## Grand Rapids Community College

**Faculty Equated Overload/Release Time**

**End of Semester Report**

*(revised July 2013)*

**Department of Experiential Learning**

**Summer, 2013**

<table>
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<tr>
<th>Name</th>
<th>Sandra Andrews</th>
<th>Faculty Assignment</th>
<th>Honors Faculty Scholar</th>
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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

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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 of Teaching Excellence to provide a range of quality faculty professional development and effective technical assistance.</td>
<td>I met on 7 occasions with Mike Schavey; Leah Kicinski joined us during a few meetings. I also met twice with Jen Oza, Nick Woodward, Leah and Mike during planning of the <em>Honors Campus Adventure</em> and once with Jeremy Osborn and DEL staff and Faculty Scholars.</td>
<td>During my meetings with Mike or Mike and Leah we discussed day-to-day operations of the Honors Program, planned communications and events, discussed feedback from students, staff and faculty. We utilized this information to shape the Program's future direction and activities. The most significant outcomes were the development of the 2013-14 CTE Honors training course offerings, plans for the 2014-15 Honor course offerings, plans for the <em>Honors Campus Adventure</em> and <em>Summer Honors Faculty Gathering</em>. Meetings with Jen and Nick involved sharing input about the <em>Honors Campus Adventure</em> goals, plans and execution. Through several email interactions and two meetings the faculty role during the <em>Adventure</em> evolved.</td>
<td>Our meetings and interactions were very positive and productive.</td>
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Department of Experiential Learning

Sandra Andrews

Summer 2013

Dean’s / Supervisors’ Comments:
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<th><strong>During the summer I worked with the Wellness department to vet the possibility of offering WE 127 and/or 135 as Honor courses. It was decided that these courses would not be pursued in the near future.</strong></th>
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**Reviewing and making recommendations for program improvement in terms of policy, processes and procedures related to the Honors Program.**

An ongoing function of my work is reviewing the Honors Program work and how policy, programmatic and procedural changes can be incorporated to update, implement and better communicate the Program’s goals to serve its stakeholders.

Resulting from numerous discussions with DEL staff and Honors faculty are a number of new, pending and/or potential Program changes. Some of these include:

- how often students must earn Honors credit
- offering different teaching modalities than currently available
- criteria for allowing non-Honors students to enroll in Honors course
- creating performance criteria for Honors faculty
- criteria for hibernating current Honors courses

**Discussion of the afore mentioned topics will continue the Fall 2013 Honors Faculty Advisory Board meeting.**

**I thoroughly reviewed the first draft of the Honors Student Handbook.**

**The Honors Program has evolved well, but has some distance to travel to best serve its students, faculty and the College. Continued support of Program is essential for it to move towards its full potential.**

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**Cultivating a campus culture that values the Honors Program**

Central to much of our work is increasing awareness and visibility of the Honors program. Two activities, the *Campus Adventure* and *Summer Honors Faculty Gathering*, were held this summer and were notable events toward this goal.

The successful deployment of the *Summer Campus Adventure* included faculty involvement by Lisa Gloege and myself. While this was a student facing event, faculty involvement was key to providing a comprehensive view of the Program. Lisa and I shared our expectations of Honors students and provided information about the Honors courses we teach. For my presentation I incorporated how my course integrates the six criteria of an Honors course. Additionally, I met many students and shared lunch.
| Submitting an end-of-the-semester report following a template provided by Ric Underhile by August 23, 2013. | I created and shared this semester end report with Ric Underhile, Mike Schavey, Jeremy Osborn and Patti Trepkowski on August 23rd. | I am hopeful that its impact will result in the recognition and support of my role and efforts as an Honors Faculty Scholar. | Surprise, I wasn’t aware we were using a new report format until I opened the template! |

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. | Created the titles, description and outcomes for four Honors professional development classes to be offered through the CTE. Jeremy, Mike and I created and finalized the 2013-14 schedule for these courses. Each of three classes will be offered once during the fall and winter semesters, while the fourth course will be offered twice each semester. Course titles are “What is the GRCC Honors Program?” “What is an Honors Contract?”, “How to Teach an Honors Course” and “How to Take Your Honors Course to the Next Level”. |  |

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Dean’s / Supervisors’ Comments:
One activity that I am particularly satisfied with was the generation of three Substantive College Action projects for Honors Faculty, entitled “Honors Faculty Member Role”, “Honors Trainings for GRCC Faculty Members” and “Year-End DEL Student Showcase”. In preparation of these projects I attended a CTE training, “Introduction to the Faculty Evaluation System” to better understand the evaluation expectations of full-time faculty members. The projects will be administered through DEL and are aligned with the Honors Program and Honors Faculty Scholar goals for 2013-14. As the Honors Faculty Scholar I plan to coordinate the work and collaborate with participating Honors Faculty members.

I am also satisfied with the August 21st Honors Faculty Gathering. I planned, coordinated and facilitated the Gathering with Mike and Leah. All Honors faculty were invited and eight attended. Three additional faculty members expressed great interest in attending, yet had scheduling conflicts that could not be resolved. Leaving only three Honors faculty who did not attend or show a strong interest in participating. We had a two hour off-campus luncheon and shared past, current and future Honors student and faculty activities; discussed the 2014-15 Honors course schedule; and planned our next gathering for October 14th. During the meeting I introduced the three Substantive College Action projects for Honors Faculty. The Gathering was well organized and received and generated a lot of input and praise from Honors Faculty members.

Please list and describe how your particular efforts could have been better supported.

GRCC has a long standing practice of creating professional development activities, offering them and having few if any attendees. During our July 10th DEL Faculty Scholar meeting we learned that a 2013 catalog of CTE courses was being developed and would be available for faculty. I suggested that efforts be made to proactively and intentionally integrate these offerings with the new faculty evaluation plan and expectations for faculty performance. I recall suggesting similar actions during the March 22nd ISIS meeting. Within my own scope of work, offering Honors professional development activities and creating Substantive College Service projects I have achieved this goal, but I am not aware of the extent to which this suggestion was embraced by the whole. I would suggest more iterative practices of sharing, developing and communicating within the College and ISIS to meet shared College, ISIS, DEL and Scholar expectations, goals and work.

Please use this space to document any other concerns, suggestions, or comments.

As expressed in previous reports, I am continually amazed at the production and achievement of DEL by its minimal staff. My concern is that its current production quality cannot be sustained with its current patchwork of staffing. The benefits that DEL programs provide to College faculty and students needs to be better supported, recognized, rewarded and funded. Additionally, it would be really nice to see greater Academic Leadership (administration and faculty) presence at the fabulous events sponsored by DEL!

At this time I am experiencing a new role, that of retiree adjunct faculty member. While I was aware of the dearth of quality communication and engagement opportunities for adjunct faculty members, I was not aware how isolating the role can be until now, as I am experiencing it first-hand. While these observations are tangentially related to my work as an Honors Scholar, I feel my wealth of past experiences provides me a unique lens through which to
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<th>observe. Through this year I plan to note deficits and needs as I encounter them. Also, through my Faculty Scholar role I will strive to ensure that adjunct faculty members have access to information and opportunities that I support. As we know adjunct faculty members provide nearly 50% of our instruction, they need to be kept in the loop.</th>
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