
Detailed Notes on the ECS Meeting of November 8, 2024

Chair's Report

- *On the 12th Annual Teach-In: Power, Privilege, and Difficult Dialogues:* The 12th Annual Teach-In will be held on Wednesday, November 13 on the Pew Campus and Thursday, November 14 on the Allendale Campus. More information on the Teach-In can be found [here](#). All are highly encouraged to participate.
- *On Meeting with President Mantella:* The ECS/UAS Chair and Vice Chair met with President Mantella. This meeting had been scheduled since the beginning of the semester to provide an additional time for collaboration between ECS/UAS and the President. The Chair and Vice Chair shared faculty concerns around communication and desire for more communication with the Senior Leadership Team (SLT) and the Board of Trustees (BOT). The President shared plans to provide ECS/UAS members to more opportunities for informal engagement with members of the Senior Leadership Team (SLT) and the Board of Trustees (BOT).
- *On a Change in Reporting Structure:* Acting Provost Drake sent a memo to the ECS/UAS Chair and Vice Chair sharing that, beginning on July 1, 2025, three areas dedicated to empowering student learning - the Center for Undergraduate Scholarly Engagement, Padnos International Center, and Civic Learning and Community Engagement - will transition their reporting structure to Dr. Christine Rener, Vice Provost for Instructional Development and Innovation and Director, Pew Faculty Teaching and Learning Center.
- *On the ECS Meeting of 11/15/24:* The agenda for the ECS Meeting of 11/15/24 will include discussions on a Multi-Year Taskforce on the Evaluation of Teaching, University Curriculum Committee (UCC) Memo on Research Intensive Course Designation Review Process, the Graduate Council Memos on Culminating Experiences, Graduate Student Experience, Graduate Admission Change, New Admissions Policy, and Equity in Graduate Faculty Workload.

Provost's Report

- *On a Change in Reporting Structure:* Adding to the Chair's report on the change in reporting structure, Acting Provost Drake noted that Bob Smart had accumulated many diverse tasks, and this change in reporting structure is an opportunity enhance the student experience.
- *On Senior Leadership Team:* The SLT is focused on the search for the Dean of the Padnos College of Engineering.
- *On the Board of Trustees:* The BOT will meet for one hour virtually on November 12. Plante Moran will share their audit of the last fiscal year at the meeting.
- *On the Michigan Assured Admissions Path (MAAP):* GVSU is joining MAAP, along with all of the Michigan public universities except Michigan State and the University of Michigan—Ann Arbor. This assures admission to a Michigan public **university to graduates of Michigan high schools who have earned cumulative GPAs of 3.0 or higher.**

Student Senate President's Report

- *On the Election:* Student Senate aims to support all students and promote respectful engagement after the election.
- *On Meeting with the Senior Leadership Team:* Student Senate is meeting with SLT to discuss priorities and build stronger partnerships.
- *On the Student Solutions Summit:* The Student Solutions Summit will take place Thursday November 21st from 5-6:30 pm.
- *On the Teach-In:* Student Senate is supporting and promoting the Teach-In.
- *On Student Senate Elections:* Student Senate is planning for elections for the next Student Senate.
- *On International Students and Holidays:* Student Senate is connecting international students with families for the holidays.

New Business

- *On the Academic Policies and Standards Committee Memo on Repeat Course Approval Policy:* This memo recommended that transfer credit for a course failed at GVSU should be permitted, as the passing grade demonstrates that the student has sufficiently mastered the subject to earn GVSU credit, as per the established transfer policy. Students who take a course that is cross-listed may not take the cross-listed counterpart course for additional credit unless the course catalog description explicitly permits repeating the course. Students may replace the grade in one cross-listed course with its cross-listed counterpart course in accordance with the policy for limits on repeat courses. Students should receive an alert when they register for a course that they have previously taken. If previously passed, the alert will indicate that additional credits toward graduation will not be earned and the new grade will replace the old grade. If previously they did not pass, the alert will indicate that they should meet with an advisor to discuss strategies for success. The motion to support with recommendation to the UAS consent agenda passed.

- *On the Academic Policies and Standards Committee Memo on Academic Integrity:* The memo recommended the following. There are significant overlaps in the spirit behind the definitions of academic integrity, academic honesty and similar constructs; APSC does not have a recommendation to change GVSU's definition of academic misconduct. GVSU may offer students more updated, demonstrative and rigorous training on academic misconduct, its forms and consequences. GVSU may offer faculty training on academic integrity processes and how faculty may optimally engage with such processes (for example, when to file and not file an instance of academic misconduct). GVSU may consider the possibility of separate filings (by faculty) for intentional versus unintentional academic misconduct. Implementing a restorative justice model for academic misconduct to achieve better student outcomes through re-training, reflection, etc. is likely to entail significant additional resources. The APSC and the University Academic Senate may continue working with OSCCR to further explore these related issues. The motion to support with recommendation to the UAS consent agenda passed.
- *On the Academic Policies and Standards Committee Memo on Credits for Minors:* The APSC recommended that the minimum number of credits for minors be changed to 18 and the catalog be updated to reflect this change, clarify current policy statements, included policy statements that are not currently in the catalog, and include information that is typically provided in the catalogs of peer/aspirant institutions. The motion to support with recommendation to UAS passed.
- *On the Academic Policies and Standards Committee Memo on the Student Code of Conduct:* After thorough review, the APSC recommended no changes to the Student Code of Conduct. The motion to receive, accept, and file the memo and thank the committee for its work passed.
- *On the Academic Policies and Standards Committee Memo on the Late-Add Policy:* The memo did not recommend policy changes, but recommended a change to the process. This change consists of an online form with multiple-entry points that can be completed by a student or a person approving the late-add at the department level; self-population of the student's data with a G#; drop-down menus for approval and automatic routing; and a drop-down menu for the rationale for the late-add. Additional options could be added as needed for specific Colleges or programs. A discussion centered on students being allowed to add courses past the deadline without the signature of the faculty member teaching the course. This has led to challenges for faculty and students, as it is difficult for students to be successful in courses for which they have missed a portion of the content, even when faculty provide support. Advisors may provide permits to add courses past the deadline in an effort to support students' timely progress toward graduation. Chair Karasinski will meet with Vice Provost for Advising and Student Success, Cathy Buyarski, to discuss this. The motion to receive, accept, and file the memo and thank the committee for its work passed.
- *On the Academic Policies and Standards Committee Memo on Reform of Remedial Courses:* The APSC did not recommend any new policies. They recommend that GVSU continue to use the terms "stretch" and "preparatory" for these 100-level courses. Offering these courses in a stretch format at the 100-level allows students to progress toward the 120 credits needed for graduation. Remedial courses with course designators below 100 (which we no longer offer) provided necessary content but did not help students to advance toward the 120 credits needed for graduation. The motion to receive, accept, and file the memo and thank the committee for its work passed.
- *On the Academic Policies and Standards Committee Memo on OER:* The memo recommended adding to SLT 3.12, the policy on textbooks and course materials, "***When appropriate, the University strongly encourages that these quality educational resources should be open educational resources that are a no cost option for students.***" Other language in the policy is updated to add OER. The motion to support with recommendation to UAS passed.
- *On the University Curriculum Committee (UCC) Memo on Updating Syllabi of Record (SORs):* The UCC recommended that most aspects of a SOR continue to need full review to ensure alignment between title, description, student learning objectives, topics, and methods of evaluation, as well as adherence to current best practices expected by the UCC. Pre-requisites and batch prefix changes (that are addressed in the program change) could be considered as Fast Track changes. Further work needs to be done to address proposers lack of understanding regarding how to update SOR's (and compare to existing SOR's) and would like to address this in a charge for 2024-2025.
- *On the University Curriculum Committee (UCC) Memo on Proposal Guidelines:* The UCC created a document on guidelines for proposers. [This document](#) can be found on the University Curriculum Committee. The motion to receive, accept, and file the memo and thank the committee for its work passed.
- *On the University Curriculum Committee (UCC) Memo on Market Research:* This memo recommends requiring market research New Programs prospectus/proposal stages of the curricular process. The motion to support with recommendation to UAS passed.
- *On the University Curriculum Committee (UCC) Memo on Community-Based Learning:* This memo noted that Community-Based Learning is now a check-box in SAIL. This gives a permanent record for when courses have this designation. The UCC recently submitted a memo suggesting that the same process should be used for the Research Intensive Course Designation that was recently passed by UAS. This will be discussed at the next ECS meeting. The motion to receive, accept, and file the memo and thank the committee for its work passed.

