



GRAND VALLEY
STATE UNIVERSITY®

COLLEGE OF
HEALTH PROFESSIONS

FACULTY MANUAL

2019-2020 Academic Year

(updated 8/8/2019)

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SECTION I. GENERAL OPERATING INFORMATION

Section 1.01 Philosophy

The College of Health Professions, as an academic unit of Grand Valley State University supports the mission of the university in educating students to shape their lives, their professions, and their societies. In alignment with the university, the College of Health Professions contributes to the enrichment of society through excellent teaching, active scholarship, and public service. The curricula provide educational experiences which encourage social construction of knowledge and intellectual achievement, development of critical thinking and self-expression, while maintaining emphasis on the importance of human values and cultures. The College of Health Professions initiates and maintains relationships with the global community to share resources and knowledge in approaches to health care. The role of the faculty is to educate health professionals who will be involved in actual or potential health problems, and to contribute to the scholarship and dissemination of health-related inquiry.

In response to the changing needs of society, the faculty subscribe to the following beliefs about humanity, environment, well-being, and clinical professional education:

Humanity. The faculty believe in the innate worth and dignity of individuals. Individuals have a uniqueness, which is the result of a dynamic interaction with the environment and integrated physiologically, psychologically, socially, culturally, and spiritually. The family and community are primary social systems essential for the fulfillment of basic needs and personal goals. Social systems provide the framework for human interaction by defining relationships and establishing rules for behavior and modes of action.

Environment. Life occurs in the context of dynamic interactions with the environment. Individual direction and development are determined by the environment, which develops through circumstance and choice. Environmental factors are evaluated according to the psychological and intellectual balance within the individual.

Well-being. Well-being is the individual's understanding of his or her ability to meet needs within the standards of human capacity. Human capacity is defined within the contexts of life stages, cultural and social roles, and is qualified by heredity, behavioral choices, disease and the environment.

Clinical Professional Education. Clinical Professional education is based on the belief that learning is a social and life-long process. The aim of clinical professional education is to facilitate the acquisition of knowledge, attitudes, values, skills, and the development of independence, critical thinking, creativity, and leadership, all of which are necessary in the practice of clinical health professionals.

Professional Conduct. Health care professionals accept responsibility for management of care and exhibit a high degree of accountability as they provide assessments and interventions to individuals, families, groups, and communities in a variety of settings. Behavior patterns of all health care professionals grow from an innate belief by each individual in the respect due to

every human being. Accordingly, the role of the health care professional includes the components of health care delivery and management, collaboration, leadership, teaching, research utilization, evaluation, and advancement of the profession. Additional responsibilities include professional behavior in all interactions in the community, on campus, and additional time commitments in academic work and professional activities.

Health care professionals uphold certain obligations that include:

1. the obligation to maintain professional demeanor;
2. the obligation to know and accept a professional “code of ethics”; and
3. the obligation to maintain an attitude of compassion and “welfare of the patient first.”

Health care professionals are expected to demonstrate consistent and, courteous behavior in all interactions with peers, faculty, staff, patients, and public audiences.

Section 1.02 Mission, Vision, and Core Values

Mission

To prepare exceptional professionals who will impact the health and well-being of the larger community.

Vision

Our vision is to create an environment that is recognized for excellence in teaching, scholarship and service to the community, our professions, and the constituents we serve.

We will be recognized for our collegiality, collaboration, evidenced-based practice, and development of life-long learners.

Core Values

We are educators in the health professions with a common set of core values.

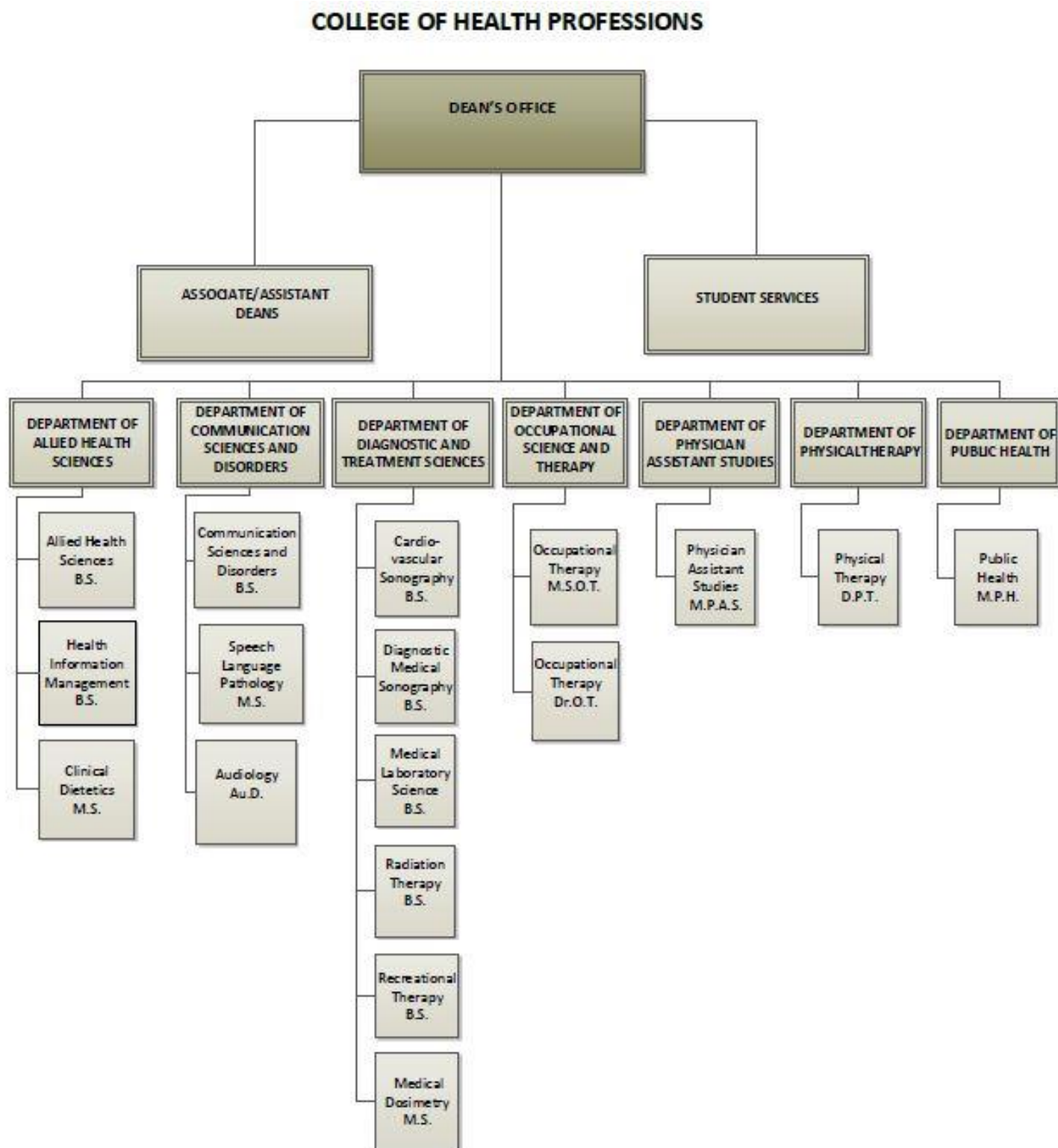
- Professional and ethical behavior
- Respect and appreciation of differences
- Life-long learning
- Excellence in teaching, scholarship, and practice
- Appreciation of personal well-being
- Collegiality/collaboration and social responsibility

Section 1.03 Commitment to Inclusion and Equity and Equal Opportunity

The College of Health Professions is committed to inclusion and equity, and strives to establish a climate that welcomes and affirms the contributions of all students, faculty and staff based on

[University Policies–Commitment to Inclusion and Equity and Equal Opportunity/Affirmative Action.](#)

Section 1.04 Organizational Chart



Section 1.05 Health Campus Map

GRAND VALLEY STATE UNIVERSITY HEALTH CAMPUS



KEY

- & ADA Compliant
- 30 min. Loading/Unloading (permit not required)
- Faculty/Staff Parking
- Visitor Parking

BUILDINGS

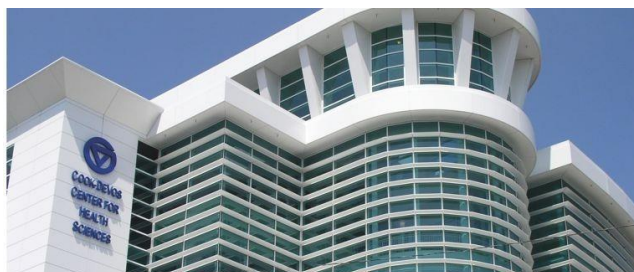
- (CHS) Cook-DeVos Center for Health Sciences..... 8 E3
- (RFH) Raleigh J. Finkelstein Hall 16 E2

PARKING FACILITIES

- Prospect Lot F3
- RFH Lot E1



Click on the images below for maps and directions



Cook-DeVos Center for Health Sciences (CHS)



Raleigh J. Finkelstein Hall (RFH)

Section 1.06 Position Descriptions

A. Dean's Office

Dean of the College of Health Professions

The primary responsibilities and duties of the dean include:

- Report directly to the provost
- Develop community relations and build partnerships
- Secure funds and grants for the College of Health Professions
- Develop alumni relations
- Facilitate program development
- Build relationships within the various colleges in the university
- Assist with recruitment of faculty and students
- Represent the College of Health Professions on international, national and regional professional organizations and committees
- Perform teaching responsibilities as assigned by the provost
- Maintain a program of scholarship
- Assist with faculty evaluations
- Develop and administer the department/program budget
- Communicate program needs and desires to the provost
- Communicate and interpret university decisions to the faculty
- Maintain open lines of communication among disciplines within the College of Health Professions and encourage appropriate balance
- Cooperate with other colleges and units in the accomplishment of their tasks
- Facilitate and encourage grants and contracts from extramural sources
- Chair meetings for the College of Health Professions

Associate/Assistant Dean for Academics

The associate/assistant dean for academics provides leadership, direction and guidance for academic activities of the College of Health Professions. This position accords the faculty member reassigned time accounting for up to 75 percent of a full-time appointment (9 or 12 months). The associate/assistant dean for academics reports directly to the dean and works closely with the department chairs of the College of Health Professions.

The primary responsibilities and duties of the associate/assistant dean for academics include:

- Supervise development of new programs, majors, minors, and other major curricular changes
- Supervise and evaluate the student services program director
- Serve as ex-officio member of Faculty Council and College Curriculum committees
- Serve on specific search committees as requested by dean
- Use signature power as needed for ongoing efficiency of any/all business of the College of Health Professions
- Fulfill all duties and responsibilities of the dean in their absence
- Participate in committees, task forces, and meetings as requested by dean
- Work with the Office of Inclusion and Equity and the College of Health Professions inclusion assessment officer to oversee implementation and assessment of the College of Health Professions inclusion implementation plan
- Liaison with Grand Valley vice president for academics regarding program assessments on GVAssess, the College of Health Professions, department/program strategic plans, and program accreditations

Associate Dean for Research

The College of Health Professions associate dean for research provides leadership, direction and guidance for the research activities of the College of Health Professions with the goal to grow scholarly excellence and develop extramural funding opportunities. This position accords the faculty member reassigned time accounting for up to 75 percent of a full-time appointment (9 or 12 months). The associate dean for research reports directly to the dean and works closely with the department chairs of the College of Health Professions, the associate/assistant dean for academics, the vice provost for health, and the dean of the Graduate School.

The primary responsibilities and duties of the associate dean for research include:

- Serve as consultant for faculty seeking assistance with research, grant application, and publications
- Participate with the dean to arrange faculty seminars and/or forums that focus on issues related to faculty development and responsibilities
- Act as an advocate for College of Health Professions faculty with assistance from university resources, in matters concerning excellence in research, and publication
- Facilitate scholarly productivity of faculty and students
- Communicate opportunities for professional development
- Supervise student research and graduate assistants
- Participate as a member of the College of Health Professions Administrative Council

- Maintain a program of scholarship
- Assist in the coordination and implementation of research within the health professions programs
- Participate in development and administration of the budget
- Coordinate collaborative research projects between College of Health Professions faculty and the community
- Assist faculty with grant writing

B. Student Services Office

Student Services Director

The student services director is responsible for student recruitment, advising, and public relation activities. They report to the dean and work closely with department chairs and program coordinators. This is a full-time staff position and includes the following primary responsibilities:

- Establish a program of student recruitment opportunities in coordination with department chairs and program coordinators
- Assist with alumni relations
- Represent the College of Health Professions at conferences, job fairs, recruitment events, etc.
- Participate in advising new and transfer students in College of Health Professions programs
- Build relationships with community colleges, health care agencies, and other transfer eligible programs
- Coordinate and disseminate College of Health Professions scholarship information
- Update equivalencies sheets from the various community colleges and universities which incorporate the new general education requirements
- Communicate with admissions on a regular basis to ensure accurate information is provided to students
- Communicate with the College of Health Professions dean's office to ensure appropriate responses to student inquiries
- Manage College of Health Professions student databases, including follow-up phone calls and letters
- Develop calendar of recruitment events
- Develop newsletters for area colleges

Academic Program Advisors

The academic program advisors in the Student Services Office will assist the student services director in the fulfillment of their job responsibilities. Individuals in this position report directly to the student services director.

Admissions Coordinator

The admissions coordinator works with the departments and programs in the College of Health Professions which have a secondary admission process for acceptance into the designated academic program. They also assist the student services director in the fulfillment of their job responsibilities.

C. Departments and Program Faculty and Staff

Department Chairs and Program Coordinators

The primary responsibilities and duties of the department chairs and program coordinators include:

- Department chairs report directly to the dean and program coordinators report to the respective department chair
- Perform teaching responsibilities as assigned
- Coordinate and evaluate department and program development
- Build relations within the university and the community
- Maintain a program of scholarship
- Assign faculty to classes, laboratories, studios, and other responsibilities
- Conduct faculty evaluations
- Assist in development of international relationships
- Oversee maintenance of clinical contracts
- Develop and administer department and program budget
- Direct clinical education in conjunction with department and program clinical coordinators
- Adjudicate student problems
- Develop class schedules
- Implement curriculum revisions and maintain the curriculum
- Recommend faculty to dean for part-time teaching assignments
- Recruit and advise students

- Ensure the preparation of catalog information and schedules of class offerings in accordance with deadlines
- Report undesirable or potentially hazardous conditions with respect to the physical plant
- Assure that specific policies and procedures relating to the professional programs are met
- Coordinate all activity relating to accreditation for the professional programs
- Oversee and provide for assessment activities of students within the department and program

D. Office Operations and Professional Support Staff

Professional support staff (PSS), also referred to as the academic department coordinator within the College of Health Professions will be described based on the association with the dean's office and based on affiliation with the departments and programs.

E. Professional Support Staff within the Dean's Office

Administrative Assistant (C-5)

- Coordinate building room scheduling
- Maintains and reconciles the College of Health Professions budget
- Facilitate adjunct and visiting faculty contracts
- Coordinate hiring of new faculty
- Coordinate and supervise academic department coordinators
- Hire, coordinate, and supervise student workers

Office Assistant (C-4)

The office assistant works with the administrative assistant to fulfill the daily operations required by the dean's office. In addition, the office assistant works with departments and programs on class scheduling.

Student Receptionist

The student receptionist in the dean's office is responsible for the following:

- Receive visitors in the office
- Answer general department phone lines
- Maintain form supplies: grade change forms, closed-class permits, credit/no credit forms
- Coordinate and distribute mail/fax/FedEx and UPS packages

- Maintain logbooks: faculty advising, equipment sign-out, and faculty schedules
- Copy work for faculty
- Shred documents as needed

In addition, the student receptionist will work with the administrative assistant and office assistant to fulfill duties required in the dean's office.

F. Professional Support Staff Affiliated with the Departments and Programs

Academic Department Coordinator

Each department and program within the College of Health Professions has an academic department coordinator who is the designated support staff. Their primary responsibilities include:

- Provide administrative support for department chair and program coordinator
- Assist faculty with AV equipment, supplies, and unlocking doors
- Assist faculty with work orders
- Order/maintain office supplies
- Maintain all meeting minutes
- Assist with the managing of temporary parking permits and maps
- Coordinate department funds
- Generate course evaluations
- Assist with admissions for their affiliated department and program
- Facilitate graduation audits
- Maintain department and program website
- Maintain alumni contacts
- Coordinate catering services and room reservations for non-academic use
- Maintain and reconcile department and program budget
- Process equipment requests and purchases
- Request equipment repair and disposal
- Process travel and expense reimbursements

Student Workers

The student workers are the first line of contact for the College of Health Professions at the reception desks in both the Health Campus buildings of Cook-DeVos Center for Health Sciences (CHS) and Raleigh J. Finkelstein Hall (RFH). They are responsible for answering department and program phones and handling inquiries requesting program information. They will

disseminate the appropriate information and direct inquiries to the Student Services Office to meet with an advisor. They will run errands within the Health Campus buildings, do mail runs, and assist the academic department coordinators with miscellaneous tasks as needed.

Section 1.07 Health Campus Operations

A. Audio Visual for Classrooms

All classrooms in CHS and RFH are equipped with a computer, VCR/DVD player, LCD projector mounted in the ceiling, and audio system.

Overhead projectors, camcorders and slide projectors can be reserved at Information Technology (IT) [IT HelpDesk Self Service](#).

B. Building Access/Hours

The CHS and RFH buildings have restricted access and card access is required for many of the classrooms and labs. All faculty, staff, and visitors are required to have their [Identification Card](#) while in the buildings. Visitors are required to report to the front desk upon arrival.

Fall 2018 Building/Service Hours - Pew Campus & Regional Centers

General Building Hours

Monday-Thursday	7 a.m.-10 p.m.
Friday	7 a.m.-5 p.m.
Saturday	7:30 a.m.-5 p.m.
Sunday	Closed

*** Hours may vary based on program needs and card access is available after hours*

CHS Bus Schedule

You can find the bus schedule at [GVSU Transportation Services](#).

Computer Labs

Monday-Thursday	7:30 a.m.-10 p.m.
Friday	7:30 a.m.-5 p.m.
Saturday	7:30 a.m.-5 p.m.
Sunday	Closed

Food Services (CHS only)

Monday-Thursday	7 a.m.-6 p.m.
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Lobby Desk (CHS)

Monday-Thursday	7 a.m.-10 p.m.
Friday	7 a.m.-5 p.m.
Saturday	7:30 a.m.-5:00 p.m.
Sunday	Closed

*Lobby Desk (RFH)***Raleigh J. Finkelstein Hall hours***Lab Hours*

Labs are unlocked during scheduled class times. All other access will be by card access only.

C. Classroom Reservations

All classroom reservations are made through the academic department coordinator of the designated department and program.

D. Course Reserve at the Library

To place materials on closed course reserve at the library, you must sign into **University Libraries Course Reserve** website. This is a self-directed site which faculty can use to reserve materials for classes. If you have any questions regarding course reserve materials, you can contact the library representative for your department and program.

E. Coffee, Microwave, and Refrigerator/Freezer

These are available for your use in the dean's office suite (200 CHS) and the RFH department chair suites. Individuals are responsible for cleaning their dishes, microwave spills, and their refrigerated items. Label items in the refrigerator with your name. At the end of each month the refrigerator will be cleaned. There is a large automated coffee maker located in the dean's office suite kitchen area. Both faculty and staff share the responsibility of making coffee and keeping the area clean.

F. Communication

Faculty are expected to provide the academic department coordinator, department chair, and program coordinator with their semester schedule. This will assist student workers and staff in locating/contacting faculty when necessary. In addition, any absences should be approved by the department chair and program coordinator through completing the **Faculty Absence Form (Appendix C)**. Faculty and staff are also expected to respond to voicemail and emails within a reasonable time frame.

G. Custodial Requests and Maintenance Issues

Custodial services at Grand Valley include housekeeping operations, waste removal, recycling, movement of boxes and materials, and special events support. To request assistance of any of these areas, please submit a **Work Order Request** or call Facilities Services at extension 1-3100. If you find an issue with room temperature, bathrooms, light bulbs, or if there is a complaint, contact **Facilities Services** for assistance.

H. Forms

A supply of many various forms used by the College of Health Professions and the university are stored on the **L Drive**. Each departmental office suite stores appropriate forms, such as grade change forms, etc. These forms are available to all faculty and staff as needed.

I. Locking/Re-locking Doors

Please lock your office throughout the day as you leave it and at the end of the day. This includes the main office if you have unlocked it after the office staff has left for the day. It is important that you adhere to the building protocol for keeping lab doors closed and locked throughout the day. If you need to place an order for keys, please ask your academic department coordinator for assistance.

J. Mail/Mailboxes

Outgoing mail is taken by student worker or other office personnel to the CHS mailroom at approximately 10 a.m. and 2 p.m. Monday through Friday. Grand Valley mail needs the appropriate program charge code which is to be placed in the top left corner of each piece of mail. If you have personal mail, please use your own stamps. Each faculty and staff member has a mailbox in their department or dean's office suite.

The mail arrives twice a day and is distributed to mailboxes located in the main office; packages from the loading dock are delivered to the main office each day in the afternoon.

K. Master Key

The dean's office suite and each department office suite have a master key which can be signed out as needed. The master key needs to be returned immediately after use.

L. Network Access

All faculty have access to student records through Banner. Please contact IT at extension 1-2101 for instructions or assistance for use with Banner.

M. Parking

Designated parking at CHS and RFH are for faculty, staff, tenants, and authorized visitors. Students are not allowed to park at the buildings or must use other modes of transportation.

N. Supplies

All office supplies for faculty and staff are stored in the department office suites. The academic department coordinator can place special orders if needed.

O. Textbook Orders

Faculty must request their book orders through the [GVSU Laker Store](#). The academic department coordinator can assist if needed. Current textbook requisition due dates can be found on the [Faculty Access](#) page and are also as follows:

Spring/Summer **February 25**

Fall **March 25**

Winter **October 25**

P. Work Requests

Faculty should ask their academic department coordinator for assistance with work requests and not give work directly to student workers.

SECTION II. CAMPUS SAFETY, GVSU EMERGENCY, AND CYBER SAFETY

Section 2.01 Campus Safety

Security officers are on duty 24 hours/day every day of the year. Closed circuit TV monitors are used for surveillance of parking lots and the surrounding university property. The following links provide important campus safety information:

- [Campus Security & Regional Centers](#)
- [Campus Safety Information & Resources](#)
- [Grand Valley Police Department](#)
- [Identification Card Policy](#)

Section 2.02 GVSU Emergency

GVSU has a [Comprehensive Emergency Management Plan](#). Please review the following links to familiarize yourself in the event of an emergency while on campus:

- [Calling 911](#)
- [Active shooter/hostile intruder](#)
- [Medical emergency](#)
- [GVSUAlert!](#)
- [Utility emergency](#)
- [Fire](#)
- [Evacuation](#)
- [Weather emergency](#)
- [Assault/sexual assault](#)
- [Bomb threat](#)

- [Psychological emergency](#)
- [Suspicious letters and packages](#)
- [Automobile/injury accident](#)

Section 2.03 Cyber Safety

The goal of [Cyber Safety](#) at GVSU is to educate faculty, staff and students to reduce the risk of cybercrime in the workplace as well as our personal lives. The Cyber Safety website provides information on GVSU best practices, current cybercrime issues, personal tips for home, family and travel as well as providing annual online employee training against cybercrime. Please review the following links to familiarize yourself with Cyber Safety at GVSU:

- [Phishing and Ransomware](#)
- [Password Security](#)
- [Data Security](#)
- [Duo Security](#)
- [Cyber Security Training](#)

Cyber Security training is mandatory for all GVSU employees upon employment. Employees are also required to complete the annual training and will receive notice by email. You can complete or review your [Cyber Security Training](#) at any time.

SECTION III. FACULTY RESOURCES

Section 3.01 Information Technology

GVSU's [Information Technology Department \(IT\)](#) provides information and support for all faculty and staff information technology needs and procedures. For assistance with computer or technology issues, IT can be reached by email at helpdesk@gvsu.edu or extension 1-2101.

Click on the links below for help with the following:

- [IT Services, Support, Resources](#)
- [IT Technology Supply Policy](#)
- [eLearning and Emerging Technologies](#)
- [Phone/Data Services](#)
- [Technology Lending](#)
- [Lab Hours and Locations](#)
- [Getting Connected](#)

Section 3.02 Fax, Scan, and Copy Machines

Faculty can send and receive faxes RFH department office suites. Faculty can also scan, make copies and print to the copy machine in the dean's office suite and RFH department office suites. Printing orders can be placed online at the [GVSU Copy Center](#). If you are printing a quiz, please ask your academic department coordinator for assistance in order to maintain confidentiality and limit visibility to student workers.

Copier maintenance charges are the responsibility of the department that utilizes the machines. No programming changes are allowed on copy or fax machines without approval of [Information Technology](#). All repairs and service for fax and copy machines are to be relayed to the academic department coordinator.

Section 3.03 GVSU Laker Store

The [GVSU Laker Store](#) is a university bookstore for GVSU students, faculty, and staff. In addition to professional texts and equipment, the Laker Store carries items such as clothing, notebooks, gifts, cards, etc.

Allendale Hours

Monday-Thursday, 8 a.m. to 6 p.m.

Friday, 8 a.m. to 5 p.m.

Saturday, 10 a.m. to 5 p.m.

Grand Rapids Hours

Monday-Thursday, 8 a.m. to 6 p.m.

Friday, 8 a.m. to 5 p.m.

Saturday, 8 a.m. to 2 p.m.

(both locations are closed on Sunday)

Textbook Requests

The GVSU Laker Store sets specific deadlines for textbook requests. The dates can be found at [GVSU Laker Store-Faculty Access](#).

Section 3.04 Business Cards

Academic department coordinators can order business cards online through [Procurement Services-Business Cards](#). Procurement Services maintains a standard format for business cards in compliance with [Grand Valley State University Identity Standards](#).

Section 3.05 Recycling

The [GVSU Recycling Program](#) was created to allow our campus the opportunity to recycle many commonly used disposable items. [What do we recycle?](#) The College of Health Professions provides recycling containers which are located throughout the Health Campus. *Please recycle!*

Section 3.06 Frey Foundation Learning Center

The **Frey Foundation Learning Center** (also known as the health sciences library) is located on the second floor (290 CHS) and fourth floor (490 CHS). 290 CHS has computers, comfortable chairs, tables, movable dry erase boards, library service desk, library collection, printer and copy machine, scanner, and fax machine; and, 490 CHS has the librarian offices, comfortable chairs, tables, and movable dry erase boards.

Phone: 331-5933 and 331-5934

Fax: 331-5939 (490 CHS)

Library Hours

When classes are in session:

Monday through Thursday 7:30 a.m.-10 p.m.

Friday 7:30 a.m.-5 p.m.

Saturday 12 p.m.-4 p.m. (fall and winter semesters)

during the spring/summer the library is open one Saturday a month from 9 a.m. to 5 p.m.; consult the library's website for more information

When classes are not in session: Monday-Friday 7:30 a.m.-5 p.m. (*closed on Saturday*)

Contact Information

Librarians: Contact librarians directly for library instruction, book and video purchase requests, reference, questions regarding research, etc.

Betsy Williams: liaison librarian for Allied Health Sciences, Communication Sciences & Disorders, Physician Assistant Studies, Physical Therapy, Occupational Therapy, Therapeutic Recreation (williab2gvsu.edu, (616) 331-7306)

Barbara Harvey: liaison librarian for Clinical Dietetics, Diagnostic Medical Sonography, Medical Dosimetry, Medical Laboratory Science, and Public Health (harveyb@gvsu.edu, (616) 331-7335)

Staff: Contact staff directly for assistance with course reserves, circulation, etc.

Patty Kishman, library specialist, kishmanp@gvsu.edu, (616) 331-5928

Chelsea Renaud, library specialist, renaudch@gvsu.edu, (616) 331-5927

Circulation desk: (616) 331-5933 or (616) 331-5934

Library Cards

A library card, or a sticker affixed to your GVSU ID, can be obtained at the circulation desk. Library card numbers are necessary for obtaining interlibrary loan and document delivery items online, and for checking out books.

About the Library

The Frey Foundation Learning Center provides computers for database searching. Several health sciences databases can be searched and are linked to many full-text articles and e-journals. Search results can be saved to zip drive or to N drive or can be emailed. Searchers desiring print-outs of their search results can use computer labs in CHS 191 or CHS 189. The Frey Library also houses the Health Science Journal, reference and circulating collections in 290 CHS and 490 CHS. The collection consists of the most recent five years of journals in the R's, reference books from the R's and some of the Q's, and the most recent year of circulating books. Earlier journal volumes in the R's and earlier editions of circulating books are found at the [Mary Idema Pew Library Learning and Information Commons](#) at the Allendale campus and can be ordered on document delivery to be sent to the Frey Library circulation desk. GVSU health science theses are also located at the Mary Idema Pew Library but can also be viewed online from a full-text database.

Course reserve materials are available at the Frey Library circulation desk for use during the week. Physical reserves may be placed at multiple locations so that students may access them during the evening and weekend. Full-text online journal articles are available on e-reserve.

Reference service is available morning and afternoon throughout the week and materials can be [borrowed from other Michigan libraries](#).

SECTION IV. UNIVERSITY SPECIFIC POLICIES

Section 4.01 Anti-Harassment Policy and Procedures

The College of Health Professions abides by [University Policies–Anti-Harassment Policy and Procedures](#).

Section 4.02 Alcohol and Other Drugs Policy

The College of Health Professions abides by [University Policies–Alcohol and Other Drugs Policy](#).

Section 4.03 Smoking (and Vaping) Policy

The College of Health Professions abides by [University Policies–Smoking \(and Vaping\) Policy](#).

Section 4.04 Employee Honesty and Professional Ethics

The College of Health Professions abides by [University Policies–Professional Ethics](#).

Section 4.05 Outside Employment / Conflict of Interest

The College of Health Professions abides by [University Policies–Outside Employment](#) and [University Policies–Conflict of Interest](#).

SECTION V. UNIVERSITY POLICIES FOR FACULTY DEVELOPMENT AND EVALUATION

Section 5.01 Standards for Faculty at each Rank

The College of Health Professions abides by [University Policies–Regular Faculty Rank \(Chapter 4, Section 2.5\)](#).

Section 5.02 Scholarship, Service, and Teaching Criteria

The College of Health Professions abides by [University Policies–Areas of Evaluation for Renewal of Probationary Appointments, Promotion, Tenure, and Periodic Performance Reviews \(Chapter 4, Section 2.9\)](#).

Based on [University Policies](#), the College of Health Professions has established general criteria for the areas of teaching, scholarship, and service which can be found in [Section IV](#). This includes specific quantitative evaluation and instruction criteria in addition to contract renewal, tenure, and promotion.

A. Professional Achievements in the Area of Scholarship

The following is a list of scholarly development activities. The classifications are meant to be examples. It is the responsibility of the person being evaluated to convince the unit that his or her activities fit within a given category. The College of Health Professions has developed a point system to quantify various activities which can be found in [Section 8.01](#). The following items are general categories, which have been identified (no ranking activities are implied in the ordering):

Activities expected of all faculty each year

- Continued learning in the field or in new fields, related to each individual professional area, which can include, but is not limited to, reading journal articles and books, professional development through workshops and mini-courses, studying the pedagogical aspects of a new development in the field, clinical practice, and work toward a doctorate, if required.
- Participation in unit retreats and other active support of colleagues' scholarly activities. Active support of scholarly activities includes, but not limited to, reviewing colleagues' papers or grant proposals, consulting with colleagues about existing or new courses, and consulting with colleagues on problems in an area of specialty.

Additional desirable activities for scholarly development

- Presentations of workshops or seminars at regional, national or international professional conferences
- Invited presentations at such conferences

- Scholarly work (research or other activities) reflective of significant growth within your professional area (greater depth and quality required to distinguish from category 1), and curriculum design and development, including philosophical basis and course design
- Curriculum assessment, including redesign of existing courses
- Involvement in research with students
- Authorship and publication of an article in a peer-reviewed journal
- Service as an editor of a peer-reviewed publication
- Authorship of a textbook published by a recognized publishing company
- Peer review of journal and conference submissions
- Presentation of a paper at a professional meeting
- Receipt of a state or national award from a professional association
- Provision of a departmental or unit seminar
- Consultation in your professional area
- Elected or appointed official in a professional organization at the state or national level with documentation of official status
- Active contribution to a committee of a state or national association
- Service on a student thesis, research project, or case study
- Peer review of a textbook
- Principle investigator or co-investigator on a funded grant
- Paid community service
- Authorship of a funded or unfunded grant

B. Professional Achievements in the Area of Service

Service activities should be related to each individual's area of study. It is understood that activities for which payment is received at a rate commensurate with one's academic salary or market-consulting fees are in this category. Some services for which token honoraria or expenses are received do qualify.

Activities expected of all faculty

- Participating in unit meetings, committees and task forces
- Committee membership, voluntary or elected at GVSU, or other comparable activities
- Involvement in unit and/or university activities (serving at advising sessions, presiding at activities hosted by the unit, participating in the activities of the programmatic clubs, graduation, etc.)

- Participation in the unit personnel process
- Contributions toward unit goals

Additional desirable activities (examples)

- Chairing a committee at GVSU
- Participation on division and university level committees
- Contributions to student-related activities (Science Olympiad, etc.)
- Activities such as, but not limited to, membership, participation and leadership in community organizations
- Contributions to community (via workshops, seminars, in-services, etc.)
- Active professional interaction with other schools
- Active interaction with business, industry or non-profit organization

Note: Individual programs may need to establish criteria for items in the area of scholarship and service. Should such a need occur, the department/program must bring that item to Faculty Council with justification of value in the area designated.

C. Professional Achievements in the Area of Teaching

The categories listed in [Section 9.04](#) describe traits that we believe are common to all professional teachers. Distinctions are made between characteristics of effective and those of excellent teaching in each category. In addition to the descriptions in each category, there are some characteristics of excellent teaching that are common to all categories. Specifically, excellent teaching is dynamic, innovative, reflective, and constantly evolving.

We realize that to be an effective or excellent teacher it is not necessary to meet all listed criteria at the highest level. In fact, it is an unrealistic expectation for any one individual to do so. However, the categories in [Section 9.04](#) describe characteristics to which faculty should all aspire.

D. Student Evaluation of Teaching Performance

Evaluation of teaching will occur at the end of each semester with the use of the [Laker Impressions of Faculty Teaching \(LIFT\)](#) system, a university-wide, online system for collecting feedback about courses and instructors. Faculty will be asked to determine the importance of each evaluation item in the LIFT evaluation, and the LIFT system will determine an overall score based on the importance of each criteria and the student response. The scores in the LIFT system will be utilized in the annual merit review, contract renewal, tenure and promotion reviews. Forms to be used in the LIFT system include peer evaluation of teaching performance ([Appendix A](#)), chair evaluation of teaching performance, and administrative release evaluation of teaching performance ([Appendix B](#)). Each department may also include other evaluation tools.

Section 5.03 Annual Review of Scholarship, Service, and Teaching

A. Faculty

Each faculty is required to complete an annual review form, which quantifies achievements in the area of teaching, scholarship, and service. The College of Health Professions has adopted a quantitative system for annual review, which is present in [Section 9.01](#). This evaluation is utilized for annual merit. In addition, these forms will be utilized in the process of contract renewal, tenure, and promotion.

B. Staff

The department chair will rate staff members based on job related criteria and will review the ratings with individual staff members. Notes from the discussion may be added or appended on an additional sheet of paper, and staff members will be asked to sign the form acknowledging it has been discussed.

Section 5.04 Faculty Evaluation for Contract Renewal, Tenure, and Promotion

The College of Health Professions Personnel Committee oversees the process and decisions of contract renewal, tenure, and promotion. Therefore, a brief review of the composition and procedures of the committee will be summarized.

A. Personnel Committee Composition

The College of Health Professions abides by [University Policies–College/Library Personnel Committees Composition \(Chapter 4, Section 2.10.2\)](#) in the establishment of its personnel committee for review of faculty.

College of Health Professions. The personnel committee shall be composed of one (1) tenured faculty member from each department. The faculty members from the college will be elected by the College of Health Profession’s faculty from a slate provided by the dean of the college from appropriate departments. Faculty council of the college, in consultation with the dean, may select an additional faculty member to serve as a diversity advocate, who serves ex-officio and without the right to vote. The voting members for any personnel action are the members who are not from the department of the faculty member being considered. If a department does not have a faculty member meeting the qualifications for the college personnel committee, eligible faculty will be determined by the provost in consultation with the dean of the college and then elected by a college vote. No member shall serve more than two (2) consecutive three-year terms (6 years).

B. Personnel Procedures

The College of Health Professions abides by [University Policies–Unit Personnel Actions \(Chapter 4, Section 2.10.7\)](#) in regard to the personnel process for hiring, retentions, tenure, and promotion. Each individual unit shall conduct its personnel actions according to the university policies and procedures outlined below:

University Policies–Unit Personnel Actions (Chapter 4, Section 2.10.7.B.)

Conflict of Interest

University Policies–Individual Unit Procedures (Chapter 4, Section 2.10.6) and Unit Personnel Actions (Chapter 4, Section 2.10.7)

C. Personnel Actions

The College of Health Professions abides by **University Policies–Unit Personnel Actions (Chapter 4, Section 2.10.7)**.

Section 5.05 Tenure and Promotion Standards and Procedures

A. Requirements for Tenure and Promotion

In addition to the criteria for tenure and promotion outlined below, the College of Health Professions has established a quantitative evaluation, which reflects the definition of tenure, and promotion (**Section 9.02**) and abides by **University Policies–Procedures for Tenure and Promotion (Chapter 4, Section 2.10)** as follows:

Tenure

University Policies (Chapter 4, Section 2.8)

University Policies (Chapter 4, Section 2.13.1) and (Chapter 4, Section 2.15)

University Policies–Regular Faculty Rank (Chapter 4, Section 2.5)

Promotion to Associate Professor

University Policies–Regular Faculty Rank (Chapter 4, Section 2.5)

Promotion to Professor

University Policies–Regular Faculty Rank (Chapter 4, Section 2.5)

B. Procedure for Tenure and Promotion

The College of Health Professions utilizes and abides by the criteria established in **University Policies-Procedures Tenure and Promotion (Chapter 4, Section 2.10)**. In addition, the College of Health Professions has established its own quantitative evaluation for tenure and promotion, which can be found in **Section 9.01**. In accordance with the University Policies, the following items will be addressed in the college personnel actions:

- The standards and procedures in this document are designed to evaluate data submitted by individuals who desire to be considered for tenure or promotion. Standards for tenure and promotion have been established based on criteria identified in the University Policies. Additional criteria have been included based on the values of the College of Health Professions.

- To be considered for tenure or promotion, individuals must meet minimal standards in each of the three criteria (effective teaching performance, scholarship, and service), the strength of the recommendation will be based on exceeding minimum standards.
- A portfolio will be required of individuals wishing to be considered for tenure and promotion. The portfolio will present information that supports each of the categories for each of the three criteria. Individuals may submit additional evidence not listed within the categories that they consider would be supportive of their tenure or promotion.
- Eligibility for promotion is based on criteria established by GVSU and specified in the University Policies. Faculty on sabbatical leave or leave of absence of twelve (12) months or less, shall be considered eligible for promotion.
- The following College of Health Professions standards are intended to complement University Policies criteria. They relate to the process by which members of the college shall be recommended for promotion.
 - Those who may be considered for promotion are: personnel who hold tenured or tenure-track appointments to the university's faculty within the College of Health Professions.
 - Members who have served two (2) years or more in the college, which includes the present year, in their present rank. Those granted a leave of absence or sabbatical, which does not exceed twelve (12) months during the three (3) years, shall be considered eligible for promotion.

Unit Personnel Actions

University Policies (Chapter 4, Section 2.10.4)

- 1) Review of Candidate Materials and Preparation of Unit Discussion Agenda

University Policies (Chapter 4, Section 2.9).

- 2) Unit Meeting and Unit Vote

University Policies (Chapter 4, Section 2.1)

University Policies (Chapter 4, Section 2.7)

- 3) Unit Recommendation

University Policies (Chapter 4, Section 2.9)

Section 5.06 Procedure for Hiring Faculty

When a full-time position becomes available and a search is approved by the dean, the following procedure for the selection of new faculty will prevail:

- The program will define the position vacancy, justify the need, and determine the necessary qualifications to fill the vacancy. This shall be done in consultation with the college dean.
- A search committee will be established following university protocol.
- A job position vacancy notice, along with the qualifications desired of the applicant, will be disseminated to appropriate places.
- All credentials will be forwarded to the chair of the search committee.
- The search committee will screen the applicants to identify the most qualified candidates.
- Whenever possible, personal interviews should take place with the likely top candidates. In addition to the college dean, program director, and the search committee, other members of the college and faculty, if appropriate and available, should be invited to participate in the interview. In the absence of the college dean, an interview may occur between the candidate and faculty members specified by the college dean.
- The ranking of candidates for the position should be completed according to the criteria set up by the committee.
- Upon completion of ranking candidates by the committee, the college dean should be ready to negotiate with all appropriate parties concerned to secure the best person from among those previously approved by the search committee.

Under extenuating circumstances, deviations from the above standard, operating procedures may occur. However, the above procedures will be followed as closely as possible. Selection of temporary faculty will be exempt from the above policy.

Section 5.07 Employment Policy

GVSU is an equal opportunity employer and complies with its legal requirements with regards to all aspects of faculty and staff recruitment, hiring and all other terms and conditions of employment. GVSU does not discriminate illegally based on race, color, age, religion, sex, national origin, sexual orientation, or marital status or mental or physical disability, in its educational programs, admissions, activities or employment policies as required by applicable federal and state equal opportunity laws.

Section 5.08 Employee Orientation

Upon employment, each department chair will acquaint new faculty with the requirements and objectives of the position including what is expected of you in terms of work. For example, this

may include a discussion of the job description or a review of the specific tasks that will be expected to be performed. A member of Human Resources may review specifics regarding other employment requirements with you and arrange for any forms to be completed in the Human Resources office. A tour of the university may be included. Every effort will be made to answer questions about the job.

Section 5.09 Job Responsibilities

A. Faculty

Faculty responsibilities may similarly be changed from time to time in compliance with the University Policies.

B. Staff

Position descriptions may be prepared which outline jobs as they exist at the time of employment. GVSU, and specifically the College of Health Professions, position descriptions explain essential and required knowledge and skill level for the position. Jobs may be changed over time and, at the discretion of the dean, when it is considered appropriate. For example, staff members can expect changes in specific tasks as the responsibilities of a department are changed as the college deems necessary. In some cases, a position description may be altered to account for the need for other or additional skills or functions as the job may evolve.

Section 5.10 Working Hours

A. Faculty

For faculty members, your program director or department chair will establish working hours that are appropriate for your teaching and research load and any administrative duties that may be assigned. It is the responsibility of the program directors and department chairs to schedule faculty to assure coverage of program operations during all business hours.

B. Staff

The dean will normally establish office staff and student worker schedules. Breaks, including lunch, will normally be set by the academic department coordinator designated as the administrative assistant in the dean's office, and will be scheduled at a time that does not interrupt the workflow of the department or of an important activity.

Section 5.11 Complaint and Grievance Procedure

The College of Health Professions abides by [University Policies–Complaint Procedure \(Chapter 4.2.18\)](#).

A. Appeal to the Dean

STEP 1: Appeal to the Dean of the College of Health Professions

B. Appeal to the Provost/Vice President for Academic Affairs

STEP 2: Appeal to the Provost/Vice President for Academic Affairs

The College of Health Professions abides by [University Policies–Grievance Procedure \(Chapter 4, Section 2.16\)](#).

Section 5.12 Disciplinary Action

The College of Health Professions abides by [University Policies–Termination Processes and Disciplinary Action \(Chapter 4, Section 2.13\)](#).

SECTION VI. COLLEGE SPECIFIC POLICIES**Section 6.01 Absence Policy**

It is important that department chairs and the dean's office be made aware when a faculty member will not be at work due to illness, conferences, vacations, etc. especially when students would be impacted by the faculty member's absence from the classroom. Additionally, it is important for department chairs and the dean's office to know of a faculty absence in case of an emergency within the College of Health Professions. According to university policy, the chair and dean must be notified of absence due to illness and must approve anticipated absences. Faculty are required submit an absence form three weeks in advance of an absence that may impact classes. If case of online or hybrid classes, faculty are still required to complete an absence form to notify their absence from the university. If a faculty member team teaches and will miss a class, they are still required to complete an absence form. An absence form is not required if the university is closed due to inclement weather or emergencies.

Section 6.02 Department and/College Faculty Meetings

Department and college faculty meetings are deemed mandatory. Acceptable reasons for missing a department or college faculty meeting are if faculty is in class, has an emergency (a sick child is not an emergency – taking child to the emergency room for broken arm is an emergency), attendance at a conference, or a death in the immediate family. Faculty who are in clinic supervising GVSU students will be considered "in class." Faculty who are in clinic and considered working for that agency will not be excused absence. Faculty are required to notify the department chair and dean's office in advance of inability to attend a meeting.

Section 6.03 Graduation/Convocation Attendance Policy

Faculty are required to participate in three university occasions: academic regalia, winter and fall graduation, and convocation. Graduation ceremonies are scheduled twice a year; end of the fall semester in December and end of the winter semester in April/May. Convocation is an event that welcomes faculty, staff and students back to the university for the beginning of a new academic year. This occurs the Friday before the first week of classes in the fall semester.

The success of these events relies on faculty participation. Therefore, the policy of the College of Health Professions is that a faculty are required to attend two of the three events (two graduations, one convocation). Registration for these events is through the Dean of Students Office. Their office will send faculty an email prior to the events with a link to register.

Section 6.04 Office Hours Policy

Faculty are expected to maintain adequate office hours of at least one hour per three credits of class with a minimum of four (4) hours per week. No more than two thirds of office hours may be virtual/online. Office hours must be posted in your syllabus and be posted on your office door. If you are unable to maintain your office hours, students must be notified in the change of hours. Departments can increase the number of office hours required for faculty, but the hours cannot be less than those established for the College of Health Professions.

Section 6.05 Curriculum Development and Revision

Curriculum development and revision includes many facets (program prospectus, program proposals, new courses, course revision, making a course a general education course or supplemental writing skills to name a few). As these proposals make their way through the curriculum process to the University Curriculum Committee (UCC), it is imperative that the curriculum that leaves the College is well-written (context, grammar, punctuation, facts, etc.). To ensure this, all curriculum (regardless of how big or small), must first be reviewed and edited by one of the assistant/associate deans before it can be submitted in SAIL to start its journey to the College Curriculum Committee (CCC). Should you fail to have the dean's office review prior to submission, it will be returned to you from the CCC for review and edits by one of the assistant/associate deans before being reviewed by CCC. Reviews and edits by the assistant/associate deans prior to SAIL submission, allows the CCC to work more effectively and efficiently to move curricular items out of the College of Health Professions.

Prior to any curricular work, it would be beneficial to the faculty member to meet first with the respective assistant/associate dean for a discussion on the curriculum proposals. This allows the faculty member to ask questions, seek examples of similar curriculum proposals, understand supporting documents, catalog copy, etc., and allows the assistant/associate deans to know what the CCC workload is going to be for that academic year. Undergraduate curriculum questions and reviews should be directed to the assistant dean for undergraduate studies and graduate curriculum questions and reviews should be directed to the associate dean for graduate studies.

Section 6.06 Catalog Copy

Updating catalog copy is an annual process, which may require minor edits as well as major revisions. All curriculum proposals, course changes, etc. in SAIL will require the submission of an updated catalog copy. These catalog copy revisions need to be reviewed and approved by the College of Health Professions Student Services Office prior to the SAIL submission.

Certain changes to catalog copy will require it to be reviewed by UCC even if there are no accompanying program or course changes. All changes, however, must be reviewed by the

Student Services Office. Please check with the respective assistant/associate dean to determine what type of review your catalog copy requires.

Section 6.07 Human Research - IRB Proposal Development and Submission

The College of Health Professions follows the proposal development and submission procedures established by the [Institutional Review Board](#). The associate dean for research is the authorizing official (AO) for the College of Health Professions. The IRB will not review proposed research until all required AO signatures have been recorded. Faculty are encouraged to meet with the associate dean for research prior to the development of the IRB proposal to ensure the proposal submission follows [IRB Policies, Procedures, and Guidelines](#).

Section 6.08 External Grant Submission

All applications for external funding, whether federal, state, local or private (including foundation grants), **MUST** be reviewed and approved by the associate dean for research prior to submission. Faculty are to contact the associate dean for research of their intent to submit a grant at the earliest time possible based on the grant notification. The associate dean for research will assist in the connection between the [Office of Sponsored Programs \(OSP\)](#) to assure the process for grant submission follows the OSP procedures. The final grant application materials must be submitted to the associate dean for research for review at least ten (10) working days prior to submitting the grant materials for internal routing.

Section 6.09 Accreditation Policy

A. Program Accreditation

Program accreditation is an ongoing process of external review -- administered primarily by nongovernmental, voluntary organizations that grant recognition to institutions or specialized programs of study that meet established qualifications and educational standards. Program accreditation involves an initial self-study, responses to the accreditation review committee concerns/questions, annual reports, and reaccreditation self-studies. Each of these documents have a different level of complexity, amount of information/data to report, and length of document. Thus, each type of accreditation document requires a different amount of time needed for review at the college and provost level. To adequately accommodate the differing time frames for review, the department chair or program director, must meet with the senior associate dean to determine the timeline for completion of the document based upon the type of accreditation **at a minimum of six (6) months prior to a report needing to be submitted**. For example, a complete self-study with all appendices will need a minimum of a six (6) week review process (perhaps longer), while an annual report document that is digital and two pages, may need only a two-week review process. The timeline will be a collaborative decision involving the senior associate dean, the dean of the College of Health Professions along with the department chair.

After the timeline has been established, the following procedure will be used to promote a thorough review of the document:

- Once the document is ready for review, the department chair and program coordinator will send a clean edited copy to the senior associate dean and the dean.
- The senior associate dean will send the edited copy back to the department chair for changes.
- Once the changes are made to the satisfaction of the senior associate dean, the department chair will send the document to the assistant vice president for Academic Affairs and copy the senior associate dean and dean.
- Once the changes are made to the satisfaction of the assistant vice president for Academic Affairs, the department chair will send the final document to the dean, copying the assistant vice president for Academic Affairs and the senior associate dean, for approval prior to sending the document to the accreditation agency.

No document may be sent to an accreditation agency without the dean's written approval.

B. Program Advisory Board Requirements

Every accredited program must have someone from administration on their advisory board (if an advisory board is an accreditation standard). The chair may serve as the representative from the college administration if they are not the program director. If the chair is also serving as the program director, an associate/assistant dean will serve as the representative from the college administration.

The college administration representative who is on the board, is responsible for:

- identifying how often the advisory board is required to meet annually and make certain that the required meetings take place, and
- identifying what assessment data needs to be collected, when it is collected, and making certain it is collected.

Section 6.10 Funding Policy

A. Travel and Expense Reimbursement

Update from the Provost's Cabinet 3/12/19:

Most travel and expense reimbursements received by the office of the provost fall within the University guidelines. However, there are a number of requests that exceed the university's per diem allowance. Due to recent budget reductions, coupled with the fact that the majority of the university's revenue is derived from student tuition dollars, the office of the provost will implement these guidelines for meal reimbursements when utilizing a general fund account.

The following guidelines are for over per diem meals on travel and expense reimbursements when taking special guests out for meals (these guidelines do not apply to unit/college meetings).

- For special occasions, the maximum reimbursement exceeding the per diem will be double the university's allowance (ex. maximum dinner reimbursement will be \$38)

- The number of participants cannot exceed four individuals, including the special guest (this includes employment searches, special guests invited to the university, colloquium, etc.)
- Itemized receipts must be submitted with the reimbursement request
- Names of participants and the business reason should be clearly noted on the travel and expense reimbursement form

Deans/appointing officers may wish to support additional reimbursement with a designated account. Prior approval is required for exceptions to this practice and must be accompanied with justification from the dean/appointing officer.

Travel and Expense reimbursement can be made following the guidelines on the [Business and Finance–University Travel](#). The forms can be submitted to the academic department coordinator for the designated program.

Per Diem Rates will be higher in certain high cost cities in the US and certain high cost countries. The city or country that you travel to must be on the list to get the higher per diem rate. Effective July 1, 2019, the rates are as follows:

	Breakfast	Lunch	Dinner	Full Day
Standard Rate	\$ 13	\$ 14	\$ 23	\$ 50
US - High Cost Cities - per GVSU list*	\$ 16	\$ 17	\$ 28	\$ 61
International - High Cost Countries - per GVSU list*	\$ 13	\$ 22	\$ 35	\$ 70

* Please refer to the Business & Finance website (<https://www.gvsu.edu/busfin/university-travel-37.htm>) for the lists of US High Cost Cities and International High Cost Countries.

If you are requesting reimbursement that is higher than the listed per diem, you must get executive officer approval and have actual receipts. You must also obtain that approval before you send your reimbursement request to the Accounting Office for payment.

When submitting receipts, the following guidelines must be followed:

- As part of the reimbursement process it is required that receipts smaller than half a sheet of paper (8½ x 5½) be taped to an 8½ x 11 piece of paper (no staples allowed).
- You may put as many receipts on the paper as you can without overlapping any of the information or edges of the 8 ½ x 11. You may use both sides of the paper and more than one sheet if necessary. Make sure that all information is readable and not covered by the tape.
- Please **do not use highlighters** to identify your reimbursable expense, instead circle the appropriate items (highlighters and tape may degrade the ink before the document can be scanned into the university's imaging system for record keeping).

Faculty and staff of the university will be reimbursed for reasonable expenses while traveling for university related purposes. Completed travel and expense voucher forms with all **ORIGINAL supporting receipts** attached are to be submitted to your supervisor for signature within thirty (30) days of the completion of the travel, then forwarded to the College of Health Professions dean's office for processing.

Section 6.11 Supplemental Professional Development Fund

A. Funding Policy

Purpose

The purpose of the CHP Supplemental Professional Development Fund is to support faculty activities in the area of professional development.

Policy

To outline priorities that will guide decision making, this document explains the funding policy and application process for the CHP Supplemental Professional Development Fund. It is important to know that while making the decision for funding, the CHP Faculty Scholarship Committee supports the values of the college which include:

- Dissemination of scholarly outcome
- External grant possibilities (to supplement the Laker Match Fund if necessary)
- Accreditation requirements
- Conferences related to professional development goals
- Benefits to students and classroom activities
- Community engagement and GVSU visibility
- Collaborative projects

Note: the dean or his/her representative retains the freedom and flexibility to fund requests at their discretion.

Eligibility

All tenured and tenure-track faculty members, and affiliates are eligible to apply for the CHP Supplemental Professional Development Fund.

Funding Requirements

Faculty professional development expenses are primarily the responsibility of faculty through their professional development funds from their academic department: \$900 for tenure and tenure-track faculty, and \$900 for affiliate faculty (per fiscal year). Additional support from the college is therefore supplementary. When expenses exceed the faculty's academic department professional development fund, the university supplemental funds (CSCE, FTLC, OURS, or other funding), and the CHP Supplemental Professional Development Fund, the remainder of the expenses is the responsibility of the faculty member.

CHP Supplemental Professional Development Fund Requirements

- Faculty must show evidence that they sought supplemental funding through available university resources (e.g., CSCE, FTLC, OURS). If faculty does not attempt to seek supplemental university funding, their request for CHP funding through the Supplemental Professional Development Fund will be denied.
- The fiscal year budget extends July 1 through June 30, and prior to the new fiscal year, the dean's office will determine the maximum amount of funds available for faculty in the college. An example of budget determination would be limited up to \$900/per tenure-track and affiliate faculty per fiscal year.
- Faculty must submit a CHP Supplemental Professional Development Fund Application according to the procedures outlined below. All funding applications require the signature of both the respective department chair and associate dean for research before they will be reviewed.
- After funding is approved, the dean's office will reimburse the faculty's department for the approved amount.

Reimbursement Requirements

All expense reimbursements are processed through the faculty member's department. Faculty are required to submit travel and expense reimbursement forms, receipts, invoices, PO's, etc. to the department office coordinator. They will help you with any forms or accounting requirements that must be met.

B. Funding Procedure

Application Submission Request Procedure

1. Complete the CHP [Supplemental Professional Development Fund Application](#) (located under Faculty Resources on the College of Health Professions website).
2. Application will be submitted to the unit head/department chair for approval.
3. CHP Faculty Scholarship Committee will review the request and make a recommendation for funding.
4. Request for funding will be forwarded to the associate dean for research who will review and sign off on the funds.
5. Approved funding requests will be sent to the unit head and to the dean's administrative assistant in charge of the college budget.
6. The dean's office administrative assistant will transfer the requested funds to the appropriate unit.

Funding Submission Timelines

Submission timelines have been established based on the deadlines for CSCE and FTLC grant applications. The timeline will allow for faculty to submit requests to CSCE and FTLC prior to applying for the CHP Supplemental Professional Development Fund.

<u>Application deadline</u>	<u>Event time period</u>
November 25	January 1 - March 31
February 25	April 1 - June 30
May 25	July 1 - September 30
August 25	October 1 - December 31

Section 6.12 Faculty Performance Development Plan (PDP) for Teaching Policy

The College of Health Professions values excellent teaching and follows the standards set by [University Policies/Board of Trustees' Policies-Areas of Evaluation for Renewal of Probationary Appointments, Promotion, Tenure, and Periodic Performance Reviews \(Chapter BOT 4.2.9\)](#) and [University Policies/Board of Trustees' Policies-Academic Tenure \(Chapter BOT 4.2.8\)](#). As a means of assisting tenured, tenure-track, and affiliate faculty to maintain a level or excellence in teaching, the College of Health Professions will be instituting the following Performance Development Plan (PDP) for Teaching Policy.

The faculty PDP will be developed in conjunction with the unit head of the unit where the faculty member resides. If courses identified in the PDP reside outside of the faculty members unit, both unit heads will sign the PDP.

A. Reasons for PDP

The reasons for PDP could be one or more of the following:

- Received a less than acceptable teaching score from students on a LIFT/LICEF Course Evaluation (<3.5) for a course that has been taught 2 consecutive semesters by that individual and as part of curriculum housed in the College of Health Professions
- Received a less than acceptable overall teaching score from LIFT/LICEF on the CHP Annual Review Document (<3.5) in two consecutive years (excluding administrative assessment, advising assessment, peer teaching evaluation, and chair teaching evaluation scores)
- Have an area of concern expressed by the dean or unit head (for example: consistent student comments regarding classroom management and professionalism)

B. PDP Process

PDP will be a two-year plan that clearly outlines the faculty's plan to improve their teaching effectiveness. The plan should include:

- Participation in at least two [Pew Faculty Teaching and Learning Center \(FTLC\)](#) seminars/teaching improvement activities each semester over the next two years

- Following each seminar/teaching improvement activity, the faculty will develop a teaching plan of how to integrate what was learned into courses taught
- Mid-semester evaluations of course/courses identified in the PDP during the progression of the two-year plan
- Chair and peer review of teaching in the course/courses identified in the PDP at least once per semester over the two-year period (peer reviewers must be approved by the unit head and dean)

C. PDP Timeline

- *By first day of winter semester:* notification by unit head to faculty member
- *By beginning of 3rd week of winter semester:* faculty will submit a draft PDP to respective unit head(s)
- *By February 1:* faculty and unit head meet with respective associate dean to discuss PDP
- *By February 8:* submit finalized PDP to unit head by the deadline for the CHP Annual Review Document. PDP must be added to the annual review document and added to the faculty's FAP
- *By May 15:* submit first updated timeline to respective associate dean showing current progress and noting any successes or challenges for winter
- *By September 1:* submit second updated timeline to respective associate dean showing current progress and noting any successes or challenges for spring/summer
- *By January 15:* submit third updated timeline to respective associate dean showing current progress and noting any successes or challenges for fall
- *By May 15 of the second year:* submit fourth updated timeline to respective associate dean showing current progress and noting any successes or challenges for winter
- *By September 1 of the second year:* submit fifth updated timeline to respective associate dean showing current progress and noting any successes or challenges for spring/summer
- *By January 15 of the second year:* submit sixth updated timeline to respective associate dean showing current progress and noting any successes or challenges for fall

D. PDP and Annual Review

The College of Health Professions annual reviews follow the standards described in [University Policies/ Faculty Handbook-Faculty Evaluation Procedures \(Chapter FH 3.05 B\)](#). The signed PDP will be attached to the annual review document and will be used in conjunction with the annual review document for personnel action decisions and during the salary adjustment period.

Failure to show significant effort for improvement of teaching will result in a second consecutive PDP for the same course/courses and a reduction of 50 points on the annual review document, resulting in a less than satisfactory classification and no merit increase for the duration of the second PDP. Failure to show significant progress towards improvement in teaching at the completion of a second consecutive PDP for the same course/courses can result in the initiation

of disciplinary or termination procedures as described in [University Policies/Board of Trustees' Policies-Termination Processes and Disciplinary Action \(Chapter BOT 4.2.13\)](#). Among actions available to the dean is a review of the faculty PDP by the College Personnel Committee for recommendation to the dean regarding continued employment.

Section 6.13 Mentorship Policy (UNDER REVIEW)

Section 6.14 Sabbatical Procedures

The College of Health Professions abides by the policies and established timeline for [University Policies-Procedures for Sabbatical Leave](#). More information can be found on the [Office of the Provost Sabbatical](#) website. In addition to the university's timeline, the College of Health Professions faculty must notify the associate dean for research of their intent to submit a sabbatical proposal by *May 1* and generate a draft sabbatical proposal by *August 1* for review.

*** Inability to consistently uphold departmental and college policies, could result in a reduction of points in a faculty member's annual review by either the department chair and/or the dean.*

Sabbatical Policy Changes

Changes to the sabbatical policy ([BOT 4.2.25](#)) were approved at the July 2019 Board of Trustees meeting. The process language for formatting and review of sabbatical proposals was removed from the Board policies and now resides on the Office of the Provost Sabbatical website (www.gvsu.edu/sabbatical). The "track change" version of the policy is available on the [Faculty Governance website](#) under the "UAS Recommendations & Provost Responses" button. It is important to note that the [application review process](#) has changed; there is no longer a College-level review of sabbatical proposals. Recommendations from the unit will move directly to the University-wide sabbatical review committee.

The deadline for faculty submission of sabbatical leave proposals is September 1. The web-based sabbatical system allows Unit Heads to share a common login and password with unit faculty so they can review proposals prior to the unit-level discussion. You will want to share the following instructions with your unit faculty:

Unit login instructions

1. Open a web browser
2. Go to the website: www.gvsu.edu/csce/grants/department (faculty must use this link to review unit sabbatical proposals)
3. Log into the system using this information:
GVSU user name: **XXXXXX**
Password: **XXXXXX**
4. Unit faculty may 'View' the proposal as submitted through the electronic sabbatical system. Faculty members will not have the ability to make changes or comments at this

site. This is simply a way to review a proposal in an easy-to-access format before the unit-level discussion and vote.

Unit Head responsibilities

As a faculty member submits a sabbatical proposal, an automated e-mail that indicates a proposal is ready for unit review is sent to the department e-mail account (or your personal e-mail if a department address does not exist). It is the responsibility as the Unit Head to ensure that for each sabbatical proposal there is:

- a unit-level discussion
- a unit vote
- a unit recommendation submitted to the sabbatical system

The Unit Head must provide a summary of the unit's discussion including justification for the unit's recommendation (recommend, recommend with reservation, do not recommend). In your summary, provide a listing of each proposal's strengths and weaknesses from a unit (discipline) perspective as this will assist subsequent levels of reviewers in their recommendation deliberations. Vote results, as well as verification that any requested amendments have been made, should also be included. **All Unit recommendations are due no later than September 30, 2019.**

Refer to *Unit Head Responsibilities* for additional information, including how to return a faculty member's sabbatical proposal for amendment – these documents are available on the [sabbatical website](#).

Unit Head instructions for submitting the Unit recommendation

1. Go to the website: <http://www.gvsu.edu/csce/grants/> (Unit Heads must use this link to submit the unit recommendation).
2. Log into the system using your own login and password.
3. Click the header titled '**Applications**' and select 'Sabbatical'. This will generate a list of all Sabbatical applications from the unit.
4. Under the '**Actions**' button, select 'Decision'.
5. Locate the '**Submit Recommendation**' box to enter the unit's recommendation and discussion summary. A PDF document may be uploaded.
6. Click 'Allow author to see this comment' if you want the applicant to see the recommendation and comments.

Additional information

Here are links that may be helpful to you and your unit:

- [Sabbatical website](#)
- [Application Review Process](#)
- [Timetable for Review Process](#)
- [Unit Head Responsibilities](#)
- [Board of Trustees Policies](#) – BOT 4.2.25 – Procedures for the Awarding of Sabbatical Leave

SECTION VII. STUDENT RELATIONS

Section 7.01 Student Services Office

The College of Health Professions [Student Services Office](#) facilitates and supports academic program development through marketing strategies, recruitment, admissions, public relations, advising and many other areas. For students already in the professional programs, the Student Services Office will focus on student development and student learning.

This center is headed by the director of student services. This director reports to the dean of the College of Health Professions and acts as a catalyst for student support within the Health Campus.

Section 7.02 Career Center

- All students in the College of Health Professions will be encouraged to work closely with the [GVSU Career Center](#) to be prepared for the job search while getting ready for graduation.
- All job postings received by the College of Health Professions may be forwarded to the Career Center for them to make available on the online career search instrument that is coordinated through the Career Center.
- The Career Center will provide services for students both in the Center for Health Sciences and at their Allendale offices including: resume writing, job search strategies, mock interviewing, etc.

Section 7.03 Student Records

A. Academic Records

All student academic records will be kept in confidential student files within the designated office of the student's program.

B. Student Health Information

- Immunizations physical exam
- CPR
- Health insurance

The student health information is managed by the Health Compliance office. Information regarding compliance can be found on the [Office of the Vice Provost for Health](#) website.

- General undergraduate and graduate student performance and expectations are identified in the [Grand Valley State University Undergraduate and Graduate Catalog](#). The university determines undergraduate degree policies, and all programs shall adhere to these stated policies.
- The graduate policies are identified as university minimum requirements. Any program that has expectations that exceed the university minimum need to make these explicit, in writing, in individual program handbooks, and these requirements will take precedence over the university minimum.
- Academic review policies for the university can be found in the Grand Valley catalog. In addition, individual programs may include interim steps and/or specific activities for students in danger of dismissal. These policies must be made explicit, in writing, in individual program handbooks.

Section 7.04 Student Conduct

Students will be required to adhere to policies and procedures set in the [GVSU Student Code](#).

A. Academic Honesty

- All programs will adhere to the academic honesty policy of the university, as stated in the GVSU catalog.
- Behavior that is deemed a flagrant violation of the plagiarism policy may result in dismissal from the university.

B. Professional Ethics

- Health care professions students should be willing to accept responsibilities that include professional behavior in all interactions in the classroom, the community, on campus, and all other commitments in academic work and preprofessional activities.
- Future health care professions students should uphold certain traditions that include sustaining a professional demeanor, accepting a professional “code of ethics,” and maintaining an attitude of compassion.
- Health care professions students are expected to demonstrate consistent courteous behavior in all interactions with peers, faculty, staff, patients, and public audiences.

Section 7.05 Student Probation and Dismissal

A. Unsatisfactory Student Performance

- Students must adhere to all university academic policies and regulations. Students who are placed on probation by their respective program due to inadequate performance will be required to do specific activities based on program specific guidelines.

- Each program will establish guidelines for remediation, probation, or dismissal. Department chairs are responsible for overseeing situations that involve academic situations.

B. Procedures

- Procedures and guidelines regarding unsatisfactory student performance in any program are delineated by individual programs.
- Each program will decide whether a student is in danger of probation and/or dismissal from a program.
- The program will review all information available on the student and determine if the student meets the criteria for dismissal.

C. Student Grievance

- Student grievance procedures are identified in the GVSU catalog. All students are expected to adhere to this procedure.
- Students admitted to graduate programs in the College of Health Professions who seek exception to the institutional degree requirements must present their rationale to the department chair, dean and the provost. These individuals will determine any exceptions to degree requirements only, as per university policy.

Section 7.06 Outstanding Student Achievement

- For those students who demonstrate outstanding academic, the university will honor performance in their professional programs in the final year of their respective programs.
- The program, as appropriate, will address other distinctions that may exist for outstanding academic performance within individual professions.

Section 7.07 Student Organizations

A. Student Interdisciplinary Council

(See council constitution and bylaws for more information)

- The student council for the Health Campus provides a voice for all students who have been accepted to one of the programs of the Health Campus.
- Representation to this council will be: two (2) representatives from each program that is offered to the Health Campus students.
- The chair of this council will also serve as representative to the executive committee for the College of Health Professions.

B. Program Organizations

There are multiple student organizations related to the health professions and can be found at [LAKERLINK](#).

Class Organizations

All class organizations are organized by individual program and student representatives. Specific student classes will determine the procedures which will be followed regarding student organization formation, election procedures, etc.

Therapeutic Recreation Student Association (TRSA) Club

The TRSA Club will be advised by a faculty representative from the Therapeutic Recreation program. Elected student officers will determine the procedures which will be followed regarding student organization formation, election procedures, etc.

Preprofessional Clubs

Preprofessional clubs such as: Pre-medical Imaging, Pre-occupational Therapy, Pre-physical Therapy, and Pre-physician Assistant, will be advised by a faculty member from the representative program or another representative from the College of Health Professions. Elected student officers will determine the procedures which will be followed regarding student organization formation, election procedures, etc.

SECTION VIII. COLLEGE OF HEALTH PROFESSIONS ADVISING

Section 8.01 Undergraduate/Graduate Programs

Each program in the College of Health Professions will assign advisors for each accepted student. These advisors will maintain information on each advisee either in a centralized file located in the College of Health Professions file room or located within the individual faculty member's office depending on departmental policy. It is recommended that faculty keep a record of meetings with advisees to make sure that nothing that is stated is left undocumented.

Section 8.02 Preprofessional College of Health Professions

Each program in the College of Health Professions will maintain current information regarding the prerequisites and other important information that should be provided to academic advisors and potential applicants to the undergraduate and graduate programs within the College of Health Professions.

All preprofessional advising will be coordinated through the director of Student Services Office for the College of Health Professions. This individual will work with both faculty and staff to disseminate information to students as well as keeping a running record of students interested in College of Health Professions programs.

Section 8.03 Student Handbooks

Each department and program within the College of Health Professions will be responsible for compiling and distributing a student handbook to each student that is accepted into their program. The handbook will include specific program requirements, standards, expectations and any policies and procedures that differ from those listed in the [GVSU Student Code](#).

Section 8.04 Graduate Research Handbooks

The departments and programs have developed their own handbooks reflecting each discipline's scholarship requirements. They will update the research handbook on an annual basis. The information in the handbook will help guide the student through the research project/thesis requirement.

SECTION IX. COLLEGE OF HEALTH PROFESSIONS ANNUAL REVIEW AND EXPECTATIONS

Section 9.01 Participation in the Point System

All tenured, tenure-track, and affiliate faculty will use the point system for annual reviews. The point system is also used for contract renewals, tenure, and promotions for all tenure and tenure track faculty.

Section 9.02 Point Expectations and Portfolio Requirements for Contract Renewals, Tenure, and Promotion

A. Reflective Statements

Portfolios must contain a reflective statement meeting the following standard: *Reflective statements are to be a maximum of eight pages, double-spaced, with the following guiding questions for composition:*

- Describe teaching strengths and weaknesses including reflections on student, peer and/or chair evaluations and plans for further development
- Describe strengths and weaknesses in service including reflections on your experiences and plans for continued improvement
- Describe scholarship strengths and weaknesses including examples of current or completed projects and plans for future efforts in scholarship
- Discuss the relationship between your service, scholarship, and teaching
- Discuss collegiality as it relates to your service, scholarship, and teaching

B. Teaching Expectations

Function (review period - time frame of data to include in determining points)	Teaching Expectations	
	Total Points	IDEA/LIFT Average Raw Score
BASED ON SYSTEM OF TWO REVIEWS, DURING YEARS 2 & 4, PRIOR TO TENURE:		
• 1 st review (from initial term on tenure-track to last completed term prior to review)	70	3.2
• 2 nd review (from term of 1 st review to last completed term prior to 2 nd review)	75	3.5

BASED ON SYSTEM OF A SINGLE REVIEW, DURING YEAR 3, PRIOR TO TENURE:		
<ul style="list-style-type: none"> Single review (from initial term on tenure-track to last completed term prior to review) 	75	3.5
THE FOLLOWING IS THE SAME FOR BOTH REVIEW SYSTEMS:		
Tenure (from initial term on tenure-track to last completed term prior to tenure review)	75	3.5
Promotion to associate professor (from initial term on tenure-track to last completed term prior to review for promotion)	75	3.5
Promotion to full professor (from term of last promotion to last completed term prior to review for promotion)	80	3.7
Annual review (prior calendar year)	n/a	n/a

C. Required Portfolio Documentation

Documentation of teaching quality

- All student evaluations, including student comments, for courses occurring during the designated time frame are required
- BASED ON SYSTEM OF TWO REVIEWS, DURING YEARS 2 & 4, PRIOR TO TENURE:
 - Peer evaluations – 2 required for first review, 2 more required for second review, none required after that but may be included
 - Chair evaluations (using peer evaluation form) – 1 required for first review, 1 more required for second review, none required after that but may be included

- **BASED ON SYSTEM OF A SINGLE REVIEW, DURING YEAR 3, PRIOR TO TENURE:**
 - Peer evaluations – 4 required prior to review, none required after that but may be included
 - Chair evaluations (using peer evaluation form) – 2 required prior to review, none required after that but may be included

Documentation of administrative duties quality

- Administrative assessment evaluations – required if any time is reassigned to administrative tasks

Documentation of advising quality

- Advising evaluations – if scores are included as part of calculations

D. Scholarship Expectations

Scholarly Expectations for contract renewal, tenure and promotion for 24 or 30-credit load faculty with < 10 total hours of reassignment for scholarship

Decision	Total Points	Minimum points required from peer reviewed, written (% of total points required)	Maximum points allowed from non-peer categories (% of total points required)	Written, peer reviewed artifacts required
1 st renewal during year 2	10	-	-	-
2 nd renewal during year 4	40	-	-	-
Single renewal during year 3	30	-	-	-
Tenure	110	11* (10%)	44 (40%)	-
Associate Prof	145	30* (21%)	42 (29%)	-
Full Prof	125	30* (24%)	42 (34%)	One first and one 2 nd author manuscript

*Increases 10 points at 10 hours of reassignment and for every 6 hours beyond that; this category is designated as P/W in the document that follows. Other column totals do NOT change.

Review Periods (time frame of data to include in accumulating points)

- For renewals, tenure and promotion to associate professor the review period is from the initial term on tenure-track to the last completed term prior to review
- For promotion to full professor the review period is from the term of last promotion to the last completed term prior to review

Required Documentation to be included in Portfolio

- Evidence of scholarship is to be documented in Digital Measures consisting of uploads such as page of the program where the faculty name is listed as a presenter, first page of

an article, or thank you email. Individual departments may develop more stringent standards. If clarification is needed, additional evidence may be requested.

E. Service Expectations

Function (review period time frame of data to include in accumulating points)	Service Expectations	
	Total Points	from College/University
BASED ON SYSTEM OF TWO REVIEWS, DURING YEARS 2 & 4, PRIOR TO TENURE:		
• 1 st review (from initial term on tenure-track to last completed term prior to review)	20	0
• 2 nd review (from initial term on tenure-track to last completed term prior to 2 nd review)	50	0
BASED ON SYSTEM OF A SINGLE REVIEW, DURING YEAR 3, PRIOR TO TENURE:		
• Single review (from initial term on tenure-track to last completed term prior to review)	50	0
THE FOLLOWING IS THE SAME FOR BOTH REVIEW SYSTEMS:		
Tenure (from initial term on tenure-track to last completed term prior to tenure review)	100*	0
Promotion to associate professor (from initial term on tenure-track to last completed term prior to review for promotion)	100*	40
Promotion to full professor (from term of last promotion to last completed term prior to review for promotion)	100*	50
Annual review (prior calendar year)	n/a	n/a

*Increases 10 points at 10 hours of reassigned time during the given time frame and for every additional 6 hours of reassigned time beyond 10 hours.

Required Documentation to be included in Portfolio

Documentation of service will be based on self-reporting and no external evidence will be required. Individual departments may develop more stringent standards. If clarification is needed, additional evidence may be requested.

Section 9.03 Timeline of Changes to the Annual Review Process and Expectations for Contract Renewal, Tenure, and Promotion

A. Approved Actions Regarding Faculty Evaluation

Approved 12/5/2012

- All student comments are to be included for both annual review and for tenure/promotion/contract renewal, emphasizing evaluation of the overall trends of comments providing, as opposed to simply the extremes.
- Reflective statements shall be a maximum of eight double-spaced pages.

Approved 10/25/2012

- The following was approved regarding the system for processing the points for the “other” requests. Faculty Council will be the governing body for such issues. The proposed process is:
 - 1) Individual faculty member identifies request for clarification and discusses with department chair.
 - 2) Faculty member and chair share same decision/interpretation and present to faculty council OR fail to come to agreement and provide two differing decisions/interpretations to Faculty Council.
 - 3) Faculty Council reviews and comes to final interpretation which could consist of accepting one of the interpretations presented or coming up with new interpretations.
 - 4) Faculty Council will use existing framework of point system to guide interpretation and, as interpretations are made, they will be used as a precedent for future interpretation.
 - 5) If department chair initiates the request for clarification for their report and they bring the issue to Faculty Council.
- Evidence of service at the college level will be based on self-reporting and no external evidence will be required. Individual departments may develop more stringent standards. If clarification is needed, additional evidence may be requested.
- Evidence of scholarship is to be documented in Digital Measures consisting of uploads such as page of the program where the faculty name is listed as a presenter, first page of an article or thank you email. Individual departments may develop more stringent standards. If clarification is needed, additional evidence may be requested. Faculty Council will determine a minimal point value in which self-reporting is sufficient.
- All documents used in the calculation of teaching scores must be included in personnel decisions.

Approved 12/8/2011

- Weighting of scores using the point system will be distributed according to a person’s workload and used for annual review.
- Weighting of annual review points based on workload will be the following: teaching 50 percent, scholarship 10 percent, and service 10 percent. Five percent of the points are to be added to a category for each credit hour of reassigned time.
- Scholarship point expectations for contract renewal is set at the following: 1st review is 10 points, 2nd review is 40 points, and 3rd review (tenure) is 110 points.

Approved 4/14/2011

- Annual reviews will represent materials collected between January 1 and December 31.
- Secondary authors are to receive 75 percent of the points that the primary author is given.

- The set point threshold for reviews in scholarship assessment are as follows: 1st review (2 years) 0 points, 2nd review (at 4 years) 50 points, (110 points for tenure).

Approved 4/21/2010

- An updated peer observation of teaching checklist was approved ([Appendix A](#)).
- Affiliate faculty members will have their annual reviews completed with 100 percent weighting on the teaching document.

Approved 11/9/2009

- Faculty with years toward tenure/promotion prior to January 1, 2010 will be evaluated for tenure and/or promotion based on a pro-rated system representing the number of annual reviews in and out of the point system.
- Implementation of the new point system of faculty evaluation began in January 2010.

Approved October 6, 2008

- Implementation of the point system officially began in Fall 2011(December 9, 2010).

Approved 10/25/2012

- Annual merit review ranking for faculty at Grand Valley less than one calendar year. Faculty that have been here more than one semester, but less than one calendar year will receive medium-satisfactory ranking for annual review, unless they've earned a higher classification. If faculty have been here for less than one semester, a rating for medium satisfactory performance will be given.

Approved 12/5/2012

- There is no minimal point value for which self-reporting is sufficient, and therefore all forms of scholarship evidence shall be documented. If documentation is unavailable, the faculty member shall follow the approved infrastructure, which includes meeting with the unit head and bringing the issue to Faculty Council for approval.

Section 9.04 Peer Review Checklist

The CHP Peer Review Checklist Form can be found in [Appendix A](#).

Section 9.05 Administrative Reassignment Assessment

A. Overview

- The College of Health Profession's Administrative Reassignment Assessment Form ([Appendix B](#)) is to be used for measuring and documenting the performance of department chairs, program coordinators, and faculty with administrative responsibilities including laboratory, clinical, fieldwork, and internship coordinators.
- An evaluation will be performed for each area the person has designated administrative reassigned time.
- The performance evaluation will be completed by:

- 1) the administrator being evaluated;
 - 2) those faculty and staff, including clinical and fieldwork faculty, reporting to that administrator or coordinator; and
 - 3) the position's immediate supervisor.
- The evaluation will be completed 1x/year by each party identified above as part of the annual review process. Department chairs and those with administrative responsibilities are evaluated using part "A". Those with clinical, fieldwork, and internship coordinator responsibilities are evaluated using part "B". Those with laboratory coordinator responsibilities are evaluated using part "C". Those with responsibility for managing projects will be evaluated using part "D" (*part D criteria to be developed*).

SECTION X. APPENDIXES

Click on the link below to be directed to the appendixes.

[Appendix A: Peer Review Checklist](#)

[Appendix B: Administrative Reassignment Assessment Form](#)

[Appendix C: Faculty Absence Form](#)

Peer Review Checklist

Course: _____ **Instructor:** _____ **Date:** _____

Circle your response to each of the questions and then add comments below the table.

	Exceed expectations in all respects	Meets expectations in all respects	Meets expectations in most respects	Meets expectations in some respects	Meets expectations in few or no respects	N/A
	5	4	3	2	1	N/A
1- was well prepared for class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2- was knowledgeable about the subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3- was enthusiastic about the subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4- spoke clearly, audibly, and confidently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5- used a variety of relevant illustrations/ examples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6- made effective use of the board and/or visual aids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7- asked stimulating and challenging questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8- effectively held class's attention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9- achieved active student involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10- treated students with respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What worked well in the class? (Continue on back if necessary)

What could have been improved? (Continue on back if necessary)

Rater(s): _____

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Administrative Reassignment Assessment Form

Time Period Covered: _____

Overview

1. The College of Health Profession's Administrative Reassignment Assessment Form is to be used for measuring and documenting the performance of department chairs, program coordinators, and faculty with administrative responsibilities including laboratory, clinical, fieldwork, and internship coordinators.
2. An evaluation will be performed for each area the person has designated administrative reassigned time.
3. The performance evaluation will be completed by:
 - a. the administrator being evaluated;
 - b. those faculty and staff, including clinical and fieldwork faculty, reporting to that administrator or coordinator; and
 - c. the position's immediate supervisor.
4. The evaluation will be completed 1x/year by each party identified above as part of the annual review process.

Directions

- department chairs and those with administrative responsibilities are evaluated using part "A". Those with clinical, fieldwork, and internship coordinator responsibilities are evaluated using part "B". Those with laboratory coordinator responsibilities are evaluated using part "C". Those with responsibility for managing projects will be evaluated using part "D" (*part D criteria to be developed*).

Please rate the administrator named below using the scale provided. Ratings of 1 or 2 require a written explanation on the comment sheet. Use the sixth (6th) column for not applicable answers as they will not be counted in totals.

- 1 - Unacceptable, totally ineffective
- 2 - Unsatisfactory, needs improvement
- 3 - Satisfactory, adequate
- 4 - Very good, above average
- 5 - Excellent, superior
- NA - No points assigned, not applicable or no basis for rating

COMPLETE SECTION BELOW AND PARTS A, B AND/OR C AS REQUIRED

Name of Administrator Being Evaluated: _____

Evaluation Date: _____ Evaluation Period: *from* _____ to _____

Administrative Position (Check all those that apply)

- a. _____ Departmental chair
- b. _____ Program coordinator
- c. _____ Non-academic director (Student Services, etc.)
- d. _____ Coordinator (*circle* Clinical, Internship, Fieldwork, Laboratory)
- e. _____ Other _____

Reassigned Time _____

- a. _____ Full-time (no academic responsibilities)
- b. _____ Quarter time release (25% reduction in academic/teaching responsibilities)
- c. _____ Half time release (50% release from academic/teaching responsibilities)
- d. _____ Three quarter time release (75% release from academic/teaching responsibilities)
- e. _____ Other (_____ % release from academic/teaching responsibilities)

Description:

PART A

I. COMMUNICATION

	1	2	3	4	5	NA
<i>Performance being evaluated</i>						
1. Demonstrates effective speaking skills						
2. Demonstrates effective writing skills						
3. Communicates in a timely manner						
4. Clearly communicates expectations						

Comments:

II. PLANNING AND ORGANIZATION

	1	2	3	4	5	NA
5. Plans and organizes thoroughly and in advance						
6. Delegates responsibility and authority, when appropriate						
7. Encourages innovation and cooperative planning						
8. Considers other departments, the College of Health Professions, and the university in planning and organizing						

Comments:

III. INTERPERSONAL RELATIONS

	1	2	3	4	5	NA
9. Works effectively with others						
10. Is accessible to faculty, staff, and students on a regular basis						
11. Demonstrates active listening						
12. Respects the confidentiality of others						

Comments:

IV. DECISION-MAKING/PROBLEM SOLVING

	1	2	3	4	5	NA
13. Encourages appropriate participation in decision-making and problem solving						
14. Interprets and applies policies consistently with all personnel and in all situations						
15. Appraises situations and problems objectively						
16. Makes sound and timely decisions based on thorough analysis of the situation						

Comments:

V. LEADERSHIP

	1	2	3	4	5	NA
17. Promotes professional growth of self and supervisees						
18. Recognizes staff proficiencies and accomplishments, commends exemplary actions						
19. Exerts positive influence on others, promotes professionalism and optimism						

Comments:

VI. GOALS AND OBJECTIVES

	1	2	3	4	5	NA
20. Ensures that program goals and objectives are consistent with the needs of the department, college, and university						
21. Makes satisfactory progress in achieving goals and objectives						
22. Assists faculty and staff in developing appropriate personal goals and objectives						

Comments:

VII. ATTITUDINAL CONSIDERATIONS

	1	2	3	4	5	NA
23. Accepts responsibility for own actions and those of program faculty and staff						
24. Accepts criticism, advice, suggestions						
25. Functions well under pressure and in awkward situations						

Comments:

ADDITIONAL COMMENTS

VII. CALCULATE OVERALL AVERAGE SCORE

Sum of scores divided by # of scores recorded (NA's not counted) _____

VIII. ATTACH APPROPRIATE SIGNATURE SHEET

- If evaluation is completed by supervisor, attach Signature Sheet #1
- If evaluation is completed by supervisee, attach Signature Sheet #2
- If evaluation is completed by self, please sign below

Signature: _____

Date: _____

PART B

I. CLINICAL/INTERNSHIP PROGRAM MANAGEMENT AND COORDINATION

	1	2	3	4	5	NA
1. Creates a network with entities in the community to further the clinical/internship opportunities for students in the academic department						
2. Builds and strengthens relationships between the college, its academic departments and clinical/internship sites						
3. Facilitates academic faculty involvement in clinical/internship education						
4. Maintains up-to-date records, affiliation agreements, and other documents necessary for clinical/internship collaborations						
5. Maintains adherence with all relevant policies and procedures required for clinical/internship sites						
6. Adheres to relevant policies and procedures regarding student eligibility and professionalism during clinical/internship experiences						
7. Assures compliance with IRB requirements if necessary						
8. Is an advocate for the value of clinical/internship experiences within the academic program(s) involved						
9. Facilitates the use of technology to enhance the clinical/internship experience for students						

Comments:

II. DEVELOPMENT AND ASSESSMENT OF CLINICAL/INTERNSHIP EDUCATION PROGRAM

	1	2	3	4	5	NA
10. Conducts continuous reviews of relevant clinical education and/or related academic policies and procedures						
11. Assesses and develops a plan to respond to the needs of sites based on feedback received						
12. Provides timely data and recommendations to the department chair, program coordinator and/or faculty based on feedback received						
13. Grades clinical/internship student work in a timely manner and provides feedback						

Comments:

III. DEVELOPS CLINICAL/INTERNSHIP EDUCATION FACULTY

14. Evaluates clinical supervisors periodically and provides feedback	1	2	3	4	5	NA
15. Provides training and mentoring for new and returning faculty assigned to clinical//internship supervision						
16. Acts as a liaison between the clinical/internship site and the academic department and faculty when problems arise						

Comments:

IV. DEVELOPS STUDENT CLINICAL/INTERNSHIP EDUCATION

	1	2	3	4	5	NA
17. Assesses eligibility of students for clinical/internship activities						
18. Provides initial training of students for specific clinical/internship experience and facilitates development of individual learning plans						
19. Collaborates with academic department, site supervisor and students to maximize the learning experience						
20. Assesses student progress during the learning experience and acts to correct deficiencies or other problems						
21. Promotes student self-assessment and reflection on the educational experience						

Comments:

V. COMMUNICATION

	1	2	3	4	5	NA
22. Demonstrates effective speaking skills						
23. Demonstrates effective writing skills						
24. Communicates in a timely manner						
25. Clearly communicates expectations						

Comments:

VI. ATTITUDINAL CONSIDERATIONS

26. Accepts responsibility for own actions and those of program faculty and staff						
27. Accepts criticism, advice, and suggestions						
28. Functions well under pressure and in awkward situations						

Comments:

ADDITIONAL COMMENTS

VII. CALCULATE OVERALL AVERAGE SCORE

Sum of scores divided by # of scores recorded (NA's not counted) _____

VIII. ATTACH APPROPRIATE SIGNATURE SHEET

- If evaluation is completed by supervisor, attach Signature Sheet #1
- If evaluation is completed by supervisee, attach Signature Sheet #2
- If evaluation is completed by self, please sign below

Signature: _____

Date: _____

SIGNATURE SHEET #1

- To be used when a supervisor is completing an evaluation of a supervisee
- Evaluator to meet and discuss evaluation with person being evaluated
- This form to be completed following that discussion

Comments of person being evaluated:

Signature of person being evaluated: _____ Date: _____

Name of Evaluator: _____

Signature of Evaluator: _____ Date: _____

Evaluator's position: _____

SIGNATURE SHEET #2

- To be used when a supervisee is evaluating a supervisor
- Evaluation to be turned into _____
- Information from evaluation to be shared with person being evaluated without disclosure of evaluator's identity

Name of Evaluator: _____

Signature of Evaluator: _____ Date: _____

Evaluator's position: _____

Faculty Absence Form



Please complete the appropriate section and process through your department chair for signature.
This form is to be submitted to the dean's office electronically. Thank you!

ABSENCES DUE TO ILLNESS:	
Name:	
Date(s) of illness:	
Course(s) affected:	
Please state arrangements made to cover class and to notify students:	
ANTICIPATED ABSENCES:	NEEDS TO BE SUBMITTED AT LEAST <i>THREE (3) WEEKS IN ADVANCE</i>
SEPARATE FORM NEEDS TO BE TURNED IN FOR EACH ABSENCE EVENT	
Name:	
Date(s) of absence:	
If absence is for a conference or workshop:	
Start date:	End date:
Course(s) affected:	
Reason for absence:	
Please state arrangements to be made to cover class and/or notify students:	

SIGNATURES REQUIRED:

Faculty Signature

Date

Department Chair Signature

Date