

# Affiliate Faculty Responsibilities and Workload

## NON-TENURE TRACK FACULTY

BOT 4.3.0

**Date of Last Update:**

August 05, 2019

**Approved By:**

- Board of Trustees

**Responsible Office:**

Legal, Compliance & Risk Management

## POLICY STATEMENT

### 4.3.0 Non-Tenure Track Faculty

Non-Tenure Track Faculty are any faculty appointed to full time or part time positions created for purposes such as working on grants or contracts, clinical settings, scholarly engagement, filling in for Regular Faculty who may be absent, completing specific projects, augmenting the Regular Faculty, teaching a single semester's course offering, enhancing the programs of the university with distinguished Visiting persons, and for other purposes.

Non-Tenure Track Faculty include Visiting faculty, Affiliate and Senior Affiliate faculty, and Adjunct and Senior Adjunct instructors (at any rank) as defined below. Non-Tenure Track Faculty are not required to possess a terminal degree. Non-Tenure Track Faculty are not eligible for nor do they accrue any credit toward academic tenure. There are no employment rights beyond the appointment terms stated below. All Non-Tenure Track Faculty are subject to evaluation procedures approved by the Provost.

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

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

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

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

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

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

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

**C. Senior Affiliate Faculty:** After seven (7) consecutive years at the University as an Affiliate Faculty member, an individual is eligible to apply to be appointed to Senior Affiliate

Faculty subject to the conditions and process as established by the Provost and not inconsistent with Sections [4.3.0](#) and [4.3.3](#). This opportunity exists for Affiliate Faculty within each category of Section [4.3.0.B](#).

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

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

**F. Adjunct Librarian:** Adjunct Librarians are appointed to work for a limited amount of time on special projects or limited professional effectiveness portfolios, augmenting the work of a regular library faculty or to fill in for regular library faculty.

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

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

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

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## FACULTY RESPONSIBILITIES

**Date of Last Update:**

August 27, 2020

**Approved By:**

- University Academic Senate / Provost

**Responsible Office:**

Provost Office

**POLICY STATEMENT**

The role of a faculty member involves an interlocking set of responsibilities to students, to colleagues in both the institution and the wider profession, to the institution itself and its surrounding community, to the advancement of knowledge and understanding in the faculty member's field, and to the ideals of free inquiry and expression. Normally, these are articulated as the areas of teaching (Regular Faculty) or professional effectiveness (Library Regular Faculty), scholarship and creative activity, and service, as outlined in the Board of Trustees' Policies [BOT 4.2.9](#).

Each unit shall establish expectations, in writing for all its faculty, in the areas of teaching (for Regular Faculty) or professional effectiveness (for Library Regular Faculty), scholarship and creative activity, and service based on disciplinary standards and best practices and unit, college and university goals and work. Teaching (for Regular Faculty) or professional effectiveness for (Library Regular Faculty), scholarship/creative activity, and service are included in each faculty member's workload. For both Regular Faculty and Library Regular Faculty, these unit expectations will be approved by the process described in Board of Trustees' Policies BOT 4.2.9.

**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' Policies [BOT 4.2.9.](#)]. Evidence of professional effectiveness is a significant factor in contract renewal, tenure, promotion, and salary increment decisions. Evaluation of professional effectiveness will be on the basis of the judgment of colleagues and/or those who are instructed or served.

### **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 years. A college or unit can be more specific about how much or what type of activity it requires.

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

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

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

#### I. Contract Renewal

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

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

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

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

To be promoted to full professor/senior librarian, a candidate must meet specific unit standards. Unit standards will address work done in the previous six years before application

for full professor, and the standards must be more rigorous than those required for tenure and promotion to associate professor.

#### IV. Annual Reviews

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

### **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.

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

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

### **Library Regular Faculty**

Library Regular Faculty may optionally negotiate a temporary adjustment to their normally assigned expectations established by the unit in the areas of professional effectiveness,

scholarship/creative activity and service in a given year to take on a proposed area of significant focus. This significant focus will be reviewed and approved by the dean. Faculty members anticipating review for personnel action, and especially action for tenure and promotion will want to ensure that their significant focus of activity is consistent with their unit's and college's expectations for tenure and promotion.

## **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 Activity Plan under professional development. New untenured, regular faculty members who have experience at another university can join the University Mentoring Program's 2-6th year group. A faculty member who chooses not to participate in the University Mentoring Program should advise the unit head in writing of this decision. See [the Faculty Teaching and Learning Center website](#) for a full explanation of university-wide mentoring communities.

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

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

writing.

## 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

## REASSIGNED TIME

SG 3.03

**Date of Last Update:**

April 01, 2020

**Approved By:**

- University Academic Senate / Provost

**Responsible Office:**

Provost Office

## POLICY STATEMENT

**Reassigned Time**

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

with both in-class and outside class work for a similar credit class. For Library regular faculty, one (three-credit) course of reassigned time equates to approximately 20-25% of workload. In the annual Faculty Activity Report, every faculty member shall report on the achievements resulting from any allocated reassigned time. Continued reassigned time is dependent upon demonstrated quality work.

#### **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.

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## **INSTRUCTIONAL POLICIES**

SG 3.04

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

May 31, 2019

#### **Approved By:**

- University Academic Senate / Provost

#### **Responsible Office:**

Provost Office

## **POLICY STATEMENT**

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

## **A. Absence from Class**

Faculty members are responsible for meeting all classes for which they are scheduled. If faculty members are absent from teaching responsibilities due to illness, they should notify their unit heads and students should be notified through Blackboard or other electronic means as early as possible.

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

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

## **B. Change of Instructor, Time, or Place of Meeting**

Change of instructor, time, or place of meeting for a scheduled class may be made only with the approval of the unit head and the Dean of the College. The office of the Dean of the College sends changes to the [Registrar's Office](#) where a current master schedule is maintained.

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

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

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



those requirements should be given.

6. The following statement should appear on the syllabus: This course is subject to the GVSU policies listed at <http://www.gvsu.edu/coursepolicies/>.

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

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

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

#### **E. Selection of Textbooks**

Faculty members are responsible for submitting information on textbooks and other required material for their courses when such information is requested from the [University Bookstore](#). Policies concerning use of self-authored textbooks may be found in Senior Leadership Team [\[SLT 3.12\]](#) Textbooks and Course Materials Policy.

#### **F. Culminating Experience**

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

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## **PROFESSIONAL ETHICS**

SG 3.05

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

March 11, 2019

#### **Approved By:**

- University Academic Senate / Provost

#### **Responsible Office:**

Provost Office

## **POLICY STATEMENT**

## **Professional Ethics**

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

### **A. Human Subjects Review**

All projects within Grand Valley State University involving research on human subjects require review and approval by the Human Research Review Committee. To view the procedure for review and approval, go to the [Research Compliance & Integrity](#) website.

### **B. Animal Research**

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

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

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

### **D. Professionalism in Professor-Student Relationship**

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

attitudes, is considered inappropriate.

## **E. Outside Employment**

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

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

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

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## **COLLEGIALITY POLICY**

SLT 3.3

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

June 06, 2014

### **Approved By:**

- Senior Leadership Team

### **Responsible Office:**

Provost Office

## **POLICY STATEMENT**

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

A range of thoughtful perspectives is necessary for open inquiry, liberal education, and a healthy community. Recognizing this, we seek and welcome a diverse group of students, faculty and staff. We value a multiplicity of opinions and backgrounds and seek ways to incorporate the voices and experiences of all into our University. We value our local community and embrace the participation of individuals and groups from Michigan, the nation and the world. We also encourage participation in educational opportunities abroad.

In order to foster a healthy and diverse environment, we will act with integrity, communicate

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

## **PROCEDURES**

### **FACULTY AND STAFF MEMBER**

If a faculty or staff member believes that she or he has been subjected to act(s) of non-collegiality, ideally, the individual should first try to discuss the matter with the offending person and/or the appropriate unit head or supervisor. If circumstances make this too difficult or if this does not resolve the matter, the faculty or staff member may seek assistance from the Work Life Consultant in Human Resources. In addition to providing help in resolving the matter, the Work Life Consultant can suggest other available resources. If using this process does not resolve the matter or the faculty or staff member so chooses, she or he may file a complaint using the appropriate Complaint Process identified for each staff group as listed below.

Complaint Process:

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

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

Professional Support Staff – Section 3.2.4 of the Agreement

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

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

Department of Public Safety Staff – Section 5.2 of the Agreement

Security Staff – Personnel Policies in the Security Staff Handbook

### **STUDENT**

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

from the Dean of Students Office. In addition to providing help in resolving the matter, the Dean of Students Office representative can suggest other available resources. If using this process does not resolve the matter or the student so chooses, she or he may file a complaint using the appropriate process in the Student Code.

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

## DEFINITIONS

“Collegiality” defined:

Collegiality represents an expectation of a professional relationship among and between faculty, staff, and students with a commitment to sustaining a positive and productive environment as critical for the progress and success of the University community. It consists of collaboration and a shared decision-making process that incorporates mutual respect for similarities and for differences - in background, expertise, judgments, and points of views, in addition to mutual trust. Central to collegiality is the expectation that members of the University community will be individually accountable to conduct themselves in a manner that contributes to the University's academic mission and high reputation. Collegiality among faculty, staff, and students involves a similar professional expectation concerning constructive cooperation, civility in discourse, and engagement in academic and administrative tasks within the respective units and in relation to the institutional life of the University as a whole. Collegiality is not necessarily congeniality nor is it conformity nor excessive deference to the judgments of faculty, staff, and students; these are flatly oppositional to the free and open development of ideas. Evidence of collegiality is demonstrated by the protection of academic freedom, the capacity of faculty, staff, and students to carry out their professional and learning functions without obstruction, and the ability of a community of scholars to thrive in a vigorous and collaborative intellectual climate.

Non-collegial Behavior(s):

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

incivility, misuse of authority, intimidation, humiliation, retaliation, and infringement upon personal and academic freedoms. Non-collegial behaviors constitute bullying.

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## TEXTBOOKS AND COURSE MATERIALS POLICY

SLT 3.12

**Date of Last Update:**

October 10, 2016

**Approved By:**

- Senior Leadership Team

**Responsible Office:**

Provost Office

### POLICY STATEMENT

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

### PROCEDURES

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

Responsibilities of the Faculty:

- Faculty members shall submit lists of required textbooks, recommended textbooks and supplemental course materials to the GVSU Laker Store by the specified deadlines.
- Faculty are expected to compare various textbook options and to make the selection by taking into account pedagogical value, price, and availability. If all other considerations are about the same, the less expensive option should be selected. When there are multiple sections of a course taught by different instructors, it is preferable (but not required) that departments order the same textbook for all sections, in order to benefit

students who may be adjusting their schedule during drop/add week and to support inventory management for the GVSU Laker Store.

- When faculty wish to require the purchase of any published textbooks or materials for which they have or will receive royalties or revenue, this decision shall be reviewed by the Unit Head, who shall determine whether the selection is appropriate, taking into account the criteria above. The purpose of the review is to disclose and to manage any actual or potential conflict of interest. The Unit Head may authorize that the review be conducted by a designee if certain disciplinary expertise is needed or if the Unit Head cannot provide a neutral review. If the Unit Head cannot identify a designee, then the review shall be conducted by the Dean or designee.

Responsibilities of the GVSU Laker Store:

- The GVSU Laker Store will continue to reduce textbook prices whenever possible.
- The GVSU Laker Store will buy back used textbooks, and the following semester make the used copies available at reduced price and display them next to the new ones.
- When filling departmental textbook orders, the GVSU Laker Store shall acquire as many used but still up to date copies as possible, make them available at reduced price, and place them next to the new ones.
- The GVSU Laker Store will display the required texts and materials with the course instructors' names and course section numbers. This will help students make informed decisions when finalizing course schedules.

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## **ACCOMPANYING STUDENTS OUTSIDE THE U.S.A. POLICY**

SLT 3.16

**Date of Last Update:**

November 07, 2017

**Approved By:**

- Senior Leadership Team

**Responsible Office:**

Office of the Provost

## POLICY STATEMENT

### Policy Statement

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

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

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

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## CANCELLATION/CLOSURE/REMOTE POLICY

SLT 6.3

**Date of Last Update:**

December 10, 2020

**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**

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](http://www.gvsu.edu). Radio or television announcements should be confirmed with GVSUAlert or [www.gvsu.edu](http://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-253.htm](http://www.gvsu.edu/provost/guidelines-for-course-delivery-in-the-event-of-253.htm).

### **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 and the office in the NMC University Center 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](http://www.gvsu.edu), and on GVNext at [www.gvsu.edu/gvnext](http://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.

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## **INTERIM POLICY PROHIBITING HARASSMENT, DISCRIMINATION, RETALIATION, & SEXUAL MISCONDUCT (INCLUDING SEXUAL ASSAULT, INTIMATE PARTNER VIOLENCE, STALKING, & SEXUAL EXPLOITATION)**

SLT 9.1

**Date of Last Update:**

August 14, 2020

**Approved By:**

- Senior Leadership Team

**Responsible Office:**

Office for Title IX and Institutional Equity

### **POLICY STATEMENT**

GVSU is committed to providing an educational environment, a workplace, programs, and activities that are free from all forms of harassment, discrimination, retaliation, and sexual misconduct. This policy prohibits all forms of harassment and discrimination under Title IX of the Education Amendments of 1972, 2020 Title IX Regulations (34 CFR § 106), Section 304 of the Violence Against Women Reauthorization Act of 2013 (VAWA), Title VII of the Civil Rights Act of 1964, and other applicable statutes, including the Elliott-Larsen Civil Rights Act, Michigan PA 453 of 1976. This policy prohibits a broad continuum of behaviors, some of which are not legally prohibited but which reflect GVSU's standards and expectations for a positive working and learning environment.

GVSU values and upholds the equal dignity of all members of its community and strives to

balance the rights of the parties in the grievance process during what is often a difficult time for all those involved. When an alleged violation of this policy is reported, the allegations are subject to resolution using GVSU's "Process A: Grievance Process Under 2020 Title IX Regulations," "Process B: Grievance Process for University Sexual Misconduct," or "Process C: Resolution Process for Discrimination & Harassment," as determined by the Title IX Coordinator, and as detailed in accompanying procedures.

### **Jurisdiction of this Policy**

This policy applies to the education programs and activities of GVSU, to conduct that takes place on the campus or on property owned or controlled by GVSU, at GVSU-sponsored events, or in buildings owned or controlled by GVSU's recognized student organizations.

This policy is also applicable to off-campus conduct where the effects of off-campus misconduct effectively deprive someone of equal access to GVSU's educational programs or activities; and/or has continuing effects on campus or in an off-campus sponsored program or activity; and/or the Respondent poses an immediate threat to the physical health or safety of any student or other individual.

### **Prohibited Conduct Under this Policy**

1. **Sexual Assault:** having or attempting to have *sexual intercourse* or *sexual contact* with another individual by force or threat of force, without *consent*, or where the person is *incapacitated*, as defined below:

- a. **Sexual Contact:** any intentional sexual touching, however slight, with any object or body part, performed by a person upon another person, and includes:
  - i. Intentional touching of the breasts, buttocks, groin or genitals, whether clothed or unclothed, or intentionally touching another with any of these body parts;
  - ii. Making another touch you or themselves with or on any of these body parts;
  - iii. Causing another to touch one's intimate parts, disrobing or exposure of another without permission.
- b. **Sexual Intercourse:** vaginal or anal penetration, however slight, with any object or body part, performed by a person upon another person; and/or oral penetration involving mouth to genital contact, and includes:
  - i. Vaginal penetration by a penis, object, tongue, or finger;
  - ii. Anal penetration by a penis, object, tongue, or finger;
  - iii. Any contact, no matter how slight, between the mouth of one person and the genitalia of another person.

**2. Intimate Partner Violence:** any act of *Domestic Violence* or *Dating Violence* as defined below:

- a. **Domestic Violence:** any act of violence committed by any of the following individuals: (1) a current or former spouse or intimate partner of the victim; (2) person with whom the victim shares a child in common; (3) person who is cohabitating with, or has cohabitated with, the victim as a spouse or intimate partner; and/or, (4) a resident or former resident of the victim's household in the event such household residents have a current or prior intimate relationship.
  - i. An incident of domestic violence can consist of a single act of violence or a pattern of violent acts that includes, but is not limited to, sexual or physical abuse, or the threat to engage in such abuse.
- b. **Dating Violence:** any act of violence committed by a person who is, or has been, in a social relationship of a romantic or intimate nature with the victim that does not fall within the definition of "domestic violence."
  - i. Dating violence includes, but is not limited to, sexual or physical abuse or assault or the threat of such abuse or assault.
  - ii. For the purposes of determining Intimate Partner Violence, whether the relationship is of a romantic or intimate nature is determined by a variety of factors, including: (a) the length of the relationship, (b) the type of relationship, and (c) the frequency of interaction between the persons involved in the relationship.
  - iii. A relationship of a romantic or intimate nature means a relationship that is characterized by the expectation of affection or sexual involvement between the parties.
  - iv. An incident of dating violence can consist of a single act of violence or a pattern of violent acts that includes, but is not limited to, sexual or physical abuse, or the threat to engage in such abuse.

**3. Stalking:** when a person engages in a *course of conduct* directed at a specific person under circumstances that would cause a *reasonable person* to fear bodily injury or to experience *substantial emotional distress*.

- a. *Course of conduct* means two or more acts, including but not limited to acts in which a person directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about another person, or interferes with another person's property.
- b. *Reasonable person* means a reasonable person under similar circumstances.

- c. *Substantial emotional distress* means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.
- d. Stalking includes “cyber-stalking,” a particular form of stalking in which a person uses electronic media, such as the internet, social networks, blogs, cell phones, texts, or other similar devices or forms of contact. This policy prohibits all stalking, not just stalking that occurs within the context of a relationship.

4. **Sexual Exploitation:** taking non-consensual or abusive sexual advantage of another for their own benefit or for the benefit of anyone other than the person being exploited.

Examples include, but are not limited to:

- a. Causing the *incapacitation* of another person (through alcohol, drugs, or any other means) for the purpose of compromising that person’s ability to give *consent* (as defined in this policy) to sexual activity;
- b. Allowing third parties to observe private sexual activity from a (a) hidden location (e.g., closet), or (b) through electronic means (e.g., Skype or live streaming of images);
- c. Engaging in voyeurism (e.g., watching private sexual activity without the consent of the participants or viewing another person’s intimate parts (including genitalia, groin, breasts or buttocks) in a place where that person would have a reasonable expectation of privacy);
- d. Recording or photographing private sexual activity and/or a person’s intimate parts (including genitalia, groin, breasts or buttocks) without consent;
- e. Disseminating or posting images of private sexual activity and/or a person’s intimate parts (including genitalia, groin, breasts or buttocks) without consent;
- f. Knowingly exposing another person to a sexually transmitted infection or virus without the other’s knowledge;
- g. Arranging for others to have non-consensual sexual contact, as defined by this policy, with a non-consenting person.

5. **Sexual Harassment:** unwelcome or unwanted conduct of a sexual nature whether verbal or nonverbal, graphic, physical or otherwise, where *Quid Pro Quo* is present and/or rises to the level of creating a *Hostile Environment*.

6. **Gender-Based Harassment:** unwelcome or unwanted conduct based on gender, sexual orientation, transgender, gender non-conforming, transitioning, gender identity, or gender expression that may include acts of aggression, intimidation, or hostility,

whether verbal or non-verbal, graphic, physical, or otherwise, even if the acts do not involve conduct of a sexual nature, where *Quid Pro Quo* is present and/or rises to the level of creating a *Hostile Environment*.

- a. *Transgender* is an umbrella term that can be used to describe people whose gender identity and/or expression is different from their sex assigned at birth.
- b. *Gender non-conforming* describes people who have, or are perceived to have, gender characteristics and/or behaviors that do not conform to traditional or societal expectations.
- c. *Transition/Transitioning* is the process of changing one's gender from the sex assigned at birth to one's gender identity.
- d. *Gender Identity* is a personal, internal sense of oneself as, for example, male, female, both, or neither.
- e. *Gender Expression* is the external appearance of one's gender identity, or how one represents one's gender through hair style, clothing, mannerisms, etc.

**7. Discriminatory Harassment:** conduct on the basis of that person's actual or perceived membership in one or more of the protected classes listed below, that could reasonably be understood as having the purpose or effect of creating an intimidating, hostile, or offensive environment; having the purpose or effect of unreasonably interfering with an individual's work performance or access to educational activities and programs; adversely affecting an individual's employment opportunities or access to educational activities and programs.

- a. *Protected Classes* are age, color, disability, familial status, gender, gender expression, gender identity, gender non-conforming, height, marital status, national origin, political affiliation, race, religion, sex, sexual orientation, transgender, transitioning, veteran or active duty military status, or weight.

**8. Retaliation:** taking or attempting to take materially adverse action by intimidating, threatening, coercing, harassing, or discriminating against any individual for the purpose of interfering with any right or privilege secured by law or policy, or because the individual: reported an incident of prohibited conduct under this policy, participated in a grievance process related to this policy, supported an impacted party, assisted in providing information relevant to an investigation, and/or acted in good faith to oppose conduct that constitutes a violation of this policy.

Acts of alleged retaliation should be reported immediately to the Title IX Coordinator and will be promptly investigated. GVSU will take all appropriate and available steps to protect individuals who are concerned that they may be subjected to retaliation.

The exercise of rights protected under the First Amendment does not constitute retaliation.

a. Retaliation under Title IX also includes:

Charges against an individual for conduct violations that do not involve sex discrimination or sexual harassment but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation.

Charging an individual with a conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this policy and procedure does not constitute retaliation, provided that a determination regarding responsibility, alone, is not sufficient to conclude that any party has made a materially false statement in bad faith.

## 9. Title IX and Sexual Misconduct

a. Title IX defines sexual harassment as conduct on the basis of sex that satisfies one or more of the following:

- i. An employee of GVSU conditioning the provision of aid, benefit, or service of GVSU on an individual's participation in unwelcome sexual conduct;
- ii. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to GVSU's education programs or activities; or
- iii. "Sexual assault" as defined in [20 U.S.C. 1092\(f\)\(6\)\(A\)\(v\)](#) ([forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation](#)), "dating violence" as defined in [34 U.S.C. 12291\(a\)\(10\)](#), "domestic violence" as defined in [34 U.S.C. 12291\(a\)\(8\)](#), or "stalking" as defined in [34 U.S.C. 12291\(a\)\(30\)](#).

1. When evaluating responsibility for alleged Prohibited Conduct, GVSU considers the presence or absence of the following:

- a. **Consent** is affirmative, informed (knowing), voluntary (freely given), and clearly communicated by word or action.
  - i. Consent can be withdrawn once given, as long as the withdrawal is reasonably and clearly communicated. If consent is withdrawn, that sexual activity should cease within a reasonable time.



- ii. When evaluating whether the Complainant has given consent, GVSU will also consider the presence of physical violence, threats, intimidation, and/or coercion.
- iii. Individuals may experience the same interaction in different ways. Therefore, it is the responsibility of each party to determine that the other has consented before engaging in the activity.
- iv. Consent cannot be obtained by taking advantage of the *incapacitation* of another, where it was known, or reasonably should have been known, that the other was incapacitated.
  - a. *Incapacitation* is such that it renders the person incapable of self-care and protection and occurs when someone cannot make rational, reasonable decisions because they lack the capacity to give informed (knowing) consent (e.g., to understand the “who, what, when, where, why, or how” of their sexual interaction).
    - I. Incapacitation could be the result of alcohol, other drugs, sleep or unconsciousness, a temporary or permanent physical or mental health condition, or involuntary physical restraint.
  - b. **Quid Pro Quo** is unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature made by a person having power or authority over another constitutes sexual harassment when submission to sexual conduct is made either explicitly or implicitly a term or condition of rating or evaluating an individual’s educational or employment progress, development or performance. This includes when submission to such conduct would be a condition for access to receiving the benefits of any educational or employment program.
  - c. **Hostile Environment** is sufficiently severe, or persistent or pervasive, and objectively offensive that it unreasonably interferes with, limits, or deprives an individual from participating in or benefitting from GVSU’s education or employment programs and/or activities.

## Required Reporting

When a **Mandatory Reporter** (as defined below) is notified of sexual misconduct, including sexual assault, stalking, intimate partner violence (dating/domestic violence), sexual exploitation, sexual harassment, or gender-based harassment, they must immediately report the information to the Title IX Coordinator. Following the filing of the report with the Title IX Coordinator, the Mandatory Reporter will keep all information they receive private. Federal and state funding is premised on compliance with the laws and guidance referenced in this

policy.

**While all employees are encouraged to report, Mandatory Reporters** at GVSU are:

- Members of the Board of Trustees, as required by state law;
- Executive Officers and Appointing Officers;
- Deans, directors, department heads/chairs (including those serving in assistant or associate roles);
- Supervisors;
- GVSU faculty or staff providing oversight to, or traveling with, students on GVSU-related travel, including GVSU-sponsored study abroad, research, fieldwork, clinicals or internship programs;
- Faculty and staff, who serve as advisors to or coaches of GVSU-recognized student groups;
- Any individual, whether an employee or not, who serves as a coach of a club sports team;
- All employees, including student-employees (while working), working in the Division of Student Affairs (including Resident Assistants at all times), Division of Inclusion and Equity, Enrollment Development Division, Department of Public Safety, and Athletics, except those who serve in non-supervisory clerical capacities;
- Campus Security Authorities designated by GVSU under the Clery Act not otherwise specified;
- Individuals serving in any of the positions described above on an acting or interim basis.

Failure of a Mandatory Reporter, as described above in this section, to report an incident of which they become aware is a violation of this policy and can be subject to disciplinary action.

### **GVSU's Statement on Non-discrimination**

Grand Valley State University does not discriminate against students, faculty or staff in any of its employment practices or in its educational programs or activities. Grand Valley State University is guided by values for inclusiveness and community which are integral to our mission to educate students to shape their lives, their professions, and their societies, and to enrich the community through excellent teaching, active scholarship, and public service.

The University is an affirmative action, equal opportunity institution. It encourages diversity and provides equal opportunity in education, employment, all of its programs, and the use of its facilities. Members of the University community, including candidates for employment or admissions, and visitors or guests, have the right to be free from acts of harassment and discrimination, which are prohibited if they discriminate or harass on the basis of age, color, disability, familial status, height, marital status, national origin, political affiliation, race,

religion, veteran or active duty military status or weight. In addition, Grand Valley is required by Title IX of the Education Amendments of 1972 to ensure that none of its education programs and activities discriminate on the basis of sex/gender. Sex includes sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status.

The Office for Title IX and Institutional Equity serves as a resource for the GVSU community and assists individuals who may have been impacted by discrimination or harassment in connecting with resources, imposes measures that protect or support access to programs and activities, and oversees the university's grievance process for allegations of discrimination and harassment. Inquiries regarding the application of Title IX may be referred to Theresa Rowland, Title IX Coordinator, 4015 Zumberge Hall, [titleix@gvsu.edu](mailto:titleix@gvsu.edu), (616) 331-9530.

## PROCEDURES

Procedures for responding to reports of Harassment, Discrimination, Retaliation, & Sexual Misconduct (including Sexual Assault, Intimate Partner violence, Stalking, & Sexual Exploitation) under this policy are published at [gvsu.edu/titleix/procedures](http://gvsu.edu/titleix/procedures).

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## DISABILITY ACCOMMODATION POLICY FOR FACULTY AND STAFF

SLT 9.5

**Date of Last Update:**

September 16, 2013

**Approved By:**

- Senior Leadership Team

**Responsible Office:**

Inclusion and Equity

## POLICY STATEMENT

Grand Valley State University is committed to the fundamental academic principles of equity and accessibility by providing all faculty, staff and students with access to the University's programs, services, events and activities. The aim of this policy is to support an inclusive academic environment by incorporating design concepts that reduce or remove barriers. University faculty or staff members who are persons with a disability are not required to

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

## **PROCEDURES**

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

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

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

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

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

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

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

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

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

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

**Appeals**

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

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

### **Retaliation**

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

### **Refer Questions to:**

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

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## **RELIGIOUS INCLUSION POLICY**

SLT 9.6

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

November 19, 2012

### **Approved By:**

- Senior Leadership Team

### **Responsible Office:**

Inclusion and Equity/Office of Affirmative Action

## **POLICY STATEMENT**

Possessing and mastering a range of thoughtful perspectives is necessary for open inquiry, a liberal education, and a healthy community. Recognizing this, the University seeks to include, engage, and support a diverse group of students, faculty, and staff. The institution values a multiplicity of opinions and backgrounds, and is dedicated to incorporating multiple voices and

experiences into every aspect of its operations. We are committed to building institutional capacity and strengthening our liberal education through providing an inclusive environment for all of our University constituents.

### **Purpose**

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

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

## **PROCEDURES**

### **Accommodations**

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

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

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

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

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

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

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

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

### **Religious Accommodation Procedure**

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

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

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



faculty member in the Dean of Students Office.

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

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

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

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

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

### **Confidentiality**

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

### **Retaliation**

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

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