Grand Valley State University
University Academic Senate
Minutes of February 2, 2007

PRESENT: Majd Al-Mallah, David Bair, Charles Baker-Clark, Karen Barnes (for John Peck), Teresa Beck (for Linda McCrea), John Bender, Yatin Bhagwat, Jay Cooper (for Claudia Sowa), Gayle Davis (ex officio), Kurt Fanning, Roger Ferguson, Rob Franciosi (Chair), Joe Godwin (ex officio), Linda Goossen, Rita Grant, Jennifer Gross, Alicia Haven (Student), Joe Helgert, Robert Hendersen, Soon Hong, Hugh Jack, Susan Jensen (alternate for Agnes Britton), Paul Leidig, Chuck Lowe, Neal MacDonald, Jean Martin, Melissa Morison, Kristine Mullendore (Vice Chair), Jean Nagelkerk (ex officio), Steve Nizielski, Karen Novotny, Paul Plotkowski (ex officio), Ross Reynolds, Steve Schlicker, Bob Schoofs, Gary Stark (for Fred Antczak, ex officio), Robert Swieringa (for Roy Winegar), Jane Toot (ex officio), Kathleen Underwood, Deana Weibel, Don Williams

GUESTS: Scott Richardson

Agenda Items	Discussion	Action / Decisions
1. Approval of Agenda	The agenda of February 2, 2007 was reviewed.	The agenda of February 2, 2007 was approved.
2. Minutes Approval	The minutes of November 17, 2006 were reviewed.	The minutes of November 17, 2006 were approved as amended.
3. Report of Chair	a) The Chair reported that Jim Bachmeier, Vice President for Finance and Administration, will be at the March 2, 2007 UAS meeting to discuss building projects and the funding of new facilities. b) The Chair reported that a presentation on the Sustainability Initiative will be presented at the March 2, 2007 UAS meeting. c) The Chair reported that the Final Plan for an Art History Major and Minor and the Diversity Assessment Initiative are also expected to be ready for consideration at the next UAS meeting on March 2, 2007.	
4. Report of Provost	a) Provost Davis reported that there is still uncertainty as to what the state appropriations for higher education will be.	
5. Report of Student Senate President	a) Alicia Havens, Student Senate Vice President for Educational Affairs, reported that the Student Senate continues to work on identifying ways to get funding for building a new Library. b) Ms. Havens reminded the senators that the President's Ball is on February 9, 2007.	

6. New Business	a)	An overview was presented of the College of Health Professions Bylaws that had been distributed earlier. Discussion. A motion was made and seconded to support the College of Health Professions Bylaws and forward them to the Administration for action.	a) **MOTION:** The University Academic Senate approves the College of Health Professions proposed Bylaws and forwards them to the Administration for action. **APPROVED: Unanimously**	1
	b)	A brief overview of the proposed revisions to the Evaluation Criteria from Section 2.9 in the Faculty Handbook that had been distributed earlier was presented and discussed. A motion was made and seconded to amend the document by adding a "slash mark" (/) in the first sentence of section 1.C so it now reads *"A faculty workload includes service to the university, college, and unit, as well as to the community/profession.*	b) **MOTION:** The University Academic Senate supports amending the proposed revisions to the Evaluation Criteria document in Section 2.9 by adding a "slash mark" (/) in the first sentence of section 1.C so it now reads *"A faculty workload includes service to the university, college, and unit, as well as to the community/profession"* and recommends forwarding the document to Administration. **APPROVED: Voice vote**	2
		b1) A motion was made and seconded to amend the proposed revisions to the University Evaluation Criteria from Section 2.9 amendment to add the words "and amounts" after "types" in Section C, so the last sentence would read *"Each unit will determine the types and amounts of community/professional service most appropriate to its specific mission and program objectives."*	b1) **MOTION:** The University Academic Senate supports adding the words "and amounts" after "types" in Section C, so the last sentence would read *"Each unit will determine the types and amounts of community/professional service most appropriate to its specific mission and program objectives."* and recommends forwarding the document to Administration. **NOT APPROVED Voice vote**	3

	b2) A motion was made and seconded to approve the proposed revisions to the Evaluation Criteria from Section 2.9 as amended and recommend them to the Administration for approval.	b2) **MOTION:** The University Academic Senate supports adding the words the proposed revisions to the Evaluation Criteria from Section 2.9 as amended and recommends the document to Administration for approval. **APPROVED 34 Yes 1 NO** 4
	c) The Faculty Role and Workload document as revised by the Faculty Personnel Policy Committee that had been distributed earlier was discussed. A motion was made and seconded to approve the Faculty Role and Workload document in its entirety and forward it to the Administration after editorially deleting the duplicated word "normally" in 3.01.A and changing the word "activity" to "activities" in 3.01.B.	c) **MOTION:** The University Academic Senate accepts the Faculty Role and Workload document in its entirety and recommends forwarding it to Administration after deleting the duplicated word "normally" in 3.01.A and changing word "activity" to "activities" in 3.01.B. **APPROVED: 32 Yes 2 No** 5
7. Old Business	No Old Business was discussed.	
8. Adjournment	The meeting adjourned at 5:00pm	

GRAND VALLEY
STATE UNIVERSITY

University Academic Senate
Executive Committee of the Senate
Rob Franciosi, Chair 2006
Kristine Mullendore, Vice Chair 2006

Memorandum

TO: UAS Representatives

FROM: Rob Franciosi, Chair

SUBJECT: Individualized Faculty Workload Proposal

DATE: January 17, 2007

CC: ECS Members
               Gayle Davis, Provost and Vice President for Academic Affairs

Attached is a copy of the revised Workload Proposal from FPPC that propose revisions to the existing Faculty Handbook language governing Faculty Workload, which ECS unanimously endorsed for UAS consideration at the February 2 meeting. The text in green is new language, while that in black is existing Handbook language. There were some minor amendments made at that ECS meeting and these are indicated in red. You may want to run the document on a color printer.

During the last month of the Fall term at ECS direction FPPC reconsidered its original document in light of the questions and concerns expressed across the campus. It was charged with drafting a policy that would balance the need for workload equity with an element of planning that would be useful without being unnecessarily bureaucratic. As you will see, the proposal sets a teaching "baseline" of 9 hours per semester with an expectation of an additional focused activity, but that it leaves significant discretion to units and colleges. Faculty within units—as in the procedure presently used for annual salary reviews—will have the responsibility to review their colleagues' workload plans, or can establish alternate departmental approaches, such as delegating the task to the chair or to a sub-committee.

Because this Workload Proposal revises language that is contained in the Faculty Handbook, hyperlinks have been created for those parts which cross-reference other pertinent sections of the handbook. As you read through the document, I urge you to view it within that larger context.

Finally, would you please share the document with your constituents and ask them to share their responses with you.

Chapter 3   Faculty Role

3.01 Faculty role and workload

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 **Chapter 4 Faculty Personnel Policies**, Sections 2.9.1. The primary responsibility of faculty is excellent teaching.

A. 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 normally ~~average~~ 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 and the profession.

B. Significant focus beyond baseline expectations

Every faculty member shall select each year a significant focus of activity 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 anticipating review for personnel action, and especially action for tenure, will want to insure that their significant focus of activity is consistent with their unit's and college's expectations for tenure and promotion.

C. Workload planning

As part of the Faculty Activity Reports ~~are completed~~ annually (see **5.01.F**), 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 5.01.F, **5.02.A.4** and **5.02.A.5** 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, indicating review, when completed, and the plan will be forwarded to the Dean.

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3.02 Teaching and learning

A. Primary responsibility

Because the primary responsibility of faculty is excellent teaching, periodic course evaluations by students, colleagues' opinions and evaluations by department chairpersons are utilized to determine teaching effectiveness. Evidence of excellence in teaching is a significant factor in decisions on contract renewal, tenure, promotion, and salary increments.

B. ~~Productivity and Workload~~ Teaching Load

~~On the average a full-time equivalent student/teacher ratio must be generated at 20.6 to 1.~~

~~The following criteria are used in determining full-time faculty workload. A faculty member is teaching a full-time load when he/she:~~

~~1. Teaches an average of 12 regular contact hours; typically, no more than 3 preparations, nor more than 2 evening courses, will be required of faculty per semester; 3 laboratory and/or studio contact hours are equivalent to 2 regular contact hours.~~

~~2. Teaches "n" contact hours per week and has been assigned 12 minus "n" equivalent hours by the Dean of the college to engage in other assigned duties. The other duties may include things such as activities, direction of musical, artistic, and theatrical events., etc.~~

In the area of teaching, the baseline expectation normally shall ~~average~~ 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.

Note: reletter next sections in Chapter 3, part 3.02

C. Absence from class
D. Change of instructor
E. ....

Note: renumber other sections in Chapter 3

3.03 Scholarship and creative activities
3.04 Professional service
3.05 Professional development resources and awards

Page 129 in 9/6/06 faculty handbook

5.01   Faculty Evaluation Procedures:

F. **Faculty Activity Reports** and Workload Plan
Annually, each faculty member will prepare a Faculty Activity Report 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.

11-27-06

2.9 Evaluation Criteria for Renewal of Probationary Appointments, Promotion, Tenure, and Periodic Performance Reviews.

1. **College Regular Faculty.** The individual College's Personnel Committee will use the evaluation criteria indicated in this section in arriving at its recommendation. All regular faculty, whether full- or part-time, shall be evaluated on the same criteria and shall be expected to demonstrate that they meet the level of performance consistent with the expectations of their rank. In these personnel actions, except Dismissal for Adequate Cause, the burden of proving that their performance warrants the personnel action under consideration rests with the regular faculty member to be reviewed. It is the university's responsibility to process the requested personnel action. Each of the criteria listed below must be demonstrated to some degree, but teaching is regarded as the most important.

   A. **Effective Teaching.** This includes, but is not limited to, knowledge of the field taught, classroom and tutorial performance, communication skills, human relations skills, evaluation skills, curricular development, and performance as an academic advisor. All academic units will use student evaluations as one method to determine teaching effectiveness of regular faculty members.

   B. **Scholarly/Creative Activity.** This includes, but is not limited to, professional research, creative activities, scholarly writing, editorial boards, scholarly presentations at conferences, participation in professional activities, degrees and continued education, and holding official positions in professional organizations when the position has scholarly outcomes.

   C. **Service to Unit, College, University, the Profession and Community.** A ~~full-time~~ faculty workload includes service to the university, college, and unit, *Remove* as well as to the community and~~/or the~~ profession. Unit, college and university service includes, but is not limited to, participation in university governance, unit, college and university committees, curriculum development, work as an advisor to student organizations, and carrying out special assignments. Community service and service to the profession involves the engagement of a faculty member's professional expertise. Community service includes, but is not limited to, engaging in community outreach, acting as a board member in a community based organization, participating in public service programs, and work as a pro bono consultant on community projects when representing the university. Service to the profession includes leadership or committee roles in professional organizations. Each unit will determine the types of **community/professional** service most appropriate to its specific mission and program objectives.

   It is recognized that the relative importance of any of the professional achievement and service criteria may vary depending upon a variety of factors including the stage of the regular faculty member's career, the purpose of the evaluation, and the program objectives of the unit, college, and university.

Approved 2/2/07

2. **Library Regular Faculty.** The Library's Personnel Committee will use the evaluation criteria indicated in this section in arriving at its recommendations. All regular library faculty, whether full- or part-time, shall be evaluated on the same criteria and be expected to demonstrate that they meet the level of performance consistent with the expectations of their rank. In these personnel actions, except Dismissal for Adequate Cause, the burden of proving that their performance warrants the personnel action under consideration rests with the regular faculty member to be reviewed. It is the university's responsibility to process the requested personnel action. Each of the criteria listed below must be demonstrated to some degree. Professional effectiveness is regarded as most important.

   A. **Professional effectiveness.** This includes, but is not limited to, knowledge of library and information science; performance in reference service, collection development, and bibliographic organization and control; communication skills; human relation skills; evaluation skills; and teaching, not necessarily in a classroom situation. Evaluation of such activities will be on the basis of the judgment of colleagues and/or those who are instructed or served.

   B. **Scholarly/Creative achievement.** This includes, but is not limited to, participation in professional activities and organizations, activities related to inquiry and research, consulting, continued education, and scholarly writing and presentations.

   C. **Service to Unit, University, Profession, and Community.** Service is an integral component of a faculty member's responsibilities although the nature and distribution of service will vary with both the opportunities available and the needs of the institution and its surrounding community. Unit and university service includes, but is not limited to, participation in university governance, unit and university committees, curriculum development, work as an advisor to student organizations, and carrying out special assignments Community service and service to the profession involves the engagement of a faculty member's professional expertise in response to community needs. Community service includes, but is not limited to, engaging in community outreach, acting as a board member in a community based organization, participating in public service programs, and work as a pro bono consultant on community projects when representing the university. Service to the profession includes leadership or committee roles in professional organizations. Each unit The Library will determine the types of community/professional service most appropriate to its specific mission and program objectives