Faculty Responsibilities & Workload

FACULTY - TENURED AND TENURE TRACK

BOT 4.2.1

Date of Last Update:
June 25, 2021

Approved By:

- Board of Trustees

Responsible Office:
Office of General Counsel

POLICY STATEMENT

4.2.1 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.

NON-TENURE TRACK FACULTY

BOT 4.3.0-4.3.1

Date of Last Update:
April 02, 2026

Approved By:

- Board of Trustees

Responsible Office:
Office of General Counsel

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 Sections4.3.0 and 4.3.3. This opportunity exists for Affiliate Faculty within each category of Section 4.3.0.B. An Affiliate Faculty who obtains Senior Affiliate status may be appointed for up to six (6) consecutive academic or fiscal years. Employment contracts

are renewable. If no notification of renewal is given by May 1 of the year prior to the expiration of the contract, it will not be renewed..

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 the University 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 the University 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.

4.3.1.1 Termination

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.

FACULTY RESPONSIBILITIES

SG 3.01

Date of Last Update:
June 02, 2025

Approved By:

- University Academic Senate / Provost

Responsible Office:
Provost Office

POLICY

A. Teaching and Professional Responsibility

B. Teaching and Professional Workload

C. Definition of Effective Teaching **and** Documentation of Effective Teaching

D. Definition of Excellent Teaching

E. Scholarly/Creative Activity

F. Service

G. Area of Significant Focus

H. Mentoring Programs for New Faculty

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 process described in Board of Trustees' Policies BOT 4.2.9.

Ordinarily, regular faculty members may not be hired to work 100% remote. However, provisions may be made consistent with university employment policies. This does not preclude faculty from pursuing temporary, flexible work arrangements for specific needs.

A. Teaching and Professional Responsibility

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' PoliciesBOT 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.

B. Teaching and Professional Workload

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.

C. Definition of Effective Teaching and Documentation of Effective Teaching
Effective teaching at GVSU consists of creating and maintaining an environment that promotes learning. *This language is consistent with Board of Trustees Policies BOT 4.2.9.*
Effective teachers:

1. **Demonstrate disciplinary expertise appropriate to the level and purposes of the course.** Effective teachers must possess disciplinary expertise. The content chosen should fit with course learning goals, have importance in the discipline, be based on scholarship, and reflect current practices and information in the discipline.

2. **Teach skills that will prepare students to deal with complexity, diversity, and change.**
Effective teachers help students become independent thinkers open to diverse perspectives while being able to ask questions, critically evaluate information and claims, generate solutions to problems, and effectively communicate with others.

3. Teach content in a coherent, organized manner to aid student learning.
Effective teachers help students frame their course experience by organizing content and activities to create a purposeful learning structure. When a course is taught using an intentional and definable approach, students are able to learn and retain material, synthesize ideas, and improve academic achievement.

4. Cultivate a learning environment where all students are treated equitably, have equal access to learning, and are valued and supported in their learning.
Effective teachers are responsive to social justice issues in teaching and learning. There are many ways to help all students learn, including learning students' names, structuring meaningful peer learning opportunities, choosing examples from a broad range of cultural domains to illustrate course concepts, identifying effective study strategies for exams, effectively managing course discourse, providing grading rubrics that outline clear criteria for success on writing assignments, identifying learning objectives for class activities, explaining how students should communicate with you, being available to students, and making clear how student work will be assessed in every dimension of the course, including participation.

5. Establish and communicate challenging learning goals and high expectations.
Instructor expectations have a direct effect on upon student achievement. Effective teachers believe in students' abilities, expect students to perform at their full potential, and help them achieve course learning

goals.

6. Assess student performance in an appropriate and sufficient manner.
Effective teachers assess student performance in the areas of both knowledge and skills. They use assessment measures appropriate to the course level, size, discipline, and learning goals.

7. Competently use teaching pedagogies to help improve student performance by actively engaging students in their learning.
Research finds strong relationships between student engagement and student achievement. Effective teachers use evidence-based techniques that will actively involve students in the learning experience.

8. Refine courses using feedback and reflection.
Effective teachers regularly think about how they teach, learn from their experiences, and work to improve their instruction. They develop their skills to better serve students.

D. Definition of Excellent Teaching

For promotion to full professor, a faculty member must consistently demonstrate at least effective teaching on annual reviews. In addition, the faculty member must have engaged in several meritorious activities and accomplishments that extended beyond normal teaching duties and performance during the previous six (6) years. A college or unit can be more specific about how much or what type of activity it requires. See also BOT 4.2.10.5 and SG 3.01.E.5.III.

A list of NON-EXHAUSTIVE examples can be found on the Office of the Provost website.

E. 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 **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/University Libraries and Art Museum by the first day of fall semester for a winter personnel action and by the first day of winter semester for a fall personnel action. If a unit's faculty believe that a specific scholarly activity should be permanently part of a different category in unit personnel guidelines, and have the endorsement of their Dean, 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 six (6) years prior to the submission of the portfolio on the first day of classes of the fall semester, and the standards must be more rigorous than those required for tenure and promotion to associate professor/associate librarian. See also BOT 4.2.10.5 and BOT 4.2.8.4.

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.

F. 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 specified by the unit standards.

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.

A faculty member is not expected or required to perform institutional service work during a sabbatical. They can, of their own volition, engage in service during the sabbatical period, but such service is discouraged and will not be compensated.

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.

G. 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 Workload 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 Workload 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.

H. 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 Workload 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.

TABLES

Documentation of Effective Teaching

Category	Possible Sources of Evidence
Disciplinary Expertise (1)	Course dossier (assignments, tests, lab manuals; syllabus); Classroom observation
Student Skills (2)	Course dossier (syllabus, lab notebook, assignments); Self-evaluation; Student work
Organization (3)	Course dossier (syllabus); Student impressions and comments; Classroom observation, Self-evaluation
Create Learning Environment (4)	Self-evaluation; Student impressions and comments; Course dossier (syllabus statements, materials, assignments)

Challenge and High Expectations (5)	Class grading distributions; Course dossier (assignments and tests); Classroom observation; Student comments
Assessment of Student Work (6)	Course dossier (graded student work; rubrics; tests and assignments); Student Impressions
Teaching pedagogies (7)	Classroom observation; Course dossier; Student comments; Self-evaluation
Refine Courses (8)	Self-evaluation; Course dossier

FACULTY PLANNING: FACULTY WORKLOAD PLANS AND FACULTY WORKLOAD REPORTS

SG 3.02

Date of Last Update:
March 17, 2022

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 Workload Plan (FWP) 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 Workload Report (FWR) to document how much of the FWP 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 3.08Faculty Salary Adjustment Program and Board of Trustees' Policies BOT 4.2.10.5 D: Candidate Materials).

A. Faculty Workload Plan (FWP)

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 Workload Plans (FWPs) 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 FWPs and will hold individual discussions with each untenured faculty member. When both Unit Head and the faculty member are satisfied that the proposed FWP 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 FWPs 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 FWP to reflect approved changes. At the close of the calendar year, all FWPs will be appended to the corresponding year's Faculty Workload Reports .

B. Faculty Workload Report (FWR)

Faculty members shall prepare and submit current vitae along with Faculty Workload Reports (FWRs) for the preceding calendar year not later than **February 1** of each year. The FWR lists the courses taught, details the service (including reassigned time) performed, and explains the outcomes of the Significant Focus. Each year's FWR should discuss how much of the work anticipated in the corresponding FWP was able to be completed and explain any additional work performed. The Unit Head will collect the vitae and FWR, append the corresponding FWP, 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

REASSIGNED TIME

SG 3.03

Date of Last Update:
June 29, 2022

Approved By:

- University Academic Senate / Provost

Responsible Office:
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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. For Library regular faculty, one (three-credit) course of reassigned time equates to approximately 20-25% of workload. In the

annual Faculty Workload Report, every faculty member shall report on the achievements resulting from any allocated reassigned time. Continued reassigned time is dependent upon demonstrated quality work.

A. Reassigned Time for University Committee Governance Chairs

University Governance Committees are listed in SG 1.03. Some of these committees require that a faculty chair devote extensive time and effort to ensuring the efficient operation of the committee and the completion of routine work and assigned charges. If a University Governance Committee believes that reassigned time should be increased or granted to the chair position, the request should be made in a letter to the Provost. The letter should address the tasks and responsibilities of the chair, the frequency of meetings, and preparation time spent by the chair. The Committee's charges and Annual Report (if available) for the preceding three years should be attached. The Provost will respond to the request in writing within 30 days. Reassigned time for University Committee Governance Chairs depends upon continued quality work and may be reexamined by the Provost.

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.

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' PoliciesBOT 4.1.10.

STANDARDS OF CONDUCT POLICY FOR EMPLOYEES

SLT 3.3

Date of Last Update:
July 10, 2026

Approved By:

- Senior Leadership Team

Responsible Office:
Human Resources

POLICY STATEMENT

A. Policy Statement

The Standards of Conduct for Employees Policy exists to support Grand Valley State University ("GVSU") community members in raising, responding to, and resolving applicable employee-related grievances.

GVSU expects all faculty and staff to maintain the highest standard of ethical and respectful conduct. As members of an academic community, we have a responsibility to abide by ethical principles regarding academic freedom, intellectual integrity, and the fair and respectful treatment of others. This policy reflects these principles. A violation of this policy occurs when it is determined that an individual has negatively impacted the workplace environment by failing to uphold these standards of conduct or abide by these guiding principles.

Upon finding a policy violation, the University may address and remediate this behavior through appropriate disciplinary measures up to and including termination of employment. Violations of this policy may be addressed in parallel with violations of other policies or laws as applicable. No part of this policy is intended to supersede federal, state, or local laws and regulations.

B. Standards of Conduct and Guiding Principles:

GVSU expects its employees to act in accordance with University Policies, applicable law, the University's mission, vision, and values, as well as GVSU employee core competencies. GVSU is guided by these principles as well as by principles of **Honesty, Integrity, Respect, and Professionalism**.

1. *Honesty*:

Honesty is the foundation of trust within the academic community. Faculty and staff are expected to behave honestly, including but not limited to:

- Communicating truthfully and transparently with students, colleagues, and community members.
- Accurately representing credentials, qualifications, data, and academic work.
- Avoiding plagiarism, misrepresentation of facts, and any form of academic or administrative fraud.
- Acknowledging mistakes and correcting them when discovered.

2. *Integrity:*

Integrity means aligning one's actions with ethical and professional standards, even in the face of pressure or personal interest. Faculty and staff are expected to behave with integrity, including but not limited to:

- Adhering to institutional policies, contractual obligations, and relevant legal requirements.
- Avoiding conflicts of interest and disclosing them when they arise.
- Upholding confidentiality and privacy, especially in handling student and personnel information.

- Refraining from using one's position for personal gain or unfair advantage.
- Being accountable by following through on words with actions.

3. *Respect*:

Respect is essential to maintaining a healthy and inclusive academic and workplace environment. Faculty and staff are expected to behave respectfully, including but not limited to:

- Treating all individuals, including students, colleagues, and community members with dignity, equity, and courtesy.
- Embracing diversity of thought, identity, background, and experience.
- Fostering inclusive spaces where all voices are heard and valued.
- Avoiding behavior that is obscene, violent, discriminatory, harassing, bullying, or otherwise demeaning.

4. *Professionalism*:

Professionalism reflects a commitment to high standards in both conduct and performance. Faculty and staff are expected to behave professionally, including but not limited to:

- Maintaining clear, appropriate boundaries in their roles as educators, supervisors, and colleagues.
- Exhibiting accountability and reliability in their decision-making.
- Collaborating in good faith, resolving conflicts constructively, and representing the University positively.

Conduct inconsistent with these standards and guiding principles that is a) ongoing or b) sufficiently severe as to have an objectively negative impact on the workplace environment, constitutes a violation of this policy.

C. General Provisions

1. This policy requires a good faith commitment to confidentiality, accuracy, and integrity in information shared within our community, particularly when it forms the basis of inquiries or actions. GVSU will make reasonable efforts to keep information confidential throughout any investigation under this policy. It will be considered a violation of this policy for employees to intentionally breach confidentiality in the absence of a legitimate business reason to do so.
2. It will be considered a violation of this policy for employees to intentionally misrepresent information provided during the intake or investigation processes. Employees experiencing a possible conduct issue should consult this and other relevant University policies and procedures. If an employee receives a complaint from a student that the employee believes is reportable under this policy, the employee should file a report and proceed as the Reporting Party under the Procedures below.
3. Processes under this or other relevant University policies or procedures may be necessary when there is an alleged policy violation. For concerns that do not rise to the level of a potential policy violation, Human Resources offers alternative ways to resolve concerns. Employees are also encouraged to address interpersonal matters directly with colleagues and supervisors in a professional manner.
4. The University is committed to supporting all participants, including keeping them informed of progress and providing resources as appropriate. GVSU prohibits retaliation or the threat of retaliation in any form. If an employee believes they have suffered retaliation or been threatened with retaliation in connection with filing a Complaint under this policy, please notify Labor and Employee Relations. See also SLT 3.3.1 (Non-Retaliation Policy for Faculty and Staff).

D. Employee Conduct Procedures

The conduct process will follow the steps below as outlined in more detail in the linked **procedures**.

1. Filing a Complaint
2. Intake Meeting with Reporting Party
3. Preliminary Review of Case

4. Notice of Investigation
5. Interview with Responding Party
6. Fact Finding
7. Report by Investigator
8. Response Period
9. Investigator Review Period
10. Appointing Officer Notice of Disciplinary Action
11. Appeal (if applicable)

PROCEDURES

Procedures for Standards of Conduct for Employees Policy SLT 3.3

1. **Filing a Complaint.** Potential violations of the Standards of Conduct for Employees Policy can be reported online at https://cm.maxient.com/reporting.php?GrandValley or by contacting Labor and Employee Relations via email at complaints@gvsu.edu. Complaints should include:

    a. a brief description of the matter,
    b. a timeline that includes any steps taken prior to filing the report,
    c. identifying information for the involved parties,
    d. any supporting documentation, and
    e. if applicable, a desired resolution.

In rare cases of significant disruption or danger to the Reporting Party, involved individuals, or the larger university community, at the determination of the Vice President of People, Equity and Culture, or designee, processes under this policy may:

i) be initiated without the Reporting Party's request (if this occurs, the Reporting Party will be notified that the matter is being pursued before the Responding Party is notified),
ii) be initiated without revealing the identity of one or more of the witnesses or the Reporting Parties, and/or
iii) include placing a Responding Party on administrative leave while the investigative process is underway.

2. Intake Meeting with Reporting Party. Within five (5) business days of receiving a Complaint, a Human Resources Office designee ("Intake Designee") will review the Complaint and, if appropriate, schedule an intake meeting with the Reporting Party to discuss the Complaint and to ask any questions regarding its substance. Efforts will be made to conduct the intake meeting within ten (10) business days of receiving the Complaint. The Reporting Party may decline attendance, understanding that it may limit the University's ability to address the reported behavior. If the Intake Designee determines that an intake meeting is not appropriate, the Intake Designee will contact the Reporting Party to discuss potential alternatives to this process.

3. Preliminary Review. Within five (5) business days of the intake meeting, the Intake Designee will determine whether the facts, if proven, solely constitute an interpersonal conflict without any associated potential policy violation or if the behavior is not a) ongoing or b) sufficiently severe as to have an objectively negative impact on the workplace environment. In that case, the Reporting Party will be encouraged to engage in restorative practices with the assistance of Human Resources to resolve the issue. If the Intake Designee determines that the facts, if proven, would constitute a policy violation, an investigation under this policy will begin.

4. Notice of Investigation. If an investigation under this policy is initiated, the employee alleged to have violated policy ("Responding Party"), will be sent a Notice of Investigation, with a copy to the Responding Party's Appointing

Officer. The Notice will include:

a. a summary of the factual allegations,
b. a reference to the specific University policies alleged to have been violated,
c. the date and time for an Initial Interview to be conducted with the Responding Party within ten (10) business days of the Notice,
d. Notice that:

i. the Responding Party may submit any relevant documentation in advance of or during the meeting, and
ii. the Responding Party will be given an opportunity to provide their version of the facts and to respond to the allegations of policy violation at the meeting.

A copy of the Notice of Investigation will be sent to the Reporting Party and their Appointing Officer.

5. Interview with Responding Party. A Human Resources Office Designee (the "Investigator") will conduct an initial interview with the Responding Party to discuss the report and to ask any questions regarding the substance of the report as well as to allow the Responding Party an opportunity to be heard regarding the facts and allegations and provide documentation in support of their position. The Responding Party may decline attendance, understanding that it may limit the University's ability to understand their position in response to the reported behavior. The Appointing Officer will be invited to attend the meeting solely to observe the demeanor of the Responding Party, and will not engage in discussion or questioning during the interview.

6. Fact Finding. At any point following a Complaint, the Investigator may obtain and review information, up to and including contacting necessary departments and employees or accessing relevant documents or records as part of the Preliminary Review and/or in order to investigate a Complaint. Within five (5) days of their initial interview, either party may request that individuals with relevant information be interviewed by the Investigator during fact-finding. Each request will be evaluated by the Investigator to mitigate unnecessary harm that could be caused by conducting any potential interview. While each investigation is unique, the goal is to resolve fact-finding within 20 business days from the time the report is assigned to the Investigator. Delays will be communicated to both parties.

7. Report by Investigator. Following fact-finding, the Investigator will prepare an Investigation Report summarizing relevant information and including a finding of whether, based on a preponderance of evidence standard, a violation of the Standards of Conduct for Employees Policy (SLT 3) has occurred. The preponderance of evidence standard means the Investigator will determine whether the evidence indicates that it is more likely than not that the policy violation has occurred. The Investigation Report will be shared with both parties, and the Appointing Officer and Executive Officer of both parties.

8. Response Period. Both parties have five (5) business days from the date of the Investigation Report to submit a written response, attaching any other relevant evidence in response to the evidence submitted by the other party or witnesses. All responses will be submitted to the Investigator for consideration in advance of decision-making. Subsequent submissions of documentation, after the five (5) day response period, will not be accepted or reviewed.

For information purposes only, the Investigator will share a copy of all responses with the Appointing Officer and Executive Officer of both parties.

9. Investigator Review Period: After the conclusion of the Response Period, the Investigator will have two (2) business days to review any responses submitted by the parties during the Response Period and make any necessary revisions to the Investigation Report (if applicable).

10. Appointing Officer Notice of Disciplinary Action. If there is a finding of responsibility by the Investigator appropriate action will be decided by the Responding Party's Appointing Officer, in consultation with their Executive Officer and a Human Resources representative (which may or may not include the Investigator). Appropriate action

will include one or more of the following:

a. coaching,
b. verbal warning with plan for remediation,
c. a written warning with plan for remediation,
d. leave of absence without pay (lasting up to six months in duration), or
e. termination of employment.

The Appointing Officer for the Responding Party will prepare a Notice of Disciplinary Action, communicating their decision to the Responding Party in writing within five (5) business days of the conclusion of the Investigator Review Period. At the same time, the Investigator will communicate to the Reporting Party if action is being taken, without disclosing the nature of the action.

Terminations resulting from an investigation under these procedures are for cause, and do not entitle the Responding Party to any severance pay.

11. Appeals. Either party may appeal an outcome under this policy by submitting a Statement of Appeal, in writing, within three (3) business days of receiving the Notice of Disciplinary Action, citing reasons for appeal. If there is no finding of responsibility, the appeal must be submitted within three (3) business days of the conclusion of the Investigator Review Period. Written appeals must be sent to complaints@gvsu.edu .

a. The statement must list i) the grounds for the appeal as outlined below, ii) explain why the employee disagrees with the outcome, and iii) provide any documentation in support of the appeal, including any witness statements.
b. A copy of the Statement of Appeal will be provided to Human Resources, both parties and their Appointing Officers.
c. Appeals are limited to the following grounds:

i. A procedural irregularity that would change the outcome.
ii. New evidence that would change the outcome and that was not reasonably available at the time of the investigation.
iii. The disciplinary action or finding regarding responsibility was substantially contrary to the weight of the evidence.
iv. The individuals involved in making the determination had a conflict of interest or bias for or against a party or other involved individuals that would change the outcome.

d. Appeals will be considered by the Vice President of People, Equity and Culture, or designee, with the decision being final. If the Vice President of People, Equity and Culture, or designee, was involved in decision-making at any stage of this process, an alternate designee will be required to handle the appeal.

TEXTBOOKS AND COURSE MATERIALS POLICY

SLT 3.12

Date of Last Update:
January 16, 2026

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 printed 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. When possible, the University strongly encourages that these quality educational resources should be open educational resources that are a no cost option for students. When OER is not available consider GVSU Save as an option.

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 or the intent to use open educational resources to the GVSU Laker Store by the specified deadlines.
- Faculty are expected to compare open educational resources (https://libguides.gvsu.edu/oer) and 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 instructional materials 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, when available, provide a sell back option for 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.

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 Center for Global Experiences (PCGE), 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 PCGE website);
d. Signed liability waivers from each participant in the group (form available from PCGE 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 PCGE website).

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

CANCELLATION/CLOSURE/REMOTE POLICY

SLT 6.3

Date of Last Update:
February 20, 2026

Approved By:

- Senior Leadership Team

Responsible Office:
Finance and Administration

POLICY STATEMENT

Grand Valley State University has four operating status: Open, Classes Canceled, Closed, or Remote. The operating status of the university could change for a variety of reasons including emergency, utility disruptions, or weather.

TYPES OF OPERATIONAL CHANGE:

- **Open:** The University's normal operating condition. Students, faculty and staff should assume the university is open unless advised otherwise. County or State Health Department Orders, Executive Orders or similar directives may require temporary modifications to University operations without changing the University Operating Status.

- **Remote:** The most common reason to shift to remote status would be for weather related reasons. Classes will shift to remote delivery whenever feasible. Classes that cannot be delivered remotely will not be held. Staff will shift to remote/work from home whenever possible. Essential staff are to report to work. Athletic contests may be held as previously planned subject to approval by the Vice President of Finance and Administration. Other campus events may be held as previously planned subject to approval by the President or Vice President whose division is sponsoring the event.

- **Classes Cancelled:** Only classes are cancelled. The remainder of the University is open as normal. All staff are to report to work at their regular time. Rare instances of cancelling classes might include unusual student activities or student related crises.

- **Closed:** Classes and campus events will not be held. Only ESSENTIAL staff are to report to work. The university would normally only close for significant and unanticipated events like natural disasters or civil unrest in the surrounding community. It is not anticipated the university would close for weather related events.

When GVSU is **closed or shifts to remote**, 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**
- **Facility Services Grand Rapids and Regional Campuses**
- **WGVU Television and Radio**
- **Kirkhof Center**
- **Campus Health Center**

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 www.gvsu.edu. Radio or television announcements should be confirmed with GVSUAlert or www.gvsu.edu. In the case of a shift to remote, every reasonable effort will be made to make the announcement the day prior in order to provide ample time to enable the shift to remote class delivery and work from home preparation for employees.

Guidelines for course delivery in the event of University cancellation, closure or remote status are available here: www.gvsu.edu/provost/guidelines-for-course-delivery-in-the-event-of-university-cancellationclosureremote-statu

University Criteria for Weather-related Shifts to Remote

In evaluating whether to shift to remote 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; 3) weather reports regarding the track of the storm and other conditions, and 4) the anticipated length of time of the weather impacts campus operations

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, faculty and staff. 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 shifts to remote because of weather-related conditions, the Pew Grand Rapids Campus, Health Campus and the Meijer Holland Campus will also shift to remote.

GVSU's classes in Muskegon and the Stevenson Center for Higher Education will follow the operating status of Muskegon Community College.

GVSU's classes in Traverse City will follow the operating status of Northwestern Michigan College.

The operating status of 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 functions not necessarily affiliated with university operations.

Any changes in the University's operating status will be made through GVSUAlert!, on the Grand Valley web home page www.gvsu.edu. and on GVNext at www.gvsu.edu/gvnext. Notifications may also be heard on area radio and television stations. Please do not call the university switchboard regarding the University's operating status.

ADA ACCOMMODATION POLICY FOR FACULTY, STAFF, AND STUDENTS WITH DISABILITIES

SLT 9.5

Date of Last Update:
September 13, 2024

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, staff, and students who are persons with a disability are not required to disclose a disability or to request an accommodation. However, the University cannot accommodate an individual who does not inform the University about their disability and their need for an accommodation. A faculty, staff, or student seeking an accommodation must submit a request to the appropriate Accessibility Resources office (student vs. employee) and follow its procedures.

Note that the University conducts a survey of faculty and staff for statistical purposes, and this does not constitute a method of disclosure or self-identification consistent with this policy.

If a faculty or staff member requests an accommodation during conversation with a supervisor/unit administrator, the supervisor/unit administrator will refer the faculty or staff member to the Employee Accessibility Resources or its web site at this link. Disclosing a disability to a supervisor does not itself compel an obligation to accommodate.

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, staff, or student is disabled or is entitled to an accommodation.

Medical documentation, as well as other related materials, will be maintained by the appropriate Accessibility Resources office. 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.

Documentation guidelines and verification forms are available if you need assistance obtaining sufficient documentation www.gvsu.edu/accessibility.

PROCEDURES

Steps for Students Requesting Accommodation(s):

1. Disclose as a person with a disability by application to Student Accessibility Resources (SAR). Indicate the need for accommodation(s) in the application. SAR will contact the applicant to schedule their first appointment
2. Provide documentation of the disability from an appropriate professional. The medical professional must have first-hand knowledge of the condition and a familiarity with the physical, emotional, and cognitive demands of the disability.
3. Attend a first meeting with an SAR advisor to discuss appropriate accommodations. Afterward, the applicant will be provided with an accommodation memo from their SAR advisor that may take 5 to 7 days to complete.
4. Share the appropriate accommodation memorandum "memo" with other university personnel as appropriate. Accommodations are not retroactive; therefore, it is imperative to deliver new or updated memos in a timely manner.

Steps Faculty and Staff to Request Accommodation(s):

1. Disclose as a person with a disability by application to Employee Accessibility Resources (EAR). Indicate the need for accommodation(s) in the application. EAR will contact the applicant to schedule their first appointment.
2. Provide documentation of the disability from an appropriate professional. The medical professional must have first-hand knowledge of the condition and a familiarity with the physical, emotional, and cognitive demands of the disability.
3. Attend a meeting with an EAR advisor. If work accommodations are needed, the advisor will contact the supervisor/unit administrator and discuss whether an accommodation is warranted, explore possible

accommodations, and assess the effectiveness each accommodation would have in enabling the faculty or staff member to perform their job considering the following:

a. The essential job functions of the position. The essential functions are the fundamental job duties of the employment position at issue.

b. The faculty or staff member's qualification for the position, defined as ability to perform the essential functions of the job with or without reasonable accommodations; and,

c. Types of reasonable accommodations, if any, are needed.

During the accommodation request process, Accessibility Resources may:

1. Request additional documentation;
2. Consult with Human Resource office (for employees);
3. Evaluate whether the accommodation is needed, if needed, whether the accommodation would be effective, and if effective, whether providing the reasonable accommodation would impose an undue hardship.
4. Assess various accommodations;
5. Identify alternative accommodations or solutions;
6. Provide information from resources about the capabilities of persons with similar disabilities and the tools/techniques they use;
7. Determine a reasonable accommodation, if appropriate;
8. Provide a written determination to the department/unit and faculty or staff member;
9. Explain the department/unit's responsibility to fund an accepted accommodation or seek alternative funding, if needed.

Appeals

Appeal of the Determination

The Division of Inclusion and Equity will designate a trained University staff member to review the appeal. This staff member will be someone who was not involved at any point earlier in the interactive process.

Appeals are limited to the following grounds:

1. A procedural irregularity that would change the determination.
2. New information that would change the determination and that was not reasonably available at the time the determination was made.
3. The ADA advisor had a conflict of interest against the person requesting the accommodation that would change the determination.

Request for an Appeal

Submit a written request for appeal to the Division of Inclusion & Equity within three (3) business days of delivery of the determination by sending an email to fsaccessibility@gvsu.edu.

A trained staff member will meet with the person requesting the accommodation within ten (10) business days of delivery of the request for appeal to discuss the request.

Appeal Decision-making Process

Appeal decisions are to be deferential to the original determination, making changes only when there is a compelling justification to do so. The trained staff member responsible for the appeal decision may contact the faculty or staff member's supervisor/unit administrator, other uninvolved Accessibility Resources staff members, and/or legal counsel in preparation for the appeal decision, if needed and within the bounds of this policy.

Appeal Outcome

An appeal may be granted or denied. Appeals that are granted will result in a new accommodation determination that supplants the original determination. Appeals that are denied will result in the application of the original determination. Once an appeal is decided, the outcome is final.

Retaliation

Retaliation against a faculty or staff member who requests an accommodation is prohibited. Individuals who feel that they have experienced retaliation may The University's Non-Retaliation Policy for Faculty and Staff (SLT 3.3.1) is available online.

Refer Questions to:

Student Accessibility Resources

215 The Blue Connection

Allendale, MI 49401

(616) 331-2490

(616) 331-3270 (TDD)

(616) 331-3880 (FAX)

Website: gvsu.edu/accessibility

Employee Accessibility Resources, Office of Civil Rights and Title IX

4015 James H. Zumberge Hall Allendale, MI 49401

616/331-3296

616/355-3270 (TDD)

Website: https://www.gvsu.edu/titleix/employee-accessibility-resources-95.htm

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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/Antidiscrimination/EEO Office

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. 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.

CONDUCT PROCESS AND RESOLUTION PROCEDURES

STU 6.0

Date of Last Update:
September 25, 2026

Approved By:

- President

Responsible Office:
Dean of Students Office

POLICY STATEMENT

The University will use the following procedures to respond to behavior that violates the values of the University and the responsibilities enumerated in the Anchor. Resolution and appeal processes are administrative functions and are not subject to the same rules of civil or criminal proceedings. Because some violations of these standards are also violations of law, students may be accountable to both the legal system and the University's policies. All meetings, conferences, hearing and appeal processes, and other interactions under this policy, may be conducted in person or remotely as appropriate.

6.1 Academic Misconduct Procedures

The Dean of Students Office (DSO): Student Integrity works collaboratively with all GVSU faculty members to address academic misconduct concerns. Academic misconduct procedures apply to any allegation of academic misconduct that happens in a course, program of study, or research. Violations of the standards of academic integrity that fall outside this definition will follow the General Conduct Procedures defined in Section 6.2.

6.1.1 Instructor Responsibility

If an instructor suspects any instance of academic misconduct, the instructor must notify and attempt to meet with the student to discuss the incident. Based on the outcome of that meeting, the instructor may find there was no act of academic misconduct and take no further action. If the instructor finds there was an act of academic misconduct and the instructor would like to impose an academic penalty, the instructor must report the matter to DSO: Student Integrity with sufficient evidence/relevant information to substantiate their finding, and with a recommendation for the imposed academic penalty listed below:

- Impose additional course requirements.
- Require the student to redo the work in question.
- Reduce the student's grade on the work or course in question.
- Impose a failing grade for the assignment, quiz, or examination.
- Impose a failing grade for the entire course.

6.1.2 Report of Academic Misconduct to the Dean of Students Office: Student Integrity

Upon receipt of a student conduct report regarding academic misconduct, the Conflict Resolution Facilitator (CRF) will review the documentation, meet with the student, and with the instructor if necessary, to make one of the following determinations.

6.1.2.1 If the CRF finds that the claim of academic misconduct cannot be substantiated, no action will be taken.

6.1.2.2 If the CRF finds that the claim of academic misconduct is substantiated and the student accepts responsibility for a violation of the Anchor, the student may waive their right to a hearing and accept sanctions/restorative measures appropriate to the circumstances. The CRF may decide to take one of the following actions:

• Accept the recommendation from the instructor.

• Adjust the recommendation from the instructor.

• Assess additional sanctions/restorative measures appropriate to the current act of academic misconduct.

• After a review of the student's conduct record, assess additional sanctions/restorative measures.

6.1.2.3 If the CRF finds there is reasonable cause to believe that the student has engaged in an act of academic misconduct and the student does not accept responsibility for the violation, the CRF will work with the student and the instructor to refer the matter to a hearing.

6.1.3 Hearing Procedures

The Hearing Officer will follow the procedures defined in Section 6.2.4.2 and will be assigned per the procedures in Section 7.1.

6.1.4 Appeal Procedures

The Appeal Officer will follow the procedures defined in Section 6.3 and will be assigned per the procedures in Section 7.2.

6.1.5 Final Resolution

No corrective action or restorative measure(s) will be imposed by the instructor or the University until the matter reaches final resolution, via the University conduct process.

6.2 General Misconduct Procedures

These procedures apply to all actions and behaviors by individual students and/or UAOs that violate the values of the University and fall within the definitions of Student Responsibilities.

6.2.1 Initiation of Process and Notice

When a student conduct report of a possible violation of the Anchor is made to DSO: Student Integrity, a Conflict Resolution Facilitator (CRF) will review the report and make one of the following preliminary decisions:

• There is insufficient information to pursue the student conduct report further or the reported activity is not a violation of the Anchor and the matter is closed and/or referred to alternative dispute resolution.

• There is sufficient information to determine that the reported activity falls within the purview of the Anchor and there may be a violation of the Student Responsibilities. If this determination is made, the CRF will send notice of the student conduct report to the student or UAO representative through University email that will be deemed received immediately upon sending.

6.2.1.1 This notification will include the date of the incident, a link to the Anchor, a list of the sections of the Anchor that are the subject of review and the date, time, and location of the Administrative Conference.

6.2.1.2 When involving a UAO registered with the Office of Student Life, all notices referred to in these procedures shall be sent to the President of the UAO on record in the Office of Student Life. If the UAO is not a Registered Student Organization, but instead affiliated with the University through an academic department or administrative unit, notice shall be provided to the head of that department or unit who must designate a student to serve as the UAO representative of the UAO through this

process.

6.2.2 Administrative Conference

The CRF will meet with the student/UAO representative to discuss the student conduct report and to explain the resolution process. The student/UAO representative will have the right to ask questions and make a statement. The student/UAO representative may be accompanied throughout the process by a support person. At the end of this conference a determination will be reached about the type of process that will be used to reach resolution.

Based on the information provided by the student/UAO representative, and after further investigation, if necessary, the CRF may find that the incident was not a violation of the Anchor and requires no further action. If the CRF decides there is sufficient information to believe the student or UAO has violated the Anchor, the matter will be resolved through either a formal or informal process.

6.2.3 Informal Process

If the student/UAO representative accepts responsibility for the violation of the Anchor, they are waiving their right to a hearing and accept restorative measure(s) appropriate to the circumstances.

The student/UAO representative will be provided with the details of the sanctions/restorative measures in writing. In addition to the sanctions/restorative measures listed under Section 8.0, the student/UAO representative may agree to participate in one of the following conflict resolution processes:

• Circles (conferences) – discussions guided by a CRF where participants are invited to sit in-circle to discuss a specific topic with guidelines and a talking piece.

• Conflict coaching – a one-on-one conversation between a CRF and a student in conflict with another student who is unwilling or unable to engage in a facilitated dialogue.

• Facilitated dialogue – a conversation between two (2) or more individuals guided by a CRF to resolve a mutual concern.

• Social justice mediation – a process guided by a CRF where students clearly identify their interests, needs, and resolution options.

• Shuttle negotiation – the CRF serves as a liaison between parties in conflict.

Once the student enters into an informal agreement, the agreement may not be appealed. Failure to complete the terms of the informal agreement in its entirety may result in additional allegations being brought against the student.

6.2.4 Formal Process

If the student does not accept responsibility for a violation of the Anchor, a hearing will be held to resolve the matter. A hearing is an administrative process by which a Hearing Officer evaluates the information presented during the hearing, determines whether the student or UAO violated the Anchor, and, if appropriate, recommends restorative measure(s) to the CRF.

As stated under Student Rights, the University is committed to providing students and UAOs with a fair process of dispute resolution that provides due process protections to which they are entitled; however, a hearing is an administrative process of the University rather than a criminal or civil court proceeding. The University manages every action under the Anchor.

The following procedures provide the details of the rights and responsibilities of all parties.

6.2.4.1 Rights of Students and University-Affiliated Organizations in the Conduct Process Formal Process

These rights apply to the student or UAO alleged to have violated the Anchor, the person or group who brought the allegation, and the staff or faculty member representing the University at the Hearing:

- To a fair and prompt hearing before an impartial decision-maker.
- To appear in person and speak at a hearing.
- To not attend the hearing. If a student or UAO representative chooses not to attend, the hearing will be held in their absence. The failure of a student to appear will not be taken as an admission of guilt.
- To refuse to answer questions.
- To be accompanied by a support person of the student's or UAO representative's choice.
- To call on witnesses whose testimony is related to the alleged incident, but not to general character. The names of any witnesses to be called on at the hearing must be submitted to the CRF at least one (1) business day prior to the hearing.
- To provide any evidence/relevant information that may support their testimony. Any evidence to be used at the hearing must be submitted in advance to the CRF at least one (1) business day prior to the hearing.
- To request to review any materials submitted by the other party before the hearing.
- To ask questions of the other party and of any witnesses called on at the hearing. The Hearing Officer has the right to determine the method of questioning (direct questioning, submitting of written questions, or any other method that will elicit the necessary information).
- To have a copy of the hearing decision, rationale, and, if any, the assigned restorative measure(s).
- To request an appeal, if appropriate criteria are met, to challenge the decision of the Hearing Officer.

6.2.4.2 Hearing Procedures

6.2.4.2.1 At least three (3) business days before the hearing, the student or UAO representative will be sent a notification that includes the name(s) of the Hearing Officer, in addition to the date, time, and location of the hearing. This notification will be sent through university email and will be deemed received immediately upon sending.

6.2.4.2.2 In all conduct proceedings, the burden of proof rests with the University, represented by a CRF assigned by DSO: Student Integrity, that must demonstrate by a preponderance of the evidence/relevant information that a violation has occurred.

6.2.4.2.3 The decision of the Hearing Officer regarding responsibility will be made solely on the evidence/relevant information provided during the hearing. If the student/UAO is found to have violated the Anchor, the decision about the appropriate sanctions/restorative measures may include the administrative contact history made in connection with the incident, and the cumulative conduct history of the student or UAO found responsible.

6.2.4.2.4 A single digital audio recording will be made of the hearing. This record will remain the property of the University and will be kept by DSO: Student Integrity. No other recording device is allowed. The recording is considered part of the student's or UAO's disciplinary record and will be maintained by DSO: Student Integrity.

6.2.4.2.5 The Hearing Officer and the University's representative may ask questions of any witnesses called on at the hearing.

6.2.4.2.6 The Hearing Officer may remove any individual from the hearing who in their judgement is disruptive. The hearing will then proceed without the presence of the individual removed. If the disruption is caused by a student, the Hearing Officer, in consultation with the Associate Dean of Students (or designee), may determine that a report of a possible violation of the Anchor be submitted.

6.2.4.3 Decision

The Hearing Officer will issue a written decision to DSO: Student Integrity within three (3) business days, including a decision regarding the allegation, the rationale for the decision and, if applicable, the recommendation for sanctions/restorative measures. Within three (3) business days from the date the decision is received by DSO: Student Integrity, notification of the decision, rationale, and any assigned sanctions/restorative measures will be sent to the student or UAO representative alleged to have committed a violation and the person or group who first brought the allegation.

6.3 Appeal Procedures

6.3.1 Right to request an appeal

The student or UAO with the alleged violation, the person or group who first brought the allegation or the University, has the right to request an appeal a decision of the Hearing Officer. In cases related to academic misconduct, both the student and the instructor have the right to appeal a decision of the Hearing Officer. Students/UAO representatives may request the appeal heard by an Appeal Officer.

6.3.2 Grounds to appeal

The party appealing the decision of a Hearing Officer must submit a written appeal, received by DSO: Student Integrity within three (3) business days of the date the party was sent the written decision. An appeal received after that time limit has expired will not be heard unless there is a compelling reason, as determined by the Associate Dean of Students (or designee). The appeal must include at least one of the following three (3) grounds for appeal, and the remedy requested from the appeal body.

6.3.2.1 New Evidence/Relevant Information: A claim that new evidence/relevant information, unavailable during the original investigation or hearing, could substantially affect the original finding or restorative measure(s). A summary of the new evidence/relevant information and its impact must be included in the appeal request.

6.3.2.2 Procedural Error: A claim of procedural error that significantly affected the hearing's outcome.

6.3.2.3 Conflict of interest: The CRF or decision-maker(s) had a conflict of interest or bias for or against accuser or accused that affected the outcome of the hearing.

6.3.3 Review Process

The Associate Dean of Students (or designee) will review the appeal request to determine whether there are grounds for an appeal. If there are grounds for an appeal, an Appeal Officer will review the materials using in the hearing, including the recording made of the hearing. If a finding of responsibility is upheld, the administrative contact history related to the matter, and the cumulative conduct history of the student or UAO alleged to have committed a violation, will also be reviewed. The Appeal Officer does not meet with either party during the appeal process.

6.4 Scope of Appeal

The consideration of an appeal is limited to determining whether the findings of the Hearing Officer, were so incorrect, or that a procedural error was so significant, that it affected the outcome of the hearing or the imposition of sanctions/restorative measures and requires that the decision should be changed. An appeal is a limited review of the findings and/or restorative measure of the Hearing Officer as requested by the person(s) making the appeal. An appeal is not used for the purpose of:

- Substituting the judgment of the Appeal Officer for that of the original Hearing Officer,
- Deciding whether they would have reached the same decision, or
- Reexamining the changes against the student or UAO.

6.5 Appeal Officer Decision Options

After review of the materials, the Appeal Officer may:

- Dismiss the appeal and uphold the original decision.
- Grant the appeal and remand the case back to the original Hearing Officer for reconsideration citing the findings of the Appeal Officer.
- Grant the appeal and require a new hearing with a different Hearing Officer.
- Grant the appeal and modify the sanctions/restorative measures required.

6.6 Appeal Decision

The Appeal Officer will issue a written decision to DSO: Student Integrity within three (3) business days, including a decision based on the grounds for the appeal, the rationale for the decision, and, if applicable, the new recommendation for sanctions/restorative measures. Within three(3) business days from the date the Appeal Officer decision is received by DSO: Student Integrity, notification of the decision, rationale, and any changes to the sanctions/restorative measures will be sent to the student or UAO representative found responsible and the person or group who first brought the allegation. The notification will be sent through University email and will be deemed received immediately upon sending.

The decision of the Appeal Officer is final and binding.

6.7 Appeal of University-Affiliated Organization Suspension or Removal

The Dean of Students (or their designee) reserves the right to review the status of any UAO suspension that has already been at least halfway completed if the request is not made by a student or community member involved in the incident that led to suspension. In cases of permanent removal, this status can be reviewed five (5) years after the sanction was enacted. After review of the materials, the Dean of Students may:

- Dismiss the appeal and uphold the original decision.
- Grant the appeal and modify the sanctions/restorative measures required.