

# Faculty Responsibilities & Workload

## DEFINITION OF REGULAR FACULTY (TENURED AND TENURE TRACK)

BOT 4.2.1

**Date of Last Update:**

June 01, 2017

**Approved By:**

- Board of Trustees

**Responsible Office:**

Legal, Compliance & Risk Management

## POLICY STATEMENT

### 4.2.1 Tenured and Tenure Track Faculty:

1. 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.
  2. Faculty members who are also academic unit heads (department chairs and school directors).
  3. Academic administrators who also hold faculty rank ([BOT 4.2.11](#)).
  4. The term "regular faculty member" as used in BOT Sections 4.2.1 - 4.2.30 includes primary investigators without teaching duties.
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## NON-TENURE TRACK FACULTY

BOT 4.3.0

**Date of Last Update:**

August 05, 2019

**Approved By:**

- Board of Trustees

**Responsible Office:**

Legal, Compliance & Risk Management

**POLICY STATEMENT**

**4.3.0 Non-Tenure Track Faculty**

Non-Tenure Track Faculty are any faculty appointed to full time or part time positions created for purposes such as working on grants or contracts, clinical settings, scholarly engagement, 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. Non-Tenure Track Faculty include Visiting faculty, Affiliate and Senior Affiliate faculty, and Adjunct and Senior Adjunct instructors (at any rank) as defined below. Non-Tenure Track Faculty are not required to possess a terminal degree. Non-Tenure Track 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. All Non-Tenure Track Faculty are subject to evaluation procedures approved by the Provost.

**4.3.1 Appointments.** All Non-Tenure Track Faculty appointments shall be for specific but renewable periods of time and shall be subject to and limited to the conditions, benefits, and obligations herein outlined. All Non-Tenure Track appointments are subject to evaluation.

**A. Visiting Faculty:** Appointments will be made on full time or part time basis for one (1) academic or fiscal year. Such appointments are normally not renewable beyond three (3) one-year appointments.

**B. Affiliate Faculty:** Affiliate Faculty serve in a specialized role such as a clinical coordinator, field supervisor, for limited scholarly engagement, or may be selected to teach a limited range of courses. Those individuals who are selected to teach full time on nine-month appointments normally maintain twenty-four (24) to thirty (30) credit hours per year. Those individuals selected to teach part time on nine-month appointments normally maintain six (6) to eleven (11) credit hours per semester. Those individuals selected to teach full time on twelve-month appointments normally maintain thirty-six (36) credit hours per year. The number of credit hours taught may be adjusted to recognize other duties or activities. Affiliate Faculty shall support University assessment efforts.

Initially, upon hire, individuals will be appointed for one academic year, or fiscal year if appropriate, on a full time or part time basis. This may be renewed once for an additional

academic or fiscal year. Thereafter, such individuals may be appointed for up to three (3) consecutive academic or fiscal years. Employment contracts are renewable. If no notification of renewal is given by May 1 of the second year of the contract, it will not be renewed. Appointment exceptions must be approved in advance by the Provost. The terms and conditions of appointment will be covered in the employment contract. Affiliate Faculty and Senior Affiliate Faculty will be appointed to one of the following categories:

*Affiliate Faculty of Instruction (or Field Practicum):* These faculty engage in teaching activities, primarily course, lab, or studio instruction. Depending on the needs of a unit or college, they may also participate in other activities that directly support the teaching mission of the University, such as student advising, supervision of internships or practicums, coordination of tutoring placements or direction of a tutoring center, regular assessments of student work, coordination of courses, or other obligations that are specifically identified in the employment contract.

*Clinical Affiliate Faculty:* In addition to responsibilities of Affiliate Faculty of Instruction (or Field Practicum), these faculty primarily work with students in a clinical setting, normally in health-related fields.

*Affiliate Faculty of Practice:* In addition to responsibilities of Affiliate Faculty of Instruction (or Field Practicum), the remainder of their workload is devoted to scholarly engagement and/or service that aligns with unit needs and is required by disciplinary accreditation. These faculty will typically have a substantial base of professional, non-academic experience in their discipline and understand the practical application of knowledge in their field. Their expertise complements the scholarly work of the unit.

**C. Senior Affiliate Faculty:** After seven (7) consecutive years at the University as an Affiliate Faculty member, an individual is eligible to apply to be appointed to Senior Affiliate Faculty subject to the conditions and process as established by the Provost and not inconsistent with Sections [4.3.0](#) and [4.3.3](#). This opportunity exists for Affiliate Faculty within each category of Section [4.3.0.B](#).

**D. Adjunct Instructor:** Appointments to teach one or more classes for a single academic semester.

**E. Senior Adjunct Instructor:** Adjunct Instructors who have taught for Grand Valley for a minimum of a five-year, continuous time span including within that time at least eight semesters of teaching and there is a continuing need, are eligible for appointment as Senior Adjunct Instructor. Senior Adjunct Instructors may be appointed to one-year contracts when a unit head determines there is a sufficient demand for the courses offered.

**F. Adjunct Librarian:** Adjunct Librarians are appointed to work for a limited amount of time on

special projects or limited professional effectiveness portfolios, augmenting the work of a regular library faculty or to fill in for regular library faculty.

**G. Senior Adjunct Librarian:** Adjunct Librarians who have worked at Grand Valley for a minimum of a five-year, continuous time span including within that time at least eight semesters, are eligible for appointment as Senior Adjunct Librarian, provided there is a continuing need. Senior Adjunct Librarians may be appointed to one-year contracts when the Dean determines there is a sufficient demand.

The university may terminate any Non-Tenure Track Faculty appointment at any time, upon 7 calendar days written notice, for the following reasons:

1. Financial reasons as determined by the Provost.
  2. Course and/or program elimination.
  3. Committing an act of professional incompetence, moral turpitude, neglect of professional responsibilities, or conviction of a felony.
  4. Failure to follow instructions and directions of the unit head and/or appointing officer.
  5. Violation of university Policies and Procedures.
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## **FACULTY RESPONSIBILITIES**

SG 3.01

**Date of Last Update:**

November 20, 2019

**Approved By:**

- University Academic Senate / Provost

**Responsible Office:**

Provost Office

## **POLICY STATEMENT**

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 (Regular Faculty) or professional effectiveness (Library Regular Faculty), scholarship and creative activity, and service, as outlined in the Board of Trustees' Policies [BOT 4.2.9](#).

Each unit shall establish expectations, in writing for all its faculty, in the areas of teaching (for Regular Faculty) or professional effectiveness (for Library Regular Faculty), scholarship and creative activity, and service based on disciplinary standards and best practices and unit, college and university goals and work. Teaching (for Regular Faculty) or professional effectiveness for (Library Regular Faculty), scholarship/creative activity, and service are included in each faculty member's workload. For both Regular Faculty and Library Regular Faculty, these unit expectations will be approved by the unit faculty, unit head, and the dean.

### **Regular Faculty**

The primary responsibility of faculty is effective teaching [as described in the Board of Trustees' Policies [BOT 4.2.9](#)]. 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.

A regular faculty member whose appointment is at least half-time but less than full-time shall be considered "part-time" when referred to in the *Faculty Handbook*. Part-time regular faculty are expected to complete the same kind of work as full-time regular faculty, but in proportion with their appointment. Relevant items such as workload and significant focus expectations, sabbatical eligibility, promotion eligibility, and performance evaluation procedures shall be stated in writing from the Dean. These terms may be modified from time to time as circumstances change. [See also Board of Trustees' Policies BOT 4.2.4](#).

### **Library Regular Faculty**

The primary responsibility of Library Regular Faculty is professional effectiveness [as described in the Board of Trustees' Policies [BOT 4.2.9](#)]. Evidence of professional effectiveness is a significant factor in contract renewal, tenure, promotion, and salary increment decisions. Evaluation of professional effectiveness will be on the basis of the judgment of colleagues and/or those who are instructed or served.

#### **A. Teaching and Professional Work**

##### **Regular Faculty: Workload**

Normally, within a full-time load, the expectation for teaching shall be 18 credits per academic year. Evidence of effective teaching is significant in decisions on tenure, promotion, and salary increments. Each unit, with the approval of its dean, shall determine the number of courses that are required when any or all of the courses are other than three 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, teaching extraordinarily large classes, and other such formal teaching activities. Normally, no more than three different course preparations will be required of any faculty member in any semester.

### **Library Regular Faculty: Workload**

The expectations for Library Regular Faculty are particular to each position, detailed in position description documents approved by the dean. Normally, within a full-time load, professional work assignments combine with scholarly/creative activities and service in 12-month appointments to equal full-time appointment.

## **B. Scholarly/Creative Activity**

### **All Faculty**

1. Within their areas(s) of expertise, all full-time ranked faculty members [\[as described in the Board of Trustees' Policies BOT 4.2.9.\]](#), including Library Regular Faculty [\[as described in the Board of Trustees' Policies BOT 4.2.9.\]](#) are responsible for effective scholarly or creative activity.

The university expects all faculty members to be active scholars or artists who contribute to the development and application of knowledge and create a dynamic environment for learning. The university expects a faculty member to establish a record of scholarly or creative endeavor that is meaningful within the scholar's discipline.

2. Grand Valley State University accepts and employs the typology of scholarly activity that was first conceptualized by Boyer (1990). As such, scholarship may originate in any one of the four ways described below. These four forms of scholarship and creative activity shall be recognized by all units as equally valid forms of scholarship in decisions on tenure, promotion and salary increments.

#### **I. Scholarship of Discovery**

In discovery, the scholar develops new knowledge or products to answer a question that is theoretically based and then communicates the results. Viewed by the academic community as traditional research, the scholarship of discovery is the pursuit of truth and knowledge for its own sake within a specialized academic area. The scholarship of discovery contributes to the stock of human knowledge and the intellectual environment of the university.

## II. Scholarship of Integration

The scholarship of integration combines knowledge across disciplines and communicates the results. Integration extends research and expands meaning by making connections across disciplines, bringing the focus of inquiry to bear on the broader context and deeper relationships that link and synthesize specialized knowledge into more inclusive patterns.

## III. Scholarship of Application

The scholarship of application serves the interests of the larger community by applying existing knowledge to societal and professional problems directly tied to one's area of expertise (sharing one's expertise). Theory and practice vitally interact, and one renews the other. The scholarship of application differs from the focus on research and synthesis is crucial to the first two forms of scholarship. Here the scholar uses knowledge to solve specific problems.

## IV. Scholarship of Teaching

The scholarship of teaching focuses on the study and improvement of teaching and learning. It involves systematically investigating teaching and assessment practice and/or students' learning to develop, transform, and extend teaching activities and other aspects of pedagogy for other professionals to build upon.

3. The goal of scholarly activity is a creative, intellectual contribution to knowledge that is validated by peers and shared with others: in addition to this result, Grand Valley State University also recognizes additional forms of scholarship. All scholarly/creative work must be appropriately documented so that colleagues are able to evaluate its quality and significance.

Grand Valley State University uses the following three categories to describe scholarship/creative activities:

### I. Advancement of Knowledge/Creative Expression:

Scholarly and creative work in this form advances knowledge or creative expression in the field through two characteristics: (1) the product is in a publicly accessible format and is disseminated outside of GVSU, (2) the product utilizes a process to judge the quality and value of the contribution to the discipline; this is generally through the use of peer review, but some disciplines may use other appropriate processes.

### II. Scholarly Engagement

Scholarly engagement demonstrates an active scholarly/creative activity agenda through the use of existing disciplinary knowledge to produce a product that is disseminated to peers, users, or decision makers. These products typically utilize less stringent public/private validation or judgment of work. Some of them will later become Advancement of Knowledge/Creative

Expression (e.g., conference presentation that is later published as a peer-reviewed article). In addition, documented scholarly/creative work-in-progress fits into this category.

### III. Professional Development

Scholarly and creative work of the professional development type are those scholarly and creative activities undertaken by educators to improve their disciplinary knowledge, competence, or skills.

4. Examples of scholarly/creative work in each category include, but are not limited to the following [examples of faculty responsibilities in the area of scholarly/creative activity](#).

Colleges and units can add items as long as they adhere to the category definitions. Teaching and services activities should not be listed as examples of scholarly/creative activities. A faculty member who feels a specific scholarly undertaking should be part of a different category can appeal to the Dean of the college/library. If a unit's faculty believe that a specific scholarly activity should be permanently part of a different category they can seek approval from the University Personnel Review Committee.

### 5. Standards for Tenure, Promotion, and Annual Review

Grand Valley State University recognizes disciplinary differences; there are, however, minimum university-wide standards for major personnel decisions. A unit is free to establish more stringent standards.

#### I. Contract Renewal

To receive contract renewal, a candidate must have articulated a coherent scholarly/creative activity agenda and demonstrated progress towards tenure.

#### II. Tenure and Promotion to Associate Professor/Associate Librarian

To achieve tenure or promotion, a candidate must have two contributions from the Advancement of Knowledge/Creative Expression category OR one contribution from the Advancement of Knowledge/Creative Expression category and three contributions from the Scholarly Engagement category.

#### III. Promotion to Full Professor/Senior Librarian

To be promoted to full professor/senior librarian, a candidate must meet specific unit standards. Unit standards will address work done in the previous six years before application for full professor, and the standards must be more rigorous than those required for tenure and promotion to associate professor.

#### IV. Annual Reviews

Ongoing scholarly/creative activity includes professional development and scholarly engagement;



these constitute the minimum foundation of scholarly endeavor and are expected components of everyone's annual workload. Each unit will specify what form of scholarship/creative activity it expects on a yearly, ongoing basis.

## **C. Service**

### **All Faculty**

Shared university governance, contributions to GVSU communities, and the development of disciplines and professions all depend on meaningful service from faculty members. In addition to teaching and scholarly/creative activities within a normal full-time load, all Regular Faculty [as described in the Board of Trustees' Policies [BOT 4.2.9.](#)], including Library Regular Faculty [as described in the Board of Trustees' Policies [BOT 4.2.9.](#)], are expected to engage in service as determined by the unit, college, and profession.

Faculty members are expected to undertake increasingly responsible service work over the course of their university careers. It is also expected that untenured faculty members will concentrate on developing competence in teaching or professional effectiveness and scholarship and that the amount of expected service will be adjusted accordingly. Normally, service is not a compensated activity; exceptions to this must be approved by the Dean of the College.

Evidence of service is significant in decisions on tenure, promotion, and salary increments. Each unit and the library must establish its own standards and criteria for evaluation [as described in the Board of Trustees' Policies [BOT 4.2.9.1.C](#) and [BOT 4.2.9.2.C.](#)]. These standards must discuss both the type and amount of service work expected for various faculty ranks. Both quantity and quality of service work must be part of the evaluation. Normal departmental activities (e.g., attendance at department or college meetings, reviewing sabbatical proposals, commenting on personnel files, etc.) are a basic expectation of all faculty members. These activities are not sufficient to be considered satisfactory performance in the area of service.

#### **1. [Service to the Institution \(Unit, College, University\)](#)**

GVSU depends on its faculty members for the time, energy, and the leadership that will enable the university to accomplish its mission. It is only through the service activities of faculty that GVSU is able to sustain strong shared governance. In addition to committee work, service to both current and prospective students and to alumni are also valued service activities.

#### **2. [Service to the Discipline and Profession](#)**

As representatives of a particular discipline and members of a scholarly community, GVSU faculty members are responsible for advancing their professions and enhancing the quality of scholarly and professional organizations.

### 3. [Service to the Community-](#)

Service to the community involves faculty members acting as representatives of the university while using their expertise to contribute to the public's knowledge and welfare. Community service can sometimes be integrated with scholarship if a community engagement project results in a scholarly outcome.

[Examples of activities in each service category.](#)

#### **D. Area of Significant Focus**

##### **Regular Faculty**

A significant focus is concentrated activity that will, at its conclusion, produce a meaningful, documented outcome in teaching, scholarship, and/or service. It is undertaken in addition to expectations in those three areas. A significant focus can be a one-semester undertaking, or it can take multiple semesters to complete. Each semester, the significant focus shall require approximately the same amount of time as teaching a 3-credit hour or standard course. It shall not have been counted as part of the expected teaching load or have been compensated externally or additionally; exceptions to the compensation exclusion must be approved by the dean of the college. Faculty members should confirm that their choice of significant focus of activity is consistent with their unit's and college's expectations for tenure and promotion.

In their annual Faculty Activity Plan ([see Shared Governance SG 3.02](#)), every regular faculty member shall propose a significant focus. The significant focus will be reviewed and approved by the unit head and dean. In the annual Faculty Activity Report, every faculty member shall describe the progress that was made in the proposed area of significant focus.

A significant focus differs from reassigned time. See [Shared Governance SG 3.03](#) for an explanation of reassigned time.

##### **Library Regular Faculty**

Library Regular Faculty may optionally negotiate a temporary adjustment to their normally assigned expectations established by the unit in the areas of professional effectiveness, scholarship/creative activity and service in a given year to take on a proposed area of significant focus. This significant focus will be reviewed and approved by the dean. Faculty members anticipating review for personnel action, and especially action for tenure and promotion will want to ensure that their significant focus of activity is consistent with their unit's and college's expectations for tenure and promotion.

#### **E. Mentoring Programs for New Faculty**

Grand Valley State University recognizes the value of mentoring for all faculty members and especially for new faculty. The University provides new faculty with a collaborative first-year University-Wide Mentoring Program that is designed to support them as they begin to adjust to faculty responsibilities and engage as teachers, scholars, and citizens of the university and greater community. Colleges and/or units provide additional discipline-specific and unit/college-specific mentoring.

### **University Mentoring Program**

University and unit/college mentoring programs accomplish different outcomes. University-wide mentoring is conducted in communities of new faculty members with a faculty facilitator. It introduces the faculty member to university policies and culture, and it gives faculty a chance to candidly discuss concerns with and ask questions of colleagues outside their departments.

All new, non-tenured, regular faculty members are strongly encouraged to begin immediate participation in the University Mentoring Program for a minimum of one year regardless of appointment date. This assignment should be part of the faculty member's Faculty Activity Plan under professional development. New untenured, regular faculty members who have experience at another university can join the University Mentoring Program's 2-6th year group. A faculty member who chooses not to participate in the University Mentoring Program should advise the unit head in writing of this decision. See [the Faculty Teaching and Learning Center website](#) for a full explanation of university-wide mentoring communities.

### **College/Unit Mentoring Programs**

All college and/or units offer a mentoring program to new untenured, regular faculty members. (See the [Office of the Provost website](#) for guidelines and examples.) College/unit mentoring matches a new faculty member with a department mentor(s); it provides information about college, unit, and discipline-specific practices, expectations, and criteria in teaching, scholarship, and service. Each new untenured, regular faculty member is strongly encouraged to participate in the unit/college program. New, untenured regular faculty members who choose not to participate should advise their unit head of their decision in writing.

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## **FACULTY PLANNING: FACULTY ACTIVITY PLANS AND FACULTY ACTIVITY REPORTS**

SG 3.02

**Date of Last Update:**

November 20, 2019

**Approved By:**

- University Academic Senate / Provost

**Responsible Office:**

Provost Office

**POLICY STATEMENT**

Grand Valley State University uses a two-part faculty planning process. The first part of the process involves each faculty member consulting with the Unit Head and putting together a prospective Faculty Activity Plan (FAP) that outlines the faculty member's anticipated activities and significant focus for the next calendar year. The second part involves filling out a retrospective Faculty Activity Report (FAR) to document how much of the FAP the faculty member completed. This planning process allows faculty members to develop individualized activity plans that reflect various career stages and interests, helps tenure-track faculty make positive progress towards tenure, encourages all faculty to reflect on their roles at the university, and provides a more objective basis for salary adjustments. (See Shared Governance SG 3.08: [Faculty Salary Adjustment Program](#) and Board of Trustees' Policies [BOT 4.2.10.5 D: Candidate Materials](#)).

**A. Faculty Activity Plan (FAP)**

Faculty members plan their teaching, scholarship, and service activities a year at a time and share them with their Unit Head for advice and agreement. By **October 1** of each year, faculty members shall prepare and submit Faculty Activity Plans (FAPs) for the calendar year ahead (the coming winter and following fall semesters), indicating the courses they are prepared to teach, the service activities (including reassigned time) in which they may engage, and the expected outcomes of their Significant Focus ([see SG 3.01.D](#)). Unit Heads will collect and review the FAPs and will hold individual discussions with each untenured faculty member. When both Unit Head and the faculty member are satisfied that the proposed FAP is realistic and consistent with unit and college expectations, the Unit Head signs it and makes it available to the unit. If modifications to the FAPs of either tenured or untenured faculty are needed as the year progresses, the faculty member discusses necessary changes with the Unit Head and edits the FAP to reflect approved changes. At the close of the calendar year, all FAPs will be appended to the corresponding year's Faculty Activity Reports .

**B. Faculty Activity Report (FAR)**

Faculty members shall prepare and submit current vitae along with Faculty Activity Reports (FARs)

for the preceding calendar year not later than **February 1** of each year. The FAR lists the courses taught, details the service (including reassigned time) performed, and explains the outcomes of the Significant Focus. Each year's FAR should discuss how much of the work anticipated in the corresponding FAP was able to be completed and explain any additional work performed. The Unit Head will collect the vitae and FAR, append the corresponding FAP, and distribute the three documents to the unit for peer review. The compiled results of the peer review and Unit Head's evaluation form the basis of the annual discussion between Unit Head and faculty to set salary. These documents also are used cumulatively to inform tenure and promotion decisions (see Shared Governance [SG 3.07](#) and [SG 3.08](#)).

The policy for extending probationary appointments by pausing the tenure clock can be found in the Board of Trustees' Policies [BOT 4.2.7.2](#)

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## REASSIGNED TIME

SG 3.03

### **Date of Last Update:**

November 20, 2019

### **Approved By:**

- University Academic Senate / Provost

### **Responsible Office:**

Provost Office

## POLICY STATEMENT

### **Reassigned Time**

Other than faculty covered by Board of Trustees' Policies [BOT 4.2.11.3](#), reassigned time is a reduction in a faculty member's teaching load or, for regular library faculty, a temporary reassignment of normally assigned job expectations; the time that would be spent on teaching (or professional effectiveness for library regular faculty) is reassigned to accomplish some other task. Reassigned time can be for ongoing administrative work (e.g., reduction in teaching load for unit heads, university committee chairs, course coordinators, or some other clearly defined administration function), or it can be for a particular, limited purpose (e.g., reduction in teaching load for chairing a task force, working on a grant, or some other clearly defined task). Credits of

reassigned time from teaching should equate to the effort associated with both in-class and outside class work for a similar credit class. Library regular faculty will negotiate reassigned time with the Dean of University Libraries. In the annual Faculty Activity Report, every faculty member shall report on the achievements resulting from any allocated reassigned time. Continued reassigned time is dependent upon demonstrated quality work.

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## **INSTRUCTIONAL POLICIES**

SG 3.04

**Date of Last Update:**

May 31, 2019

**Approved By:**

- University Academic Senate / Provost

**Responsible Office:**

Provost Office

### **POLICY STATEMENT**

In order to help ensure a quality educational experience, GVSU has established basic expectations instructors must meet when teaching a course. It is important that students enrolled in a course receive timely and accurate information about the course. In addition, faculty must fulfill obligations to be present to students both during class time and outside of class.

#### **A. Absence from Class**

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 students should be notified through Blackboard or other electronic means as early as possible.

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

Classes must be held for the duration of the semester and for the scheduled amount of time.

#### **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 [Registrar's Office](#) where a current master schedule is maintained.

### **C. Information Given at Beginning of Semester**

Students should be provided with a course syllabus, in paper or electronic form, containing at least the following:

1. General course information. Instructor name, contact information, office hours, and required resources such as textbooks should all be specified. Prerequisite courses listed in the catalog need not be reproduced but if specific prerequisite skills or knowledge are necessary they should be pointed out to students here.
2. Learning objectives. The student learning objectives listed in the syllabus of record must all be represented in the objectives listed in the course syllabus, though the course syllabus may be more specific and may include additional objectives.
3. Kinds of activities and assessments to be used. This need not be a detailed list but should give students a clear idea of the kinds of work to be expected: projects, papers, in-class exams, field trip reports, etc.
4. Grading scheme. This section should give students a clear idea of the relative importance of different kinds of assessments and the basic scheme that will be used to assign final grades.
5. Course specific policies. The syllabus should describe the instructor's policies that apply to this particular course on topics such as attendance, makeup mechanisms for missed work, late assignments, handling of academic misconduct, etc. If the course is subject to particular GVSU requirements (for example, those for SWS or General Education courses), pointers to those requirements should be given.
6. The following statement should appear on the syllabus: This course is subject to the GVSU policies listed at <http://www.gvsu.edu/coursepolicies/>.

Faculty members should review this list each semester and familiarize themselves with the various GVSU policies listed.

### **D. Faculty Availability to Students**

Members of the faculty are expected to publish office hours. For a standard teaching load, instructors should be accessible to students for a minimum of one hour per week for every three credits taught. Availability can be a combination of in-person office hours and on-line communication, including virtual office hours. Each instructor must be reasonably available to meet with students in person.

### **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](#). Policies concerning use of self-authored textbooks may be found in Senior Leadership Team [\[SLT 3.12\]](#) Textbooks and Course Materials Policy.

## **F. Culminating Experience**

Instructors are expected to provide a culminating experience for each course. This experience should be held at the same time and location scheduled by the Registrar. Any exceptions must be approved by the appropriate academic dean.

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## **PROFESSIONAL ETHICS**

SG 3.05

### **Date of Last Update:**

March 11, 2019

### **Approved By:**

- University Academic Senate / Provost

### **Responsible Office:**

Provost Office

## **POLICY STATEMENT**

### **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 college personnel committees.

### **A. 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 [Research Compliance & Integrity](#) website.

### **B. 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 the [Institutional Animal Care and Use](#) website.

### **C. Handling Allegations of Misconduct in Research**

Misconduct in research, scholarship, and creative activities means fabrication, falsification, plagiarism, or other practices that seriously deviate from those commonly accepted within the academic community. Grand Valley State University has established and abides by uniform policies and procedures for investigating and reporting instances of alleged or apparent misconduct. To view the policies and procedures, go to the [Research Misconduct Procedures link](#).

### **D. Professionalism 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.

### **E. 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 faculty obligations and Rights in published material, inventions and secret processes, the Oath of Teachers, and Research Integrity can be found in Board of Trustees' Policies [BOT 4.1.10](#).

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## **COLLEGIALITY POLICY**

**Date of Last Update:**

June 06, 2014

**Approved By:**

- Senior Leadership Team

**Responsible Office:**

Provost Office

**POLICY STATEMENT**

Grand Valley State University has a tradition of collegiality and shared governance and strives to maintain these standards as a mainstay of its institutional culture. As a value stated in the Board of Trustees' policies as adopted by the Board of Trustees BOT 1.3:

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. This University is a community whose varied functions, responsibilities, and contributions are supportive of the instructional, research, and service mission of the institution. Collegial interactions as referenced throughout this policy are those interactions that occur among and between colleagues, subordinates, supervisors, administrators and students. Collegial interactions are essential to support that mission in an effective, efficient, and ethical manner.

**PROCEDURES****FACULTY AND STAFF MEMBER**

If a faculty or staff member believes that she or he has been subjected to act(s) of non-collegiality, ideally, the individual should first try to discuss the matter with the offending person and/or the appropriate unit head or supervisor. If circumstances make this too difficult or if this does not resolve the matter, the faculty or staff member may seek assistance from the

Work Life Consultant in Human Resources. In addition to providing help in resolving the matter, the Work Life Consultant can suggest other available resources. If using this process does not resolve the matter or the faculty or staff member so chooses, she or he may file a complaint using the appropriate Complaint Process identified for each staff group as listed below.

Complaint Process:

Faculty members – [Chapter 4, Section 2.18 of the Faculty Handbook](#)

Executive, Administrative and Professional Staff – [Board of Trustees' Policies 4.4.7](#)

Professional Support Staff – Section 3.2.4 of the Agreement

Confidential Professional Support Staff – Section 9 of the Confidential PSS Handbook

Maintenance, Grounds and Service Staff – Section 5.2 of the Agreement

Department of Public Safety Staff – Section 5.2 of the Agreement

Security Staff – Personnel Policies in the Security Staff Handbook

## **STUDENT**

If a student believes that she or he has been subjected to act(s) of non-collegiality, ideally, the individual should first try to discuss the matter with the offending person. If circumstances make this too difficult or if this does not resolve the matter, the student may seek assistance from the Dean of Students Office. In addition to providing help in resolving the matter, the Dean of Students Office representative can suggest other available resources. If using this process does not resolve the matter or the student so chooses, she or he may file a complaint using the appropriate process in the Student Code.

NOTE: The GVSU Collegiality Policy was modeled after policy from Northern Illinois University ([www.niu.edu](http://www.niu.edu))

## **DEFINITIONS**

“Collegiality” defined:

Collegiality represents an expectation of a professional relationship among and between faculty, staff, and students with a commitment to sustaining a positive and productive environment as critical for the progress and success of the University community. It consists of collaboration and a shared decision-making process that incorporates mutual respect for similarities and for differences - in background, expertise, judgments, and points of views, in addition to mutual

trust. Central to collegiality is the expectation that members of the University community will be individually accountable to conduct themselves in a manner that contributes to the University's academic mission and high reputation. Collegiality among faculty, staff, and students involves a similar professional expectation concerning constructive cooperation, civility in discourse, and engagement in academic and administrative tasks within the respective units and in relation to the institutional life of the University as a whole. Collegiality is not necessarily congeniality nor is it conformity nor excessive deference to the judgments of faculty, staff, and students; these are flatly oppositional to the free and open development of ideas. Evidence of collegiality is demonstrated by the protection of academic freedom, the capacity of faculty, staff, and students to carry out their professional and learning functions without obstruction, and the ability of a community of scholars to thrive in a vigorous and collaborative intellectual climate.

Non-collegial Behavior(s):

Allegations or complaints of repeated and unreasonable activity, or a severe non-collegial act, that clearly interferes with the professional working, learning, or other University environment, if verified, will constitute a violation of this policy. Such allegations will be examined in a reasonable, objective, and expedient manner, and in accordance with applicable federal and state laws and university due process procedures. It is crucial for the University to ensure the right of all faculty, staff, and students to perform their individual and collaborative roles in a workplace, learning or other University environment that is free from incivility, misuse of authority, intimidation, humiliation, retaliation, and infringement upon personal and academic freedoms. Non-collegial behaviors constitute bullying.

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## TEXTBOOKS AND COURSE MATERIALS POLICY

SLT 3.12

**Date of Last Update:**

October 10, 2016

**Approved By:**

- Senior Leadership Team

**Responsible Office:**

Provost Office

## POLICY STATEMENT

Textbooks and related course materials continue to be essential to the delivery of knowledge. For various reasons, the cost of those materials has continued to rise. The goal of the University is to provide the best quality educational resources at the lowest possible cost to the students by minimizing the cost of textbooks and course materials used at the university while maintaining quality of education and academic freedom.

## PROCEDURES

The Provost's Office is responsible for overseeing the faculty role in textbook selection. It discharges that responsibility by working closely with the Deans of the colleges. Business and Finance is responsible for overseeing the practices of the GVSU Laker Store.

Responsibilities of the Faculty:

- Faculty members shall submit lists of required textbooks, recommended textbooks and supplemental course materials to the GVSU Laker Store by the specified deadlines.
- Faculty are expected to compare various textbook options and to make the selection by taking into account pedagogical value, price, and availability. If all other considerations are about the same, the less expensive option should be selected. When there are multiple sections of a course taught by different instructors, it is preferable (but not required) that departments order the same textbook for all sections, in order to benefit students who may be adjusting their schedule during drop/add week and to support inventory management for the GVSU Laker Store.
- When faculty wish to require the purchase of any published textbooks or materials for which they have or will receive royalties or revenue, this decision shall be reviewed by the Unit Head, who shall determine whether the selection is appropriate, taking into account the criteria above. The purpose of the review is to disclose and to manage any actual or potential conflict of interest. The Unit Head may authorize that the review be conducted by a designee if certain disciplinary expertise is needed or if the Unit Head cannot provide a neutral review. If the Unit Head cannot identify a designee, then the review shall be conducted by the Dean or designee.

Responsibilities of the GVSU Laker Store:

- The GVSU Laker Store will continue to reduce textbook prices whenever possible.
- The GVSU Laker Store will buy back used textbooks, and the following semester make the used copies available at reduced price and display them next to the new ones.

- When filling departmental textbook orders, the GVSU Laker Store shall acquire as many used but still up to date copies as possible, make them available at reduced price, and place them next to the new ones.
  - The GVSU Laker Store will display the required texts and materials with the course instructors' names and course section numbers. This will help students make informed decisions when finalizing course schedules.
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## ACCOMPANYING STUDENTS OUTSIDE THE U.S.A. POLICY

SLT 3.16

**Date of Last Update:**

November 07, 2017

**Approved By:**

- Senior Leadership Team

**Responsible Office:**

Office of the Provost

### POLICY STATEMENT

#### Policy Statement

Faculty and staff accompanying students outside the United States assume a degree of responsibility for students which does not exist when faculty or staff travel independently. The lead faculty and staff member who is accompanying students abroad is required to:

1. Submit the appropriate application to their Dean or Appointing Officer, for acknowledgement and approval *before* travel plans are confirmed (or flight tickets purchased), and no later than 30 days before departure.
2. Submit the following documents to their Dean or Appointing Officer, with copies to the Padnos International Center (PIC), at least seven days before departure:
  - a. Detailed itinerary for program/project;
  - b. Contact information on how the faculty member can be reached for each stage of the program;
  - c. Emergency contact information for each participant in the group (form available from PIC website);

- d. Signed liability waivers from each participant in the group (form available from PIC website);
- e. Photocopy of photo/information page of each participant's passport;
- f. Completed Health Information form for each participant in the group (form available from PIC website).

Documents submitted by units, pursuant to this policy, will be collected and maintained as appropriate by the Padnos International Center. A link to the application form can be found on the Padnos International Center's website: [www.gvsu.edu/pic](http://www.gvsu.edu/pic) (under "Faculty/Staff").

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## CANCELLATION/CLOSURE POLICY

SLT 6.3

**Date of Last Update:**

September 06, 2017

**Approved By:**

- Senior Leadership Team

**Responsible Office:**

Public Safety

### POLICY STATEMENT

Grand Valley State University will close or cancel all or part of its operations in cases of emergency, utility disruptions, or for weather related reasons.

**TYPES OF OPERATIONAL CHANGE:**

- **Cancellation:** Classes will not be held. All staff are to report to work at their regular time.
- **Closure/Closed:** Classes and campus events will not be held. Only ESSENTIAL staff are to report to work.

When GVSU is **closed**, only **essential staff** are to report. Designated personnel in the following departments are deemed essential and are expected to report:

- **Department of Public Safety**
- **Facilities Services**
- **Athletic & Recreation Facilities**
- **Food Service**

- **Housing**
- **Information Technology**
- **Library**
- **Pew Campus Operations**
- **WGVU Television and Radio**

Appointing officers have discretion to call in non-essential staff as circumstances may require.

Students, faculty and staff should assume the university is open unless they are advised otherwise through GVSUAlert!, the university's emergency notification system, or on the radio or television. In the event of closure or class cancellation, every effort will be made to make the announcement no later than 6:30 AM for daytime classes and 3:00 PM for evening classes.

### **University Criteria for Weather-related Cancellations or Closures**

In evaluating whether to close for weather-related reasons, the following criteria are used: 1) the ability of the university's road crews to keep campus roads and parking lots cleared; 2) the conditions of primary and secondary roads in the area as reported by the Michigan Department of State Police as well as by central dispatch authorities in Kent and Ottawa counties; and, 3) weather reports regarding the track of the storm and other conditions.

Because commuting students, faculty and staff come from such a broad geographic area, it is extremely difficult to arrive at a decision that is appropriate for each vicinity. Weather conditions rarely are uniform throughout this large area. There is no one decision that will satisfy everyone; however, a diligent effort is made to arrive at a reasonable decision that considers the safety of students as well as their right to receive instruction. Under no circumstances does GVSU ask students, faculty or staff to assume undue risk in traveling to the University in inclement weather.

When GVSU Allendale is closed because of weather-related conditions, the Pew Grand Rapids Campus and the Meijer Holland Campus will also close.

When Muskegon Community College is closed, GVSU's classes in Muskegon are canceled and the office in the Stevenson Center for Higher Education will close.

When Northwestern Michigan College in Traverse City is closed, GVSU's classes in Traverse City are canceled and the office in the NMC University Center will close.

Decisions to close or cancel activities at the Annis Water Resources Institute (AWRI), the Muskegon Innovation Hub and the Detroit Center will be made separately, as these facilities host tenants, business events, and research functions not affiliated with university operations.

Announcements of closing and cancellation will be made through GVSUAlert!, on the Grand Valley



web home page [www.gvsu.edu](http://www.gvsu.edu), and on GVNOW at [www.gvsu.edu/gvnow](http://www.gvsu.edu/gvnow). Notifications may also be heard on area radio and television stations. For a more detailed update on campus conditions and area roads, tune to the Grand Valley State television and radio stations, WGVU-FM 88.5, WGVU-AM 1480, WGVS-AM 850, WGVS-FM 95.3, WGVU-TV 35, and WGVK-TV52. Please do not call the university switchboard to seek closing or cancellation information.

### **Rescheduling Final Exams Affected by Cancellation or Closure**

In the event of a cancellation or closure on a specified exam day, any classroom-based exams affected would be held on the next available day after the exam week has concluded. For example, if a Tuesday exam day were affected, the next available day after the conclusion of the exam week would be Saturday. If two exam days were affected, i.e. Wednesday and Thursday, Wednesday's exam would take place on Saturday and Thursday's exam would be the following Monday. Faculty and students are advised to be aware of this contingency when making travel plans.

In the event of a cancellation or closure during exam week, faculty who are able to modify their exams to allow for online, take-home, or similar formats may do so for all students who agree. Faculty have an obligation to provide the option to students to be examined in the manner described in the syllabus, and for those students, exams will be scheduled as described above.

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## **ANTI-HARASSMENT POLICY**

SLT 9.1

### **Date of Last Update:**

March 31, 2016

### **Approved By:**

- Senior Leadership Team

### **Responsible Office:**

Inclusion and Equity/Office of Affirmative Action

## **POLICY STATEMENT**

### **Article I. Purpose**

The goal of Grand Valley State University is to maintain a positive work environment for

employees and a climate conducive to learning for students. The University, consistent with its policies and procedures, promotes institutional diversity by embracing such concepts as "affirmative action" and "equal opportunity" as a campus-wide strategy to provide equal access to opportunity. The University's commitment to non-discrimination is the foundation for such efforts. This policy outlines expectations for institutional and individual conduct that apply to all University faculty and staff members.

It is neither the purpose nor intent of this policy to infringe on [academic freedom](#) as defined by Grand Valley State University's Board of Trustees' Policies and the Faculty Handbook.

## PROCEDURES

### **Article II. Prohibited Conduct Harassment**

Harassment is unprofessional conduct that could reasonably be understood as (1) having the purpose or effect of creating an intimidating, hostile, or offensive environment, (2) having the purpose or effect of unreasonably interfering with an individual's work performance or access to educational activities and programs, (3) otherwise adversely affecting an individual's employment opportunities or access to educational activities and programs.

Harassment on the basis of age, color, disability, familial status, height, marital status, national origin, political affiliation, race, religion, veteran status, or weight is considered a violation of university policy. (For sex/gender, sexual orientation, gender identity and/or gender expression, see [Sexual or Gender-Based Harassment Policy](#).)

### **Article III. Sanctions**

Any person who violates the University's Anti-Harassment Policy may be subject to a range of sanctions (in accordance with University policies) which could include, but is not limited to, dismissal, according to due process, from University employment. Violators may also be subject to civil action or criminal prosecution because harassment and other discriminatory behavior may violate state or federal laws.

### **Article IV. Retaliation**

1) Definition: Retaliation means any adverse action taken against a person for making a good faith report of prohibited conduct (see, generally, policies on [Sexual Misconduct](#), [Sexual or Gender-based Harassment](#), and [Anti-Harassment](#)) or participating in any proceeding under University policy or policies.

a. Retaliation includes threatening, intimidating, harassing, coercing or any other conduct that would discourage a reasonable person from engaging in activity protected under University policy or policies.

b. Retaliation may be present even where there is a finding of “no responsibility” on the allegations of prohibited conduct.

c. Retaliation does not include good faith actions lawfully pursued in response to a report of prohibited conduct.

2) Reporting: Acts of alleged retaliation should be reported immediately to the Vice President for Inclusion and Equity, or designees, and will be promptly investigated. The University will take appropriate steps to protect individuals who fear that they may be subjected to retaliation.

## **Article V. Procedural Guidelines for Discrimination and Harassment Complaints**

### **A. Preliminary Issues**

The following procedures are intended to enforce the University's [Equal Opportunity/Affirmative Action Policy. \(EEO/AA Policy\)](#) and the University's [Non-Discrimination and Anti-Harassment Policy](#). The procedures are initiated by making a complaint that alleges discrimination, including unlawful harassment, has occurred.

Complaints may be either formal or informal, and the procedure for each is described below.

### **B. Purpose of these Guidelines**

The purpose of these procedural guidelines is to ensure that discrimination complaints, including harassment, are handled promptly and effectively in a manner that is procedurally fair to all parties. The Affirmative Action Office may deviate from these Guidelines as necessary to achieve the goals of prompt, thorough, and effective complaint resolution in a procedurally fair manner.

### **C. Time limit for Filing a Complaint**

Typically, both formal and informal complaints should be reported as soon as possible and within sixty (60) days after discovery of the act which constitutes an instance of inappropriate behavior.

The University retains the right to accept and address complaints reported anytime after the 60 day recommended time limit.

### **D. Confidentiality**

Although discretion will be exercised, a guarantee of confidentiality or anonymity cannot be made because the fact-finding investigation will involve discussions with other parties. Information about the Complainant and the incidents giving rise to the complaint will be revealed only as investigatory and disciplinary processes require. Confidentiality will be observed to the extent

permitted by law and which is consistent with protecting the welfare of the faculty, staff and students, and the interests of the University.

### **E. Where to Make a Complaint**

In most cases, a University Faculty/Staff member with a complaint alleging harassment in violation of this Policy, whether formal or informal, should report this to the Affirmative Action Office. A University student with a complaint alleging harassment in violation of this Policy, whether it is formal or informal, should report it to the Affirmative Action Office or the Dean of Students Office. In the event a complaint is received in offices other than the offices mentioned above, faculty and staff are responsible for referring the individual to the appropriate office.

### **F. Emergency**

Provisional, emergency actions departing from these procedures may be taken by a University Appointing Officer with the advice of the Affirmative Action Office and the University Counsel Office and must be followed as promptly as possible by steps providing Respondent(s) with the notice and opportunity to defend the allegations.

## **Article VI. Informal Complaints**

Individuals who believe they have experienced or may have witnessed discrimination or harassment in violation of this Policy should consult with the Affirmative Action Office. Contacting the Affirmative Action Office about a concern does not automatically result in a formal complaint.

The party making the complaint (the "Complainant") may request that the University official consulted speak informally with the alleged offender(s) (the "Respondent") informing them of the salient features of the complaint. If this process does not resolve the matter or, if the Complainant or University official who is consulted prefers, he/she may pursue any of the avenues of resolution listed below.

Informal complaints are those complaints where the Complainant or a witness of an alleged offense asks the Affirmative Action Office to assist in the resolution of an alleged violation of the Non-Discrimination and Anti-Harassment Policy.

**1. Advising.** One function of the Affirmative Action Office is to hear and address complaints concerning discrimination, including harassment of any type, in violation of this policy. If the Complainant seeks a preliminary informational and advising session with the Affirmative Action Office, an opportunity for full discussion of the case shall be provided. The Affirmative Action Office shall aid the Complainant in exploring all possible options for resolving the complaint as effectively as possible. In doing so, the Affirmative Action Office will observe the confidentiality

provisions of this Policy.

Some incidents, if considered serious, may require some type of follow-up actions to be taken by the Affirmative Action Office. If any follow-up actions are deemed necessary, the Affirmative Action Office will inform the person who identified the concern that action will be taken.

Students may seek advice and guidance from the Dean of Students or the Affirmative Action Office.

**2. Alternative Dispute Resolution (ADR).** The goal of ADR is to provide a forum where the Complainant and Respondent can, with the aid of the third party come to a mutually agreed-upon resolution. ADR works only when both the complaining and responding parties voluntarily participate in the process. ADR facilitators may be assigned by the Affirmative Action office. By definition, informal resolutions do not include imposing sanctions, but they may involve mutually acceptable consequences.

**a. Mediation Process.** A favored method of alternative dispute resolution (ADR) of complaints is mediation, which also is a voluntary conflict-resolution process. The Complainant and the Respondent voluntarily agree to work with a third party mediator, who is usually a member of the University community that is a trained mediator, to resolve the complaint. This mediation is intended to resolve the complaint to the satisfaction of both the Complainant and the Respondent. Informal complaints need not be put in writing or signed by the Complainant. Certain types of incidents, however, may not be appropriate for mediation.

i. A faculty or staff member or student initiates the mediation process by making an informal complaint within the Human Resources Office or the Affirmative Action Office. Students may initiate the process in the Dean of Students Office or may consult with the Affirmative Action Office. The complaint need not be in writing or be signed by the complainant.

ii. The office receiving the complaint will discuss the mediation process with the Complainant to determine if mediation might be an appropriate method to resolve the complaint.

iii. If the Complainant wishes to proceed with mediation, then a person designated by the Affirmative Action Office, the Human Resources Office, or the Dean of Students Office meets with the alleged offender, informing him or her that an informal complaint has been filed and that the Complainant wishes to resolve it by mediation. The mediation process will be discussed with the alleged offender to determine if mediation might be an appropriate method to resolve the complaint. The Respondent is also informed that mediation is a voluntary conflict resolution process intended to make each party aware of the position or feelings of the other and to resolve

the conflict.

iv. If both parties agree to mediation, a Mediator will be selected by the Affirmative Action Office, the Human Resources Office, or the Dean of Students Office. The mediator will be a trained member of the University community who is deemed the most suitable and knowledgeable based on the circumstances involved.

v. Mediation may also include meetings between the Mediator and the parties separately.

vi. If mediation has been successful, the Mediator will inform the Affirmative Action Office that the complaint has been resolved.

vii. If the Mediator determines that mediation cannot adequately resolve the issues, he or she will inform the Complainant and Respondent of this as well as the options available, such as filing a formal complaint. The Mediator will also notify the Affirmative Action Office that mediation was unsuccessful.

viii. If the Complainant is dissatisfied with the results of mediation, he or she may file a formal complaint.

## **Article VII. Formal Complaints (Written)**

Formal complaints are those complaints where the faculty/staff/student files a written complaint with the Affirmative Action Office.

### **A. Filing a Formal Complaint**

Complainants must provide a written description of the allegation(s) and the name of the alleged offender. Complaint forms are available from the Affirmative Action Office and on the web at: <http://www.gvsu.edu/inclusion/> under "Forms." The Complainant should complete the form, listing: the type of alleged offense; summary of alleged discrimination; who discriminated against the Complainant; what action has been taken so far; what action is suggested; and whether the Complainant has filed a complaint/grievance with any other agency. The Complainant must sign the complaint form and submit it to the Affirmative Action Office to begin a formal investigation.

### **B. Notifications**

Certain notifications are required to ensure fairness and equity to all parties involved:

1. The appropriate Appointing Officer responsible for the areas where the Complainant and Respondent are employed will be notified. The appropriate Vice President and the Appointing Officer for the Respondent shall receive a copy of the Complaint.

2. Once he or she becomes the focus of a complaint, the Respondent must be notified of the complaint, the identity of the Complainant and the nature of the complaint. They will also be advised not to contact the Complainant directly or to retaliate against him/her. The appropriate Appointing Officer will meet with the Respondent and provide a copy of the Complaint and be advised of the obligation of non-retaliation.
3. If either the Complainant or Respondent is represented by a collective bargaining agreement, the appropriate official in the Human Resources Office will be contacted immediately to assist in the facilitating the fact-finding investigation process.
4. If the complaint is against a student, the Complainant may elect to pursue a formal charge through the Dean of Students Office. The Affirmative Action Office will notify the Dean of Students as appropriate.
5. If the complaint is against an appointing officer, only the appropriate Vice President is notified. If the complaint is against a Vice President or Provost, the President is notified. If the complaint is against the President, the Chair of the Board of Trustees is notified. If the complaint is against a member of the Board of Trustees, the Chair of the Board of Trustees will be notified. If the complaint is against the Chair of the Board of Trustees, the Vice Chair of the Board of Trustees will be notified.
6. The Affirmative Action Office will maintain periodic contact with the Complainant and Respondent regarding the complaint status throughout the investigation.

### **C. Steps in the Investigation Process**

A formal fact-finding investigation process will be carried out in as timely a manner as possible. However, all parties involved are encouraged to recognize that a thorough investigation requires time. While no specific deadlines are established, required notifications, respondent and, where applicable, union representation and investigation activities should begin as quickly as possible after receiving the written complaint.

1. The Affirmative Action Office will determine the most effective method of investigating the concerns raised by the Complainant. If circumstances deem that the investigation should be referred to the Student Grievance Process, then the Dean of Students will handle oversight responsibilities of the complaint. If not referred to the Dean of Students, then the Affirmative Action Office is responsible for the investigation.
2. Unless unusual circumstances prevent or suggest otherwise, a co-investigator will be identified

to participate in the investigation process that will be led by the Assistant Vice President for Affirmative Action. The co-investigator will be a trained/experienced member of GVSU's faculty or staff.

3. The investigation will involve conducting a thorough fact-finding investigation that includes meeting with the Complainant, Respondent, pertinent witnesses and reviewing and analyzing relevant documents as they relate to each allegation of the complaint. The investigators have the obligation to remain neutral during the investigation. Occasionally, a different or less formal response to the complaint may be warranted. Although the Affirmative Action Office may deviate from these guidelines, it will still respond to the complaint in a prompt, thorough and effective manner that is procedurally fair.

4. Communication with the Complainant and Respondent regarding the current status of the investigation and anticipated or adjusted timelines for concluding will occur on a regular and timely basis.

#### **D. Investigation Report**

1. A Final Investigation Report will contain: 1) a summary of the Complainant(s) allegations and the Respondent's relevant statement in response to the allegations; 2) analysis of findings that includes a description of the relevant information provided by witnesses or obtained from the documents; and 3) the conclusion about whether or not university policy has been violated.

2. The Final Investigation Report will be provided to the appropriate Appointing Officer and Vice President. The Assistant Vice President for Affirmative Action will verbally notify both the Complainant and the Respondent about whether or not university policy was violated. The co-investigator's involvement in the matter concludes when the final investigation report is issued.

3. The Assistant Vice President for Affirmative Action will meet with a representative from the University Counsel Office and the Appointing Officer to discuss recommendations for any follow-up actions.

#### **E. Standard for Determining Violations of This Policy**

Allegations of violations of this Policy will be evaluated by considering the totality of the particular circumstances, including the nature, frequency, intensity, location, context, and duration of the questioned behavior. Although repeated incidents generally create a stronger claim of harassment, a serious incident, even if isolated, can be sufficient to rise to the level of being considered a policy violation.

#### **F. Corrective Action**



If the report finds that the EEO/AA policy or this Non-Discrimination and Anti- Harassment Policy were violated, the University will determine appropriate corrective action, up to and including dismissal. The University may also take corrective action if no discrimination or harassment is found, but Respondent is found to have engaged in inappropriate workplace behavior. If corrective action is to be taken against a Respondent that is represented by a collective bargaining agreement, the appropriate official in the Human Resources Office will be contacted immediately to assist in the facilitating the corrective action.

### **Article VIII. Other Information**

Copies of complaint procedures are available online at: [www.gvsu.edu/inclusion](http://www.gvsu.edu/inclusion). Information regarding other grievance procedures is located in the following documents:

1. Faculty members - [Section 3.02](#) of the Faculty Handbook.
2. Executive, Administrative and Professional Staff - Board of Trustees' Policies, [BOT 4.4.8](#)
3. Clerical, Office and Technical Staff - Section 6, Grievance, of the present contract.
4. Confidential Clerical - Section 9, Grievances, of the Personnel Policies in the Confidential Clerical handbook.
5. Maintenance, Grounds, and Services - Section 6, Grievances, of the present contract.
6. Department of Public Safety Staff - Section 6, Grievances, of the present contract.
7. Security Staff - Grievances, of the Personnel Policies in the Security Staff Handbook.
8. Student Employees - Student Employee Handbook and Student Code, Article IV. Student Grievance Procedures

### **Contact information for faculty and staff:**

- Division of Inclusion and Equity
    - Affirmative Action
- 4000 James H. Zumberge Hall  
Allendale, MI 49401  
616-331-2242  
<http://www.gvsu.edu/affirmative>

- Disability Support Resources  
4015 James H. Zumberge Hall  
Allendale Campus 49401  
616-331-2490  
<http://www.gvsu.edu/dsr/>
- [Division of Legal, Compliance & Risk Management](#)
- 4068 James H. Zumberge Hall – 616-331-2067
- Employee Assistance Program (EAP) - Encompass 1-800-788-8630
- Human Resources (Staff Relations) – 616-331-2215
- LGBT Faculty/Staff Association - [lgbtfsa@gvsu.edu](mailto:lgbtfsa@gvsu.edu)
- Deans
- Provost's Office – 616-331-2400

**Contact information for students:**

- Division of Inclusion and Equity
  - Affirmative Action  
4000 James H. Zumberge Hall  
Allendale, MI 49401  
616-331-2242  
<http://www.gvsu.edu/affirmative>
- Disability Support Resources  
4015 James H. Zumberge Hall  
Allendale Campus 49401  
616-331-2490  
<http://www.gvsu.edu/dsr/>
- Division of Legal, Compliance & Risk Management  
4068 James H. Zumberge Hall – 616-331-2067
- Student Services - Dean of Students  
202 Student Services Building – Allendale Campus  
616-331-3585
- Counseling Center  
204 STU, Allendale Campus  
616-331-3266

- LGBT Resource Center  
1161 Kirkhof Center – Allendale Campus  
616-331-2530  
[lgbtcenter@gvsu.edu](mailto:lgbtcenter@gvsu.edu)

- Nontraditional Students  
616-331-7360  
**Toll Free:** 888-831-4034  
nontraditional@gvsu.edu

- Office of Multicultural Affairs  
1240 Kirkhof – Allendale Campus  
616-331-2177  
[oma@gvsu.edu](mailto:oma@gvsu.edu)

- Women's Center  
1201 Kirkhof Center – Allendale Campus  
616-331-2748  
[womenctr@gvsu.edu](mailto:womenctr@gvsu.edu)

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## DISABILITY ACCOMMODATION POLICY FOR FACULTY AND STAFF

SLT 9.5

**Date of Last Update:**

September 16, 2013

**Approved By:**

- Senior Leadership Team

**Responsible Office:**

Inclusion and Equity

### POLICY STATEMENT

Grand Valley State University is committed to the fundamental academic principles of equity and accessibility by providing all faculty, staff and students with access to the University's programs, services, events and activities. The aim of this policy is to support an inclusive academic

environment by incorporating design concepts that reduce or remove barriers. University faculty or staff members who are persons with a disability are not required to identify themselves as persons with a disability or to request an accommodation. However, the University cannot accommodate an individual who does not inform the University about his/her disability and his/her need for an accommodation. A faculty or staff member seeking an accommodation must request it by submitting their request to the Disability Support Resources Office following its procedures.

## PROCEDURES

### **The Disability Support Resources Accommodation Process**

To request an accommodation, a University faculty or staff member must:

- A. Self-identify as a person with a disability by application to the Disability Support Resources office (DSR). It should be noted that The University conducts a survey of faculty and staff for statistical purposes and this does not constitute a method of self identification consistent with this policy. If a faculty or staff member requests an accommodation, the supervisor/unit administrator should refer the faculty or staff member to the DSR or its web site at <http://www.gvsu.edu/dsr/>
- B. Provide documentation of the disability; and
- C. Indicate in the application to the Disability Support Resources office, his/her need for accommodation and provide supporting medical documentation from an appropriate professional, if requested by the Disability Support Resources office. The medical professional must have first-hand knowledge of the condition and a familiarity with the physical, emotional and cognitive demands of the disability.

Once an application has been submitted to the DSR, a DSR advisor will review the application and may contact the faculty or staff member who submitted the application. The advisor will contact the supervisor/unit administrator and discuss whether an accommodation is warranted, explore possible accommodations, and assess the effectiveness each would have in enabling the faculty or staff member to perform his/her job including the following:

- A. The essential job functions of the position. The essential functions are the fundamental job duties of the employment position at issue. To be qualified for a position, an individual must be able to perform the essential functions of the job, with or without a reasonable accommodation.
- B. The faculty or staff member's ability to perform essential job functions with or without a reasonable accommodation; and,

C. Possible types of reasonable accommodations, if any are needed.

Reasonable accommodations vary depending on the circumstances of each case. In evaluating alternatives for accommodation, the preferences of the individual are considered, but the ultimate decision regarding what type of accommodation, if any, will be provided is made by the University. Nothing in this document shall be construed to waive the University's right to contest whether a faculty or staff member is disabled or is entitled to an accommodation.

Medical documentation, as well as other related materials, will be maintained at DSR. Such documentation is kept confidential, except as necessary to administer the accommodation process or otherwise permitted by law. Such documentation may be shared only with those individuals involved in the accommodation process on an as needed basis.

**During the accommodation request process, DSR may:**

- A. Request additional documentation;
- B. Consult with Human Resource Office;
- C. Evaluate whether any accommodation is needed and, if it is, whether an accommodation is reasonable and should be made (this evaluation may include preparing cost estimates);
- D. Assess various accommodations;
- E. Identify alternative accommodations or solutions;
- F. Provide information from resources about the capabilities of persons with similar disabilities and the tools/techniques they use;
- G. Determine a reasonable accommodation, if appropriate;
- H. Provide a written determination to the department/unit and faculty or staff member;
- I. Explain the department/unit's responsibility to fund an accepted accommodation or seek alternative funding, if needed;

DSR makes a determination regarding implementation of accommodations. DSR will consider each request for reasonable accommodation and determine: (1) whether the accommodation is needed, (2) if needed, whether the accommodation would be effective, and (3) if effective, whether providing the reasonable accommodation would impose an undue hardship.

**Appeals**

If a faculty or staff member or supervisor/unit administrator disagrees with the DSR determination, the decision may be appealed to the Vice President of Inclusion and Equity, in writing to:

Vice President of Inclusion and Equity  
4035 James H. Zumberge Hall  
Allendale, MI 49401  
Office number: (616) 331-3296

### **Retaliation**

Retaliation against a faculty or staff member who requests an accommodation is prohibited. Individuals who feel that they have experienced retaliation may contact the [Division of Inclusion and Equity](#)

### **Refer Questions to:**

Disability Support Resources  
4015 James H. Zumberge Hall  
Allendale, MI 49401  
616/331-2490  
616/355-3270 (TDD)  
616/331-3880 (Fax)  
[Website: www.gvsu.edu/dsr](http://www.gvsu.edu/dsr)

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## **RELIGIOUS INCLUSION POLICY**

SLT 9.6

### **Date of Last Update:**

November 19, 2012

### **Approved By:**

- Senior Leadership Team

### **Responsible Office:**

Inclusion and Equity/Office of Affirmative Action

## **POLICY STATEMENT**

Possessing and mastering a range of thoughtful perspectives is necessary for open inquiry, a liberal education, and a healthy community. Recognizing this, the University 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 University constituents.

### **Purpose**

Many University students, staff, and faculty observe religious traditions from a variety of religions. This Religious Inclusion Policy (“Policy”) acknowledges the right of students, staff, and faculty to engage in religious observances. The University is committed to accommodate the exercise of that right.

The University acknowledges that conflicts in scheduling mandatory academic requirements and employment obligations with religious observances are inevitable. Although the University does not observe religious holidays, it recognizes that there are a number of religious holidays that affect significant numbers of our students, staff, and faculty. This Policy is intended to provide clarity to students, staff, and faculty who seek accommodation to practice their faith.

## **PROCEDURES**

### **Accommodations**

Grand Valley State University will make a reasonable effort to allow its students, staff, or faculty to be away from work or a class to observe their religious beliefs, except where accommodating the request would result in undue hardship on the University in its mission, operation or in meeting its academic standards. The University provides quiet areas for student, staff, and faculty reflection, meditation, and prayer. A list of these quiet areas may be found on the Inclusion and Equity webpage.

Faculty should be sensitive to the observance of religious holidays so that students who miss classes to practice their faith are not disadvantaged. A list of religious holidays is found on the Inclusion and Equity website. Please note that this list is meant to be inclusive of most major religious traditions (although certainly not comprehensive), and that religious holidays have no official status at the University.

Faculty should make every effort to avoid scheduling examinations or assigning work that is due on religious holidays. Some religious holidays begin at sundown on the evening before the published date of the holiday. Consequently, faculty should avoid scheduling late afternoon exams on these days.

Faculty shall not penalize any student who has properly notified the faculty member by complying with the Request Accommodation Procedure for his/her absence in classes, examination, or assignments. Faculty should accept a student’s claim of a scheduling conflict on religious grounds at face value. If class attendance is required by the faculty member, classes missed to

observe a religious holiday may not be counted as an absence.

Faculty must provide a reasonable opportunity for such a student to make up missed assignments and examinations within a reasonable time period before or after the student's absence, provided the student has properly notified the faculty member by submitting a Request Accommodation Form. Faculty must give the student the opportunity to do appropriate make-up work that is no more difficult or time-consuming than the original exam or assignment.

Nothing in this Policy, however, exempts a student from meeting course requirements or completing assignments. The faculty member may respond appropriately if the student fails to satisfactorily complete the make-up assignment or examination.

Further, when scheduling university events and activities, such as Family Weekend, Commencement, Convocation, and University sponsored conferences, planners should consult the list of religious holidays on the Inclusion and Equity website before selecting the date and time to ensure inclusiveness.

### **Religious Accommodation Procedure**

All requests for accommodation for religious observance should be made in the following manner:

*Students:* Faculty should inform students of all examination dates and assignment deadlines at the start of each semester in the class syllabus. If a conflict with a religious observance exists, students must request a religious accommodation from their faculty within the first two weeks of each semester or as soon as reasonably possible after the instructor announces a particular mandatory class, examination, or assignment so that alternative arrangements can be made for any class, examinations, or assignments missed. If an accommodation is needed within the first two weeks of the semester, the student must provide the faculty member with reasonable advance notice of the need for accommodation. Requests for accommodation must be made through a Religious Accommodation Form, which may be found at the Dean of Students Office, the Office of Affirmative Action or under "Forms" at [www.gvsu.edu/inclusion](http://www.gvsu.edu/inclusion). It is the student's responsibility to provide faculty with reasonable notice of the need for accommodation and the timing of the notice may be taken into account in determining whether granting the request would create an undue hardship.

The faculty member and the student should discuss and agree upon what would constitute a reasonable accommodation in each given case. If the student and faculty member agree upon an accommodation, the accommodation must be carried out and disclosed on the Religious Accommodation Form. The completed Religious Accommodation Form shall be filed by the faculty member in the Dean of Students Office.



If the student and faculty member cannot agree on an accommodation, either party may bring the matter to the Unit Head to determine the accommodation. Either party may appeal the Unit Head's decision to the Dean, who will make a final binding decision.

Where a student has obligations to a placement site (e.g. internships), that student must also work out arrangements with the placement site to make up for missed responsibilities or duties.

*Staff:* The use of vacation and personal leave is governed by the staff member's respective Board of Trustees' Policies, Staff Handbook, or Collective Bargaining Agreement. Vacation days requested for the express purpose of religious observance will not be unreasonably denied by the staff member's supervisor if the staff member has accrued vacation leave or is eligible for personal leave and the granting of leave or vacation time will not result in undue hardship for GVSU.

*Faculty:* The use of vacation and personal leave is governed by the Faculty Handbook. Requests by a faculty member for leave for religious accommodation, however, shall be considered under this Policy if the faculty member has made arrangements for any missed classes and the granting of the leave will not result in undue hardship for GVSU. Faculty that miss class time due to a religious observance must make alternate arrangements for that time with his or her Unit Head. If the Unit Head denies the request, the faculty member may appeal to the Dean, who will have final decision authority over the request.

Nothing in this Policy exempts a GVSU faculty or staff member from fulfilling their job responsibilities.

### **Confidentiality**

Although discretion will be exercised, a guarantee of confidentiality or anonymity cannot be made because the determination of a reasonable religious accommodation will involve discussions with other parties. Information about the request for religious accommodation will be revealed only as the deliberation process requires. Discretion will be observed to the extent permitted by law and that is consistent with protecting the welfare of the students, staff, and faculty and the interests of the University.

### **Retaliation**

Any attempt to retaliate against an individual who files a religious accommodation request or otherwise utilizes this Policy is prohibited.

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