F a c u l t y H a n d b o o k
2012-2013

PREFACE

THE HANDBOOK: PURPOSE AND PROVISIONS

The purpose of this Handbook is to provide all members of the Faculty, particularly those who are new to Grand Valley, with knowledge of certain policies, regulations, practices and expectations which prevail at Grand Valley State University. The various provisions of this Handbook are subject to revision from time to time by the Trustees, Administration and Faculty on their own initiative or in response to changes in State and Federal legislation. The provisions of this Handbook derive their authority from various sources; they are primarily statements by the administration of customary practice, administrative organization, or explicit policy established at the University, often after consultation with the Faculty. The committees of the Faculty and the academic requirements of the University are voted on by the Faculty. Fringe benefit provisions and the conditions of employment are derived from actions taken by the Board of Trustees. Provisions of the Handbook, whether derived from Trustee vote, Faculty vote, or Administrative or Trustee action are subject to modification or revocation by the appropriate authority following proper procedure. No such change will be retroactive.

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Chapter 1: Introduction

1.01   Grand Valley State University Description

Grand Valley State University is a public, comprehensive university. It was established in 1960 by the State of Michigan with the first classes being offered in 1963. The University grants both baccalaureate degrees and graduate degrees, a complete listing of which is found in the current University catalog.

The main campus is located in Allendale, Michigan, 12 miles west of Grand Rapids and 12 miles east of Lake Michigan. Grand Valley also operates a campus in Grand Rapids and regional centers in Muskegon, Holland, Traverse City and Detroit.

Throughout its history the University has retained these original tenets:
- An emphasis on liberal education as the central feature.
- An instructional approach stressing individual student needs.
- A recognition that the ambiance of campus life has a major impact on the learning process.

1.02   Vision, Mission and Values Statement

Approved by the Grand Valley Board of Trustees.   See Chapter 1 of the Administrative Manual.

A. Vision Statement

Grand Valley State University will become one of the nation's premiere Carnegie classification "Master's Large" institutions of higher education grounded in the tradition of liberal education. It will be recognized and acknowledged as a community of diverse, committed scholars engaged in collaborative, lifelong learning to achieve acknowledged academic excellence and positive community impacts. By focusing on the promotion of high quality undergraduate and graduate degree programs, the institution will be the university of choice for students and faculty alike and it will enjoy broad support for its innovative partnerships and initiatives that promote the physical health and the intellectual, social, environmental, economic, and cultural advancement of West Michigan, and ultimately, the advancement of the state, nation, and world.

B. Mission Statement

Grand Valley State University educates students to shape their lives, their professions and their societies. The university contributes to the enrichment of society through excellent teaching, active scholarship and public service.

C. Values Statement

At Grand Valley State University, We Value:

Effective Teaching. Our highest priority is to offer outstanding teaching in all of our undergraduate and graduate programs. The teaching culture of Grand Valley State University is characterized by the continual development of excellence in the classroom, the recognition of multiple ways of learning, and the accessibility of faculty to students. In order to nurture the habits of intellectual growth, we seek to instill in our students curiosity as well as the love of learning. Students acquire new knowledge and explore its application through research, artistic expression, engagement with the local community and scholarly activity. We value the vigorous engagement of students in the classroom and other learning environments.

Liberal Education. Grand Valley State University is committed to providing each student a broad educational experience that integrates liberal learning with preparation for career or profession. Liberal education begins with encountering the great ideas of diverse traditions in the humanities, the visual and performing arts, the natural and social sciences and mathematics, and is an essential part of all of our professional programs. We value the liberal ideals of critical thinking and preparing students for lifelong learning. The practice of liberal learning develops the skills of inquiry and reflection, which guide students to think for themselves, gain self-knowledge, and make ethical judgments. Such learning can inform individual and collective actions and prepare students for the responsibility of local, national, and global citizenship.

Scholarship. Scholarship is an essential component of the university's mission as an institution of higher learning. Excellence in teaching at the university level depends upon active scholarship

by faculty members. Through basic and applied research, artistic expression and performance, and other forms of scholarship, faculty members contribute to the development and application of knowledge, and create a dynamic environment for learning. Active scholarship may include collaboration of faculty and staff with students, business and labor, government, and community organizations. In this way, the benefits of a liberal education and specific disciplines can extend beyond classroom walls to lifelong learning and partnerships between the university and its diverse communities and the greater community.

Service. Grand Valley State University value the collaboration of faculty, staff and students with external partners in addressing mutual interests and regional needs. The university offers the communities it serves resources and inspiration in their own lifelong pursuit of knowledge. Faculty and staff are encouraged to contribute their expertise and service to the university, their disciplines' professional organizations and working in partnership with the community. Students are encouraged to be active citizens, to become active service providers, and to take part in various service learning and volunteer opportunities in the community and abroad.

Inclusiveness. Possessing and mastering a range of thoughtful perspectives is necessary for open inquiry, a liberal education, and a healthy community. Recognizing this, Grand Valley seeks to include, engage, and support a diverse group of students, faculty and staff. The institution values a multiplicity of opinions and backgrounds, and is dedicated to incorporating multiple voices and experiences into every aspect of its operations. We are committed to building institutional capacity and strengthening our liberal education through providing an inclusive environment for all of our Grand Valley constituents.

Community. A range of thoughtful perspectives is necessary for open inquiry, liberal education, and a healthy community. Recognizing this, we seek and welcome a diverse group of students, faculty and staff. We value a multiplicity of opinions and backgrounds and seek ways to incorporate the voices and experiences of all into our university. We value our local community and embrace the participation of individuals and groups from Michigan, the nation and the world. We also encourage participation in educational opportunities abroad. In order to foster a healthy and diverse environment, we will act with integrity, communicate respectfully, and accept responsibility for our words and actions.

Sustainability. Grand Valley State University values the guiding principles of sustainability in helping to meet the current needs of our faculty, staff, and students without compromising the needs and resources of future generations. We are committed to working with our community partners to create a sustainable future for our university, our community, and our region. We will model applied sustainability best practices in our campus operations and administration, education for sustainable development, student involvement, and community engagement by promoting social responsibility, encouraging environmental stewardship, and creating efficiencies and value for the work we perform. We will provide our students with excellence in education for sustainable development by imbedding theory, systems- oriented thinking, and service learning into our curricular and extracurricular programs.

D. Equal Opportunity/Affirmative Action Policy

Grand Valley State University is an affirmative action, equal opportunity institution. It encourages diversity and provides equal opportunity in education, employment, all of its programs, and the use of its facilities. It is committed to protecting the constitutional and statutory civil rights of persons connected with the university.

Unlawful acts of discrimination or harassment by members of the campus community are prohibited. In addition, even if not illegal, acts are prohibited if they harass or discriminate against any university community member(s) through inappropriate limitation of, access to, or participation in, educational, employment, athletic, social, cultural, or other university activities on the basis of age, color, disability, familial status, height, marital status, national origin, political affiliation, race, religion, sex/gender (including gender identity and expression), sexual orientation, veteran status, or weight. Limitations are lawful if they are: directly related to a legitimate university purpose, required by law, lawfully required by a grant or contract between the university and the state or federal government, or addressing domestic partner benefits.

1.03 Organization

Approved by the Board of Trustees. See Chapter 3.B.1 of the Administrative Manual.

    A. **Board of Trustees.** The legal authority for GVSU is vested in the Board of Trustees. Such decisions as those regarding fiscal matters, academic programs, and the employment of University regular faculty and executive, administrative, and professional staff are ultimately made by the Board, acting upon the advice of the President.

    B. **Administrative Organization.** The President oversees all areas of activity within the institution aided by five vice presidents:

        Provost and Vice President for Academic Affairs,
        Vice President for Finance and Administration,
        Vice President for University Relations,
        Vice President for Development,
        Vice President for Inclusion and Equity.

    The organization charts indicate the areas of responsibility encompassed within each of those administrative divisions and the personnel in charge of each area.

    C. **Academic Organization.** The Provost and Vice President for Academic Affairs is the chief academic officer of the University. Reporting to the Provost are the deans of the eight instructional colleges and university libraries along with the academic support services. These include:

    Academic Colleges
        College of Liberal Arts & Sciences
        Seidman College of Business
        College of Community and Public Service
        College of Education
        Padnos College of Engineering & Computing
        College of Health Professions
        Kirkhof College of Nursing
        Brooks College of Interdisciplinary Studies
        University Libraries

    Academic Support Services
        Academic Services & Information Technology
        Graduate Studies and Grants Administration
        Student Academic Success Center (formerly known as Advising Resources and Special Programs)
        Student Services and Multicultural Affairs

    Each college and the university libraries are headed by a dean, who is the appointing officer for that college/university libraries.

1.04 Unit Head Responsibilities

Policies relating to the appointment, term and evaluation of unit heads are covered in a document approved by UAS February 11, 1983 with a revised version approved by UAS on April 10, 2009. Among the provisions of this document are the following:

A. Each academic unit shall have a unit head; this person will be designated as chairperson or director based on the nature of the unit involved.

B. The authority to appoint the unit head is vested in the dean of the college. When there is a vacancy in the position of unit head, the faculty of the unit shall meet, and, after deliberating among themselves and in consultation with the dean, shall recommend a nominee or nominees for appointment as unit head. Normally, the dean appoints the nominee recommended by the unit. Should the dean appoint a unit head who has not been recommended by the unit faculty, the dean shall communicate his/her rationale to the unit. If the unit is not able to make a nomination, the dean shall make an appointment.

C. Normally the appointment will be for a three-year period. A unit head may be reappointed when eligible.

D. There shall be a formal evaluation of the unit head every three years, resulting in a written statement. This report will be shared by the dean, the unit head, and the faculty involved, and be restricted to these persons. This evaluation shall be carried out by the associated unit faculty and the administrators within University, college, and unit personnel guidelines. This evaluation shall be based on the performance of the unit head in carrying out the duties and responsibilities of the position. This evaluation neither precludes nor takes the place of the usual faculty evaluation for tenure, promotion, or contract renewal.

E. All appointees shall have faculty status, or have the academic credentials to be awarded faculty status, with the associated responsibilities and benefits of faculty rank. Characteristically, unit heads will be senior faculty, with tenure, chosen on the basis of their ability as teachers, their experience in their discipline, and their leadership capabilities.

On March 30, 1983, ECS also adopted a report on the "Duties and Authority of the Unit Head" which outlines the responsibility, authority, and interaction of the dean and the unit head. "The dean of the college has the administrative authority and responsibility for all academic aspects of the college. . . The dean can and usually does delegate some responsibility and authority to unit heads or coordinators." Areas the unit heads deal with include but are not limited to the following: fiscal matters; personnel matters; teaching, scholarly, & research activities; professional conduct matters; faculty absences; office assignments; meetings & communications; secretarial & technical services; faculty assignments; part-time faculty; curriculum; library resources; course scheduling; student relations & advising; student help; equipment, facilities, & records.

1.05   Faculty
Approved by the Board of Trustees. See Chapter 4, Section 2 of the Administrative Manual.
The term "faculty member" applies to the following:
A. A person in a regular teaching, research, or professional library position: a regular appointment may be for less than full time, if at least half time, with the agreement of the appointing unit, the appointing officer, and the faculty member.
B. Faculty members who are also academic unit heads (department chairs and school directors).
C. Academic administrators who also hold faculty rank.
D. The term "faculty member" as used in this document includes primary investigators without teaching duties

1.06   Adjunct Faculty
Approved by the Board of Trustees. See Chapter 4, Section 3 of the Administrative Manual.
Adjunct Faculty are any Faculty appointed to full-time or part-time positions created for purposes such as working on grants or contracts, filling in for Regular Faculty who may be absent, completing specific projects, augmenting the Regular Faculty, teaching a single semester's course offering enhancing the programs of the university with distinguished Visiting persons, and for other purposes. Adjunct faculty include visiting faculty, affiliate faculty, and adjunct instructors (at any rank) as defined below. Adjunct Faculty are not eligible for nor do they accrue any credit toward academic tenure. There are no employment rights beyond the appointment terms stated below. Each appointing unit shall be responsible for carrying out an annual evaluation of Adjunct Faculty for the purpose of contract renewal.

Adjunct faculty members are not covered by this *Faculty Handbook.* Refer to Chapter 4, Section 3, of the Administrative Manual for policies governing adjunct faculty members.

1.07   Clerical and Other Support Staff
Clerical support staff are employed to facilitate the instructional program. These staff members are directly supervised by the unit head and are primarily responsible for assignments related to the operation of the department, course outlines, and examinations. Requests for secretarial assistance in other areas, such as preparation of manuscripts, are honored only when time permits. It is imperative to secretarial efficiency that all faculty members cooperate in getting work requests to their support staff well in advance of the due date.

Some academic units also have other clerks, technicians, or other employees assigned to them part- or full-time. These employees are normally directly supervised by a unit head. Faculty must coordinate their requests for assistance with the unit head.

1.08 Undergraduate Student Employees

Full-time students enrolled at the University may be hired as student employees. All units should have a budget allocation for student employees. Wages paid to a student employee must follow the wage schedule available in the Student Employment Office. In addition, when classes are in session students without work-study are not permitted to work in excess of 25 hours per week. Students with work-study are restricted to the number of hours according to their work-study award. Work-study and regular student employees must be paid an hourly rate and hours-worked reported in the University's electronic time keeping system. Faculty members should communicate their needs for student employees to their unit heads. All student employees must complete the online training session with their supervisor to work as a student employee of the University.

Student workers are not permitted to perform instructional duties including administration of exams and evaluation of academic output. Student employees may assist in departmental operations, tutoring, and laboratory and studio sessions under the direct supervision of appropriate staff and faculty. Student employees are expressly barred from providing independent instruction in the classroom, evaluating student exams and assignments, and proctoring assignments. Student employees may not be exposed to confidential academic and personnel matters. Student employees may assist in grading objective tests and assignments.

This policy does not apply to graduate student assistantships.

1.09 Graduate Assistantship Policy *Revised by the University Academic Senate April 13, 2012.*

A. Purpose

The Graduate Assistantship Policy distinguishes Graduate level policies from policies detailed in the *Faculty Handbook* that currently govern Undergraduate Student Employees (section 1.08).

Graduate Assistantships serve several functions. First, they provide graduate students with a part-time, paid work experience. Generally this experience will be directly related to their field of study and will allow them to expand and/or apply their discipline knowledge and skills under supervision.

Second, they provide GVSU faculty and/or university staff assistance in carrying out special projects or other assignments that require the advanced discipline skills of graduate students. Consequently, Graduate Assistantships facilitate direct interaction between faculty and graduate students through a unique educational experience while providing faculty more opportunity to fulfill their teaching, service and scholarship responsibilities.

Third, Graduate Assistants may serve in an instructional role where appropriate. Service in an "instructional role" requires that the graduate student works under the direct supervision of a tenure track faculty member who has final grading responsibility for the course. This corresponds to policies that allow undergraduates opportunities for "assisting in laboratory and studio sessions" (Faculty Handbook, Section 1.08).

In all cases, the activities assigned are to have educational value for the graduate student and are not to be used in lieu of hiring student employees for clerical and office support. The opportunities provided to graduate students assigned a Graduate Assistantship clearly enhance the graduate student's experience, enriches their education, and broadens their range of professional skills.

See the Office of Graduate Studies website at www.gvsu.edu/gs for additional information.

B. General Policies

Grand Valley is committed to an open, well-advertised process of announcing positions and hiring graduate assistants. Each department with approved Graduate Assistantships will publicize them, and ensure that qualified applicants for these positions are offered an opportunity to apply. Available Graduate Assistantships should be advertised in recruitment materials, on the web site of the department offering the Graduate Assistantships, and on the

Student Employment electronic job board. In addition, the Office of Graduate Studies will either post or provide a web-link for every Graduate Assistantship.

In recognition that many Graduate Assistantships are used to recruit students to specific graduate programs, and that many students may not have ready access to the web site, departments may use positions to recruit students to their own graduate program, without posting to the wider student community. However, special positions funded through grants or from other sources that arise during the academic year should be fully advertised as noted above.

C. **Qualifications**
To qualify for a Graduate Assistantship at GVSU, the student must be fully admitted as a degree-seeking student in a Grand Valley graduate program at the time of appointment. Subsequently a full-time Graduate Assistant must successfully maintain a minimum course load of 9 graduate credit hours per semester for the academic year and 6 graduate credit hours in the Spring/Summer semester (for a total of up to 24 credits per year) or 5 graduate credit hours per semester for a half-time Graduate Assistantship. The unit offering the Graduate Assistantship must have a written position description, approved by the Academic Dean of the College or the Appointing Officer of non-academic units, and by the Dean of Graduate Studies. A typical full-time Graduate Assistantship includes a 20-hour per week work assignment for 15 weeks per semester and support from GVSU which includes a minimum stipend as specified on the Graduate Assistantship appointment form and tuition credit for between 18-24 graduate credits per fiscal year, unless the student is eligible for reimbursement of tuition from another source. A typical half-time Graduate Assistantship includes a 10-hour per week work assignment for 15 weeks per semester and a minimum stipend as specified on the Graduate Assistantship appointment form with tuition credit for up to 12 graduate credits per fiscal year, unless the student is eligible for reimbursement of tuition from another source. Students that fail to maintain eligibility or carry out the assigned work in a satisfactory manner in a multi-semester Graduate Assistantship may forfeit continuation of a Graduate Assistantship position for future semesters, thereby forfeiting both stipend and tuition grant.

The Dean of Graduate Studies is responsible for administering Graduate Assistantships. Any deviation from these terms (such as 10-month or 12-month appointments) requires prior approval by the Dean of Graduate Studies.

D. **Assistantship Procedures**
The Appointing Dean will forward all of the required information to the Dean of Graduate Studies on a current Graduate Assistantship Appointment Form. All Graduate Assistantship procedures and forms are available at the Graduate Studies webpage. The Dean of Graduate Studies will review each Graduate Assistantship Appointment Form to ensure that all appointments meet current policy and procedure. If an assistantship appointment meets those guidelines, the Dean of Graduate Studies will confirm the appointment and notify the appropriate offices.

E. **International GA Appointments**
Offers of Graduate Assistantships to international students must be coordinated with the Director of International Student and Scholar Services, in the Padnos International Center. The Padnos International Center will advise international students with Graduate Assistantship appointments on employment issues related to visa status.

F. **Appeals and Exceptions to the Graduate Appointment Policy**
The appointing officer shall submit in writing any appeals or requests for exceptions to any terms of the Graduate Assistantship Policy to the Dean of Graduate Studies.

G. **Grant-Funded or Other Non-Base Funded Graduate Assistantships**
Grant-funded and other non-base funded Graduate Assistantships must follow the prevailing procedures, as detailed on the Graduate Studies webpage, and must provide support for both stipend and tuition. When a Graduate Assistantship position is to be funded by a grant, the grant writer/Principal Investigator (PI) should make every effort to obtain funding for the tuition grant

from the funding source as well as the stipend for the position. If the grant source does not or will not provide tuition support, the PI must request approval at the time of grant submission for the tuition to be paid by GVSU and count that tuition support as a cash match in the grant budget. Requests will be made to the Dean of Graduate Studies for tuition match on each separate grant and Graduate Assistantship position, as applicable.

H. Graduate Assistantships Assigned to Assist Faculty in Instructional Duties

Graduate Assistants assigned to assist faculty in an instructional role are those graduate students who are involved in supervised instruction in a variety of educational settings. Supervised instruction means that the graduate student works under the direct supervision of a tenured or tenure track faculty member. Qualified Graduate Assistants perform instructional duties in an area of their particular expertise, most often within their home department. In rare cases, a graduate student may possess qualifications that make them uniquely qualified for a particular instructional role. For example, an attorney holding a JD degree may decide to work toward an MBA. Because they hold a JD, the graduate student may be highly qualified to teach a business law course. In these unique circumstances, a department may petition the Dean of Graduate Studies to permit a Graduate Assistant to formally teach a course.

GVSU, the Office of Graduate Studies, and departments appointing Graduate Assistants are responsible for ensuring that those students are capable and prepared to complete their assigned duties. Departments will have primary responsibility for evaluating an appointee, and may choose to evaluate the ability of a potential appointee in any way the department deems appropriate. However, language skills of all potential appointees (not just ESL applicants) must be considered as part of the evaluation process.

Additionally, academic departments are responsible for reviewing the instructional performance of each Graduate Assistant, similar to the review of faculty teaching performance. Graduate Assistants will be provided access to the current online course management system (currently Blackboard) to insure communication with students assigned to their sections. In addition, this will allow students in those sections the opportunity to submit meaningful course evaluations. In this regard, departments are required to submit a clearly articulated plan outlining faculty oversight and evaluation of Graduate Assistants assigned instructional duties to the Office of Graduate Studies prior to any Graduate Assistantship appointments.

GVSU tenured and tenure track faculty members oversee all Graduate Assistants with instructional duties. Duties may include:
1. faculty supervised instruction in a laboratory course setting
2. conducting discussion or studio sections
3. conducting help sessions and holding office hours to advise students on course assignments
4. assisting with laboratory setup
5. assisting with grading papers, objective exams, laboratory reports, and homework
6. tutoring
7. other duties pertaining to the instructional mission of GVSU excluding being listed as the instructor of record with the exception noted above.

To be eligible to serve as a Graduate Assistant with instructional responsibilities, the student must attend a departmental orientation/training session. The orientation/training will focus on helping the Graduate Assistants develop the skills that are relevant to their instructional duties. The orientation/training program is to be filed with the Dean of Graduate Studies for review.

I. Graduate Assistant Orientation

All graduate students assigned a Graduate Assistantship must complete an orientation that explains Graduate Assistant rights and responsibilities that is offered by the Office of Graduate Studies. Training specific to a particular unit will be the responsibility of the unit.

J. Graduate Assistant Complaints

At times, it may be necessary for a Graduate Assistant to file an appeal related to their position. Assistantship-related disputes or concerns should be directed first to the appointing Dean who

will intervene or refer the issue to the appropriate University office. Complaints may include but are not limited to issues such as termination of their Graduate Assistantship, arbitrary or capricious behavior of the supervisor, or expectations not outlined in the position description. Unresolved complaints may be appealed to the Dean of Graduate Studies and ultimately to the Provost.

1.10 Academic Policies
Approved by the Board of Trustees. See Chapter 3, Section D of the Administrative Manual.
A. Academic Standards
Grand Valley is an academic institution dedicated to providing the highest level of quality instruction possible. Academic standards, levels of scholastic achievement, and grading systems are established on a University-wide basis after careful review by representative faculty members and the Provost/Vice President for Academic Affairs.

B. Academic Calendar
The University operates on a semester system, providing for fall and winter semesters and spring/summer session. Each semester is a minimum of 15 weeks in length, including days required for final examinations. The spring/summer session will be 12 weeks in length, including two 6-week sessions.   Each session is academically equivalent to the 15-week semester. All academic units operate on the semester system.

1.11 Anti-Harrassment Policy and Bias Incident Protocol
Approved by the Senior Management Team.
A complete copy of Anti-Harrassment policy and Bias Incident Protocol is available on the Grand Valley Manual Web site http://www.gvsu.edu/gvmanual) under the Grand Valley Manual Policy A-Z Index.

Chapter 2: [Academic Governance](#)
2.01   Academic Governance
Approved by the Board of Trustees. See Chapter 3, B.3 of the Administrative Manual.

The [University Academic Senate (UAS)](#) is the highest faculty governance body. It has the authority to deal with any academic issue or faculty concern. It makes recommendations to the Provost and/or the President. Senate membership consists of faculty members elected from and by the faculty of each College and the University Libraries, and students selected by the Student Senate, including the President of the Student Senate. The Provost and designees and the Deans (of any rank) are members ex officio, non-voting.

UAS Faculty Membership: Faculty membership for each college and the library will be determined by the following formula:

    1-19 faculty = 1 member
    20-39 faculty = 2 members
    40-59 faculty = 3 members
    60-79 faculty = 4 members
    80-99 faculty = 5 members, and so forth

Terms of office are three years, staggered for the University Libraries and Colleges with more than one member. Representatives must have tenure/tenure-track faculty status and will only represent one College. Formal joint appointment equivalency can be counted toward tenure/tenure-track representation totals. Tenure/tenure-track faculty will be counted on the first class day of the winter semester of the preceding academic year.

UAS Student Membership: The Student Senate selects five members, including the Student Senate President and four representatives in accordance with written Student Senate constitution and bylaws. Student members serve one-year terms.

UAS Administrative Membership: The Provost and designees, and the Deans (of any rank) are members exofficio, non-voting.

The **Executive Committee of the Senate**: (ECS) serves as the clearing house for matters to be presented to the UAS. Such matters are discussed by ECS before its recommendations are made to the Senate. ECS membership consists of faculty senators from academic colleges and the library, the Student Senate President or designee, and the Provost and designees, ex officio, non-voting.

ECS Faculty Membership: Faculty membership of the ECS consists of seven members from the College of Liberal Arts and Sciences, two from the Seidman College of Business, one from each of the remaining Colleges, and one from the University libraries. The term of office is three years beginning at the end of the winter semester. ECS members will also serve as UAS senators for their elected term. Terms of those from colleges with two or more members are staggered.

ECS Student Membership: The President of the Student Senate or designee serves on ECS during his/her term of office.

ECS Administration Membership: The Provost and designees are members ex officio, non-voting.

ECS Additional Criteria: If the number of representatives from professional colleges increase, the number of representatives from CLAS will increase to match this number, based on a 50% principle (CoIS representative is counted in CLAS membership).

Standing committees that report to the Senate via ECS include the Academic Policies and Standards Committee, Faculty Facilities Planning Advisory Committee, Faculty Personnel Policy Committee, Faculty Salary and Budget Committee, Pew Faculty Teaching Learning Center Advisory Committee, General Education Committee, Graduate Council, University Assessment Committee, and University Curriculum Committee. The composition of each committee is described in the UAS

Bylaws and always includes elected college and library representatives.

Copies of agendas and approved minutes of all meetings are posted on the Faculty Governance website. Agendas are sent out electronically to committee members one week prior to meetings, and minutes are usually posted and distributed electronically within two weeks following a meeting. Faculty members may petition for a referendum if there is strong opposition to an action taken by UAS.

Details regarding membership, responsibilities, and rules of procedures are given in the UAS By-laws which are incorporated into the Faculty Handbook.

2.01 **A.** **University Academic Senate Bylaws**
Approved and Revised by the University Academic Senate October 6, 2006.

The powers and duties, membership formula, and rules of procedure of the University Academic Senate (UAS) are set forth in Section 1 below. Section 2 specifies the powers and duties, membership formula, and rules of procedure for the Executive Committee of the Senate (ECS). Section 3 deals with referendum procedures for the faculty in the event of faculty opposition to an action of the UAS. Section 4 describes the standing committees that report to the ECS.

1. **THE UNIVERSITY ACADEMIC SENATE (UAS)**

a. Powers and Duties of the UAS include the following:
   i. Curriculum: All proposals regarding graduation requirements or regarding new programs and majors must be acted upon by the UAS before they can take effect. This includes any initiative emerging from a nonacademic unit that involves academic credit.

   ii. The Academic Organization of Grand Valley: Proposals regarding the addition or elimination of colleges, divisions, schools, departments, institutes, centers, libraries, or academic service units must be acted upon by the UAS. Because initiatives involving academic credit may likely affect the quality or integrity of an academic program, all such initiatives shall be reviewed and acted upon by the appropriate academic governance bodies according to their established governance procedures. This shall occur regardless of whether the initiative originated in an academic unit or a non-academic unit.

   iii. Faculty Personnel Policy: All proposed changes in the faculty personnel policy of Grand Valley must be acted upon by the UAS.

   iv. Other Matters: The UAS also makes recommendations regarding budget matters and other issues which are considered relevant to academic matters. Individual grievances, however, are not the proper domain of the UAS.

b. UAS Membership Formula: The UAS includes members from the faculty, the student body, and the administration.

c. UAS Rules of Procedure
   i. Election of New Members: During winter semester each college elects faculty members to serve three-year terms. Election results are reported to the ECS by April 1. The newly elected members begin their terms at the end of the winter semester. The Student Senate selects student members at the end of the winter semester or early in the fall semester.

   ii. Meetings: The UAS shall meet at least once every academic semester, excepting summers, and at additional times if a petition is signed by one-fourth of its membership, or at the call of the ECS. The UAS meetings are open.

   iii. Officers: The ECS shall elect the Chair and Vice-Chair of UAS/ECS from its new membership. Election of the Chair and Vice-Chair by the newly constituted

membership of ECS is held the last week of winter semester. Any member of the ECS may nominate candidates for Chair and Vice-Chair. Nominations may be made from the floor. The Vice-Chair assists with the governance responsibilities of the Chair and presides over meetings in the absence of the Chair. If for any reason the Chair is unable to serve a full term, the Vice-Chair will become the Chair for the unexpired term. If the Vice-Chair becomes chair, or for any other reason is unable to serve a full term, ECS will nominate and elect one of its members during a regular meeting to serve as Vice-Chair for the unexpired term.

2.01.A.1.c.   iv.   Agenda for Meetings: The agenda for each meeting is prepared by the Chair in consultation with the ECS. Electronic copies of the agenda accompanied by electronic documents relevant to agenda items are distributed to UAS members at least one week (five class days) prior to the meeting. The agenda is also published in advance on the Faculty Governance website and any Academic Governance bulletin board. If a motion is made to add an item to the agenda during a meeting, opposition by 10 percent of the members present is sufficient to block this action on the grounds of insufficient notice.

   v.   Alternates: Alternates for members of the UAS may be designated at the discretion of the representatives themselves so long as they come from the same representative group and no contrary rules are adopted by the representative group involved.

   vi.   Quorum: A majority of the total voting membership of the Senate shall constitute a quorum for the enactment of business.

   vii.   Voting: Voting may be by voice vote, show of hands, or by secret ballot at the discretion of the presiding officer. Voting shall be by secret ballot if requested by 10 percent of the members present. Proxy votes are not allowed at UAS meetings.

   viii.   Parliamentary Procedure: Robert's Rules of Order shall govern the Senate in all cases to which they are applicable and in which they are not inconsistent with the by-laws of the Senate.

   ix.   Distribution of Minutes: Copies of the approved minutes are electronically distributed to ECS/UAS members and posted on the Faculty Governance Website and any Academic Governance Bulletin Board. Copies are also sent to the President, Provost, Vice Presidents, Deans, Assistant Vice President for Human Resources, the Registrar, the University Libraries Archivist, the Lanthorn, chairpersons of the governing bodies of the ECS constituencies, the President of the Student Senate, the Campus Ministry Council, and others as ECS may from time to time deem appropriate. This is normally within two weeks of the meeting.

   d.   Duties of the Chair in Communicating UAS Actions.
      i.   The Chair of the UAS is required to bring to the President of Grand Valley all resolutions passed by the UAS. If the resolution requires presidential action, such action will be communicated by the President to the Chair of the ECS within two weeks. If the President expresses the desire to have the content of the resolution changed, the Chair of the UAS must then present this request to the members of the UAS. If the President requests that more time be given before taking action on the resolution, the Chair of the UAS will inform the members of the UAS to this effect.

      ii.   If any recommendation of the UAS differs from a recommendation which the President plans to present to the Board of Trustees, then the Chair of the UAS is charged by the UAS with the responsibility of informing the Board of the UAS position.

2.01.A **2**. **THE EXECUTIVE COMMITTEE OF THE SENATE (ECS)**
   a.   Powers and Duties of the ECS
      i.   Preparing the Agenda for UAS: All matters to be presented to the Senate are discussed by ECS and its recommendations are placed on the UAS agenda.

ii. <u>Acting for UAS</u>: The ECS has the power to act for UAS within the range of the Senate's powers as described in 1.a. Decisions reached by the ECS shall be considered tacitly ratified if the duly informed UAS membership does not petition for a meeting within one academic week after ECS decisions are reported to the UAS membership. If such a meeting is called, the ECS shall be bound to proceed according to the decision of the UAS. No decision may be sent to the President for further action unless or until such tacit or actual ratification has been granted. The ECS shall convene a meeting of the UAS within one academic week upon petition by one-fourth of the members of the UAS.

iii. <u>Receiving reports from the standing committees of UAS</u>: The standing committees of UAS report to the ECS and make recommendations relative to their respective charges. The standing committee chairs, or their designees, will meet with the Executive Committee to respond to questions and explain committee reports.

In its review, the ECS will decide: 1) if the matter is appropriate for Senate debate; 2) if all aspects of the matter are adequately addressed in the report; 3) if the wording of recommendations specifies precisely the action to be taken; and 4) whether specific motions should be composed to facilitate UAS deliberation of the matter.

When a matter receives ECS support, it will be placed as new business on the UAS agenda either as a main motion or as a report requiring further action by UAS. If the matter does not require UAS action, ECS may act on it independently. If ECS finds the matter lacking or inappropriate, it will be routed back to the standing committee with a request for further clarification.

iv. <u>Nominations</u>: The ECS serves as a nominating committee for membership of all committees, task forces, and boards to be elected by the UAS.

v. <u>Advice and counsel to the administration</u>: The ECS will provide advice and counsel to the President and/or the Provost regarding university affairs.

vi. <u>Count of faculty for UAS membership</u>: During the Winter semester ECS shall determine membership for UAS for the following year based on the appropriate faculty member count.

vii. <u>Other matters</u>: Requests for Senate consideration of an issue may come from any constituency, organization or member of the campus community. Items will be sent to the Chair and the Academic Governance Office where curricular items will be logged with a tracking number. To organize the Senate workload, the Executive Committee determines the course of action for most requests. The ECS will decide (1) whether the concern should be dealt with by academic governance, and (2) if so, whether it should be referred to a standing committee. If the matter is not referred to a standing committee, ECS may request information from appropriate offices and persons to help in its deliberations.

viii. <u>Arranging faculty forums</u>: ECS may arrange faculty forums as needed. At these forums the chair of UAS/ECS will describe matters currently under discussion in the governance system and will invite faculty members' responses to the discussion at hand. Faculty members are invited to raise other concerns for discussion at these forums.

2.01.A.2. b. <u>Rules of Procedure for the ECS</u>
    i. <u>Chair and Vice Chair</u>: The Chair of UAS presides at meetings of the ECS. The Vice Chair presides in the absence of the Chair.

    ii. <u>Meetings</u>: The ECS shall normally meet every week, except during the spring/summer semester. Additional meetings may be called by the Chair, and must be called on petition of four members.

iii. Quorum: A majority of the ECS members shall constitute a quorum.

iv. Parliamentary Procedure: At the first meeting of the Academic year, ECS will discuss rules of procedure for its meetings and decide whether strict adherence to Robert's Rules of Order is desirable.

Robert's Rules shall govern the ECS in all cases in which they are not inconsistent with the procedures agreed upon by the ECS.

v. Agenda: The agenda for ECS meetings is set by the Chair. Electronic copies of the agenda accompanied by electronic documents relevant to agenda items are distributed to ECS members at least one week (five class days) prior to the meeting. The agenda is also published in advance on the Faculty Governance website and any Academic Governance bulletin board. An item must be placed on the published agenda at the request of three ECS representatives.

vi. Alternates: A member who is unable to attend an ECS meeting may designate an alternate to attend in his/her place. The alternate must be from the same representative college or university libraries. In the case of a prolonged absence involving several meetings, the representative college or university libraries should designate the alternate.

vii. Proxy Votes: Proxy votes are not allowed at ECS meetings.

viii. Distribution of minutes: Copies of the approved minutes are electronically distributed to ECS/UAS members and posted on the Faculty Governance Website and any Academic Governance Bulletin Board. Electronic copies are also sent to the President, Provost, Vice Presidents, Deans, Associate Vice President for Human Resources, the Registrar, the University Library Archivist, the Lanthorn, chairpersons of the governing bodies of the ECS constituencies, the President of the Student Senate, the Campus Ministry Council, and others as ECS may from time to time deem appropriate. This is normally within two weeks of the meeting.

2.01.A **3. REFERENDUM PROCEDURES:**
a. Petitions: If an action by the UAS creates a substantial amount of dissatisfaction among the faculty and/or the Student Senate, forum and referendum activities can be initiated by means of petition as described below.
  i. Petition forms entitled "Petition for Faculty/Student Senate Referendum" are available at the Provost's Office. Persons circulating the form will place the following information on the form:
    a) the UAS action to be subjected to referendum;
    b) the rationale for overruling the UAS action;
    c) the name of the person circulating the petition.

  ii. Persons eligible to sign the petition include all regular faculty members and all members of the Student Senate. Faculty signers must indicate the unit to which they are appointed. Student signers must be members of the Student Senate.

  iii. Within 25 working days of the date of the UAS meeting the signed petitions are filed with the President of Grand Valley, who will immediately appoint a task force (3.b.i) to count and validate petitions and initiate referendum procedures if enough appropriate signatures are filed.

  iv. In order to initiate referendum procedures, the number of valid signatures on the petitions must be at least one-third of the sum of the number of regular faculty plus the membership of the Student Senate.

b. <u>Forum and Referendum Procedures</u>
   i. The task force appointed by the President of Grand Valley is responsible for establishing the machinery for carrying out the referendum. The task force shall be composed of two faculty members and a Student Senate member, and will be assisted by all necessary secretarial help.
   ii. The task force is also responsible for insuring that appropriate and open forums on the issue at hand are held prior to the referendum. Advocates on various sides of the issue should be enlisted.
   iii. All persons who are eligible to sign the petition (3.a.ii) are eligible to vote in the referendum.

   The date, place, and hours for voting shall be adequately publicized by the task force.

c. The result of the referendum will be interpreted by the President as the combined voice of the faculty and Student Senate. The President's decision regarding the issue on which the referendum was based will be explained in writing within two weeks of the referendum to the Chair of UAS and to the Grand Valley faculty and Student Senate.

2.01.A **4. <u>STANDING COMMITTEES OF THE UAS</u>**
The following committees report to the UAS via the ECS. Standing Committee meeting times shall be consistent over an academic year and be published on the faculty governance website. Any changes to the set meeting times must be made in a timely manner and agreed to by the committee members in consultation with ECS.

   a. **<u>Academic Policies and Standards Committee (APSC)</u>:**
   i. <u>Faculty Membership</u>: Faculty membership of the APSC consists of four faculty members from the College of Liberal Arts and Sciences, one from each of the remaining colleges, and one from the university libraries. One additional faculty member elected by and from the UAS. The term of office is two years beginning at the end of the winter semester; terms are staggered.
   ii. <u>Student Membership</u>: One student representative selected by the Student Senate for a one-year term.
   iii. <u>Administration Membership</u>: Provost or designee ex officio, non-voting.
   iv. <u>Responsibilities</u>: To study, review, and make pertinent recommendations on academic policies and procedures including admission, retention and dismissal, repeat grades, withdrawal, academic calendar, and suspension of library privileges. The scope of study and review of the Academic Policies and Standards Committee is limited by the published "purposes" of other standing committees of the University Academic Senate.

2.01.A. 4 **b. Faculty Facilities Planning Advisory Committee (FFPAC)**
   i. <u>Faculty Membership</u>: Faculty membership of the FFPAC consists of seven members from the College of Liberal Arts and Sciences, two from the Seidman College of Business, one from each of the remaining colleges, and one from the university libraries. The term of office is three years beginning at the end of the winter semester. Terms of those from colleges with two or more members are staggered.
   ii.. <u>Student Membership</u>: One student representative selected by the Student Senate for a one-year term.
   iii.. <u>Administration Membership</u>: One Facilities Planning representative ex officio, non-voting and one Faculty Teaching & Learning Center representative ex officio, non-voting.
   iv. <u>Responsibilities</u>: The role of this Advisory Committee is to provide recommendations to Facilities Planning on planning, remodeling, and building academic facilities at Grand Valley, with the goal of providing an optimal teaching and learning environment. Specific responsibilities include:
      a) Serve as a liaison between the Grand Valley academic community and Facilities Planning.
      b) Inform and advise Facilities Planning on factors that affect teaching and learning; most importantly (but not limited to) classroom design.

c) Maintain a collaborative relationship with the building project committees in order to facilitate faculty input into decision-making.

d) Review current classroom space and make recommendations for future new and remodeled classrooms.

2.01.A. 4 **c. Faculty Personnel Policy Committee (FPPC):**
i. Faculty Membership: Faculty membership of the FPPC consists of four faculty members from the College of Liberal Arts and Sciences (CLAS), one from each of the remaining colleges, and one from the university libraries. College representatives must be tenured. If none of the elected members has experience serving on a college personnel committee, the Chair of FPPC, in consultation with the ECS, shall appoint one. The term of office for faculty members is three years beginning at the end of the winter semester. Terms are staggered.

ii. Administration Membership: The Assistant Vice President for Human Resources and the Associate Vice President for Academic Affairs shall serve as ex officio, non-voting members.

iii. Responsibilities: The FPPC has the responsibility to review faculty personnel policy matters that extend beyond the college, as specified by the ECS, and make appropriate recommendations to the ECS. FPPC will elect a new chairperson at the end of the winter semester. The Chair of ECS shall meet with the FPPC chairperson before the beginning of the fall semester to specify personnel matters that must be addressed by the committee.

2.01.A.4 **d. Faculty Salary and Budget Committee (FSBC):**
i. Faculty Membership: Faculty membership of the FSBC consists of seven members from the College of Liberal Arts and Sciences (CLAS), two from the Seidman College of Business, one from each of the remaining colleges, and one from the university libraries. The term of office is three years beginning at the end of the winter semester. Terms of those from colleges with two or more members are staggered. The vote for chair occurs at the beginning of the Winter semester of the year in which the prospective chair is selected to serve.

ii. Student Membership: One student representative selected by and from the Student Senate for a term of one year.

iii. Administration Membership: The Provost or designee ex officio, non-voting.

iv. Responsibilities: The FSBC has three primary responsibilities:
a) To study pertinent data and make recommendations to the Senate through the ECS on the allocation of funds within the Grand Valley budget as a whole as well as within the budgets of the administrative divisions, and

b) To study pertinent data and make recommendations to the Senate through the ECS on the items of the budget, compensation or faculty security,

c) To study pertinent data and make recommendations to the Senate through the ECS, at both the Prospectus and New Program Proposal stages, on proposals for the establishment of additional units/programs at Grand Valley.

The President and/or ECS may request the FSBC to study specific items and make recommendations concerning them.

2.01.A.4 **e. General Education Committee (GEC)** *[as revised 1/28/11 UAS]*
i. Faculty Membership: Faculty membership of the GEC consists of nine members from the College of Liberal Arts and Sciences (CLAS), one from each of the remaining colleges, and one from the university libraries. The term of membership is three years beginning at the end of the winter semester. Terms from those colleges with two or more members are staggered.

ii. Student Membership: One student representative selected by and from the Student Senate for a term of one year.

iii. Administration Membership: The Provost or designee ex officio, non-voting

iv. Responsibilities:
a) To review and act upon courses proposed for the General Education Program;

b) to review and act upon program requests for exceptions;

- c) to carry out, on a rotating basis, assessment of General Education courses so that each course is assessed every three years;
- d) to call meetings of all faculty to discuss the aims, philosophy, and problems of the General Education Program;
- e) to propose revisions to the General Education Program as seems prudent and necessary.

v. Procedures:
- a) Course proposals and requests for program exceptions from General Education requirements will be sent, following approval by the appropriate College Curriculum Committee, to GEC. Proposals and requests approved by the GEC will be forwarded to the UCC for approval.
- b) Course proposals submitted to the GEC should be as detailed and complete as possible in addressing General Education skills and content goals.
- c) Requests for program exceptions should contain a complete and convincing rationale for the exception and show what other work in the program will address the area for which the exception is being sought. Request for exceptions will be reviewed and evaluated on the basis of the category descriptions in the General Education Program.
- d) If the review of a course proposal is positive, the GEC will recommend approval. The course is then subject to the three year assessment cycle of the General Education Program.
- e) If the review is negative, the proposal will be returned to the author of the proposal along with a written rationale for the negative decision, and when appropriate, suggestions for revision.
- f) If it is resubmitted, the GEC will evaluate it and make their decision. If the decision is positive, the course will be recommended for approval under the terms of b, c, and d above.

2.01.A. 4 f. Graduate Council (GC)

i. Faculty Membership: The Graduate Council (GC) is composed of no more than thirteen faculty members elected by the faculty: base membership includes one representative from each college that offers a graduate degree (Business, Community and Public Service, Education, Liberal Arts and Sciences, Engineering and Computing, Health Professions, Nursing, Interdisciplinary Studies), plus one from the university libraries. Colleges will have an additional faculty representative when the number of regular faculty teaching graduate courses exceeds 25 (this number is subject to change, if numbers exceed the 13 person limit). Additional representation will be based on an Academic Year review completed in Winter Semester each year of the number of eligible faculty by program. Faculty will serve for staggered three-year terms. It is desired, that, to the extent feasible, representatives on the GC be faculty who teach courses at the graduate level. At least one member of the GC shall serve as a non-voting ex-officio member of the UCC.

ii. Student Membership: Two graduate student representatives from different graduate programs, selected by the Graduate and Professional Student Association, or in the dissolution of or inaction of this body, by the Student Senate.

iii. Administration Membership: The Graduate Dean serves as an ex-officio member, as a representative of the Provost. Other ex-officio members include administrative staff that have a central role in graduate education, to include Registrar, Admissions, and Continuing Education designees.

iv. Responsibilities: The GC is responsible for matters related to graduate education at Grand Valley, to include (but not limited to):
- a) To review and recommend actions upon new courses proposed for graduate programs and/or revisions to current graduate courses or programs.
- b) To review and recommend actions upon and, as needed, initiate policies and standards related to graduate education that ensure consistency, equity, and fairness, while not impinging upon the disciplinary expertise and responsibility of the program faculty. This shall include matters related to admission, program progress, and completion for post-baccalaureate students in non-degree, certificate, and degree program statuses.

c) To review and recommend actions upon requests for exceptions to university minimum standards or policies.
d) To review and recommend actions related to new graduate degree and certificate programs and to review and recommend actions related to existing graduate programs at the time of assessment and/or program review and/or accreditation.
e) To consider and recommend graduate financial aid policies and options and advise on allocation of university financial support for graduate students.
f) To call meetings of all faculty to discuss emerging issues in and strategic planning for graduate education at Grand Valley.
g) To identify and monitor quality indicators of graduate education.

v. Procedures -- Curricula and Program
a) Course proposals and requests for program exceptions from graduate policies will be sent from the College Curriculum Committees to the UCC, which will transmit such proposals and requests to the GC.
b) Curriculum proposals submitted to the GC should be as detailed and complete as possible. Requests for program exceptions should contain a complete and convincing rationale for the exception and show what other aspects of the program address the policy to which an exception is being requested. Curriculum proposals and exceptions will be reviewed and evaluated on the basis of graduate policies in place at the time of the review.
c) Curricular proposals to be considered by the GC will be referred to its Curriculum Subcommittee (GC-CC). While the GC-CC is reviewing proposals, the documents will be available for review of the entirety of the GC on the Council's web site, or general web sites of Grand Valley Faculty Governance. Proposals requiring vote of the GC to formalize the actions of the GC-CC include the following: a) all final plan documents, b) program changes with associated course proposals, c) prospectuses of all types, d) proposals denied approval by the GC-CC. Proposals approved by the GC-CC that do not fall within the categories above will be forwarded to UCC for action by the GC chair no sooner than five (5) calendar days after the GC-CC's approval.
d) At any time subsequent to the GC-CC approval and prior to the forwarding of proposals to UCC, action of the GC as a whole may be requested for documents that would not usually be reviewed by this governance body in its entirety. Any GC member, deans, department heads or faculty of the proposing college/department, chairpersons of any other faculty governance body including the ECS/UAS, or the Provost may make these requests. Such requests shall be directed to the GC chair. Consideration of the proposal(s) referred to the GC general membership will then be scheduled for the next regular meeting of the GC.
e) Positive recommendations from the GC related to curriculum and program matters will be referred to the UCC for final action.
f) As curriculum and program matters are reviewed by the GC, the proponents of the matter will be invited to participate in the discussion and review process. If, upon review, there are concerns or problems with the request it will be referred back to the appropriate College Curriculum Committee and the initiating unit, with clarification of concerns and suggestions for revision.
g) If the item is resubmitted, and if the GC again rejects it, an appeal of the GC decision may be taken to the UCC.
h) The UCC may convene representatives of both parties to review the matter. The decision of the UCC will be final.

vi. Policies and Standards: Positive recommendations regarding policy changes or new policies and standards for graduate education will be referred to the ECS for final action.

2.01.A4. g. Pew Faculty Teaching Learning Center Advisory Committee (FTLCAC)
i. Faculty Membership: Faculty membership of the Pew FTLCAC consists of four members from CLAS, one from each of the remaining colleges, and one from the

university libraries. The term of office is three years beginning at the end of the winter semester. Terms are staggered.

ii. Student Membership: One student selected by the Student Senate for a term of one year.

iii. Administration Membership: The Director and Assistant Director of the Pew FTLC ex officio, non-voting.

iv. Responsibilities: The role of the Advisory Committee is to provide advice on policy, direction and performance of the Pew FTLC. The committee will:

   a) Serve as a liaison between the Grand Valley community and the Administrative Staff.
   b) Provide information about faculty development needs.
   c) Provide feedback to the Administrative Staff about faculty responses to the Pew FTLC and its activities.
   d) Develop Pew FTLC policies.
   e) Review proposed programs and activities for the Pew FTLC.
   f) Initiate and/or respond to discussions of teaching and learning issues, referring them to appropriate bodies of necessary.
   g) Establish grant funding priorities, and to establish a sub-committee to review applications for faculty teaching renewal and development grants.
   h) Annually review the effectiveness of the Pew FTLC's program activities, and report results to ECS/UAS.
   i) Review annually the physical resource and space needs for the Pew FTLC.
   j) In the case of a vacancy, assemble a search and selection committee for Pew Administrative Staff.

2.01.A**4**   **h.**   **University Assessment Committee (UAC)**

i. Faculty Membership: Faculty membership of the UAC consists of seven faculty members from CLAS, two from Seidman College of Business, one from each of the remaining colleges, one from the university libraries. Service unit membership of the UAC consists of two representatives from the Advising Resource/Advising Council, one from Student Services and one from Academic Services/Information Technology, appointed by the Provost with recommendation from vice presidents responsible for the preceding groups.

   Academic and service unit representatives serve three-year staggered terms beginning at the end of the winter semester.

ii. Student Membership: One student representative selected by the Student Senate for a term of one year.

iii. Administration Membership: The Director of the Pew Faculty Teaching and Learning Center ex officio, non-voting and the Provost or designee ex officio, non-voting.

iv. Responsibilities: The UAC's primary responsibilities are to oversee and support the process of assessing units (including assessing student learning outcomes). It does so by reviewing assessment plans, progress reports, and self-studies for all academic majors, academic units, and service units.

   i.   **University Curriculum Committee (UCC)**

i. Faculty Membership: Faculty membership of the UCC consists of seven members from the College of Liberal Arts and Sciences (CLAS), one from each of the remaining colleges, and one from the university libraries. The term of membership is two years. Terms of those from colleges with two or more members are staggered.

ii. Student Membership: One student representative selected by the Student Senate for a term of one year.

iii. Administration Membership: One representative from the Graduate Council (GC) ex officio, non-voting and the Provost or designee ex officio, non-voting.

iv. Responsibilities: The UCC is responsible for a wide range of curriculum matters at Grand Valley; its responsibilities include, but are not limited to, the following:

a) to review and recommend to the ECS/UAS on all degree requirements and on all new program proposals;
b) to review and recommend on all proposals involving academic credit, including continuing education;
c) to conduct periodic program evaluations;
d) to review the courses recommended by the colleges to fulfill the General Education requirements;
e) to ensure that the purposes of General Education are fulfilled in all elements and aspects of the program;
f) to review the work of the International Studies Advisory Board;
g) to review the Honors courses and seminars which will take the place of General Education requirements in the Honors Program;
h) to review the proposals of the colleges for programs to be offered off-campus and to recommend to ECS/UAS on matters of purpose and function of off-campus and summer programs;
i) to review and recommend to the ECS/UAS on all proposals for the initial accreditation and subsequent reaccreditation of programs and units.
v. In addition to reporting to the ECS, the UCC may make recommendations directly to individual academic units.

2.01.A.4   **j.   Online Education Council (OEC)**
i. Faculty Membership: Faculty membership of the Online Education Council consists of the Chair of the UCC, serving as Chair of the OEC, and additional member of UCC (appointed by the Chair of UCC), Chair Graduate Council Curriculum Committee, and a faculty member with expertise in online pedagogy (appointed by Provost, in consultation with Faculty Governance). The term of membership is three years.
ii. Student Membership: One graduate student representative selected by the Student Senate for a term of one year.
iii. Administration Membership: The Provost or designee ex officio, non-voting, and Director of FTLC, non-voting. The following administrators may be called upon for consultation as needed, all non-voting: Director of IT, Director of Continuing Education, Chair of General Education Committee, Disciplinary representative, Director of Disability Services, and University Libraries representative.
iv. Responsibilities: The Council's responsibilities will include, but is not limited to the following:
a) participate in a FTLC faculty development workshop for online/hybrid pedagogy in order to best facilitate OEC recommendations to the faculty;
b) develop university pedagogy and oversight standards for online and hybrid programming consistent with traditional course offerings;
c) evaluate online and hybrid offerings (the recommendation of OEC will be appended to the online curricular system, analogous to current recommendations by IT and University Libraries);
d) create recommendations for faculty development of faculty who teach online and hybrid offerings;
e) review and make changes to curricular forms that address online and hybrid pedagogy issues when appropriate'
f) request changes to Syllabus of Record in cases of substantial change to existing course due to online/hybrid delivery mode'
g) in consultation with FTLC, develop student evaluation instrument to be used in all online and hybrid courses that include questions particular to online/hybrid pedagogy as determined by best practices;
h) create communication plan of online and hybrid course offerings in these programs to internal offices (e.g. Admissions, University Libraries)'
i) develop recommendations of consistent workload guidelines with regard to online and hybrid curriculum, in consultation with other faculty governance committees;
j) develop assessment tools for online and hybrid courses, in consultation with FTLC and UAC.

2.02 Operative Rules for University Governance Committees
   A. <u>Standing Committees of the University Academic Senate</u>:
   Membership, Terms of Office, Purpose, Reporting *(Committee membership revised and approved by UAS April 2004)* (Student appointments to university committees will provide, insofar as possible, college representation)

   The Bylaws for the University Academic Senate (UAS), the Executive Committee of the Senate (ECS) and the following standing committees of the University Academic Senate are located in 2.01.A.
   1. Academic Policies and Standards Committee (APSC);
   2. Faculty Facilities Planning Advisory Committee (FFPAC);
   3. Faculty Personnel Policy Committee (FPPC);
   4. Faculty Salary and Budget Committee (FSBC);
   5. Pew Faculty Teaching and Learning Center Advisory Committee (FTLCAC);
   6. General Education Committee (GEC)
   7. Graduate Council (GC);
   8. University Assessment Committee (UAC);
   9. University Curriculum Committee (UCC); and
   10. Online Education Council (OEC)

   B. University Governance Committees:
   1. <u>Academic Computing Advisory Committee</u> *(Approved by UAS 4/2/04)*
      i. <u>Membership</u>:
         Associate Vice President for Academic Affairs, Chair
         Dean of Student Academic Success Center
         Dean of University Libraries
         Director of Information Technology
         Faculty (elected by and from): Four representatives from CLAS and one from
            each of the remaining colleges and university libraries.
      ii. <u>Term</u>: Academic college representatives - 3 years, staggered.
      iii. <u>Purpose</u>: To identify academic computing issues and needs. The committee makes recommendations to the Computing Policy and Planning Committee (CPPC) as regards funding priorities for the academic areas and the establishment of the requisite policies. Also, to assure priority and funding level for units which require technology updating to meet the instructional needs of their students. Before reporting to CPPC, the ACAC should inform ECS in a timely fashion of its prospective recommendations, and of their curricular, instructional, and research implications.
      iv. <u>Reporting</u>: To Provost or designee.

   2. <u>Advising Resource Council</u> *(Approved by UAS 4/2/04)*
      i. <u>Membership</u>:
         Dean of Advising Resources and Special Programs, Chair
         Director of Counseling
         Director of the Frederik Meijer Honors College
         Director of the Writing Department
         Faculty (elected by and from): Four representatives from CLAS and one
            representative from each of the remaining colleges and university libraries.
      ii. <u>Term</u>: 3 years, staggered.
      iii. <u>Purpose</u>: To prepare and revise as necessary a statement of policies of the ARC; to periodically review the effectiveness of the ARC and the nature of its relationships with the academic units; to advise the Director of the ARC in matters relating to the ARC.
      iv. <u>Reporting</u>: To Provost or designee.

   3. <u>Campus Life Committee</u> (Replaced the Student Life Committee) *(Approved by UAS 4/2/04)*
      i. <u>Membership</u>:
         Dean of Multicultural Affairs

Director of Student Life
Director of Housing and Health Services
Director of the Women's Center
Director of Campus Recreation
Director of Athletics
Director of the Frederik Meijer Honors College
Director of the Pew Faculty Teaching & Learning Center
Director of the First Year Experience
Associate Dean of Students
Associate Dean of the College of Liberal Arts & Sciences
3 Faculty members from the College of Liberal Arts & Sciences
1 Faculty member from each of the other Colleges and University Libraries
3 Undergraduate Students
1 Graduate Student

ii. <u>Term</u>: Faculty (3 year staggered); Students (1 year); Administrator (indefinite).

iii. <u>Purpose</u>: An advisory body to the Vice Provost/Dean of Students regarding strategic planning of: co-curricular learning opportunities (i.e., educational, social, recreational, etc) to actively engage students in the life of the university; support services that assist students to be successful in their academic and personal lives; and management of various environments at the university (e.g. living centers, apartments, dining areas, Kirkhof Center, Recreation Center, etc).

iv. <u>Reporting</u>: To the Vice Provost/Dean of Students
Vice Provost, Pew Campus
Associate Vice President for Human Resources
Dean of the University Libraries

2.02.B   4. <u>Computing Policy and Planning Committee</u> *(affirmed at UAS 4/2/04)*

i. <u>Membership</u>:
Provost, Chair
Vice President for Finance and Administration
Vice President for University Relations
Dean of Academic Services
Chair, Academic Computing Advisory Committee
Chair, Administrative Computing Advisory Committee
Director, Information Technology

ii. <u>Purpose</u>: To address the issues and needs identified by the Academic Computing Advisory Committee and the Administrative Computing Advisory Committee.

iii. <u>Reporting</u>: To the Provost or designee.

5. <u>Faculty Grievance Committee</u> *(Approved by UAS 4/2/04)*

i. <u>Membership</u>: Faculty (elected by and from): six (6) from the College of Liberal Arts and Sciences, Seidman College of Business and Padnos College of Engineering and Computing; two (2) each of the remaining colleges and , and (one) 1 from the university libraries.

ii. <u>Term</u>: 3 years, staggered.

iii. <u>Purpose</u>: To review and make recommendations about a grievance at the request of any aggrieved appointee (see Administrative Manual for other details).

iv. <u>Reporting</u>: To the President.

6. <u>International Education Committee</u> *(Approved by UAS 4/2/04)*

i. <u>Membership</u>:
Chair, elected from Membership
Faculty (elected by and from): Four representatives from the College of Liberal Arts and Sciences, one from each of the remaining colleges and the university libraries.
two students: 1 selected by the Student Senate and 1 selected by the International Student Association (confirmed by the Student Senate)
One Area Studies Program Faculty Member, selected by the programs
One Modern Languages and Literatures Faculty Member, selected by the department
One Study Abroad Program Director, selected by the Provost

Director of International Education (ex officio, non-voting)
ii.   <u>Term</u>: 3 years, staggered.
iii.   <u>Purpose</u>: To review, authorize, evaluate, and recommend modifications to all international programs administered by the Office of International Affairs; to recommend priorities, new initiatives, policies, and procedures for the Office of International Affairs programs, including campus curricular and co-curricular activities; to advocate for international students, study abroad, faculty research and exchange, and community integration, within the university and West Michigan; and to ensure integrity and academic excellence in all international initiatives undertaken abroad by GVSU.
iv.   <u>Reporting</u>: To the Provost and University Curriculum Committee.

2.02.B   7. <u>Research and Development Committee</u> (*Approved by UAS 2/25/11*)
i.   <u>Membership</u>:
    Faculty (elected by and from): Seven representatives from the College of Liberal Arts and Sciences, two from Seidman College of Business, one from each of the other colleges and one from the university libraries.
    Executive Director, Center for Scholarly and Creative Excellence (Ex officio, non voting).
    Provost or Provost designee (Ex officio, non-voting)
    The chair will be elected by the members of the R & D Committee for a one-year term.
ii.   <u>Term</u>: 3 years, staggered.
iii.   <u>Purpose</u>: To receive, review, develop, and recommend policies pertaining to research conduct & development and to advise the Executive Director of the Center for Scholarly and Creative Excellence on the activites of the Center. The committee's domain includes research conduct policies, except those for whom responsibility is explicitly assigned to the Human Research Review Committee (HRRC) and/or the Institutional Animal Care and Use Committee (IACUC) by federal regulations and/or formal commitments (e.g., the university's Federal Wide Assurance). The committee is expected to consult with other faculty and staff members who have relevant expertise in research practices and ethics. Research policy recommendations should be forwarded to ECS/UAS, which may ask other committees such as UCC, FPPC, and FSBC to review proposals whose content overlaps with or has effects on matters that are within the domains of those committees. The committee serves as the advisory board of the Center for Scholarly and Creative Excellence, making recommendations on policies, procedures, and operations of the Center, including recommendations on awarding of Grand Valley funds for research and teaching improvement projects, directly to the Executive Director.
iv.   <u>Reporting</u>: To the Provost.

8. <u>Scholarship Committee</u> (*Approved by UAS 4/02/04*)
i.   <u>Membership</u>:
    Representative from the Academic and Student Affairs Division (to coordinate the scholar programming), Chair, appointed by the Provost
    Director of Financial Aid
    Director of Affirmative Action
    Director of Admissions (or designee)
    Director of the Frederik Meijer Honors College
    Faculty or Administrator (appointed by the Provost): Four representatives from the College of Liberal Arts and Sciences, one from each of the remaining colleges and the university libraries.
ii.   <u>Term</u>: Faculty: 3 years; others: indefinite.
iii.   <u>Purpose</u>: To select Presidential and upper-class honors scholars; to review and evaluate all merit scholarship programs and procedures; to advise the Financial Aid Office on proposed scholarship programs; to ensure that appropriate programming activities are provided all scholars; to assess the degree to which various merit and departmental scholarships support the admissions and retention goals of the institution; and to ensure close cooperation between the various scholarship programs

and the Honors College.
    iv. Reporting: To the Provost.

9. Undergraduate Research Council (URC) *(Approved by UAS 2/25/11)*
    i.   Membership:
         Faculty (elected by and from): Four representatives from the College of Liberal Arts
         and Sciences and one from each of the remaining colleges and university libraries.
         The Chair of the URC will be elected by the members of the URC for a one-year
            term.
         The Director of the Office of Undergraduate Research and Scholarship, ex officio,
            non-voting.
         One student representative selected by the Student Senate.
         One student selected by the Student Senate for a term of one year.   The student
            member will meet with the committee regarding items 6.a through 6.f, but will
            not be involved in the evaluation of S3 proposals.
    ii. Term: 3 years, staggered.
    iii. Purpose: In keeping with the values and strategic plan of GVSU that students shold
         acquire new knowledge and explore its application through research, artistic
         expression, and scholary activity, and that active scholarship may include
         collaboration of faculty and staff with students, the role of the URC is to provide
         advice and recommendations on university-wide policies and programs that apply to
         undergraduate research and creative practice. The committee will:
         a) Recommend goals and priorities for undergraduate research and creative practice
              at GVSU.
         b) Recommend policies and programs to promote undergraduate research and
              creative practice at GVSU.
         c) Advise on faculty development needs, student needs, and other resources to
              enhance undergraduate research and creative practice at GVSU.
         d) Promote undergraduate research and scholarly activities within the GVSU
               community.
         e) Promote the undergraduate research and scholarly activities at GVSU to the
              broader community.
         f) Establish policies and processes for application review for the Student Summer
              Scholars Program.
         g) Evaluate S3 proposals and recommend proposals to be funded.
         h) Assess the progress and viability of the URC.
         i) Review annually the resource needs for the URC and Office of Undergraduate
              Research
    iv. Reporting: To the Provost.

2.02.B 10. University Libraries Advisory Committee *(Approved by 4/02/04)*
    i.   Membership:
         Faculty (elected by and from): Four representatives from the College of Liberal Arts
         and Sciences (CLAS), one from each of the remaining colleges, and on from the
         university libraries.
         One student representative selected by the Student Senate
         University Libraries Dean (ex officio, non-voting)
    ii. Term: 3 years, staggered.
    iii. Purpose: To advise the university libraries on possible areas of library development as
         perceived by the faculty; to react to issues brought to them from the University
         libraries; to serve as a communication channel; to recommend to the Academic Senate
         in a timely manner on major policy issues and matters of general concern as identified
         by the Committee.
    iv. Reporting: To the university libraries dean and to the Academic Senate on matters of
         policy and general concern.

11. Writing Skills Committee *(Approved by UAS 4/02/04)*
    i.   Membership:
         Director of Supplemental Writing Skills, Chair (ex officio)

Director of GVSU Writing Center (ex officio)
Chair of Writing Department (ex officio)
Faculty (elected by and from): Four representatives from the College of Liberal Arts and Sciences and one from each of the remaining colleges and university libraries.
One student selected by Student Senate

    ii.   <u>Term</u>: 3 years, staggered.

    iii.   <u>Purpose</u>: To determine, after consultation with unit heads, which course offerings shall be designated as Supplementary Writing Skills (SWS) courses, and to post-audit SWS courses to determine whether the criteria are being faithfully implemented. To develop placement tests and post-evaluation tests and investigate all problems connected with their administration; to investigate appeal procedures; investigate options for remedial work; set up formal procedures to apply for SWS status for courses; set up codes by which writing skills courses are identified in schedules and transcripts; investigate (with advice of Writing Department) various writing handbooks in order to adopt one as standard reference for all writing skills courses; sponsor on-going workshops in teaching writing skills for faculty members teaching SWS courses; determine how soon the new writing skills program can be implemented; compose statement of support for SWS courses to be included in university catalog.

    iv.   <u>Reporting</u>: To University Curriculum Committee.

2.02.   **C. Administrative University Committees :**

    1. <u>Academic Review Committee</u> (*Approved by UAS 4/2/04*)

        i.   <u>Membership</u>
Director of Advising Resources and Special Programs, Chair
Registrar, permanent member
Assistant Vice President for Academic Affairs
Faculty: Five members appointed by the Provost

        ii.   <u>Term:</u> 3 years, staggered

        iii.   <u>Purpose</u>: To preserve the integrity and appropriateness of the academic review process and policy; and, to act as an appeal and review body for those students seeking exception to, or readmission following suspension/dismissal.

        iv.   <u>Reporting</u>: To Provost

    2. <u>Administrative Professional Committee</u> (*affirmed at UAS 4/2/04*)

        i.   <u>Membership</u>: one elected by and from each of the following groups:
Academic Units, Schools, University Libraries;
Computing Services, Information Technology, Telecommunications;
Advising Resources & Special Programs, Admissions, Financial Aid, International Affairs;
Student Services, Bookstore;
Business & Finance, Human Resources, University Communications, Institutional Analysis, Alumni Relations;
Facilities Services & Planning, Meadows Golf Club, Print Shop, Athletics, Wellness & Recreation; WGVU/WGVK-TV, WGVU-AM/FM;
Eberhard Center, DeVos Center, Lake Michigan Center in Muskegon, Meijer Campus in Holland.
Provost or designee (ex officio)
Associate Vice President for Human Resources (ex officio)

        ii.   <u>Term</u>: Two years; a chair-elect will be chosen by the AP Committee from first-year members by the end of the summer of each year, chair-elect to become chair in May of the following year; terms to be one year; secretary to be appointed by the chairperson.

        iii.   <u>Purpose</u>: To review and make recommendations on GVSU personnel policies affecting AP staff; to review and make recommendations on GVSU decisions that affect AP staff; and to act as a representative body for the AP staff.

        iv.   <u>Reporting</u>: Recommendations made by the committee will be reported to the appropriate executive officers.

3. Newspaper Advisory Board (*Approved by UAS 4/02/04*)
   i. Membership:
      Faculty (elected by and from): Four representatives from the College of Liberal Arts and Sciences and one from each of the remaining colleges and the university libraries.
      Four students (3 selected by Student Senate; 1 Lanthorn staff member elected by the Lanthorn staff)
      Dean of Students or designee
      Lanthorn editor (ex officio)
      Lanthorn faculty advisor (ex officio)
   ii. Term: 3 years.
   iii. Purpose: To insure continuity of the GVSU student newspaper, The Lanthorn; to provide for adequate and capable staffing of the newspaper; to establish newspaper policies; to periodically review the newspaper for quality and ethics; as well as to defend the freedom of the press.
   iv. Reporting: To Provost or designee.

4. Provost's Advisory Committee (*Approved by UAS 4/2/04*)
   i. Membership:
      Faculty (jointly selected by the ECS and the Provost): One representative from each of the colleges and the university libraries.
   ii. Term: 3 years, staggered.
   iii. Purpose: To provide advice concerning areas for reduction by department or program, transfer/retraining options for faculty, voluntary options, i.e., retirement, resignations, severance pay, personnel recommendations from the Deans, and declarations of financial emergency and changing enrollment patterns. To organize yearly performance evaluations of academic deans and the Libraries Dean. The unabridged compilations of these evaluations are to be submitted to the appropriate appointing officer(s). This evaluation would not preclude additional evaluations of academic administrators within a college or by faculty.
   iv. Reporting: To ECS/UAS.

5. University Judiciary Committee (*Approved by UAS 4/02/04*)
   i. Membership:
      Faculty (elected by and from): Four representatives from CLAS, one from each of the remaining colleges and university libraries.
      Four faculty appointed by the Provost or designee from the faculty at large
      12 students, selected by the Student Senate
      Coordinator of Campus Judiciary (ex officio)
      12 AP staff appointed by the Provost or designee
   ii. Term: 3 years.
   iii. Purpose: See Article III of the Student Code.
   iv. Reporting: To the Dean of Students or designee.

2.03 College Governance Policies

Colleges and the University Libraries shall have governance policies. These policies should be published and accessible to the faculty on each of their university web pages and hard copies should be available at each Dean's Office. These policies must be consistent with the provisions of the Faculty Handbook and the Administrative Manual, but need not be approved by the University Academic Senate. The ECS/UAS Chair should be advised of any policy revisions in order to ensure consistency with the Faculty Handbook and the University Counsel should be consulted on changes of policy that would impact the Administrative Manual.

2.04 Faculty Academic Policies

A. **University Curriculum Committee Procedures and Policies for Curriculum Development and Review**

College and University Curriculum Committees conduct their business during the regular academic year.

1. Course and program proposals may be submitted via the online curriculum development system at any time during the academic year. Proposals intended for publication in the next

edition of the Catalog should be submitted as soon as possible to allow time for review and any revisions.

2. The Graduate Council Curriculum Committee will review and approve or not approve all graduate-related proposals in a manner similar to the review that the General Education Committee (GEC) conducts for all General Education issues. After approval by the GCC and/or the Graduate Council, UCC will review the proposal.

3. College Curriculum Committees (CCC's) will examine carefully the course/faculty ratio of the proposing unit and will be prepared to reject proposals that increase the ratio to or beyond 10/1.

4. Proposals which move the required hours of the major above or below the stated ranges of the various degrees will be rejected.

B. Index to Curriculum Procedures
   Click here to go to the Index to Curriculum Procedures.

C. UCC Curricular Procedures
1. All new course proposals, program change proposals, and all changes to existing courses except spelling, grammar, and punctuation changes must be submitted via the online curriculum development system. A complete Curriculum Resource Statement must accompany all Program Change Proposals, New Course Proposals, and when specified in the Course Change Proposal. The online system is linked from the Faculty Governance Website: www.gvsu.edu/facultygov/.

2. The agenda for UCC meetings is posted weekly on the Faculty Governance website. All curricular review actions taken are available in the online curriculum system.

3. After a course change proposal arrives for review at UCC it will be handled in the following manner. If the course is a prerequisite for another college, the course change proposal will be reviewed by UCC. If it is not a prerequisite for a course in another college or required by another college, and at least 30 days has elapsed since the proposal was approved by the unit of origin, then the course change proposal will be automatically approved by UCC at its next regular meeting and be forwarded to the Provost for approval. Until that approval is given, any faculty member can request the UCC to review a course change proposal

4. The UCC will disseminate information on its decision and actions in a timely manner to all faculty. Course Proposals and Program Changes that are approved by the UCC will be sent to the Provost for final approval. The Provost will notify the submitting unit if final approval is granted and will send the proposal to the Registrar for inclusion in the master course list. A proposal is not approved until this last step is taken.

5. If a proposal is rejected, the reasons for the rejection must be sent to the submitting unit by the CCC or UCC. The submitting unit is responsible for resubmitting the proposal. Appeals of CCC decisions should be made to the appropriate dean. Appeals of the UCC decisions should be made to the Provost.

6. In extraordinary cases, a non-renewable, one year interim approval category exists. Proposals should be submitted to the Chair of UCC. A decision will be made jointly by the Chair of the UCC and the Provost. These proposals must go through the normal curriculum review process for continued offering.

2.04.D. Online Curricular Review
   For new degree program or certificate proposals to be offered in an online format, or changes to existing program or certificates to be offered in a fully online format, evidence of consultation with Information Technology, the University Libraries, and Continuing Education/Distance Education is required before a proposal can be presented to faculty governance.

1. The following procedures will be followed for the inclusion of online and hybrid courses in the curriculum:
   a. If the content of a course is unchanged, and the request is to change solely the delivery of an existing course to an online or hybrid format, the faculty member and involved unit head will seek recommendation only from the Online Education Council and the Provost's Office. If the Council recommends for non-approval, the

proposer may contact the Assistant Vice-President for Academic Affairs with curriculum duties.

  b. If the course/program is new in content <u>and</u> proposes an online or hybrid format, or if an existing program seeks to change to a fully online program, the current curricular procedures must be followed, with the addition of seeking the recommendation of the Online Education Council via the online curricular system.

  c. The following factors will be considered when reviewing and recommending changes to curricular forms to support <u>fully</u> online programs:

    i. The desirability of offering the program fully online as opposed to traditional delivery.

    ii. The effectiveness of the online delivery method specifically addressing content, integrity and accessibility issues.

    iii. The impact of a fully online program on a traditional program and its students, if such a program exists.

    iv. The roles of all faculty rank (affiliate, adjunct, visitor, and tenure-track/tenured) in the delivery of online courses in a proposed program, and the impact on faculty workload by faulty type.

2.04 E. <u>Course Proposals</u>

1. Units should be sensitive to the cost and space implications, as well as staffing needs of a course proposal. The Curriculum Resource Statement attached to course proposals should be given careful consideration and completed accurately. Proposals that require additional staff, equipment, space, supplies that have not been committed for by the appropriate administrative offices may be rejected.

2. Units should be sensitive to the impact that new courses, dropped courses, or course changes have on other courses and other programs. The Course Change Proposal and the New Course Proposal require that all units possibly affected by the proposal be notified before it is submitted to the CCC. The unit heads of the affected units should respond in writing, even if they see no problems with the proposal. The CCC`s will judge overlap/duplication within a college. Although no rigid formula or guidelines can be set for this, CCC's are advised to take a conservative approach. If significant overlap is found between a proposed course and existing courses, the proposed course or course change should be rejected.

3. Uniform Course Numbering System *(Approved 4/14/06 by UAS)*

  a. <u>Uniform Course Numbering Guidelines:</u>

Category	Description
000-099	Credit in these courses does not apply to the minimum 120 credits required for the baccalaureate degree.
100-199	Introductory courses, generally without prerequisites, primarily for first year undergraduate students.
200-299	Courses primarily for second year undergraduate students.
300-399	Courses primarily for third and fourth year undergraduate students.
400-499	Advanced courses primarily for fourth year undergraduate students.
500-599	Courses primarily for first-year graduate students or as prerequisites for 600-and 700-level courses.
600-699	Courses primarily for students admissible to graduate programs.
700-799	Courses primarily for advanced graduate students in post-masters and doctoral programs.

  b. <u>Reserved Undergraduate Course Numbers:</u>

    For the four categories listed below, these numbers are reserved for exclusive use for the purposes designated. A unit may not use these numbers for any other courses. A unit may, if it has compelling reasons, choose to list one of these courses with a number other than one of the reserved numbers, or may use additional numbers for these courses (a two-semester internship, for example, would require another number besides 490).

      i. The numbers 180, 280, 380 and 480 are reserved for use only as a special topics course.

      ii. The numbers 399 and 499 are reserved for use only as independent study and research courses.

      iii. The number 490 is reserved for use only as an internship or practicum course.

      iv. The number 495 is reserved for use only as a Capstone course.

300- and 400-level courses should be justified by 100- and 200-level prerequisites or a course content/approach that clearly indicates it is not a beginning level course.

c. <u>Reserved Graduate Course Numbers</u>:
The courses listed below are required to be listed by the numbers designated for them.

      i. The numbers 680 and 780 are to be used for graduate special topics courses.

      ii. The numbers 690 and 790 are to be used for graduate research preparation courses.

      iii. The numbers 693 and 793 are to be used for graduate project courses.

      iv. The numbers 695 and 795 are to be used for graduate thesis/dissertation courses.

      v. The numbers 699 and 799 are to be used for graduate independent study courses.

4. <u>Special Topics Course Policies</u>

a. A special topics course is intended to allow a unit to offer a course on a topic that is not covered in a regular course in any program at GVSU.

b. A special topics course may be offered for various reasons. For example a new visiting faculty bringing new expertise to a unit, student interest in a topic increasing enough to temporarily offer a course on a topic, a unit wishing to pilot test a reconfiguration of an existing course, a unit wanting to judge the potential interest in a given topic before proposing a new course.

c. A unit may offer a given special topic a maximum of 3 times. If a unit wishes to schedule the topic for the third time, then it must create and submit a New Course Proposal in the online curriculum development system concurrent with the third offering.

2.04.E. 5. <u>Syllabus of Record.</u>
A syllabus of record must be attached to new course and course change proposals. A syllabus of record (SOR) is the official record of minimum course content – that is, content that must be present in every section of a course. In essence, it describes a department's vision of what should be taught, and (to a lesser extent) how it should be taught. Although all SOR must contain certain items of information (noted below), some of them will be more detailed than others, depending on the course. For example, if a course needs a high degree of flexibility in its various offerings, then the SOR might be somewhat vague. If another course needs to meet rigid accreditation standards, then the SOR might be extremely detailed. A detailed description of the requirements for an SOR can be found on [UCC's website](#).

The SOR serves four audiences. (1) Faculty can use the SOR as a blueprint for designing course syllabi. Faculty are free to add to the content in the SOR, but the activities, objectives, and methods of evaluation in the SOR must be maintained (see the example below). (2) Students can use the SOR to determine, before they register, the skills they can expect to achieve upon successful completion of a course. (3) The SOR provides a standard format that other schools can use to determine transfer credit. (4) Faculty governance committees use the SOR when evaluating course-change and new course proposals.

<u>Syllabus of Record</u>
a. Course Code
b. Title of Course
c. Credits
d. Prerequisites and/or co-requisites (if any)
e. <u>Description</u> - *Please provide the complete catalog description of the course. This should be the same as the course description on the proposal.*

f. Introductory Prose (if any) - *If this is an SWS, General Education, or capstone course, please include relevant information here.*

g. Objectives - *List the objectives that every section of this course should achieve. All objectives must be specific, assessable, and student-centered, although the level of specificity may vary depending on the nature of the course, discipline, and needs of the proposing unit. Objectives must be complete the sentence "Upon successful completion of the this course students will be able to …"*

h. Topics - *Provide a list of topics covered and their rough distribution over a 14-week semester.*

i. Methods of Evaluation - *Describe what the students will be doing in class to meet the objectives – for example, papers, homework, exams, quizzes, reports, presentations, "other" etc. If desired, a range of percentages that indicate what each activity is worth (e.g. papers 30-60% can be provided, although thisis not required.*

j. Primary Source(s) of Information - Provide a list of representative sources (e.g., textbooks, course-packs, online resources, etc.) that are appropriate for the course.

F. Undergraduate Certificate Program Criteria and Guidelines

1. Purpose: A certificate is awarded in recognition of completion of a well-defined program of coursework that falls within existing units at Grand Valley for a specified purpose that could not simply be achieved by obtaining a transcript. A certificate is not defined as a degree by the University, rather, it is a focused collection of courses that, when completed, affords the student some record of coherent academic accomplishment in a given discipline or set of related disciplines. Furthermore, certificates are available to both degree-seeking and non-degree-seeking (i.e., certificate seeking) students. Therefore, they are available to a wider range of students than a traditional major.

2. Criteria:
   a. Certificate programs may be either freestanding or as add-ons to existing degree programs.
   b. The number of courses (credits) required for completion of a certificate program may vary from certificate to certificate.
   c. A limited number of new courses may be added for certificate programs.
   d. Minimum standards for academic progress should be identical to those of the parent program(s). Additional standards or requirements may be imposed.
   e. The anticipated time for completion of the program should be specific.
   f. The number of courses comprising the certificate program that must be completed at Grand Valley is set by the department providing the certificate program.
   g. Courses accepted for transfer as part of the certificate program must be reviewed and approved by the department providing the certificate program.
   h. Courses taken as part of a certificate program at another institution may be transferable and shall be evaluated on their own merits in keeping with standard procedures; however, certificates from other institutions are not transferable to Grand Valley.
   i. Certificate courses may be applied toward requirements for completion of a major/emphasis or degree, as determined by the unit providing the certificate program.

3. Procedure:
   a. Certificates are created using the New Certificate Proposal Form in the online curriculum system that is linked from the GVSU Faculty Governance website.
   b. Certificate review follows the same curriculum review process as courses and program changes.
   c. Changes to existing certificates should use the Program Change Request form.

2.04 **G. Graduate Certificate Policies**
1. Definitions:
   a. *A graduate certificate* is a credential awarded by the University for completion of a defined and focused collection of courses that meet a clear **and appropriate educational objective at the graduate-level. A graduate ce**rtificate is NOT a degree offering of the University.

      b.   A *graduate certificate director* is the individual designated to administer the graduate certificate program. The role, responsibilities and authority of a graduate certificate director are similar to those of a graduate program director with respect to a graduate degree program.

2. A graduate certificate program:
   a. shall consist of at least nine (9) graduate-level credits; credits earned in required undergraduate courses do not apply to this minimum.
   b. shall be approved through the specified University curriculum process.
   c. may require the completion of undergraduate prerequisite or cognate courses.
   d. shall be consistent with the expectations for graduate-level education as stated in the Higher Learning Commission *Criteria for Accreditation Handbook:*

   Graduate-level learning activities are more focused in content and purpose and more intellectually demanding than undergraduate education; faculty and students engage in scholarship involving research and practice as appropriate to the discipline or field; and learning activities involve frequent interactions among faculty and graduate students.

3. Admission:
   a. Normally, admission to a graduate certificate program is a baccalaureate or higher degree earned at a US regionally-accredited institution or its international equivalent.
   b. The Dean of Graduate Studies may waive this requirement in highly exceptional circumstances at the recommendation of the Graduate Certificate Director.
   c. University undergraduate students taking graduate courses through the dual-credit process may be admitted to a graduate certificate program. However, an undergraduate student may NOT be awarded a graduate certificate until they have been awarded a baccalaureate degree.
   d. A graduate certificate program may specify additional admissions requirements.

4. Application for admission:
   a. A student who is not enrolled in a graduate degree program must apply for admission to a graduate certificate program prior to completing fifty (50) percent of the required credits for the graduate certificate. This requirement applies to an undergraduate student pursuing a graduate certificate through the dual -credit process.
   b. Graduate students who are currently enrolled in a graduate program of study leading to a degree, and who wish to simultaneously pursue a graduate certificate must inform the certificate program director and the Dean of Graduate Studies of their intent to seek the graduate certificate.

5. A graduate certificate may be awarded to a student:
   a. who has been admitted to either the specific graduate certificate program or a graduate degree program at the University, and
   b. who has earned a minimum of a 3.0 (B) grade point average in University courses required for the certificate, and
   c. who has successfully completed the required courses, including any required undergraduate prerequisite or cognate courses for the certificate and no required graduate course is more than eight (8) years old at the time the certificate is awarded, and
   d. who is in good standing with the University.

6. Applying certificate course work to additional graduate certificates and graduate degrees:
   a. A graduate course used to meet the requirements of a graduate certificate may be utilized to meet the requirements of a second or subsequent graduate certificate only with the approval of the Dean of Graduate Studies.
   b. The use of a graduate-level course to meet the requirements of a graduate certificate degree program does not preclude its use toward the requirements of a graduate degree.

7. Course substitutions:

a. In general, the Graduate Academic Policy on the *Approval of Course Waivers, Course Substitutions, and Individual Program Plans* is applicable to graduate certificate programs.

b. At the discretion of the Graduate Certificate Director, a relevant graduate course may be substituted for a required dual-listed course that a student has completed for undergraduate credit with a grade of 'B' or higher.

c. Generally, no more than one dual-listed course taken for undergraduate credit may apply toward the requirements of the certificate. However, upon the recommendation of the Graduate Certificate Director, the Dean of Graduate Studies may approve the application of a second required dual-listed course taken for undergraduate credit toward the requirements of the certificate.

8. Transfer credit:
   a. The transfer of credit to a graduate certificate program is limited to no more than one-third of the required credits for the certificate and subject to the applicable provisions of the *Graduate Academic Policy on the Transfer of Credit to a Graduate Program.*

9. Administration:
   a. Each graduate certificate program shall have a designated graduate certificate director as defined in '1.b.' above.

2.04. H. Procedure for the Establishment of Additional Programs or Units
Approved by UAS December 1994; Procedure revised April 2004; March 2010

1. Introduction
Proposals for the establishment of additional programs or units must be consistent with the University's Mission, Vision, and Values. Because the creation of any new program or unit can have significant administrative, academic, and financial implications, only those proposals which are compatible with the University's articulated Mission, Vision, and Values should be pursued.

2. Applicability of the Procedure for the Establishment of Additional Programs or Units
The criteria and procedures presented in this document govern the proposal, development, and approval of any new program or undergraduate/graduate unit (department or school within a College), program, major, minor, or degree to be established within the existing organizational structure of Grand Valley State University. Hereafter the collective reference to "program or unit" is understood to include all of the above items. The criteria and procedures presented in this document do not govern changes to the organizational structure for the University, including the proposal, development, and approval of new Colleges or Schools. Procedures for such changes in the fundamental organizational structure for the University are detailed in a separate governance procedure.

3. Governance Procedures for the Establishment of a New Program
Grand Valley State University is committed to establishing well-researched, innovative academic programs. The procedure for making proposals involves two stages: the Prospectus for a New Program, which introduces the concept for governance consideration, and New Program Proposal (formerly the "Final Plan") upon which approval and implementation will be based. Both the Prospectus and New Program Proposal can be submitted via the online curriculum development system at any time during the academic year.

a. Prospectus
The Prospectus for a new program, major, minor, or degree may be initiated by a faculty member, faculty-planning group, or officer of the university. The Prospectus will clearly identify the proposers. Any proposal for a new program shall be developed and reviewed in accordance with the following guidelines. The proposers may withdraw a proposal at any time by notifying the New Program/New Unit Council.

The Prospectus shall include the following (see online Prospectus form for full details)

       i.   a description of the program,
       ii.   the interdisciplinary impact and overlap,
       iii. evidence of the desirability and feasibility of the program, and
       iv. a detailed budget of resource needs

These documents will be used to review the Prospectus and each is detailed in the online curriculum system.

The decision to proceed to the development of a detailed New Program Proposal for the proposed program will be based upon a review of the Prospectus by the New Program/New Academic Unit Council, consisting of: CCC Chairs, UCC Chair, FPPC Chair, FSBC Chair, GC Chair, appropriate Dean(s), the Provost or Provost's representative, and the ECS Chair, who will be Chair of the Council. As part of its deliberations, the New Program/New Academic Unit Council will seek input from existing units that may be affected by the creation of the proposed new program. Council members make recommendations to the Provost. Their recommendation will be to "support the Prospectus as submitted," to "support the Prospectus with requested modifications," or to "not support the Prospectus."

The Provost shall review the Prospectus and the recommendation of the New Program/New Academic Unit Council. The Provost may request additional information, approve the Council's recommendation and initiate development of the New Program Proposal, or terminate the proposal. The decision of the Provost resulting from the Prospectus review shall be communicated to the writer(s) of the Prospectus, and to the New Program/New Academic Unit Council, a detailed rationale will be sent to the Council. If the recommendation of support by the New Program/New Academic Unit Council is accepted by the Provost, he or she will appoint a taskforce for the creation and submission of the New Program Proposal. The taskforce includes the unit head that will house the new program.

The review of the New Program Prospectus shall proceed according to the flowchart found on the faculty governance website.

b.   New Program Proposal
The New Program Proposal shall be developed by the writer(s) appointed by the Provost, in accordance with the Provost's charge for development. The writer(s) shall follow the online curriculum system.

c.   Special Considerations
   i. Establishment of Interdisciplinary Programs
     The housing of new programs with an interdisciplinary focus and shared courses shall be made in consultation between the proposer, all affected Deans, and the Provost. The final decision rests with the Provost.

     This approval shall occur before the submission of the Prospectus.

d.   Governance Review Procedure
The review of the New Program Proposal shall be governed by the principles describe with regard to the criteria at the Prospectus stage (2.04.J.3.a), i.e., a description of the program; interdisciplinary impact and overlap; evidence of the desirability and feasibility of the program; and a detailed budget of resource needs. Each is detailed in the online curriculum system.

The review of the New Program Proposal shall proceed according to the flowchart found on the faculty governance website.

2.04.H   **4. Governance Procedures for the Establishment of a New Academic Unit**
    a.   New Academic Unit Proposal
       The proposal to establish a new academic unit may be introduced by a faculty-planning group or officer of the university. The Provost and ECS Chair must be notified in

writing of the intent to request the formation of a new academic unit and documentation of that notification shall be provided when the proposal is submitted for review. The proposal will clearly identify the proposers. The New Academic Unit Proposal shall include the following:

 i. a description of the new academic unit,
 ii. a strategic plan,
 iii. a description of the function of the new unit,
 iv. the desirability of the new unit, and
 v. a detailed budget of resource needs.

These documents will be used to review the New Academic Unit Proposal. Each of these elements is detailed in the online curriculum system. The New Academic Unit Proposal can be submitted via the online curricular system at any time during the academic year.

 b. Governance Review Procedure of Proposal for New Academic Unit
The Proposal for the New Academic Unit shall be reviewed by the New Program/New Academic Unit Council, consisting of CCC Chairs, UCC Chair, FPPC Chair, FSBC Chair, GC Chair, appropriate Dean(s), the Provost or Provost's representative, and the ECS Chair, who will be Chair of the Council. As part of its deliberations, New Program/New Academic Unit Council will seek input from existing units that may be affected by the creation of the proposed new unit. Council members make recommendations to the Provost. Recommendation is either "support," "support with requested modifications," or "not support."

The review of the New Academic Unit Proposal shall proceed according to the flowchart found on the faculty governance website.

2.04 H **5.** **General Education Criteria and Guidelines**
 Please visit the General Education Program website at http://www.gvsu.edu/gened/

2.04.H **6.** **Online Program Review**
For new degree program or certificate proposals to be offered in an online format, or changes to existing program or certificates to be offered in a fully online format, evidence of consultation with Information Technology, the University Libraries, and Continuing Education/Distance Education is required before a proposal can be presented to faculty governance. The offering of any online line programs is pending the approval of the North Central Association.

 a. The following procedures will be followed for the inclusion of online and hybrid courses in the in curriculum:
  i. If the content of a course is unchanged, and the request is to change solely the delivery of an existing course to an online or hybrid format, the faculty member and involved unit head will seek recommendation only from the Online Education Council, appropriate, and the Provost's Office. If the council recommends for non-approval, the proposer may contact the Vice-President for Academic Affairs with curriculum duties.
  ii. If the course/program is new in content and proposes an online or hybrid format, or if an existing program seeks to change to a fully online program, the current curricular procedures must be followed, with the addition of seeking the recommendation of the Online Education Council via the online curricular system.
  iii. The following factors will be considered when reviewing and recommending changes to curricular forms to support fully online programs:
   a) The desirability of offering the program fully online as opposed to traditional delivery.
   b) The effectiveness of the online delivery method specifically addressing content, integrity and accessibility issues.
   c) The impact of a fully online program on a traditional program and its students, if such a program exists.

d) The roles of all faculty rank (affiliate, adjunct, visitor, and tenure-track/tenured) in the delivery of online courses in a proposed program, and the impact on faculty workload by faulty type.

I. **Graduate Academic Policy on the Minimum Number of Hours Required for an Earned Doctoral Degree**

1. Except as provided below, a graduate degree program shall require the following Except as provided below, a graduate degree program shall require the following minimum number of graduate credits to award a doctoral degree:
   a. Ninety (90) graduate credits beyond a baccalaureate degree.
      i. Additionally, if a student has earned a Master's degree prior to matriculation in the doctoral program, at least forty-five (45) graduate credits beyond the Master's degree
      ii. Forty-five (45) graduate credits earned at the University.

2. A doctoral degree program may require fewer credits than specified above only if consistent with academic and discipline-based norms.
   a. Consistency with academic and discipline-based norms may be demonstrated by offering:
      i. authoritative evidence, such as accreditation, professional/academic association standards, and/or,
      ii. documentation of prevailing practices among similar degree titles and programs, or,
      iii. a thorough and convincing rationale for a new innovative doctoral degree programs where similar programs do not exist.
   b. A doctoral degree may **NOT** be awarded to a student who has earned fewer than
      i. Seventy-five (75) graduate credits beyond a baccalaureate degree, or
      ii. thirty (30) graduate credits beyond the Master's degree, if a student has earned a Master's degree prior to matriculating in the doctoral program, or,
      iii. thirty (30) graduate credits at the University.

3. Credit earned in a *leveling course* as defined in the *Graduate Academic Policy on the Minimum Number of Credits Required for the Master's Degree* may not be counted toward the minimums specified in this policy.

2.04. J. Graduate Academic Policy on the Minimum Number of Hours Required for the Specialist Degree

1. A Specialist degree program shall require a minimum of sixty (60) graduate credits beyond the baccalaureate degree.
2. Additionally, if a student has earned a Master's degree prior to matriculating in the Specialist program, the student must earn a minimum of thirty (30) graduate credits beyond the Master's degree.
3. Credit earned in a *leveling course* as defined in the *Graduate Academic Policy on the Minimum Number of Credits Required for the Masters Degree* may not be counted toward the minimum credit required.
4. A minimum of twenty-four (24) of the required graduate credits must be earned at the University.

2.04. K. Procedure for the Establishment of Nonacademic Institutes, Centers, and Offices
(Approved UAS March 31, 2000)

As part of its mission, Grand Valley has established several nonacademic institutes, centers, and offices to serve specialized needs. The scope of these institutes, centers, and offices range from the Padnos International Center and the Regional Math/Science Center with substantial budgets and staff of its own, to others like the Business and Ethics Center which primarily serves as a contact point between the local community and Grand Valley faculty. Each of these institutes, centers and offices represent not only themselves but also the University in their activities. Because of this representation each institute, center, and office needs to be formally approved

by the University. However, because of the size and scope of institutes, centers, and offices no one procedure is applicable in all cases.

Therefore, the following process will be followed. Those who wish to establish an institute, center, or office will submit to the Provost a summary of the proposed institute, center, or office. At a minimum, this summary will outline the mission of the proposed institute, center, or office, its proposed organization and reporting responsibilities, its proposed budget and staff, and its involvement, if any, with Grand Valley faculty. The Provost will review the proposal and discuss it with the Chair of the University Academic Senate. The Senate Chair will make reports to the Senate when such proposals are made. Such review and discussion will determine what further steps are needed before approval is given. Further review may take place by the Administration and Academic Governance.

2.04. **L. <u>Academic Program Budgetary Review Process</u>** *(Approved by FSBC)*
Proposals submitted to the Faculty Salary and Budget Committee for a recommendation to Executive Committee of the Senate as part of the review process for the development and approval of new programs, units, degrees, majors, unit accreditation, and requests for autonomy should contain in both the Prospectus and New Program Proposal, an analysis of sources for support, and budgetary costs and benefits as requested in the online submission process.

2.04. **M. <u>Accreditation Review Procedures</u>**
The decision to seek accreditation for a unit or program represents an investment and a commitment on the part of Grand Valley. The process of acquiring accreditation should be the result of a thoughtful, comprehensive analysis of both the benefits and the costs which result for the unit and the University community.

As part of the process for seeking the Grand Valley Administration's approval to initiate the accreditation process, units need to make the case for accreditation to faculty governance. Both curricular and budgetary consequences of accreditation must be reviewed by the appropriate governance committees and recommendations forwarded to the Assistant Vice-President for Academic Affairs responsible for accreditation issues before a formal decision to pursue accreditation can be made.

2.04 **N. <u>Review Process to Pursue Accreditation</u>**
1. The unit seeking permission to pursue accreditation of the unit or of a program within that unit will make its case first to the College Curriculum Committee [CCC] of the College in which the unit is housed. Upon completing its review of the proposal, the CCC will forward its recommendation to ECS. ECS will refer the proposal to UCC and to FSBC for their recommendations. Upon receipt of the recommendations of UCC and FSBC, ECS will review the proposal for accreditation and forward a recommendation to the Assistant Vice-President for Academic Affairs responsible for accreditation issues. The Provost will notify ECS of the Administration's decision regarding approval of the proposal to seek accreditation. An adverse recommendation at any level of governance will not terminate the process of discussion.
2. The unit's proposal to seek accreditation shall include a thorough assessment of the unit's current degree of compliance with accreditation guidelines. This assessment should be detailed and specific, and it should indicate any anticipated changes required in order to achieve accreditation. This discussion should include, but is not limited to, changes in program objectives, courses, requirements, physical space and/or facilities, faculty resources, and university libraries or other resources.
3. A copy of the current accrediting agency guidelines shall be attached to the proposal.
4. The proposal will include a candid and specific discussion of the anticipated short term and long term (5 year) benefits and costs associated with accreditation. This discussion should speak to the following: students, graduates, the unit, the College, and the University.
5. The proposal will include a specific discussion addressing how the unit believes that accreditation will enhance and facilitate the unit's ability to function within the Grand Valley role and mission statement.
6. The proposal will include an analysis of sources of financial support, and of the anticipated budgetary costs and benefits. This discussion will include a projected budget and be

directed toward both the short term and long-term (5 years) impact. The budget should contain numbers which indicate costs for administrative, faculty, and support personnel, and any equipment or operating costs. Monetary support could include such items as any start-up or long term grants, increased tuition and fee revenue based on anticipated number of students, and requested University funding. Whether internal funding will come from the present unit budget, the College budget, or the University should be specified.

Units which have achieved accreditation do not need to make the case for renewal of accreditation. Implicit in the unit's decision to pursue renewal is the presumption that accreditation has been beneficial. At the renewal stage, however, the unit shall forward a brief statement to ECS/FSBC/UCC assessing the effects of accreditation during the foregoing period, and apprising ECS/FSBC/UCC of any changes in accreditation requirements or standards which may have been made since the previous review. This statement will include a projected budget for the next five years. Faculty governance will review this statement and will forward a recommendation to the Provost.

Chapter 3: **Faculty Responsibilities and Workload, Faculty Evaluation Procedures, and Faculty Salary Adjustment and Benefit Programs**

3.01 **Faculty Responsibilities and Workload**
The primary responsibility of faculty is excellent teaching. The role of a faculty member involves an interlocking set of responsibilities to students, to colleagues in both the institution and the wider profession, to the institution itself and its surrounding community, to the advancement of knowledge and understanding in the faculty member's field, and to the ideals of free inquiry and expression. Normally, these are articulated as the areas of teaching, scholarship and creative activity, and service, as outlined in the Administrative Manual, Chapter 4 Faculty Personnel Policies, Sections 2.9.1.

A. **Primary Responsibility**
The primary responsibility of faculty is excellent teaching [as described in the Administrative Manual, Chapter 4, Section 2.9.1.A]. Effective teaching must be documented by: a) self-evaluation, b) peer evaluation, and c) student evaluations. Evidence of effective teaching is a significant factor in contract renewal, tenure, promotion, and salary increment decisions.

Units should periodically review and clarify course expectations of students. Appropriate course expectations, pedagogies, and assessment vary, depending on the discipline, course level and class size.

1. **Baseline Expectations**
Each unit shall establish in writing, for all its faculty, baseline expectations in the areas of teaching, scholarship and creative activity, and service based on disciplinary standards and best practices and unit, college and university goals and work. These unit expectations will be approved by the unit faculty, unit head, and the dean. In the area of teaching, the baseline expectation normally shall be 9 credit hours per semester over the course of the academic year, in addition to other teaching-related work. All faculty are also expected to engage in basic, applied, or pedagogical scholarship or creative activity as determined by the expectations of the unit, college, and profession. A faculty member's workload includes service to the unit, college, and university as well as to the community/profession.

B. **Teaching**
The baseline expectation for teaching normally shall be 9 credit hours per semester over the course of the academic year, in addition to other teaching-related work. Typically, these 9 hours will represent three 3-credit-hour courses, but each unit, with the approval of its dean, shall determine the number of courses that are required to meet the baseline expectation when any or all of the courses are other than 3 credits. Each unit, with the approval of its dean, shall also determine equivalencies of studios, labs, rehearsals, team-teaching, distance education, supervision of theses or student research, clinical or internship supervision, independent study or reading courses, and other such formal teaching activities. Normally, no more than three different course preparations will be required of any faculty member in any semester.

C. **Scholarly/Creative Activity** (*formerly called Professional Activity*)
The achievement and maintenance of professional excellence is a responsibility of faculty. A variety of activities are considered appropriate for accomplishing these objectives and such activities are significant in decisions on tenure, promotion and salary increments. Faculty research is generally acknowledged to be an important indicator of professionalism. Such research not only sustains academic vitality but also promotes student involvement in research, an activity which may be desirable in the undergraduate education experience. Another method of maintaining and updating professional competencies is through participation in professional meetings, institutes and workshops. Enrollment in graduate courses may be especially important to those individuals lacking the terminal degree.

Faculty participation in professional organizations is encouraged. Most unit budgets include limited funds for support of professional activities such as attendance at conferences and workshops. The Center for Scholarly and Creative Excellence is an additional source of funding.

3.01   **D**. <u>Service</u>
1. **Contributions to the Department**
   In addition to teaching and advising activities, faculty members are responsible for contributing to the various other activities of their department, which may include the design and implementation of curriculum, the maintenance of facilities and equipment, the preparation of grant proposals, etc. Contributions to the department are significant in decisions on tenure, promotion, and salary increments.
2. **Committee Responsibilities**.
   Faculty members ordinarily serve through election or appointment on college and university committees. A listing of current university committees and the members on each committee will be posted on the Faculty Governance website. Contributions to the college and university are significant in decisions on promotion and salary increments.

E. **Significant Focus Beyond Baseline Expectations**
In their annual faculty workload plan, every faculty member shall select a significant focus of activities beyond the baseline expectations established by the unit in the areas of teaching, scholarship or creative activity, or service. This focus shall require approximately the same amount of time as teaching a 3 credit hour, or standard course per semester; it shall not have been counted as part of the baseline 9 hour per semester teaching load or have been compensated externally or additionally. Faculty members anticipating review for personnel action, and especially action for tenure and promotion, will want to insure that their significant focus of activity is consistent with their unit's and college's expectations for tenure and promotion.

F. **Workload Planning**
As part of the Faculty Activity Reports (FAR) completed annually each faculty member is expected to establish an annual Workload Plan containing both baseline and significant focus expectations for the next year. The faculty of each unit will review these plans according to the same procedures as described in 3.02 in order to secure adequate information for proper allocation of unit and college resources and for appropriate programs of faculty development. The unit head will sign the workload plan to indicate the review has been completed. The Faculty Activity Report for any given year will have appended to it the Workload Plan which anticipates the current FAR and these together will be forwarded to the dean. The Workload Plan may be revised as necessary in consultation with the unit head. The policy for extending probationary appointments by pausing the tenure clock can be found in the Administrative Manual, Chapter 4, Section 2.7.2.

G. **Mentoring** *(Approved by UAS April 2012)*
Grand Valley State University recognizes the value of mentoring for all faculty, and especially for new faculty. The University provides new faculty with a first-year, University-Wide Mentor Program that is designed to support them as they begin to engage as teachers, scholars, and citizens of the university and greater community. Colleges and/or units provide additional discipline-specific, and unit- and/or college-specific mentoring.

H. **Faculty Responsibilities**
1. <u>Selected Teaching Responsibilities and Requirements</u>
   a. <u>Absence from Class</u>
      Faculty members are responsible for meeting all classes for which they are scheduled. If faculty members are absent from teaching responsibilities due to illness, they should notify their unit heads and arrange for their students to be so informed at the beginning of the scheduled class meeting.

      In those cases where absences can be anticipated, approval for such absences must be obtained from the unit head and the Dean. The faculty members are then responsible for arranging for substitutes or otherwise covering their teaching assignments.

3.01.H.1   b.   Change of Instructor, Time, or Place of Meeting
                       Change of instructor, time, or place of meeting for a scheduled class may be
                       made only with the approval of the unit head and the Dean of the College. The
                       office of the Dean of the College sends changes to the Records Office where a
                       current master schedule is maintained.

                  c.   Information Given Class at First Meeting
                       1.   A syllabus.
                       2.   The title, department, and number of the course.
                       3.   Prerequisites to the course, if any.
                       4.   The name, office number, and office hours of the instructor offering the
                            course.
                       5.   An explanation of policy relative to student absences.
                       6.   The objectives and requirements of the course.
                       7.   The basis for grading in the course.
                       8.   The texts and/or laboratory supplies required for the course.
                       9.   Date and time of final examination (from published exam schedule)

                  d.   Office Hours for Student Conferences
                       Members of the faculty are expected to post and maintain adequate office
                       hours.

                  e.   Selection of Textbooks
                       Faculty members are responsible for submitting information on textbooks and
                       other required material for their courses when such information is requested
                       from the University Bookstore.

3.01   I.   **Professional Ethics**
             The University recognizes that membership in the academic profession carries with it special
             responsibilities and that the University bears a responsibility for articulating and maintaining
             ethical standards. The University normally handles questions concerning propriety of conduct
             internally by reference to either faculty committees convened to review particular infractions
             or to standing committees such as a college personnel committee.

        J.   **Human Subjects Review**
             All projects within Grand Valley State University involving research on human subjects
             require review and approval by the Human Research Review Committee. To view the
             procedure for review and approval, go to the Human Research Review Committee website.

        K.   **Animal Research**
             Grand Valley State University (GVSU) policy and federal law require a review of research
             projects for humane treatment and judicious use of vertebrate animals. Vertebrate animals
             include wild, captive, domestic, and laboratory fish, amphibians, reptiles, birds, and
             mammals. At GVSU, this review is conducted by the GVSU Institutional Animal Care and
             Use Committee (IACUC). Principal Investigators must obtain approval from the IACUC
             before initiating any research, testing or instructional project involving the use of vertebrate
             animals. To view the procedure for gaining approval, see the information at Institutional
             Animal Care and Use.

        L.   **Grand Valley State University Policy and Procedures for Handling Allegations of**
             Misconduct in Science
             "Misconduct in science" means fabrication, falsification, plagiarism, or other practices that
             seriously deviate from those commonly accepted within the scientific community for
             proposing, conducting, or reporting research. Grand Valley State University has established
             and abides by uniform policies and procedures for investigations and reporting instances of
             alleged or apparent misconduct involving research, training, or related research activities. To
             view the policies and procedures, go to the Research Misconduct Procedures link.

M. Confidentiality in Professor-Student Relationship
Each faculty member is expected to respect the confidential nature of the professor-student relationship and avoid any exploitation of students for private and/or professional advantage. In keeping with its responsibility to provide a congenial atmosphere in which all students have an equal opportunity to learn, the University disapproves of and seeks to eliminate discriminatory behavior directed against individuals. Such behavior, which may take the form of statements, jokes, examples, and illustrations that reveal stereotypic and discriminatory attitudes, is considered inappropriate.

N. Obligations of Appointees
Approved by the Grand Valley Board of Trustees.   See Chapter 4, Section 1.10 of the Administrative Manual.

Outside Employment
Since faculty and staff members are required to fulfill their responsibilities completely and effectively, any outside employment which a faculty or staff member wishes to undertake must be approved in advance by the appointing officer.

Faculty members should annually review the nature of any outside employment with their unit head. In addition, teaching at other colleges should have the prior approval of the unit head.

Information about Rights in published material, inventions and secret processes, the Oath of Teachers, and Research Integrity can be found in *Chapter 4, Section 1.10 of the Administrative Manual.*

3.02   Faculty Evaluation Procedures:
A. Written Performance Expectations
Each unit will develop written performance expectations (for contract renewal, tenure, promotion, and sabbatical leave) of all unit faculty as appropriate to various ranks. These expectations should be specific to the disciplinary focus of the unit but compatible with the performance expectations of all faculty as expressed in the Faculty Handbook and of the college/school in which the unit is housed.

B. Faculty Activity Reports and Workload Plan
Annually, each faculty member will prepare a Faculty Activity Report (FAR) for the preceding year and the Workload Plan for the next year, addressing how his/her activities and achievements comply with the general expectations of the unit, college/school, and the university. The Faculty Activity Reports and Workload Plans will be reviewed by the unit head and the dean of the college/school (or by a designee of the dean) for consistency with unit and college/school expectations and be made available to the unit faculty members.

C. Contract Renewals, Promotion and Tenure Decisions
The process for personnel evaluations for contract renewals, promotion, and tenure decisions is outlined in the Administrative Manual, Chapter 4, Sections 2.3 to 2.10.

The unit head or designee(s) refers to the member or members designated by the unit to carry out the personnel review process, as specified in the Administrative Manual, Chapter 4, Section 2.10.7 A.
1. Evaluation Principles. The evaluation process is designed to create an open, uniform, and equitable procedure for the review of faculty by their peers. The central principle of this process is to have an informed, candid and open, job-related discussion of the candidate in a unit meeting followed by a unit vote and written recommendation. This is accomplished by the following steps given in outline form (specific details for each step are in the relevant sections):
    a.   The submission by the unit head and the candidate to the unit of materials necessary for the action under consideration.
    b.   An agenda for a unit meeting based on the candidate's review materials and unit regular faculty's input after review of the candidate's materials. This input should

address both the candidate's achievements and the writer's concerns as to how the candidate has addressed the criteria for review.

    c. A unit meeting where the strengths and weaknesses of the candidate are discussed followed by a unit vote on the personnel action. The first motion for a vote on the personnel action under consideration is for the action (for renewal for two years, for promotion, or for tenure).

    d. A unit recommendation prepared after the unit meeting based on the discussion and written comments. This recommendation is submitted to the dean.

    e. A review of the unit action by a College/Library Personnel committee whose role is to:

        i. ascertain whether the unit has followed the procedures for contract renewal, etc.

        ii. ascertain whether the unit has adequately discussed all the issues raised by the individual unit regular faculty of the unit about the candidate under discussion.

        iii. determine whether substantive issues require the Committee to contradict the unit's recommendation.

        iv. in the absence of a valid vote by the unit to make a recommendation based on its own judgment.

D. Student Course Evaluations
Normally, student evaluations of each course are completed each semester.

E. Peer Evaluations
See the process identified in Chapter 4, Sections 2.3 to 2.10 of the Administrative Manual.

F. Collegiality
Collegiality in an academic evaluation context is generally understood as civility, mutual respect, or as a court decision defines it, "the capacity to relate well and constructively to the comparatively small bank of scholars in whom the ultimate fate of the university rests." Collegiality does not refer to one's view of another's social skills or position on controversial issues, which are not appropriately part of the evaluation process. Nor is collegiality a fourth, separate evaluation criterion at Grand Valley. Only the three criteria specified in the General Personnel Policies are appropriately part of the evaluation process; however, collegiality can be relevant as a qualitative standard applied along with those three criteria. For example, a faculty member's sharing an innovative teaching method with colleagues, assisting another with a scholarly project, and participating in University functions such as Fieldhouse Advising, are positive examples of collegiality that are related to the evaluation criteria of teaching effectiveness, professional achievement, and service, respectively.

G. Outline of the Evaluation Procedure.
The basic outline of the evaluation procedure is available at the Provost's Office website.

3.03 Faculty Annual Salary Adjustment Program

Each year the Faculty Salary and Budget Committee (FSBC) recommends to the University Academic Senate (UAS) how funds, as available for faculty salary increases, are to be administered. The document wherein the resulting salary increase process is described is titled the Faculty Salary Adjustment Program. It is distributed to teaching members of the faculty during the initial stages of the process, usually by the end of the winter term.

The pool of available funds each year is characterized as a percent of current faculty base salaries, i.e., *X.X*% in the "generic" copy.

Questions about the process should be directed to your unit head. Suggestions for the improvement of the process should be communicated to your college's representative on the Faculty Salary and Budget Committee as early as possible during the Fall Semester. The Committee considers revisions each year.

3.03   **A.   Faculty Salary Adjustment Program**
The Board of Control approves annually an increase in funds available for salary increments.

1.   **Fund Allocation.**
  a.   15% of the total increment funds available are retained by the Provost for special salary adjustments. All of these funds will be expended for these purposes.
  b.   85% of the total increment funds available are allocated to the appointing officers. The current appointing officers are:

> Dean of the Seidman College of Business
> Dean of the College of Community and Public Service
> Dean of the College of Education
> Dean of the College of Liberal Arts and Sciences
> Dean of the Padnos College of Engineering and Computing
> Dean of the College of Health Professions
> Dean of the Kirkhof College of Nursing
> Dean of the Brooks College of Interdisciplinary Studies
> Dean of the University Libraries

2.   **Range of Salary Adjustments**
Recommendations for individual salary adjustments to the Provost must fall within the following ranges. These ranges are based on performance over the past academic year.
  a.   Less than satisfactory performance: 0 to 55%.
  b.   Satisfactory performance: 70% to 100%.
  c.   Exemplary performance: 105+%.

In addition, the Appointing Officer may also make a request for a special salary adjustment (see 3.c. below) to the Provost. Adjustment by the Provost can result in individual salary increment percentages, based on the total increment funds, in being higher for certain individuals.

3.   **Guidelines for Increments**
  a.   Appointing officers are required to recommend salary adjustments to the Provost. The appointing officer will consider the summary of peer evaluations as the most important factor in determining the recommendation for salary adjustment.
  b.   The Provost will consider individual salary adjustment problems that cannot be resolved within an appointing officer's allocation. Appointing officers must prepare written justification to support such requests.
  c.   The funds retained by the Provost (15% of total increment funds) are intended to address outstanding performance, extraordinary circumstances, and market conditions. These are allocated based on written requests from appointing offices for salary adjustments that cannot be resolved by the appointing officers allocation and cases identified by the Provost which require special adjustment. In making these adjustments, the Provost should consider salary compression as an important factor. Promotional increments are not included in these funds.

4.   **Evaluation Criteria**. Evaluation criteria for faculty performance reviews are specified in the Administrative Manual, Chapter 4, Section 2.9.

5.   **Unit Peer Evaluation**
Peer evaluation is part of the salary adjustment process.
  a.   Every member of a unit will be given the opportunity to evaluate his/her colleagues based on the evaluation criteria unless a two-thirds majority of the faculty vote each year to waive that option. This decision must be communicated in writing to the appointing officer.
  b.   The Unit head will notify faculty when activity reports, workload plan for that year, and current vitae are to be submitted. The faculty member is responsible for submitting these materials in a timely manner to permit peer evaluation to take place.

      c. The unit head is responsible for distribution of these materials corresponding to the evaluation criteria in a timely manner to enable peer evaluation to take place.

      d. The unit head shall summarize peer evaluations and forward such summary to the appointing officer. However, unit faculty peer evaluations of the unit head shall be sent directly to the appointing officer.

      e. If peer evaluation does not take place, the unit head shall evaluate each faculty member against the evaluation criteria and transmit a recommendation to the appointing officer.

3.03.A.   6. **Communication with faculty**
The determination of recommended salary ranges will ordinarily be completed by the end of the winter semester/term.
However, the actual dollar amount of the range may not be determined by that time.

      a. Unit heads must communicate salary adjustment ranges and a summary of performance in writing to each faculty member by the end of the winter semester. The written performance summary will include the unit head's summary, in writing, of the peer evaluations or the unit head's recommendations if peer evaluations are not done. The written performance summary will also discuss the faculty member's performance in teaching, scholarship, and service and will, for tenure-track faculty who are untenured, address any departmental concerns regarding contract renewal, tenure, and promotion. The Unit head will also discuss that faculty member's performance for the past year in a personal meeting held ordinarily by the end of the winter semester/term.

      b. Appointing officers are required to see that faculty members are advised of their recommended salary adjustment and this recommendation should be communicated to faculty by the end of the winter semester/term.

          i. For tenured faculty members, written justification is not required for recommendations within the satisfactory range. However, appointing officers must prepare a written justification to the Provost to accompany salary adjustment recommendations in the ranges for "less than satisfactory performance", "exemplary performance," and "special salary adjustments." A copy of the justification for these adjustments needs to be provided to each affected faculty member ordinarily by the end of the winter semester/term.

          ii. For tenure-track faculty members who are untenured, written justification is required for recommendations in all ranges. Appointing officers must provide a written justification to the Provost to accompany all salary adjustment recommendations, a copy of which needs to be provided to each faculty member ordinarily by the end of the winter semester/term.

      c. Unit heads must communicate salary adjustments ranges in writing to each faculty member. The Unit head will also discuss that faculty member's performance for the past year in a personal meeting held ordinarily by the end of the winter semester/term. This meeting will also include the unit head's summary, in writing, of the peer evaluations or the unit head's recommendations if peer evaluations are not done.

      d. If the actual dollar amount of the increment is known at this time, this will also be communicated by unit heads. This is in addition to, and does not replace, the annual salary letter.

      e. The annual salary letter will communicate both the percent and actual dollar amount of the salary adjustment, including a breakdown by category of adjustment (merit, promotional increment, and special salary adjustments). This letter will be mailed to faculty when the actual dollar amounts are known.

      f. The annual salary letter will also communicate both the percent and actual dollar amount of the total faculty salary adjustment as compared to the previous year.

    7. **Appeals.**
Faculty who disagree with the salary adjustment may appeal using pertinent supporting material according to the procedure specified in the Administrative Manual Chapter 4, Section 2.18.

8. **Promotional increments.**
    As provided in the Administrative Manual Chapter 4 Section.2.20.5, faculty who are promoted shall receive, in addition to their regular salary increase, the indicated promotion increment or no less than the minimum of the salary range of the new rank if the combination of the regular increase and the promotion increment fall below the minimum.

    Promoted to:
Assistant Professor	$1,000
Associate Professor	$3,500
Full Professor	$5,000

3.03   B.   **Faculty Compensation Schedule 2012-2013**   *[Provided by Human Resources]*
       Tenure Track Faculty
Professor	$66,900
Associate Professor	$53,600
Assistant Professor	$45,000
Instructor	$37,400
Librarian	$40,800

       The objective of the University's compensation program is to attract, retain, motivate and reward faculty fairly, equitably and competitively. The University is committed to fair and equitable compensation that compliments the responsibilities of the position and the performance of the incumbents.

       Compensation rates for tenure track faculty positions are set based on market data for similar positions within regional and/or national markets with sensitivity to internal equity. Faculty positions have a minimum range only. Market averages are provided annually to each appointing officer for each discipline by rank.

3.04   **Reporting Questionable Payroll Deductions.**
       If a faculty member believes that the University has made an impermissible deduction from his or her pay, they should immediately report the matter to Human Resources. The University will investigate the matter and, if the deduction was improper, the University will promptly make a reimbursement and will take steps to ensure that improper deductions are not made in the future. The University will not retaliate against the person who makes a complaint under this policy.

3.05   **Continuation of Benefits.**
       The Benefits Office must be notified of any change in status, including eligibility for coverage under a new employer, within 31 days of the event.

       Faculty (regular tenured/tenure-track, affiliate and visitor) who complete a full academic year, through the end of the winter semester, will retain their benefit coverage until the earlier of the date eligible for coverage under a new employer or August 5 of the calendar year in which they separate from service.

       Benefits for Faculty who complete a partial academic year prior to separating from service will be terminated as of their date of separation from the University.

       Benefit coverage noted above includes the following benefits: Medical, Pharmacy, Dental, Health Flexible Spending Account, Vision, Life, Supplemental Life and Long Term Disability. and supplemental retirement deferrals.

       Salary Deferral
       Those faculty members on salary deferral (12 month pay option) who complete the academic year will continue to receive their salary through August 5 of the year in which they separate from service. Upon written notice faculty can request a lump sum payout of their salary deferral balance. The amount will be taxed based on the Federal tax rates applicable to lump sum payouts.

Effective Date
The revised policy is effective for those faculty members who separate from service beginning with the 2005-06 academic year. The continuation of salary deferral will be effective with the 2006-07 academic year.

3.06 Guidelines for Implementing Reduction in Faculty Due to Changing Enrollment Patterns
(Approved by UAS, April 20, 1984)

All data to be provided by the Office of Institutional Analysis.

A. Role of the Unit
   The unit is evaluated with respect to the University's role and mission, and the University curriculum, as well as its relationship to other programs in the region and state.
B. Enrollment History
   The enrollment history is evaluated on the basis of a list of the full-time equivalent students (FTES) taught by the unit.
C. Efficiency
   In addition to the student/faculty ratio, both cost per student credit hour and teaching load are examined.
D. Number of Majors
   The number of majors for a unit reported for each year is reviewed.
E. Service Factor
   The service factor measures the dependence of other collegiate units on the one being evaluated. This evaluation is based on the number of credits taught by the unit to majors not their own (balance of trade) as well as by an examination of general education and cognate requirements.
F. Professional and Community Contributions
   The professional and community contributions by the unit are considered. Sources of such information include unit evaluations, consultant reports, and departmental records.
G. Future Demand
   The future demand for the unit is a judgment based on the impact of additions, deletions, or modifications in programs. In addition, changes in institutional need and external conditions will be considered.

See Administrative Manual, Chapter 4, Section 2.15 Reduction in Force for additional information.

3.07 Family and Medical Leave Policy *[As approved by the Senior Management Team]*
The Family and Medical Leave Act will be followed in approving a leave of absence. Information about the Family and Medical Leave Act can be found in the Grand Valley Manual.

A. **Maternity Leave Policy**
   Under the Pregnancy Discrimination Act (PDA), a pregnancy will be treated the same as any other "disability". The Family and Medical Leave Act (FMLA) will be followed in approving a leave of absence. Information about the Family and Medical Leave Act can be found in the Grand Valley Manual. Additonal information about the Maternity Leave Policy can be found on the Human Resources website under Policies and Procedures.

B. **Adoption Leave Policy**
   The Family and Medical Leave Act (FMLA) will be followed in approving a leave of absence. Information about the Family and Medical Leave Act and the Adoption Leave Policy can be found in the Grand Valley Manual.

C. **Military Family Leave Policy**
   The Family and Medical Leave Act (FMLA) will be followed in approving a leave of absence. Information can be found in the Family and Medical Leave Act in the Grand Valley Manual.