Affiliate Faculty Responsibilities and Workload

AFFILIATE FACULTY EVALUATION PROCEDURES AND PROMOTION TO SENIOR AFFILIATE FACULTY

AFF 3.01

Date of Last Update:
December 12, 2023

Approved By:

- Board of Trustees
- Provost

Responsible Office:
Office of the Provost

POLICY STATEMENT

EFFECTIVE Fall Semester 2022

A. About Affiliate Faculty:

The work of Affiliate Faculty is described in *Board of Trustees Policy 4.3.0*. The policy includes:

- Categories of Affiliate faculty
- Roles
- Normal number of teaching credit hours per year
- Other expectations
- Availability of promotion to Senior Affiliate (process detailed in Section F)

B. Focus of Affiliate Faculty Annual Reviews and Reviews for Contract Renewal

As further detailed below, both annual reviews and reviews for contract renewal of most Affiliate faculty should focus primarily on their teaching and specific teaching-related assignments, as clearly defined by their unit and/or college. Performance of duties other than teaching may also be evaluated, subject to a description of those duties that is provided in writing.

C. Affiliate Faculty Expectations and Evaluation Procedures - Generally

As it pertains to Affiliate faculty, a unit or college may follow the written performance expectations and evaluation procedures referenced or described in this section, or it may develop alternate expectations and procedures (for annual performance and contract renewal), as approved by the Provost's office. In either case, annually and by a date set by the Provost's office, Affiliate faculty should be provided with a written document including a list of internal deadlines, expectations of documents to be submitted, and evaluation standards and procedures.

D. About Review Procedures for Annual Evaluation

An Affiliate Workload Plan (AWP) for each Affiliate faculty member will be finalized by the second week of each semester in which they are contracted to teach. Alternatively, only for those Affiliate faculty for whom it would be applicable, a Faculty Workload Plan (FWP) and Faculty Workload Report (FWR) may be used following the same

process and timeline as Regular faculty. For all other Affiliate faculty (on an AWP), annually by **February 1**, each faculty member will also submit a written report of activity for the preceding calendar year. This document should address how the Affiliate's activities and achievements comply with the general expectations of the unit, college/school, and the university. The annual workload plans and activity reporting will be reviewed by the Unit Head and the Dean of the college (or by a designee of the Dean) for consistency with unit and college expectations and may be made available to the unit faculty members (Regular and Affiliate).

E. About Review Procedures for Contract Renewal

i. Recommended Timing of Reviews for Contract Renewal:

Reviews for Affiliate faculty contract renewal typically occur during the Winter semester. Affiliate faculty on one-year contracts should be reviewed no earlier than their second semester. Fall reviews are permitted in order to balance the workload in units with many Affiliate faculty, or for some contract renewals done in tandem with promotion to Senior Affiliate status (see Section F).

ii. Recommended Review Procedures:

A unit or college may follow the evaluation procedures referenced in this section, or it may develop alternate procedures, as approved by the Provost's office. The recommended procedure for Affiliate faculty contract renewals is as follows:

- Each year, in each affected unit, the Unit Head may self-appoint as the "Review Coordinator" or appoint another Regular faculty as Review Coordinator. The Review Coordinator will be responsible for coordinating any Affiliate review team(s) for any Affiliate faculty eligible for contract renewal.

- The Review Coordinator will select one (1) Regular or Affiliate faculty member to serve on an Affiliate's review team. Each Affiliate under review will choose one (1) other Regular or Affiliate faculty member as part of the individual's review team. Depending on the number of Affiliate faculty to be evaluated, there may be one or more two-person review teams (or 'reviewers").

- Each two-person team will invite comments from faculty about the Affiliate's performance of assigned duties. The reviewers will make at least one class visit to each Affiliate faculty eligible for renewal. Reviewers will take notes using the unit's classroom observation document. If, based on their class visit or on faculty comments, the reviewers have questions or concerns, they should conduct a second class visit and/or request more materials prior to completing the review.

- As soon as practical, each review team will correspond with the Affiliate faculty member to discuss the class visit(s), the Affiliate's current syllabi, and the Affiliate's most recent course evaluations. Other teaching-related documents may be offered by the Affiliate or requested by the review team.

- The reviewers will use the classroom visit reports, workload plans and activity reports for preceding years, student teaching evaluations, self-evaluations of teaching, syllabi, letters of support, and any other teaching-related documents to prepare a brief draft report for the Review Coordinator that summarizes the review team's observations. The draft report will also include a recommendation for a three-year renewal, a two-year renewal, a one-year renewal, or no renewal. For Senior Affiliate faculty, the draft report will include a recommendation for up to a six-year renewal or no renewal.

- The reviewers will send a copy of the draft report and recommendation to the Affiliate and then meet with the Affiliate to discuss both. Each Affiliate will have the opportunity to respond to any issues that may arise during the evaluation. If the Affiliate believes the evaluation was incomplete or unfair, the Affiliate may submit to the Review Coordinator a statement explaining the reasons for that belief.

- The Review Coordinator will consider the reviewers' recommendations and the Affiliate's statement (if there is one). If the Affiliate's statement is compelling, the Review Coordinator may request a meeting with the

Affiliate before making a final recommendation.

- Following the meeting between the reviewers and the individual under review, and any subsequent meeting between that individual and the Review Coordinator, the Review Coordinator will finalize the draft report, attach the Affiliate's statement (if there is one), and recommend a three-year renewal, a two-year renewal, a one-year renewal, or no renewal. (For Senior Affiliate faculty, recommendations for renewal can be up to six years, per BOT 4.3.0.) The report and recommendation will be forwarded to the Dean by the Unit Head. The department will store copies of the documents in the Affiliate's file.

- After the review process is complete, an Affiliate may still avail themselves of the complaint procedure set forth in *Board of Trustees Policy 4.3.4;* although, typically, the Unit Head and Affiliate will waive step 1 in such circumstances.

F. Promotion to 'Senior Affiliate Faculty' Status

i. Timing of Eligibility for Promotion

After successfully completing seven (7) consecutive years at Grand Valley State University as an Affiliate faculty member, an Affiliate is eligible to apply for appointment as a 'Senior Affiliate.' Colleges are encouraged to communicate this eligibility to the Affiliate (see also section iii). There are not University-wide forms or procedures for promotion to Senior Affiliate Faculty, beyond what is expressed in this policy.

To consider applications for promotion, Colleges should define internal, Provost approved procedures that are consistent with the guidelines above and in harmony with current practices for Affiliate faculty contract renewal. This includes setting internal deadlines, expectations of documents to be submitted, and evaluation standards and procedures. Deadlines should take into account that most Affiliates begin service in August of an academic year, although there are also a few that begin service at other times.

ii. Procedures for Applying for Promotion:

- To apply for promotion to Senior Affiliate status, the eligible candidate communicates their intention to the appropriate Dean, who notifies the Unit Head of the request.

- Documents that must be included in the application for review are classroom visit reports, student teaching evaluations, and the following provided by the candidate: self-evaluation of teaching, syllabi, and other teaching-related materials. Other documents (e.g. letters of recommendation) are also allowed, at the discretion of the Unit Head.

- The review for promotion may be done in tandem with a review for contract renewal, or separately. In either case, the department, or an appointed committee of the department - such as the Affiliate review team(s), described above – will review the candidate's materials, focusing on evidence of successful teaching.

- By vote, the department or committee may recommend promotion to Senior Affiliate Faculty or recommend not promoting the candidate at this time. This recommendation is sent to the Unit Head, who transmits it to the Dean for final decision. The Dean shall provide the Affiliate with written rationale for the recommendation in the event the Dean rejects the recommendation for promotion. Note that for promotion, the decision of the Dean is final and cannot be appealed. However, in the event of a denial, the Affiliate is not precluded from applying for Senior Affiliate status in the future.

- Once a decision to promote is made, the Dean should provide a letter to the faculty member. Promotions are effective with the beginning of the next academic year appointment, but not before the beginning of the ninth year, and include an additional $5,000 (beginning summer 2024) added to the Senior Affiliate faculty member's base pay. The promotion increment will be prorated for 9-month affiliates who are not 1.0 FTE and 12-month affiliates who are less than 0.75 FTE.

- For budgetary planning, by the end of Fall semester the Dean should report to the Office of the Provost the promotions under consideration. Promotions are reported to the Office of the Provost via the same Hiring Approval Form used when renewing a contract, and the promotion increment should be included on the salary spreadsheets that are completed in late Winter semester.

iii. Important Note that Applies to Affiliates in their Seventh Year of Service:

If an Affiliate faculty member is reviewed for a new three-year contract during their seventh year of service, and the Affiliate faculty member is planning to apply for promotion during their eighth year, the Affiliate may submit materials for both purposes (renewal and promotion) at the same time. However, as indicated in *Board of Trustees Policy 4.3.0*, the decision on contract renewal will need to occur by **May 1**, and the application for promotion can only be considered after the decision to renew the Affiliate faculty member's contract is made. (Renewals of more than three years, per BOT 4.3.0, are only available to those Affiliate faculty who have already been promoted to Senior Affiliate.)

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

REASSIGNED TIME

SG 3.03

Date of Last Update:
June 29, 2022

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 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.

POLICY PROHIBITING DISCRIMINATION, HARASSMENT, AND MISCONDUCT

SLT 9.1

Date of Last Update:
October 14, 2026

Approved By:

- Senior Leadership Team

Responsible Office:
Civil Rights and Title IX

POLICY STATEMENT

1. Purpose

GVSU is committed to providing an educational and employment environment that is free from discrimination and harassment based on Protected Characteristics, and free from retaliation for engaging in protected activity.

GVSU values and upholds the equal dignity of all members of its community and strives to balance the rights of the Parties in the Resolution Process during what is often a difficult time for all involved.

To ensure compliance with federal, state, and local civil rights laws and regulations, and to affirm its commitment to promoting the goals of fairness and equity in all aspects of its education programs and activities, GVSU has developed this Policy and related procedures that provide for prompt, fair, and impartial resolution of allegations of discrimination, harassment or misconduct based on Protected Characteristics.

2. Notice of Discrimination, Harassment, and Misconduct Based on Protected Characteristics

GVSU seeks to comply with all federal, state, and local laws, regulations, and ordinances prohibiting discrimination, harassment, and misconduct in public post-secondary education institutions.

GVSU does not discriminate against any employee, applicant for employment, student, or applicant for admission on the basis of actual or perceived Protected Characteristics.

This Policy covers alleged discrimination, harassment and misconduct in employment and in access to educational opportunities, and prohibits such misconduct. Therefore, any member of the GVSU community whose acts objectively deny, deprive, unreasonably interfere with or limit the education or employment, residential and/or social access, benefits, and/or opportunities of any member of GVSU's community, guest, or visitor on the basis of that person's actual or perceived Protected Characteristic(s), is in violation of this Policy.

Actual or perceived Protected Characteristics as referenced in this Policy include:

- Age
- Color

- Disability (physical or mental)
- Ethnicity
- Familial Status (including Parental Status)
- Gender expression
- Gender identity
- Height
- Marital status
- National origin (including Shared Ancestry)
- Political affiliation
- Pregnancy or Related conditions
- Race
- Religion
- Sex
- Sexual orientation
- Veteran or active-duty military status (including disabled veteran; recently separated veteran; active-duty, wartime, or campaign badge veteran; and Armed Forces Service Medal veteran)
- Weight

GVSU will promptly and effectively address any such discrimination, harassment or misconduct of which it has knowledge or Notice using the resolution process outlined in the Resolution Process for Alleged Violations of GVSU Policy Prohibiting Discrimination, Harassment and Misconduct.

3. Contacts

GVSU has appointed the following individual(s), to coordinate GVSU's compliance with this policy and federal, state, and local civil rights laws and ordinances:

For sex discrimination, sex-based harassment, and other sexual misconduct allegations:

Title IX Coordinator

Kathleen VanderVeen
Associate Vice President of Civil Rights and Title IX
Title IX and ADA Coordinator
Office of Civil Rights and Title IX
Zumberge
1 Campus Drive
616.331.9532
vandervk@gvsu.edu
www.gvsu.edu/titleix

For other forms of discrimination, harassment, and misconduct allegations:

Office of Civil Rights and Title IX (OCRTIX)
Zumberge
1 Campus Drive
616.331.9532
www.gvsu.edu/titleix

The Title IX Coordinator and other members of the Office of Civil Rights and Title IX (OCRTIX) are responsible for providing comprehensive education and training; coordinating GVSU's timely, thorough, and fair response, investigation, and resolution of all alleged prohibited conduct under this Policy; and monitoring the effectiveness of this Policy and related procedures to ensure an education and employment environment free from discrimination,

harassment, and misconduct.

GVSU recognizes that allegations under this Policy may include multiple forms of discrimination, harassment or misconduct, as well as violations of other GVSU policies; may involve various combinations of students, employees, and other members of the GVSU community; and may require the simultaneous attention of multiple GVSU departments.

Accordingly, all GVSU departments will share information, combine efforts, and otherwise collaborate, to the maximum extent permitted by law, and consistent with other applicable GVSU policies, to provide uniform, consistent, efficient, and effective responses to alleged discrimination, harassment, or misconduct.

4. External Contact Information

Concerns about GVSU's application of this Policy and compliance with certain federal civil rights laws may also be addressed to:

Office for Civil Rights (OCR)
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-1100
Customer Service Hotline #: (800) 421-3481
Facsimile: (202) 453-6012
TDD#: (877) 521-2172
Email: OCR@ed.gov
Web: http://www.ed.gov/ocr

Office for Civil Rights (OCR)
U.S. Department of Education
1244 Speer Boulevard, Suite 310
Denver, CO 80204-3582

Email: OCR.Denver@ed.gov
For Complaints involving employee-on-employee conduct: Equal Employment Opportunity Commission (EEOC)

EEOC Regional Office
Patrick V. McNamara Building, 477 Michigan Avenue, Room 865
Detroit, MI, 48226

5. Definitions (Appendix A)

Please see Appendix A for a list of definitions pertaining to the Policy and related procedures.

6. Mandatory Reporters

All GVSU faculty and employees (including student-employees), Resident Assistants, and Graduate Assistants, other than those deemed Confidential Employees, are Mandatory Reporters and are expected to promptly report all known details of actual or suspected discrimination, harassment, or misconduct to appropriate officials immediately, although there is a Limited Event Exception as defined in Appendix A. Supportive Measures may be offered as the result of such disclosures without formal GVSU action.

Complainants may want to carefully consider whether they share personally identifiable details with Mandatory Reporters, as those details must be shared with the OCRTIX.

If a Complainant seeks formal action in response to their allegations, reporting to any Mandatory Reporter can connect them with resources to report alleged crimes and/or Policy violations. These employees will immediately pass Notice to the OCRTIX (and/or GVPD, if desired by the Complainant or required by law), who will then act in

accordance with their procedures.

Failure of a Mandatory Reporter, as described above in this section, to report an incident of discrimination, harassment or misconduct of which they become aware is a violation of GVSU Policy and can be subject to disciplinary action for failure to comply or failure to report.

A Mandatory Reporter who is themselves a target of discrimination, harassment, or other misconduct under this Policy is not required to report their own experience, though they are, of course, encouraged to do so.

If a student (or a student's parent or other legal representative) informs a GVSU employee of the student's pregnancy or related conditions, in the absence of an associated report of discrimination, harassment, or other misconduct, Mandatory Reporters need not inform OCRTIX. However, the employee must provide the reporting person with information as outlined in the Pregnancy-Based Grievances and Complaints provision of this Policy.

7. Confidential Reporting Options

The following sections describe GVSU's confidential reporting options for a Complainant (including parents or legal guardians when appropriate):

If a Complainant would like to confidentially access support and resources, the Complainant may speak with Confidential Employees. Confidential Employees are not required to notify the OCRTIX about prohibited conduct under this policy, but will provide information to the reporting individual regarding how to contact OCRTIX, how to make a Complaint, and how OCRTIX can help.

There are three categories of Confidential Employees: A) Those with confidentiality bestowed by law or professional ethics, such as lawyers, medical professionals, clergy, and mental health counselors; B) Those whom GVSU has specifically designated as Confidential Resources for purposes of providing support and resources to the Complainant; and C) Those conducting human subjects research as part of a study approved by GVSU's Institutional Review Board (IRB).

A. Confidential Employees by Law or Ethics

For those in category A), above, to be able to respect confidentiality, they must be in a confidential relationship with the person reporting, such that they are within the scope of their licensure, professional ethics, or confidential role at the time of receiving the Notice. These individuals will maintain confidentiality except in extreme cases of immediacy of threat or danger or abuse of a minor, elder, or individual with a disability, or when required to disclose by law or court order. These employees include the following:

- On-campus licensed professional counselors and staff
- On-campus health service providers and staff

B. Designated Confidential Resources

To enable Complainants to access support and resources without filing a Report or Complaint, if they so choose, GVSU has designated specific employees as Confidential Resources. Confidential Resources are not required to report actual or suspected discrimination, harassment, or misconduct in a way that identifies the Parties. They will, however, provide the Complainant with the OCRTIX's contact information and offer options and resources. Confidential Resources do not have any obligation to inform an outside agency or GVSU official of identifying information or the details of the allegations unless a Complainant has requested the information be shared. These employees include the following:

- On-campus Victim Advocates
- Employee Ombuds
- Student Ombuds

C. Confidential Employees Conducting Human Subjects Research

Those persons conducting IRB-approved human subjects research at GVSU who, during the course of the research, learn of allegations of discrimination, harassment or misconduct, are considered Confidential Employees while conducting the approved study. They are not required to notify the OCRTIX about prohibited conduct under this policy, but will provide information to the reporting individual regarding how to contact OCRTIX, how to make a Complaint, and how OCRTIX can help.

In addition, Complainants may speak with individuals unaffiliated with GVSU without concern that this Policy will require them to disclose information to the institution without permission:

- Licensed professional counselors and other medical providers
- Local rape crisis counselors
- Domestic violence resources
- Local or state assistance agencies
- Clergy/Chaplains
- Attorneys

8. Methods of Notice

If a Complainant would like to provide the details of an incident under this Policy, the Notice may be provided directly to the OCRTIX or to a Mandatory Reporter who will notify the OCRTIX through one of the following methods:

A. Making a Report

A Report provides Notice to GVSU of an allegation or concern about discrimination, harassment or misconduct, and provides an opportunity for the OCRTIX to provide information, resources, and Supportive Measures. Such a Report may be made verbally or in writing at any time (including during non-business hours) by using the telephone number, email address, or mailing address of the OCRTIX.

If a Complainant makes a Report but does not wish to file a Complaint, GVSU will maintain the privacy of information to the extent possible. Therefore, a Complainant should not withhold Notice for fear of a loss of confidentiality. By giving Notice, GVSU can discuss the incident and/or provide Supportive Measures as needed to those involved. For more information regarding Confidential Reporting Options, refer to that provision of this policy.

B. Making a Complaint

A Formal Complaint (“Complaint”) provides written Notice to GVSU that the Complainant would like to initiate an investigation or other appropriate resolution procedures. Such a Complaint must be submitted in writing, using the OCRTIX Complaint Form. The Complaint Form may be submitted at any time (including during non-business hours) in person, online, by email address or by mailing address to the OCRTIX.

A Complainant may initially make a Report and may decide at a later time to make a Complaint.

A Complainant does not have to be a member of the GVSU community to file a Complaint under the Jurisdiction of this Policy. At the time of filing the Complaint, a Complainant must be participating in or attempting to participate in a GVSU education program or activity.

C. Online Submission

A Complainant may submit online Notice at https://cm.maxient.com/reporting.php?GrandValley.

Anonymous Notice is accepted**.** However, please note that in order to properly address or investigate the allegations, the Notice may give rise to a need to try to determine the Parties’ identities. Please also be aware that Anonymous Notice may limit GVSU’s ability to investigate, respond, and provide remedies. It also may not be possible to provide Supportive Measures to Complainants who are the subject of Anonymous Notice.

Measures intended to protect the community or redress or mitigate harm may be enacted in response to an

Anonymous Notice.

Reporting carries no obligation to initiate a Complaint, and in most situations, GVSU is able to respect a Complainant's request to not initiate a Resolution Process. However, there may be circumstances, such as pattern behavior, allegations of severe misconduct, or a serious threat to health and/or safety, where GVSU may need to initiate a Resolution Process, signing and submitting its own Complaint Form through the OCRTIX.

9. Time Limits on Reporting

There is no time limitation on providing Reports or Complaints to the OCRTIX. However, if the Respondent is no longer subject to GVSU's jurisdiction and/or significant time has passed, the ability to investigate, respond, and/or provide remedies may be more limited or rendered impossible.

The OCRTIX will review all Reports or Complaints significantly impacted by the passage of time (including, but not limited to, impacts caused by the rescission or revision of Policy) for determination of whether to act upon it. The OCRTIX may document allegations for future reference, offer Supportive Measures, and/or engage in informal or formal action, as appropriate.

10. Prompt & Effective Response to Allegations

After receipt of Notice through Report or Complaint of prohibited conduct under this policy, GVSU will:

1. Treat the Complainant and Respondent equitably.
2. Offer and coordinate Supportive Measures, as appropriate, for the Complainant.
3. Offer and coordinate Supportive Measures as appropriate, for the Respondent, if GVSU initiates Formal Resolution (Grievance Procedures) or offers an Informal Resolution process to the Respondent.
4. Notify the Complainant, or if the Complainant is unknown, the individual who reported the conduct, of the process for filing a written Complaint if desired, the Grievance Procedures, and the Informal Resolution process, if available and appropriate.
5. If a Complaint is made, notify the Respondent of the Grievance Procedures and the Informal Resolution process, if available and appropriate.
6. In response to a Complaint, initiate GVSU's Grievance Procedures or Informal Resolution process, if available and appropriate.
7. In the absence of a Complaint, or in the case of withdrawal of any or all of the allegations in a Complaint, and/or in the absence or termination of an Informal Resolution process, make a fact-specific determination regarding whether the OCRTIX will initiate a Complaint itself.
8. If the OCRTIX initiates a Complaint itself, make reasonable efforts to notify the Complainant prior to doing so and appropriately address reasonable concerns about the Complainant's safety or the safety of others.
9. Regardless of whether a Complaint is initiated, take other appropriate prompt and effective steps in effort to ensure that conduct prohibited by this Policy does not continue or recur within GVSU's education program or activity, in addition to providing remedies to an individual Complainant.

For additional information regarding the Resolution Process under this Policy, please review the Resolution Process for Alleged Violations of GVSU Policy Prohibiting Discrimination, Harassment and Misconduct.

11. Disability-Based Grievances and Complaints

Allegations of discrimination, harassment or misconduct on the basis of an actual or perceived disability, including instances in which the provision of reasonable accommodations has allegedly had a discriminatory effect, will be resolved under this Policy and related procedures.

However, grievances or complaints related to one's disability status and/or type of accommodation provided, are addressed as outlined in GVSU's ADA Accommodation Policy for Faculty, Staff and Students with Disabilities.

12. Pregnancy-Based Grievances and Complaints

Allegations of discrimination, harassment or misconduct on the basis of an actual or perceived pregnancy, including instances in which the provision of reasonable accommodations has allegedly had a discriminatory effect, will be resolved under this Policy and related procedures.

However, grievances or complaints related to one's pregnancy status and/or type of accommodation provided, are addressed as outlined in GVSU's Pregnancy, Childbirth and Pregnancy Related Conditions Policy.

When a student (or a student's parent or other legal representative) informs a GVSU employee of the student's pregnancy or related conditions, in the absence of an associated report of discrimination, harassment, or other misconduct, Mandatory Reporters need not inform OCRTIX. However, the employee must provide the reporting person with the OCRTIX's contact information and inform that person that the OCRTIX can do the following in effort to prevent sex discrimination or hostile environment based on the student's Pregnancy or Related Condition*(1)*:

- Inform the student of their rights under this Policy;
- Provide reasonable accommodations, including private space and a reasonable break for lactation;
- Allow voluntary leave of absence, as medically necessary, and reinstatement upon return;
- Ensure individualized reasonable modifications are provided as needed (and as defined in the related Pregnancy Policy);
- Refrain from requesting supporting documentation when a) it has already been provided, 2) it relates to lactation needs, c) it is obvious, d) it constitutes a routine or simple modification, or e) other non-pregnancy related students receiving the accommodation obtain it without supporting documentation.

13. Scope

This Policy is not meant to inhibit or prohibit educational content or discussions inside or outside of the classroom that include germane, but controversial or sensitive, subject matters protected by academic freedom.

This Policy prohibits all forms of discrimination, harassment or misconduct on the basis of the identified Protected Characteristic(s), and may be applied to incidents, to patterns, and/or to the institutional culture or climate, all of which may be addressed in accordance with this Policy.

This Policy is only applicable to alleged incidents of discrimination, harassment or misconduct that occur on or after August 14, 2020. For alleged incidents occurring prior to August 14, 2020, the federal regulations in place at the time of the alleged incident apply.

This Policy applies to all faculty, employees, students, and other individuals participating in or attempting to participate in GVSU's program or activities, including education and employment.

14. Jurisdiction

This Policy applies to alleged discrimination, harassment or misconduct occurring in circumstances where GVSU has disciplinary authority at or during GVSU's education programs and activities (including locations, events, or circumstances in which GVSU exercises substantial control).

This Policy applies to alleged incidents occurring within any building owned or controlled by a GVSU-recognized student organization.

This Policy also applies to alleged off-campus misconduct if the effects of that conduct are to objectively limit or deny a person's access to GVSU's education program or activities.

GVSU may also extend jurisdiction to online conduct occurring on campus or off-campus when the conduct affects a substantial GVSU interest. For more information regarding online conduct, refer to the Online Discrimination, Harassment or Misconduct provision of this policy.

A substantial GVSU interest includes, but is not limited to, prohibiting the following related conduct:

1. Any action that constitutes a criminal offense as defined by law. This includes, but is not limited to, single or repeat violations of any local, state, or federal law.
2. Any situation in which it is determined by GVSU that the Respondent poses an imminent and serious threat to the health or safety of any student, employee, or other individual.
3. Any situation that significantly and objectively impinges upon the rights, property, or achievements of others, significantly breaches the peace, and/or causes social disorder.
4. Any situation that substantially interferes with GVSU's educational interests or mission.
5. Any situation that is sufficiently serious that it objectively denies or limits a GVSU community member's ability to participate in or benefit from GVSU's programs or activities. Objectivity is based on a reasonably prudent person in like circumstances.

For disciplinary action to be issued under this Policy, the Respondent must be a GVSU faculty member, student, or employee at the time of the alleged incident. If the Respondent is unknown or is not a member of GVSU community, the OCRTIX will offer to assist the Complainant in identifying appropriate institutional and local resources and support options, and GVSU will implement appropriate Supportive Measures and/or remedial actions where necessary. GVSU can also assist the Complainant in contacting local or institutional law enforcement if the individual would like to file a police report about criminal conduct.

All vendor employees serving GVSU through third-party contracts are subject to these policies and procedures given their employer's agreement to be bound through the respective contracts.

When a party is participating in a dual enrollment/early college program, GVSU will coordinate with the party's home institution to determine jurisdiction and coordinate providing Supportive Measures and responding to the Report or Complaint under the appropriate policy and procedures based on the allegations and identities of the Parties.

When the Respondent is enrolled in or employed by another institution, the OCRTIX can assist the Complainant in contacting the appropriate individual at that institution, as it may be possible to initiate a process under that institution's policies.

Similarly, the OCRTIX may be able to assist and support, through remedial measures, a GVSU student or employee Complainant who experiences discrimination elsewhere (such as in an externship, study abroad program, or other environment external to GVSU where sexual harassment or nondiscrimination policies and procedures of the facilitating or host organization may give the Complainant recourse).

GVSU does not have jurisdiction to handle the matter through its grievance process if the conduct did not occur against a person in the United States.

15. Supportive Measures

GVSU will offer and implement appropriate and reasonable Supportive Measures to the Parties upon Notice of alleged discrimination, harassment or misconduct. Supportive Measures are non-disciplinary, non-punitive individualized services offered as appropriate and reasonably available. They are offered, without fee or charge to the Parties, to restore or preserve access to GVSU's education program or activity, including measures designed to protect the safety of all Parties and/or GVSU's educational environment and/or to deter discrimination, harassment, and misconduct.

The OCRTIX promptly offers to make Supportive Measures available to the Parties upon receiving Notice. At the time that Supportive Measures are offered, if a Complaint has not been filed, GVSU will inform the Complainant, in writing, that they may file a Complaint with GVSU either at that time or in the future. The OCRTIX will work with a party to ensure that their wishes are considered with respect to any planned and implemented Supportive Measures.

GVSU will maintain the confidentiality of the Supportive Measures, provided that confidentiality does not impair GVSU's ability to provide those Supportive Measures or investigate and resolve the allegations. GVSU will act to ensure as minimal an academic or occupational impact on the Parties as possible and appropriate. GVSU will

implement measures in a way that does not unreasonably burden any party.

These Supportive Measures may include, but are not limited to:

- Referral to counseling, medical, and/or other healthcare services
- Referral to the Employee Assistance Program
- Referral to community-based service providers
- Education to the institutional community or community subgroup(s)
- Altering campus housing assignment(s)
- Altering work arrangements for employees or student-employees
- Safety planning
- Implementing contact restrictions (no contact orders) between the parties
- Academic support, extensions of deadlines, or other course/program-related adjustments
- Assistance with obtaining a PPO or Cease and Desist through referral to GVPD.
- Class schedule modifications, withdrawals, or leaves of absence
- Any other actions deemed appropriate by the OCRTIX to address the objective harm

Violations of no contact orders or other restrictions may be referred to appropriate student or employee conduct processes for enforcement or added as Collateral Misconduct allegations to an ongoing Complaint under this Policy.

The Parties are provided with a timely opportunity to seek modification or reversal of GVSU's decision to provide, deny, modify, or terminate Supportive Measures applicable to them. A request to do so should be made in writing to the OCRTIX. An impartial employee, other than the employee who implemented the Supportive Measures, who has authority to modify or reverse the decision, will determine whether the decision is sufficiently inconsistent with the definition of Supportive Measures to warrant modification or reversal. GVSU will also provide the Parties with the opportunity to seek additional modification or termination of Supportive Measures applicable to them if circumstances materially change. GVSU typically renders decisions on Supportive Measures within seven (7) business days of receiving a request and provides a written determination to the impacted party(ies) and the OCRTIX.

16. Online Discrimination, Harassment or Misconduct

GVSU policies are written and interpreted broadly to include online manifestations of any of the behaviors prohibited by this Policy, when those behaviors occur in or have an effect on GVSU's education program and activities, or when they involve the use of GVSU networks, technology, or equipment.

Although GVSU may not control websites, social media, and other venues through which the alleged discriminatory or harassing communications are made, when such communications are reported to GVSU, it will seek to address and mitigate the effects. This effort may include use of the Resolution Process to address off-campus, online conduct that objectively interferes with a person's access to or participation in GVSU's education programs or activities.

17. Inclusion related to Gender Identity/Expression

GVSU strives to ensure that all individuals are safe, included, and respected in their education and employment environments, regardless of their actual or perceived Gender Identity or Expression, including intersex, nonbinary, transgender, agender, two-spirit, gender-expansive, and gender-diverse students and employees.

Discrimination, harassment or misconduct on the basis of Gender Identity or Expression is not tolerated by GVSU. If a member of the GVSU community believes they have been subjected to prohibited conduct under this Policy, they should follow the appropriate reporting process described herein. Intentional misgendering, deadnaming, or mispronouning may be considered a violation of this policy.

This Policy should be interpreted consistent with the goals of maximizing inclusion for all, including students and employees with varying gender identities, including:

- Maintaining the privacy of all individuals consistent with law;

- Ensuring all students have equal access to educational programming and activities consistent with the law;
- Facilitating participation in programs and activities by providing all students access to appropriate facilities, including restrooms and locker rooms. For a list of gender-inclusive restrooms and locker rooms on campus see our Facilities Services page;
- Ensuring all employees have equal access to employment opportunities and work, service, or health-related facilities;
- Providing professional development for employees and education for students on topics related to gender inclusion;
- Encouraging all students and employees to respect the pronoun usage and identities of all members of the GVSU community.

18. Prohibited Conduct-Discrimination or Harassment Offenses

Students and employees are entitled to an educational and employment environment that is free from discrimination and harassment.

The sections below describe the specific forms of legally prohibited discrimination and harassment on the basis of actual or perceived Protected Characteristics, that are also prohibited under GVSU Policy.

When speech or conduct is constitutionally protected, it will not be considered a violation of GVSU Policy, though Supportive Measures will be offered to those impacted.

All offense definitions below encompass actual and/or attempted offenses.

Any of the following offenses can be charged as or combined as pattern offenses, in which case the Notice of Investigation and Allegation (NOIA) will clearly indicate that both individual incidents and a pattern of conduct are being investigated. A pattern may exist and be charged when there is a potential substantial similarity to incidents where the proof of one could make it more likely that the other(s) occurred, and vice-versa. Patterns may exist based on target selection, similarity of offense, or other factors. Where a pattern is found, it can be the basis to enhance sanctions, accordingly.

Violation of any other GVSU policies may constitute discrimination or harassment when motivated by actual or perceived Protected Characteristic(s), and the result is a limitation or denial of employment or educational access, benefits, or opportunities.

A. Discrimination

Discrimination is different treatment with respect to a person's employment or participation in an education program or activity based, in whole or in part, upon the person's actual or perceived Protected Characteristic. Discrimination also includes a failure to provide reasonable accommodations as required by law or policy, such as for a person's disability, religion, or creed.

Discrimination can take two primary forms:

1. Disparate Treatment Discrimination:
Any intentional differential treatment of a person or persons that is based on a person's actual or perceived Protected Characteristic and that:

- excludes an individual from participation in;
- denies the individual benefits of; or
- otherwise adversely affects a term or condition of an individual's participation in a GVSU program or activity.

Differential treatment means others have received more favorable treatment and there is no legitimate nondiscriminatory reason for the more favorable treatment.

2. Disparate Impact Discrimination:

Disparate impact occurs when policies or practices that appear to be neutral unintentionally result in a disproportionate impact on a protected group or person that:

- excludes an individual from participation in;
- denies the individual benefits of; or
- otherwise adversely affects a term or condition of an individual's participation in a GVSU program or activity.

Disproportionate impact means others have not been impacted negatively and there is no legitimate nondiscriminatory reason for the more positive impact.

B. Discriminatory Harassment

Discriminatory Harassment includes all of the following:

- unwelcome conduct on the basis of actual or perceived Protected Characteristic(s), that
- based on the totality of the circumstances,
- is subjectively and objectively offensive, and
- is so severe or pervasive,
- that it objectively limits or denies a person's ability to participate in or benefit from GVSU's education programs or activities

C. Sex-based Harassment

Sex-based Harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex, *(2)* including sex stereotypes, sex characteristics, and Pregnancy or Related conditions.

1. Quid Pro Quo Harassment:

- an employee agent, or other person authorized by GVSU
- to provide an aid, benefit, or service under GVSU's education program or activity,
- explicitly or impliedly conditions the provision of such aid, benefit, or service,
- on a person's participation in unwelcome sexual conduct.

2. Hostile Environment Harassment:

- unwelcome sex-based conduct, that
- based on the totality of the circumstances,
- is objectively offensive, and
- is so severe and pervasive,
- that it effectively denies a person equal access to participate in or benefit from GVSU's education program or activity

3. Sexual Assault *(3)* The following definitions describe prohibited conduct that constitutes sexual assault

(a) Rape is defined as:

- Penetration, no matter how slight,
- of the vagina or anus of the Complainant,
- with any body part of the Respondent or by Respondent's use of an object, or
- oral penetration of the Complainant by a sex organ of Respondent, or by the Respondent's use of a sex-related object
- without the consent of the Complainant *(4)*.

(b) Fondling (Criminal Sexual Contact) is defined as:

- The intentional touching of the clothed or unclothed body parts of the Complainant by the Respondent,
- (or the forced touching of the clothed or unclothed body parts of the Respondent by the Complainant)
- for the purpose of sexual degradation, gratification, or sexual humiliation
- without the consent of the Complainant,
- including instances where the Complainant is incapable of giving consent because of their age or because of a temporary or permanent mental incapacity.

(c) Incest is defined as:

- Nonforcible sexual intercourse,
- between persons who are related to each other,
- within the degrees wherein marriage is prohibited by law.

(d) Statutory Rape is defined as:

- Nonforcible sexual intercourse,
- with a person who is under the statutory age of consent.

4. Dating Violence is defined as:

- violence,
- committed by a person,
- who is in or has been in a social relationship of a romantic or intimate nature with the Complainant.
    - The existence of such a relationship shall be determined based on consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. For the purposes of this definition—
        - Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.
        - Dating violence does not include acts covered under the definition of domestic violence.

5. Domestic Violence(5) **is defined as:**

- Violence that constitutes a felony or misdemeanor crime committed by a current or former spouse of intimate partner of the victim under the family or domestic violence laws of Michigan, or,
- use or attempted use of physical abuse or sexual abuse, or a pattern of any other coercive behavior committed, enable, or solicited to gain or maintain power and control over a victim, including verbal, psychological, economic, or technological abuse that may or may not constitute criminal behavior,
- committed by a person who
    - is a current or former spouse or intimate partner of the Complainant, or person similarly situation to a spouse of the victim;
    - is cohabitating with, or has cohabitated with, the Complainant as a spouse or intimate partner
    - shares a child in common with the Complainant, or
    - commits acts against an adult or youth Complainant who is protected from that person's acts under the domestic or family violence laws of MI.

6. Stalking is defined as:

- engaging in a course of conduct,
- directed at the Complainant,
- that would cause a reasonable person
- to fear for the person's safety or the safety of others, or
- Suffer substantial emotional distress.

For the purpose of this definition-

- Course of conduct means two or more acts, including, but not limited to, acts in which the Respondent

directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.

- Reasonable person means a reasonable person under similar circumstances and with similar identities to the Complainant.
- Substantial emotional distress means significant mental suffering or anguish that may but does not necessarily require medical or other professional treatment or counseling.

GVSU reserves the right to address sex-based conduct and/or harassment that (1) does not rise to the level of creating a hostile environment, or (2) that is of a generic nature and not based on a Protected Characteristic. Addressing such conduct will not result in the imposition of discipline under this Policy, but may be referred to other appropriate student or employee conduct processes.

For assistance with Informal Resolution techniques under these circumstances, contact the Office of Civil Rights and Title IX.

Separate treatment on the basis of sex in the context of sex-separate living facilities and sex-separate athletic teams is not discrimination.

D. Gender-Identity or Sexual Orientation-based Harassment

Gender Identity-based Harassment and Sexual Orientation-based Harassment are forms of discrimination and include harassment on the basis of gender identity or sexual orientation *(6)*, including related stereotypes or characteristics.

1) Quid Pro Quo Harassment:

- an employee agent, or other person authorized by GVSU
- to provide an aid, benefit, or service under GVSU's education program or activity,
- explicitly or impliedly conditions the provision of such aid, benefit, or service,
- on a person's participation in unwelcome sexual conduct because of their actual or perceived gender identity or sexual orientation.

2) Hostile Environment Harassment:

- unwelcome gender identity or sexual orientation- based conduct, that
- based on the totality of the circumstances,
- is objectively offensive, and
- is so severe and pervasive,
- that it effectively denies a person equal access to participate in or benefit from GVSU's education program or activity

GVSU reserves the right to address offensive conduct and/or harassment on the basis of gender identity and sexual orientation that (1) does not rise to the level of creating a hostile environment, or (2) that is of a generic nature and not based on a Protected Characteristic. Addressing such conduct will not result in the imposition of discipline under this Policy, but may be referred to other appropriate student or employee conduct processes.

For assistance with Informal Resolution techniques under these circumstances, contact the OCRTIX.

19. Prohibited Misconduct- Sexual Exploitation

The following definition describes prohibited sexual misconduct that constitutes sexual exploitation:

A. Sexual exploitation is defined as:

- A person taking non-consensual or abusive sexual advantage of another, that does not constitute Sex-based

Harassment as defined above,

- for their own benefit or for the benefit of anyone other than the person being exploited.

Examples of Sexual Exploitation include, but are not limited to:

1. Sexual voyeurism (such as observing or allowing others to observe a person undressing or using the bathroom or engaging in sexual acts, without the consent of the person being observed)
2. Invasion of sexual privacy (e.g., doxxing)
3. Knowingly making an unwelcome disclosure of (or threatening to disclose) a person's sexual orientation, gender identity, or gender expression
4. Taking pictures, video, or audio recording of another person in a sexual act, or in any other sexually related activity when there is a reasonable expectation of privacy during the activity, without the consent of all involved in the activity; or exceeding the boundaries of consent (such as allowing another person to hide in a closet and observe sexual activity, or disseminating sexual pictures without the photographed person's consent), including the making or posting of non-consensual pornography
5. Prostituting another person
6. Engaging in sexual activity with another person while knowingly infected with human immunodeficiency virus (HIV) or a sexually transmitted disease (STD) or infection (STI), without informing the other person of the virus, disease, or infection
7. Causing or attempting to cause the incapacitation of another person (through alcohol, drugs, or any other means) for the purpose of compromising that person's ability to give consent to sexual activity, or for the purpose of making that person vulnerable to non-consensual sexual activity
8. Misappropriation of another person's identity on apps, websites, or other venues designed for dating or sexual connections (e.g., spoofing)
9. Forcing a person to take an action against that person's will by threatening to show, post, or share information, video, audio, or an image that depicts the person's nudity or sexual activity
10. Knowingly soliciting a minor for sexual activity
11. Engaging in sex trafficking
12. Knowingly creating, possessing, or disseminating child sexual abuse images or recordings
13. Creating or disseminating synthetic media, including images, videos, or audio representations of individuals doing or saying sexually-related things that never happened, or placing identifiable real people in fictitious pornographic or nude situations without their consent (i.e., Deepfakes)

20. Prohibited Misconduct-Retaliation

The following definition describes prohibited conduct that constitutes retaliation:

A. Retaliation is defined as:

- Adverse action, including intimidation, threats, coercion or discrimination
- against any person,
- by GVSU, a student, employee, or a person authorized by GVSU to provide aid, benefit, or service under GVSU's education program or activity,
- for the purpose of interfering with any right or privilege secured by law or Policy, or
- because the person has engaged in protected activity, including reporting information, making a Complaint, testifying, assisting, or participating or refusing to participate in any manner in an investigation or Resolution Process under the GVSU Policy Prohibiting Discrimination, Harassment And Misconduct Procedures, including an Informal Resolution process, or in any other appropriate steps taken by GVSU to promptly and effectively end any discrimination or harassment in its education program or activity, prevent its recurrence, and remedy its effects.

The exercise of rights protected under the First Amendment does not constitute retaliation *(7)*.

It is also not retaliation for GVSU to pursue Policy violations against those who make materially false statements in bad faith in the course of a resolution under the GVSU Policy Prohibiting Discrimination, Harassment and Misconduct. However, the determination of responsibility, by itself, is not sufficient to conclude that any party has made a materially false statement in bad faith..

Peer to Peer Retaliation is also prohibited.

21. Other Prohibited Misconduct

The following definitions describe other conduct prohibited under this Policy, if such conduct is on the basis of Protected Characteristics and does not otherwise meet a definition of prohibited misconduct under the Policy:

A. Bullying is defined as:

- repeated and/or severe aggressive behavior,
- that is objectively likely to intimidate or intentionally hurt, control, or physically or mentally diminish the Complainant, that is not speech or conduct that is otherwise protected by the First Amendment.

B. Endangerment is defined as:

- threatening or causing physical harm,
- extreme verbal, emotional, or psychological abuse, or
- other conduct which threatens or endangers the health or safety of any person or damages their property

C. Hazing is defined as:

- any intentional, knowing, or reckless act
- committed by a person (whether individually or in concert with other persons)
- against another person or persons
- regardless of the willingness of such other person or persons to participate, that-

(I) is committed in the course of an initiation into, an affiliation with, or the maintenance of membership in, a student organization; and

(II) causes or creates a risk, above the reasonable risk encountered in the course of participation in the University's programs or activities (such as the physical preparation necessary for participation in an athletic team), of physical or psychological injury including but not limited to those behaviors identified in relevant laws or campus policies.

For the purposes of this definition:

- It is not necessary that a person's initiation or continued membership be contingent upon participation in the activity, or that the activity was sanctioned or approved by the student group or student organization, for an allegation of hazing to be upheld.
- It shall not constitute an excuse or defense to a hazing allegation that the participants took part voluntarily, gave consent to the conduct, voluntarily assumed the risks or hardship of the activity, or that no injury was suffered or sustained.
- The actions of alumni, active, new, and/or prospective members of a student group or student organization may be considered hazing.
- Hazing is not confined to the student group or student organization with which the person subjected to the hazing is associated.

22. Unauthorized Disclosure: *(8)*

Distributing or otherwise publicizing materials created or produced during an investigation or Resolution Process is prohibited except as required by law or as expressly permitted by GVSU.

Publicly disclosing institutional work product (produced, compiled, or written by GVSU for purposes of its

investigation and resolution of a Complaint) that contains personally identifiable information without authorization or consent is also prohibited.

Parties and Advisors are prohibited from disclosing information obtained by GVSU through the Resolution Process, to the extent that information is the work product of GVSU or contains personally identifiable information, without authorization.

Violation of this Policy provision may be subject to significant sanctions

23. Failure to Comply or Process Interference

Intentional failure to comply with the following OCRTIX actions is a violation of this Policy:

- reasonable directives of OCRTIX in the performance of their official duties, including with the terms of a no contact order;
- emergency removal or interim suspension terms;
- sanctions;
- terms of an Informal Resolution Agreement;
- mandated reporting duties as defined in this Policy

Intentional interference with the Resolution Process is a violation of this Policy. Such interference can include but is not limited to:

- Destruction of or concealing of evidence;
- Actual or attempted solicitation of knowingly false testimony or providing false testimony or evidence;
- Intimidating or bribing a witness or party

24. Consent, Force, and Incapacitation

As used in this Policy, the following definitions and understandings of Consent, Force and Incapacitation apply:

1. **Consent** is defined as *(9)*:

- knowing, and
- voluntary, and
- clear permission
- expressed by word or action
- prior to engaging in and during sexual activity.

Consent is active, not passive. Silence, or lack of resistance, in and of itself, cannot be interpreted as consent. Consent can be given by words or actions, as long as those words or actions create mutually understandable clear permission regarding willingness to engage in sexual activity.

Consent to any one form of sexual activity cannot automatically imply consent to any other forms of sexual activity. Consent may be withdrawn at any time as long as the withdrawal is reasonably and clearly communicated by word or action. If consent is withdrawn, that sexual activity should stop.

Previous relationships or prior consent cannot imply consent to future sexual acts. Consent cannot be given by an individual who one knows to be – or based on the circumstances should reasonably have known to be – incapacitated.

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.

An individual cannot consent who has been coerced, including being compelled by force, threat of force, or deception; who is unaware that the act is being committed; or who is coerced by a Supervisory or disciplinary authority.

Consent may not be given by a person who has not reached the legal age of consent under applicable law. Being impaired by alcohol or drugs will never function as a defense for any behavior that violates this Policy.

Proof of consent or non-consent is not a burden placed on either party involved in a Complaint. Instead, the burden remains on GVSU to determine whether its Policy has been violated. The existence of consent is based on the totality of the circumstances evaluated from the perspective of a reasonable person in the same or similar circumstances, including the context in which the alleged misconduct occurred and any similar and previous patterns that may be evidenced.

Going beyond the boundaries of consent is prohibited misconduct. Thus, unless a sexual partner has consented to slapping, hitting, hair pulling, strangulation, or other physical roughness during otherwise consensual sex, those acts may constitute dating violence or sexual assault *(10)*

2. Force is defined as:

- the use of physical violence, and/or
- physical imposition
- to gain sexual access.

Sexual activity that is forced is, by definition, non-consensual, but non-consensual sexual activity is not necessarily forced. Force is conduct that, if sufficiently severe, can negate consent.

Force also includes threats, intimidation (implied threats), and coercion that is intended to overcome resistance or produce consent (e.g., “Have sex with me or I’ll hit you,” which elicits the response, “Okay, don’t hit me. I’ll do what you want.”).

Coercion is unreasonable pressure for sexual activity. Coercive conduct, if sufficiently severe, can render a person’s consent ineffective, because it is not voluntary. When someone makes clear that they do not want to engage in sexual activity, that they want to stop, or that they do not want to go past a certain point of sexual interaction, continued pressure beyond that point can be coercive. Coercion is evaluated based on the frequency, intensity, isolation, and duration of the pressure involved.

3. Incapacitation is defined as:

- a state where a person is incapable of giving consent.

An incapacitated person cannot make rational, reasonable decisions because they lack the capacity to give knowing/informed consent (e.g., to understand the “who, what, when, where, why, and how” of their sexual interaction).

A person cannot consent if they are unable to understand what is happening or are disoriented, helpless, asleep, or unconscious for any reason, including because of alcohol or other drug consumption.

This Policy also covers a person whose incapacity results from a temporary or permanent physical or mental health condition, involuntary physical restraint, and/or the consumption of incapacitating substances.

Incapacitation is determined through consideration of all relevant indicators of a person’s state and is not synonymous with intoxication, impairment, blackout, and/or being drunk.

If the Respondent neither knew nor should have known the Complainant to be physically or mentally incapacitated, the Respondent is not in violation of this Policy. “Should have known” is an objective, reasonable person standard that assumes that a reasonable person is both sober and exercising sound judgment.

25. Standard of Proof

GVSU uses the preponderance of the evidence standard of proof when determining whether a Policy violation occurred. This means that GVSU will decide whether it is more likely than not, based upon the available information

at the time of the decision, that the Respondent is in violation of the Policy as alleged. The burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on GVSU and not on the parties. However, GVSU cannot obtain protected health information without a signed release from the treated individual for use of the health information in the grievance process.

Absent the necessary proof, a Respondent is not considered in violation of the Policy and is presumed not to have violated the policy unless and until such proofs are made.

26. False Allegations and Evidence

Deliberately false and/or malicious accusations under this Policy are a serious offense and will be subject to appropriate disciplinary action. This does not include allegations that are made in good faith but are ultimately shown to be erroneous or do not result in a determination of a Policy violation.

Additionally, witnesses and Parties who knowingly provide false evidence, tamper with or destroy evidence, or deliberately mislead an official conducting an investigation or resolution process including with the use of evidence fabricated with artificial intelligence, can be subject to discipline under appropriate GVSU policies.

27. Consensual Relationship Policy

GVSU recognizes there are inherent risks in any romantic or sexual relationships between persons in unequal positions, such as faculty member-student, Resident Assistant-supervisory student, or supervisor-employee. Any persons engaging in such relationships are subject to GVSU's Consensual Relationship Policy, SLT 9.2.

This Policy (Policy Prohibiting Discrimination, Harassment and Misconduct) will also apply to allegations of prohibited conduct under this Policy within such consensual relationships. Where the alleged prohibited conduct is on the basis of sex and by an Employee against a student, Informal Resolution will not be permitted.

28. Resolution Process Confidentiality & Privacy

GVSU makes every effort to preserve the privacy of those involved in a process under this Policy.

Except as permitted or required by law, and applicable regulations, or to fulfill the purposes of this Policy, GVSU will not share the identity of:

1. any individual who has made a Complaint under this Policy;
2. any Complainant;
3. any individual who has been reported to be the perpetrator of discrimination, harassment or misconduct;
4. any Respondent; or
5. any witness

Additional information regarding confidentiality and privacy can be found in GVSU's Confidentiality, Data & Security Policy and in the Confidential Reporting Options provision of this policy.

For additional information regarding unauthorized disclosure, please refer to the Unauthorized Disclosure provision of this policy.

29. Interventions to Address Allegations of Discrimination, Harassment or Misconduct.

GVSU uses a number of interventions to address allegations of discrimination, harassment or misconduct, including offering Supportive Measures, initiating a Formal Resolution Process (Grievance Procedures), or engaging in an Informal Resolution Process. These efforts may include, but are not limited to, problem-solving, assistance, intervention, confrontation, investigation, and/or Policy enforcement.

When conflicts arise between the right of members of the community to be free from discrimination, harassment or misconduct, and those exercising their right to religious freedom or freedom of expression, GVSU will seek to balance rights and interests to find mutually agreeable outcomes or compromises. When that is not possible, GVSU

will offer remedial solutions and/or enforce its Policies while also respecting the rights of all members of its community.

For questions regarding Expressive Activity on GVSU owned and controlled property, please refer to the relevant provisions of GVSU's Grounds and Facility Use Policy.

30. Emergency Removal, Interim Actions, and Leaves of Absence

GVSU can act to remove a student Respondent accused of Discrimination, Harassment or Misconduct from its education program or activities, partially or entirely, on an emergency basis if an individualized safety and risk analysis has determined that an imminent and serious threat to the health or safety of any student or other individual justifies removal. This risk analysis is performed by GVSU using its standard risk assessment procedures. For additional information on emergency removal, interim actions and leave of absences, see the relevant Policy procedures.

Employees are subject to existing procedures for interim actions and leaves.

31. Federal Timely Warning Obligations

GVSU must issue timely warnings for reported incidents that pose a serious or continuing threat of bodily harm or danger to members of GVSU community pursuant to the Clery Act.

GVSU will ensure that a Complainant's name and other personal identifying information is not disclosed, while still providing enough information for community members to make safety decisions in light of the potential danger.

32. Amnesty

In the interest of safety and compliance with all relevant laws and regulations, GVSU encourages the reporting of misconduct and crimes by Complainants, Respondents and witnesses. Sometimes, individuals are hesitant to give Notice to GVSU officials or participate in resolution processes because they fear that they themselves may be in violation of certain policies, such as underage drinking or use of illicit drugs at the time of the incident.

It is in the best interests of the GVSU community that Complainants choose to give notice of misconduct to GVSU officials, that witnesses come forward to share what they know, and that all Parties be forthcoming during the process.

To encourage reporting and participation in the process, GVSU offers students amnesty from such policy violations as underage alcohol consumption or the use of illicit drugs, when related to the alleged incident of prohibited conduct.

Student Amnesty

GVSU maintains an amnesty policy for students. For criteria regarding granting amnesty, please see GVSU policy STU 10.0.

33. Preservation of Evidence

The preservation of evidence is critical to any potential criminal prosecution and to obtaining restraining (protective) orders, and it is particularly time sensitive. Therefore, OCRTIX will inform the Complainant of the importance of preserving evidence at the time of initial receipt of a Complaint.

34. Independence and Conflicts of Interest

The Coordinator manages the OCRTIX and acts with independence and authority, free from bias and conflicts of interest. The Coordinator oversees all resolutions under this Policy and these procedures. The members of the Resolution Pool are vetted and trained to ensure they are not biased for or against any party in a specific Complaint, or for or against Complainants and/or Respondents, generally.

To raise any concern involving bias, conflict of interest, misconduct, discrimination or harassment by the Coordinator, contact the Vice President for People, Culture, and Equity.

Concerns of bias, misconduct, discrimination, harassment or a potential conflict of interest by any other OCRTIX employee or Resolution Pool member should be raised with the Coordinator.

35. Revision of Policy

The Coordinator reviews and updates these policies and procedures regularly. GVSU reserves the right to make changes to this document as necessary, and once those changes are posted online, they are in effect, unless otherwise required by law.

If government laws or regulations change or court decisions alter the requirements in a way that impacts this document, this document will be construed to comply with the most recent government laws, regulations, or court holdings.

This document does not create legally enforceable protections beyond the protections of the laws of the State of Michigan and federal laws that frame the provisions, generally.

This Policy is retroactively effective 08-14-2020, pursuant to guidance from the Department of Education dated February 04, 2025.

FOOTNOTES

[1] The following are rights that are also applicable to employees of GVSU with Pregnancy or Related Conditions.

[2] Throughout this Policy, “on the basis of sex” or “sex-based conduct” means conduct that is sexual in nature, or that is directed to the Complainant because of his/her/their actual or perceived sex.

[3] This would include having another person touch you sexually, forcibly, and/or without your consent.

[4] This includes Sodomy and/or sexual assault with an object

[5] To categorize an incident as Domestic Violence under this Policy, the relationship between the Respondent and the Complainant must be more than just two people living together as roommates. The people cohabitating must be current or former spouses or have an intimate relationship.

[6] Throughout this Policy, “on the basis of gender identity or sexual orientation” means conduct that is directed to the Complainant because of his/her/their actual or perceived gender identity or expression, including intersex, nonbinary, transgender, agender, two-spirit, gender-expansive, and gender-diverse students and employees and/or because of his/her/their actual or perceived sexual orientation, including members of the LGBTQ+ community.

[7] For additional information regarding Expressive Activity refer to GVSU’s Grounds and Facility Use Policy.

[8] Nothing in this section restricts the ability of the Parties to obtain and present evidence, including by speaking to witnesses (as long as it does not constitute intimidation or retaliation under this Policy), consult with the Parties’ own family members, confidential resources, or Advisors; or otherwise prepare for or participate in the Resolution Process.

[9] The definition of consent under Michigan law is applicable to criminal prosecutions for sex offenses. Such definition may differ from the definition used by GVSU to address Policy violations.

[10] Consent in relationships must also be considered in context. When Parties consent to BDSM (bondage, discipline, sadism, masochism) or other forms of kink, non-consent may be shown by the use of a safe word. Resistance, force, violence, or even saying “no” if part of the kink would be consensual.

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

---

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.