Information, Services, and Networks: An Interpretation of the Library Bill of Rights. The library will collect and own materials that support curriculum and learning and present balanced viewpoints, even if some readers may consider certain content objectionable; the Library will not censor any materials deemed "offensive" or "morally reprehensible."

C. Copyright
The GRCC Library complies with and promotes regulations and guidelines set forth by U.S. Copyright Law and College Policy 3.0, Copyright.

D. Responsibility
The Library Faculty is responsible for collection development and management.

1. Faculty liaison areas—In accordance with the Faculty Liaison Program, librarians select materials within designated academic areas and solicit recommendations from classroom faculty.

2. Fund allocation—academic subject areas receive fund allocations annually based on several factors such as curriculum needs, accreditation, collection gaps, average material costs, expected period of currency, program enrollment, and similar considerations.

3. Suggestions for acquisition—An individual may make a suggestion for acquiring a particular item through any librarian or fill out the "Suggest a Purchase" form. This form is available through the Library's catalog, RaiderSearch, and on the Library web site. Liaison librarians receive suggestions and determine if the item meets the selection criteria for the collection.

E. Selection criteria
The GRCC Library's first priority is to support the GRCC curriculum. A secondary priority is to collect supplemental materials that provide a general knowledge base for GRCC students so they may succeed in their educational pursuits.

1. Selected materials adhere to one or more of the following:

i.   support GRCC curriculum and/or student success through a general knowledge base
ii.   are accurate in their representation of factual and historical information
iii. are current and have an acceptable level of permanence
iv.   are at an appropriate scholarly level for our student population or satisfy the classroom needs of instructors
v.   are cost-effective
vi.   represent a diverse range of perspectives
vii. received one or more positive reviews in a standard library selection source
viii. represent the most appropriate and accessible format available

2. The following statements specify selection policies for various formats and types of materials:

i.   Books—the GRCC Library purchases the most appropriate and accessible format and avoids purchasing non-durable book formats, such as spiral-bound books, consumables, and workbooks.
ii.   Textbooks—the GRCC Library does not purchase textbooks or workbooks unless critical content is available only in those formats. The library encourages instructors to place copies of required texts on reserve in the LLC to help reduce the financial

burden for students.

iii. Open Educational Resources (OERs)—the Library supports faculty in the selection of OERs and provides OER textbooks in the Reserves Collection.

iv. Periodicals—the GRCC Library purchases periodicals subscriptions in print, electronic, and other formats that meet the educational needs of the GRCC community. .

v. Audiovisual materials—In compliance with the Audiovisual Captioning Policy, selectors add audiovisual materials when they support the curriculum.

vi. Archives—The Library Archives collects materials created in the course of College business from 1914 to the present that have permanent historical value in documenting programs, decisions, and individuals at GRCC.

F. Gifts/donations

The Library accepts gifts and donations for the collection if they meet the selection criteria of this policy.

G. Damaged Materials

The Library maintains a plan for withdrawing and replacing damaged materials.

H. Resource sharing

The GRCC Library practices resource sharing and collaboration with other libraries as an essential and sustainable model to satisfy the library's mission and provide the GRCC community with the necessary materials to meet their information needs. When the GRCC Library cannot meet a specific research need, it offers Interlibrary Loan and Document Delivery services as alternative options for access to materials from other libraries around the world.

I. De-selection

In order to continue to offer a relevant collection, de-selection is an essential component of collection management. Items which are no longer relevant to the curriculum, out-of-date, inaccurate, in poor condition, or have very low circulation may be de-selected.

Notes: The changes to this policy include correcting grammatical errors, removing procedural information, condensing redundant information, and updating terminology to reflect current trends and practices. Statements about OER and audio captioning have been added.

Sponsors/Champions of Proposed Policy

Co-Chairs: Brian Beecher (Library and Learning Commons) and Sophia Brewer (Library and Learning Commons)
Members: Lori DeBie (Library and Learning Commons), Mike Klawitter (Library and Learning Commons), Nan Schichtel (Library and Learning Commons), Dan Sullivan (Academic Support and Tutoring Services), and Michael Vargo (SAS Dean's Office).

Rationale

This policy specifies acquisition and retention of Library materials to support the curricula and mission of the College.

The AGC decision was approved by the Provost. For more information, please see the attached Decision Paper.

Multiple Degrees 8.2) Policy (April 2018)

Decision
On April 10, 2018, the AGC membership voted to approve the updated policy and the recommended name change with the following language:

The College recognizes that there are instances where students may require additional degrees and certificates for employment or for personal growth and satisfaction. This policy applies to any Grand Rapids Community College (GRCC) student who has received a degree from GRCC. Students may be awarded additional associate degrees subject to the following stipulations:

(A.) The Associate of General Studies degree may not be earned as additional degree.
(B.) No additional associate degree will be granted in programs that require the same program courses.

Notes
The following items were added/removed from the original policy as part of this revision:
- Certificates are now addressed in the policy. (Reason for addition: Students have always been able to earn additional certificates, but this was not addressed in the policy.)
- Students may earn only one transfer degree (Associate of Arts and only one Associate of Science). (Reason for removal: There may be instances where students wish to earn additional transfer credential due to significant change in academic/career direction.)
- Subsequent associate degree(s) must each include a minimum of an additional 15 unique semester credit hours earned at GRCC. (Reason for removal: Fifteen credits was believed to be an arbitrary number. Further, if a credit number is assigned, the Pathway A.A. degrees, which can have similar requirements, would allow students to easily earn additional Pathway A.A. degrees. The 2 degrees could have many curricular similarities and would provide little benefit to students.)
- Degree and program requirements for the additional degree will be based on the catalog that is in effect when the student officially elects the new degree and/or program (Reason for removal: This statement is addressed in the Catalog Year Policy, and was not being enforced.)

Sponsors/Champions of Proposed Policy
Co-Chairs: Sheila Jones (Instructional Support) and Valerie Butterfield (Student Records)
Members: Lakisha Beck (Student Records), Kevin Dobreff (Music), Ann Isackson (Financial Aid), Matt Novakoski (Instructional Support), and Renae Boss Potts (Nursing)

Rationale
The following rationale was taken from the current policy document:

- GRCC needs to ensure that all of its Associate degrees provide a meaningful credential to students for transferability and employability.
- The College must supply proof of additional learning.
- Implement clarification of existing practice.
- GRCC must ensure students are able to maximize their financial aid facilitate transfer.

The AGC decision was approved by the Provost. For more information, please see the attached Decision Paper.

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.

Updates and Presentations to AGC

September 2017
☐ Message from AGC Executive committee to Membership
☐ Message from the President

December 2017
☐ Academic Pathways Update

January 2018
☐ Message from the Provost

February 2018
☐ Graduation Requirements Update

March 2018
☐ ALEKS Update
☐ Early College/Middle College Update

April 2018
☐ Accreditation Update
☐ Learning Environments Team (LET) Update

Policies/Practices for Consideration during 2018-19

Policy	Action Required
Learning Environments Team	scheduled for review/revision Fall 2018
8.25 Mandatory First-Year Experience	scheduled for review/revision Fall 2018
7.20 Wellness CAP Removal	scheduled for review/revision Fall 2018
7.16 Common Syllabus Components	scheduled for review/revision Fall 2018
8.18 Children in the Classroom	scheduled for review/revision Fall 2018
8.22 Maximum Student Credit Hour	scheduled for review/revision Fall 2018
8.1 Dual Enrollment	scheduled for review/revision Fall/Winter 2018-19
7.2 Distance Learning Standards	scheduled for review/revision Fall/Winter 2018-19
8.32 Distance Learning Orientation	scheduled for review/revision Fall/Winter 2018-19
8.33 Industry Recognized Credentials	scheduled for review/revision Winter 2019
7.15 Prior Learning Assessment	scheduled for review/revision Winter 2019
8.29 Transfer Policy	scheduled for review/revision Winter 2019
7.10 Grading Policy	scheduled for review/revision Winter 2019
8.23 Medical/Hardship Withdrawal	scheduled for review/revision Winter 2019

2017-18 Procedural Actions

September 2017
- Approved Team Chairs and Standing Committees
- Approved non-voting AGC members
- Oriented New AGC Members

April 2018
- Provided AGC Standing Committee Communication
- Approved Recommendation of Graduates
- Conducted Year-End Evaluation of AGC

AGC 2017-18 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 2016- 17 took place during the April 11, 2017 meeting, and included both a survey and open-ended small group discussions.

Survey Questions

Question	Agree	Disagree	Abstain
1. AGC fulfilled its purpose.	100%	0%	0%
2. AGC accomplished an appropriate amount of work.	95%	2%	4%
3. The scheduling of AGC meetings was adequate to complete the work.	98%	2%	0%
4. Communication from AGC Exec helped me prepare for meetings.	95%	2%	4%
5. If you used the AGC website, the information was useful.	43%	11%	45%
6. The topics and issues addressed at AGC were relevant.	94%	2%	4%
7. The information presented at AGC meetings was useful.	94%	2%	4%
8. The quality of discussion in AGC meetings advanced the work.	87%	5%	7%
9. AGC made effective decisions this year.	91%	5%	4%
10. The decisions made by AGC had a positive impact on the college as a whole.	96%	0%	4%

Summary of Open Comments

AGC members discussed the following open-ended questions:
- What worked well at AGC this year? Why was this effective?
- What suggestions do you have for improvement for next year? How will this make AGC more effective?
- What issues should we address next year? Why is this important for AGC to address?

Strengths

- Meeting length was amazing (good time management)
- Robust and diverse discussions
- Last year's concerns were addressed
- New voting process/procedure
- Materials/PowerPoints sent ahead of meetings
- Updates to AGC website
- Issue Paper voting
- Fair spacing of presentations
- Shared governance model works well
- Multiple cycles of topics – opportunity for Department feedback
- Clickers (provide immediate data on voting)
- Revision cycle

Areas for Improvement

Area for Improvement	AGC Executive Committee Response
Don't schedule a December meeting during exam week.	Scheduling meetings on the second Tuesday of each month provides consistency and easier scheduling for all.
Don't schedule a September meeting or schedule it later in September.	Scheduling meetings on the second Tuesday of each month provides consistency and easier scheduling for all.
Better communication from AGC Exec.	AGC Exec will continue to work on improving communication.
Improve communication re: presentation schedule to Exec, expectations of policy review committees, and what happens when a policy is passed.	AGC Exec will continue to work on these improvements.

Area for Improvement	AGC Executive Committee Response
Why do we bring the Recommendation of the Graduates to AGC – we could save time.	This could be proposed through an Issue Paper.
More communication from Exec re: how to bring Issue Papers and more guidance on presentations.	ExecAGC invites questions on these matters. AGC website offers forms for Issue Papers, Committee Action, Dissenting Opinion, etc. Helpful hints for presentations are also on our website.
Font size and color of presentations should be appropriate to a large room.	Presenters will be given standards to follow for presentations. These already exist on AGC website under: agc/helpful hints for agc ad hoc committee chairs and members
What took place with CLS 100? We should know and have say on delays.	Meeting facilitators will inform AGC on the rescheduling of presentations.
Why can't we go paperless?	We are trying, but we need paper for feedback from table discussions.

Proposed Issues for Academic Year 2017-18

Issue	AGC Executive Committee Response
Emergency Preparedness training for faculty and staff	CAP from Strategic Plan is currently working to bolster our efforts.
Distance Learning, Online Course development guidelines	Presentation forthcoming in December 2018.
Why can't we have a voice on implementation of policies we approve?	There is a voice and it is welcome. People have been encouraged to give feedback on policy implementation.
LET should address learning environments at high schools/middle schools.	LET will be informed and will work with high/middle schools

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.